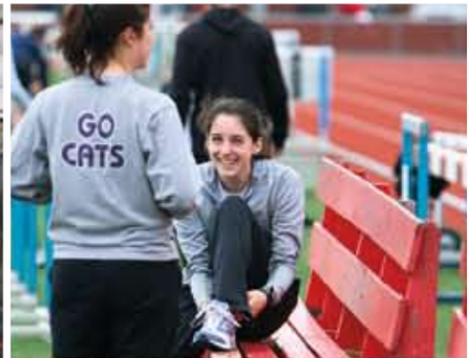




> 2009-2010 Course Catalog • McMinnville • Portland, OR



Linfield College
900 Baker Street
McMinnville, OR 97128-6894



Linfield College is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the college's individual programs. The Linfield-Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The education program is approved for training of elementary and secondary teachers by the State of Oregon's Teachers Standards and Practices Commission. Linfield College's music program is accredited by the National Association of Schools of Music, and its athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The college maintains affiliation with the American Baptist Churches, U.S.A.

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

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

Addresses of Accrediting Bodies:

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

Oregon State Board of Nursing
17938 SW Upper Boones Ferry Road
Portland, OR 97224-7012
(971) 673-0685
www.osbn.state.or.us

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791
www.aacn.nche.edu

Teachers Standards and Practices Commission
465 Commercial St. NE
Salem, OR 97301
(503) 378-3586
www.tspc.state.or.us

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

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

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MISSION STATEMENT

Mission

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

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

Concise Statement

Linfield: Connecting Learning, Life, and Community

Organization and Governance

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

LINFIELD'S ACADEMIC ORGANIZATION

This catalog provides separate sections describing the college's three main academic/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.

- The Portland Campus houses the college's Nursing and Health Sciences programs.

Within the Portland Campus section are descriptions of these programs.

- The Division of Continuing Education (DCE) is headquartered on the McMinnville Campus and branches into eight satellite locations in Oregon.

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

Up front in this catalog can be found:

- Academic requirements and administrative practices common to all units of the college (pages 3-15).
- Admission processes for applicants to the McMinnville and Portland Campuses (pages 16-19); for applicants to the Division of Continuing Education (pages 90-91).

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 affirms the importance of values in human life. The liberal arts curriculum is coherent and useful in preparing students to seek knowledge and improve skills throughout their lives. Linfield's curriculum is designed to help people develop their full humanity, with an emphasis on freedom of mind and spirit. It also illuminates their shared cultural heritage, and involves students and teachers alike in the fundamental concerns upon which the future depends.

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

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

DEGREES OFFERED

The college offers three undergraduate degrees. Bachelor of Arts (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 study in one language at the elementary level (101, 102) for a total of eight credits, or one semester of an intensive elementary-level course for five credits (105), or one semester at or above 201, or RELS 200 and 201 (Greek), or RELS 202 and 203 (Hebrew) in the Religious Studies Department. Students entering from high school with language experience or transfer students who have not fulfilled the language requirement take a placement test to determine their appropriate class levels. No college credit for high school course work in language will be allowed without departmental evaluation of a student's proficiency. Waiver of the language requirement is by examination. The language requirement should be completed in the student's first year. Prospective language students with a weak foundation in English grammar skills are strongly urged to take ENGL 125. 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.

REQUIREMENTS DISTINGUISHING BA FROM BS DEGREES

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

- Total credits
- Cumulative Grade Point Average
- Residency
- Mathematics proficiency
- Paracurricular courses
- The Linfield Curriculum (general education requirements)
- Major field

Total Credits

To earn a BA, BS, or BSN degree, a candidate must earn 125 credits.

Cumulative Grade Point Average (GPA)

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

Residency

No fewer than 30 credits must be from Linfield College, including 20 of the last 30 credits and 15 credits in the major. Residence credits do not include credit through challenge examinations, achievement examinations, Advanced Placement, CLEP examinations, or portfolio evaluation credits.

As a qualification to the policy above, a student with at least 30 credits earned at Linfield may, with prior approval of the Curriculum Committee, spend the senior year at a foreign university.

Mathematics Proficiency Requirement

All students must demonstrate math proficiency by the time they have completed 60 semester hours of credit. DCE and transfer 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;
- scoring 22 or higher on the mathematics portion of the ACT;
- completing any three-credit mathematics course at or above the level of MATH 105, except MATH 135 and MATH 136, with a grade of C or above (note that a grade of C- does not satisfy this requirement); or
- passing the math proficiency test, which is only given during fall orientation. Students may take this test only once. Those students who fail it must take an approved college math course as indicated above.

The Paracurriculum Requirement

In recognition of the value of acquiring certain skills and participating in various activities, the college has established a group of personal skill and creative activity courses called the paracurriculum. These courses are part of the Experiential Learning component of a Linfield degree. Paracurricular courses are identified by course numbers below 100; they normally carry one or two credits. To graduate, a student must have three credits in paracurricular courses,

Degrees and Requirements – All Campuses

one of which must be in physical education or dance. All paracurricular courses are graded satisfactory/unsatisfactory.

Experiential Learning (EL) Credit Caps

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

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

- no more than two internship courses, with no more than five credits from a single internship, may count toward graduation;
- no more than eight credits in paracurricular courses, with no more than four courses from any one department, may count toward graduation. (Colloquium [IDST 007], taken by all first-year students, is included in the eight credit maximum); and
- only one peer instruction course may count toward graduation. Note: Successfully completed EL courses above the 20-credit maximum will be recorded on a student's transcript, but will not count toward graduation.

The Linfield Curriculum

(General Education Requirements)

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

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

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

I. The Inquiry Seminar (INQS 125)

At the center of the Linfield Curriculum is the Inquiry Seminar, taken by each first- or second-year student. A collaborative investigation of a compelling subject, the Inquiry Seminar builds upon and deepens the relationship between thinking and com-

munication, both oral and written. It models the goals of the entire Linfield Curriculum by developing the critical thinking skills common to every discipline and vital to becoming an educated person. Inquiry Seminars are taught by faculty from many fields and offer a wide range of topics varying from semester to semester. Because they provide an introduction to thinking and communicating within the academic environment, Inquiry Seminars do not satisfy requirements for majors and minors. Each student may take only one Inquiry Seminar except in cases of failure.

II. The Six Modes of Inquiry

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

Each student must complete at least seven approved courses, one in each of the Six Modes of Inquiry and one Upper-Division course. This Upper-Division course must be at the 300 level or above. It may be taken from any of the Modes of Inquiry, but it must be a course from outside the student's major department. In the case of a student with multiple majors, the Upper Division course must be from outside one of the major departments. In other words, it may not be a course which satisfies the requirements of both majors. In the case of interdisciplinary majors, the Upper Division course must be from outside the student's field of study.

A. Creative Studies (CS)

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

B. Individuals, Systems, and Societies (IS)

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

C. Natural World (NW)

Courses in this mode explore science as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. They focus on fundamental principles that illuminate the study of our surroundings, including matter, energy, and living things.

Emphasis is placed on students making connections between science and their daily lives. Natural World courses are designated NW in this catalog and each semester's registration materials.

D. Quantitative Reasoning (QR)

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

E. Ultimate Questions (UQ)

Courses with this designation are designed to encourage students to articulate and evaluate unexamined assumptions and paradigmatic ways of acquiring knowledge through a critical analysis of fundamental beliefs, cultural practices, and competing truth claims with the aim to develop greater self-knowledge and wisdom, the ability for meaningful dialogue, social responsibility and understanding, and an appreciation for questions that lead to deeper insights into our actions and the reasons for them. While this mode of inquiry strongly emphasizes an assessment of cognitive systems and symbols, such courses also explore metaphors and language that penetrate to pre-cognitive or post-cognitive levels of people's action (ethics) and ways of belonging (sociology) often associated with the sacred. Ultimate Questions courses are designated UQ in this catalog and each semester's registration materials.

F. Vital Past (VP)

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

III. Writing-Intensive Requirements and Opportunities

Each student is required to complete both writing-intensive courses specified below. Beyond these, 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 (INQS 125)

See I. on previous page.

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' mastery of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.

IV. Diversity Studies

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

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

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

A. Global Pluralisms (GP)

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

B. U.S. Pluralisms (US)

Courses with this designation explore the diverse experiences among those living in the United States. Students pursue inquiry into the varied dimensions of human diversity such as age, disability, ethnicity, gender, language, politics, race, religion, sexual orientation, and/or social class. These courses examine how the dominant traditions of American culture have marginalized the voices of those who have typically fallen outside those traditions, using analytical frameworks, or discussion that addresses the social, political, ethical, cultural, philosophical, and/or policy discourses among those groups. Through the process of examining U.S. Pluralisms, students prepare for their participation and citizenship in an increasingly diverse society. U.S. Pluralisms courses are designated US 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 courses which do not count toward the maxima indicated above.

A student must earn a minimum cumulative GPA of a 2.0 in the courses required for completion of the declared major(s) unless otherwise specified by individual departments. At least 15 of the credits required for a major must be earned at Linfield.

Declaration of Major

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

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

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

The Individual Major

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

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

Guidelines for Applicants

- The student proposing an Individual Major should have completed at least one year of college work and earned a cumulative GPA of at least 3.00 at the time of application.
- Applications must be submitted by the end of the sophomore year, with approval of the Curriculum Committee coming early in the junior year.
- The Individual Major must comprise at least 50 credits but no more than 60 credits, including all cognates and prerequisites.
- The major must include work from at least two core fields, but not normally more than three, with a minimum of 15 and a maximum of 30 credits in any one core field included within the 60-credit maximum.
- At least 25 credits in the major must be earned at Linfield, including at least 8 upper division credits in each core field.
- At least one third of all course work must be in the upper division (above the 200 level), with no less than half at the upper division level in all core fields represented in the major.
- Each major must include a culminating integrative experience such as an independent study course, an internship, a senior project or seminar.
- Any individual major that bears the title of a generally recognized course of study should include descriptions of this program as offered at other institutions.

These guidelines abridge a lengthier document available 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 student must earn a minimum cumulative GPA of a 2.0 in the courses required for completion in the declared minor(s).

EXPERIENTIAL LEARNING AT LINFIELD

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

Field-Based Activities

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

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

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

Service Learning and Volunteer Activities

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

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

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

Collaborative Learning

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

Off-Campus Learning

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

The Semester Abroad Program enables students to spend a full semester studying at one of 24 sites around the world, including Austria, China (two locations), Costa Rica, Ecuador (two locations), England, France (several locations), Ireland, Japan (several locations), Mexico, Norway, South Korea, Australia and New Zealand (multiple locations in both). Several academic majors on campus have instituted study abroad components as part of their requirements.

January term 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 offer such courses.

Experiential Classroom Learning

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

Paracurricular, Co-curricular, and Extra-curricular Activities

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

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

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

The Peer Instruction Program

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

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

ACADEMIC POLICIES AND PROCEDURES – 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 students make.

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

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

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

REGISTRATION

The Registration Process

Registration periods, with published dates, are 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 Registrar/Registration Office. A student is officially registered and eligible to attend classes only when all procedures have been completed, including the payment of tuition and fees.

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

Last Day to Enroll in a Course

A student may not enroll in a course after ten class days during a semester or after the second class day of January 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. Exceptions will be noted in the academic calendar appropriate to the student's campus.

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 from the Registrar/Registration Office 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 immediately following semester who has had Financial Aid through Perkins, Linfield Student Loan, College Loan Fund, Stark Loan Fund, Portland Campus Linfield Student Loan, Nursing Student Loan, or Stafford/SLS Loans, must have a student loan exit interview prior to leaving Linfield College.

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

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

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

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

Credit for Academic Work

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

Academic Classification

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

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

Full-Time Status

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

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

- Students with a cumulative GPA of 3.50 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.
- Students who have not earned a cumulative GPA of 3.50 or above will be responsible for petitioning the Dean of Faculty for approval of their registration plans. Before the student will be allowed to enroll beyond 16 credits, the following process must be completed. Their petitions must include the following documentation:
 - an unofficial transcript of work completed to date;
 - evidence of the student's overall GPA and GPA for the semester just completed;
 - 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; and

d) signature of approval for this plan by the student's academic advisor.

- No extra charge will accompany enrollment of up to 18 hours for those students who meet the conditions cited in #1 or #2 above.
- 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 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 a regionally accredited college or university and the student has received authorization from the Registrar/Registration Office, or relevant department chair, prior to enrolling in the course. A transfer course may not be used to replace a grade for an equivalent Linfield 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 except for the determination of scholastic honors at graduation.

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 four categories as stipulated by the Registrar: Creative Studies, Ultimate Questions, Vital Past, and Quantitative Reasoning. The student must also complete one upper-division course from any of the Modes of Inquiry but outside the student's major department. 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 3 semester hours of credit.
- A minimum of 3 semester hours in each of six Modes of Inquiry is required for graduation.
- Any transfer course used 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 2 additional semester credits to satisfy any single Mode of Inquiry.

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

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composed and administered by a faculty member who is or has been directly involved in teaching the course. A fee will be charged for the examination.

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

The decision to give an examination is the prerogative of the instructor who normally teaches the course. In addition to the approval of the instructor, the department head and the 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.

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 (10-18 credits) 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 \$450 per credit for the course being audited. Students on those campuses enrolled for more than 18 credits will be charged \$450 per credit for the course being audited. DCE students pay \$160 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 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 the individual faculty member.

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:

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

Only grades earned at Linfield are computed in the GPA (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 Linfield College course regardless of the grade already earned in that course, with the following proviso: the course must be repeated at Linfield. A course that has been repeated and for which the higher grade to date is C- or lower may not be repeated again except by successful petition to the 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 three: (a) Colloquium (IDST 007) and Linfield Entry Colloquium (IDST 008) may not be repeated, (b) INQS 125 Inquiry Seminar may not be repeated except in cases of a failing grade, and (c) a student may be refused permission to repeat a practice-based course in such fields as Nursing or teacher education when, in the judgment of the faculty of those programs, the student's previous work in the course sufficiently violated professional and/or ethical standards so as to expose the faculty or the institution to charges of professional irresponsibility were it to be repeated. Evidence in support of such a judgment may include adverse evaluations of the student's work by agency personnel in the practice setting.

Grade Reports

Grades are available to students online at the end of each grading period. Parents of students will be mailed grade reports only if the student has provided the Registrar with a signed request. See FERPA information below.

Transcripts

Students may order a transcript of their Linfield record at any time they are in good financial standing with the college. Official transcripts may take up to two weeks to process; unofficial 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, 1995, and 2008 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 Registrar/Registration Office 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. The official catalog is published online and may be retrieved at www.linfield.edu/academics/catalog.php. The College reserves the right to make changes in its course offerings, degree requirements, regulations, procedures and charges. Any statement made in these publications is for current informational purposes only and is subject to change by the governing body of Linfield College or its duly authorized representatives.

In order to receive a degree, a student must have satisfied, at the time of graduation, 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 re-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 credits of independent study may count toward graduation. Although independent study is conducted under the supervision of a faculty member, it is possible to arrange to do the work off campus, provided adequate reasons are given and satisfactory arrangements are made for faculty supervision of the work.

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

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

Permission to take a tutorial may be obtained by submitting a petition, available in the Registrar/Registration Office, during the first five days of the semester or by the end of the second day of January term, to the student's academic advisor and then to the chair of the department in which the course is offered. Following approval by the department head, the petition will be forwarded to the Registrar for submission to the 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. IDST 287, Career Exploration Internship, is offered by the Career Services staff and is designed, as the name implies, to assist students at early stages of thinking about career possibilities. Internships are also offered by a number of academic departments, some to help students explore possibilities for applying their major studies to the world of work, the majority to provide experience in the work world for students in the advanced stages of their majors. Departmental internships are available under course number 487 in the following departments or programs: Art and Visual Culture; Biology; Business; Computer Science; Economics; English; Environmental Studies; Health, Human Performance and Athletics; 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 chair for specific guidelines. The above departments and Career Services can provide information about organizations that may be able to provide internship opportunities to Linfield students.

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 term 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 also critical to: 1) the administrative processing necessary for correct presentation of the student's credentials and name at commencement; and 2) verification of the student's completed degree requirements. Failure to meet the deadline can potentially delay participation in graduation and/or timely receipt of the diploma.

In the event a student may not complete all degree requirements by the planned completion date, the student may be eligible to participate in the commencement ceremony. Students should 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

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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 ap-

peal 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 chair 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.

Applicants to Linfield's Division of Continuing Education (DCE) should consult the DCE section of the catalog, beginning on page 88, 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 sample, recommendations from teachers and counselors, and pre-college test results. Because participation in non-academic activities is important at Linfield, the committee also considers the depth and quality of an applicant's involvement in community and school activities. The committee reviews all applications as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the Linfield community. Linfield reserves the right to deny students for non-academic reasons.

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

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

A disciplinary violation or criminal conviction may affect admission, enrollment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made. If a student's application misrepresents any information, for any reason, admission or enrollment may be revoked.

Candidates must acknowledge acceptance of an offer of admission by submitting a \$400.00 general deposit and matriculation fee on or before the candidate reply date of May 1. This amount is not refundable after May 1. In order to enroll as a first-year student, a final high school transcript showing the graduation date and confirming the student's good standing with the high school must be provided. If the student was home schooled or completed high school early, an overall average GED score of 450 must be provided in addition to transcripts preceding the GED.

Application Procedure For First-Year Students to the McMinnville Campus

1. Complete the Common Application and forward with a \$40.00 non-refundable application fee to the Office of Admission on the McMinnville campus. **Students can access the Common Application at: www.commonapp.org or www.linfield.edu/ apply.**
2. Have the official secondary school transcript sent. Home-schooled applicants should have an official transcript from a national home-school agency or, if not from a national home-school agency, a detailed transcript with course names and descriptions from the home-school teacher sent to the Office of Admission. Home-schooled students are also strongly encouraged to visit campus and meet with the Office of Admission staff.
3. Submit one recommendation from a counselor and one recommendation from a teacher who has taught the student in English, social studies, mathematics, science or foreign language.
4. Submit official score reports from SAT I or the ACT. (If more than one score is submitted, Linfield will use the higher score. Students whose first language is not English are advised to

submit scores from the English Language Placement Test (ELPT given as part of the SAT II). Students with ELPT scores below intermediate high will receive assistance from Linfield's English Language and Culture Program for academic preparation before being admitted to a full load of academic courses.

5. Submit the Linfield College Supplemental Form to the Common Application at www.linfield.edu/commonappform.
6. If applying for need-based financial aid, complete the FAFSA. The McMinnville campus code number is 003198.

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 students to resolve their college choice early in the senior year. Students may still apply to other colleges and are not committed to enrolling at Linfield under the Early Action policy guidelines.

Early Action Deadlines

September 1

Begin accepting Early Action applications

November 15

Application deadline for Early Action applicants; priority date for filing the College Board CSS Profile form for an early estimate of financial aid

January 15

Admission notification and estimated financial aid offer

February 1

Priority filing date for FAFSA

May 1

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

Regular Admission

Students seeking regular admission should have all required application materials sent to the Office of Admission postmarked by February 15. Candidates will be notified of the admission committee's decision on or before April 1. Students offered admission must reserve their place in the first-year class by the May 1 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 for later applicants if space and funds are available.

Regular Admission Deadlines

Fall

September 1

Begin accepting regular decision applications

February 1

Priority filing date for FAFSA

February 15

Priority deadline for regular admission applications

April 1

Admission notification date and financial aid offer

May 1

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

Spring*September 1*

Begin accepting regular decision applications

December 1

Priority filing date for FAFSA

Priority deadline for regular spring admission applications

December 15

Admission notification date and financial aid award

January 15

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

Early Admission

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

The Common Application

Linfield is a member of a national group of selective colleges which uses a common application to reduce repetitive filings of similar applications. Linfield College accepts the Common Application in lieu of having our own form. Students may obtain copies of the Common Application from their high school guidance counselors or access it online at www.commonapp.org or www.linfield.edu/apply.

Coursework for High School Students

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

Transferable college credit is given after the student has received a secondary school diploma. Cost per credit is \$320 and there is a \$40 one-time application fee. Students enrolled in more than 5 credits will pay the McMinnville Campus rate per credit hour over 5 credits.

Application process/requirements:

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

Transfer Admission Procedure

Linfield welcomes applications from students qualified to transfer from regionally accredited colleges and universities. Academic credit is awarded for work in courses corresponding to those offered at Linfield, and for which a grade of "C" or better has been earned. A student applying for transfer admission for the fall needs to complete the application by April 15 for the McMinnville campus, by February 1 for the School of Nursing, and by June 1 for the Health Sciences programs (Portland Campus).

Students applying to the McMinnville campus must use the Common Application. Those applying to the Portland campus may use the Portland campus application at www.linfield.edu/portland/admission-main.php

A completed application includes:

1. An application and a \$40.00 non-refundable application fee. Students applying to the Nursing and Health Sciences programs must apply to the Portland campus. Portland Campus application fee is \$50.
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.
6. Students applying for financial aid must 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**McMinnville Campus – Fall***September 1*

Begin accepting transfer student applications

February 15

Priority filing date for FAFSA

April 15

Priority deadline for transfer student admission applications

May 15

Transfer student notification date

June 15

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

McMinnville Campus – Spring*September 1*

Begin accepting transfer student applications

December 1

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

December 15

Transfer student notification date

January 15

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

Admission Policies – All Campuses

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

January 1

Begin accepting transfer student applications for nursing and health sciences

February 1

Nursing application deadline

February 15

Priority filing date for FAFSA

April 21

Notification of admission begins

May 15

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

June 1

Health Sciences application deadline

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 file. A student falling under one of these circumstances will have his/her application file presented before the admission committee.

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 international students whose native language is not English, evidence of the current level of English proficiency is required and a Test of English as a Foreign Language (TOEFL) score report is preferred. Linfield College also recognizes scores from other standardized tests such as TOEIC 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 or the International Student Financial Aid Application form from the College Board, can substitute for the Financial Statement.

Degree-seeking international students seeking enrollment in the English Language and Culture Program (ELCP) must have a minimum TOEFL score of 450 (paper-based exam), 133 (computer-based exam) or 45 (internet-based exam). Applicants 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), or 79 (internet-base exam), or 5 on the ELCP written and oral assessment may be conditionally admitted to Linfield and required to concentrate their studies within the ECLP.

Students taking ELCP classes must maintain a grade of B average (3.00) in their ELCP classes while in the program. To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain a grade of B (3.00) in all required advanced level ELCP courses and approval of the ELCP Coordinator.

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

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 Linfield 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 admission offices 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 and meet all prerequisite requirements listed on page 80.

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

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

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

1. Complete the Linfield College Intercampus Transfer form.
2. Meet the priority deadline of April 1 for fall semester transfer and November 1 for spring semester transfer. 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 admission offices.)

To be considered an intercampus transfer to the McMinnville and Portland campuses, students must be enrolled with satisfactory academic progress as a Linfield DCE student for at least one semester and with twelve (12) Linfield credits 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 admission office at the appropriate campus and with a faculty member from the major department is strongly recommended prior to completing the application for intercampus transfer.

Campus Visits

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

Campus visits are also encouraged on the Portland Campus.

For campus visits contact:

McMinnville Campus

Office of Admission, Linfield College
900 S.E. Baker Street

McMinnville, Oregon 97128-6894

(Physical address: 450 Linfield Avenue)

(503) 883-2213 or 1-800-640-2287 • FAX (503) 883-2472

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

Portland Campus

Admission Office

Loveridge Hall, Linfield College-Portland Campus

2215 NW Northrup Street

Portland, Oregon 97210-2952

(503) 413-8481 • FAX (503) 413-6283

E-mail: mcowan@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>). 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.

INTERNATIONAL PROGRAMS

Director

Shaik Ismail

Associate Director

Sandy Soohoo-Refaei

Assistant Director

Michele Tomseth

International Programs Assistant

Marie Schmidt

International Programs Community Liaison

Lori Jones

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 provides for 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 must pay airfare for subsequent trips arranged by the college unless a second trip is certified by the Registrar as necessary for completing a major or minor with a required study-abroad component. Students who are so certified are entitled to a second round-trip airfare provided by the college.

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

Linfield offers 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

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

THE SEMESTER ABROAD PROGRAM

Semester abroad experiences are available in the following locations:

- Australia (several locations)
- Vienna, Austria
- Hong Kong and Beijing, China
- San Ramon, Costa Rica
- Quito and The Galapagos, Ecuador
- Nottingham, England
- France (several locations)
- Galway, Ireland
- Japan (several locations)
- Oaxaca, Mexico
- New Zealand (several locations)

- Oslo and Bø, Norway
- Seoul, South Korea
- Spain (several locations)

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

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

Students generally receive 15-18 units of Linfield credit for their academic work abroad. 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 4-5 of this catalog and try to identify courses that parallel courses approved for LC credit on the Linfield campus. In case of questions, consult the Registrar.

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

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.

AUSTRALIA

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

IDST 031 Intercultural Communication: Departure and Reentry

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.

IDST 031 Intercultural Communication: Departure and Reentry HIST/MLGR 206 Austrian Cultural History: Art, Literature, and Society

MLGR 220 German Language Practice

MLGR 221 German Language Practice

MLGR 320 German Language Practice
 MLGR 321 German Language Practice
 MLGR 365 Austrian Politics and Society in a European Context
 MLGR 370 German Language Practice
 MLGR 371 German Language Practice
 MUSC 258/358 Music History: Baroque and Classic Eras

CHINA - BEIJING (*Fall or spring semester*)

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

IDST 031 Intercultural Communication: Departure and Reentry

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

Through an exchange relationship, 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/.

IDST 031 Intercultural Communication: Departure and Reentry

COSTA RICA (*Fall semester*)

Students take classes especially arranged for Linfield College.

BIOL 225 Tropical Ecology in Costa Rica

IDST 031 Intercultural Communication: Departure and Reentry

IDST 275 Topics in Latin America: History and Culture of Costa Rica

MLSP 321 Spanish Language Practice

MLSP 371 Spanish Language Practice

MLSP 480 Independent Study

SOAN 040 Community Service

ECUADOR (*Fall or spring semester*)

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

IDST 031 Intercultural Communication: Departure and Reentry

ENGLAND (*Fall semester*)

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

IDST 031 Intercultural Communication: Departure and Reentry

FRANCE (*Fall or spring semester*)

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

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

IDST 031 Intercultural Communication: Departure and Reentry

IRELAND (*Spring semester*)

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

IDST 031 Intercultural Communication: Departure and Reentry

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 through an exchange relationship with both institutions. The Rikkyo program is for language majors only. For more information visit:

- www.kanto-gakuin.ac.jp
- www.rikkyo.ac.jp

IDST 031 Intercultural Communication: Departure and Reentry

IDST 035 Perspectives on Japan

MLJP 230 Japanese Language Practice

MLJP 231 Japanese Language Practice

MLJP 232 Japanese Language Practice

MLJP 306 Japanese Culture and Society

MLJP 307 Japanese Political and Economic Institutions

MLJP 330 Japanese Language Practice

MLJP 331 Japanese Language Practice

MLJP 332 Japanese Language Practice

KOREA (*Fall or spring semester*)

Through an exchange relationship, 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. Students take courses in the Spanish language (5 credits) and one or more courses taught by a Linfield resident director.

IDST 031 Intercultural Communication: Departure and Reentry

IDST 271 Identity and Culture in Mexico

IDST 275 Topics in Latin America: Oaxacan Anthropology

IDST 280 Practices in Community Interaction

MDLA 040 Community Service

MLSP 320 Spanish Language Practice

MLSP 370 Spanish Language Practice

MLSP 480 Independent Study

International Programs

NEW ZEALAND

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

IDST 031 Intercultural Communication: Departure and Reentry

NORWAY (*Fall or spring semester*)

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

IDST 031 Intercultural Communication: Departure and Reentry

SPAIN (*Fall or spring semester*)

Several programs and locations are available for Spanish majors only. Students may enroll at the University of Navarra in Pamplona or at the two locations administered by the Center for Cross Cultural Study; namely, Alicante and Seville.

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

IDST 031 Intercultural Communication: Departure and Reentry

LANGUAGE MAJOR ACADEMIC YEAR ABROAD

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

JANUARY TERM ABROAD

Linfield offers four-week January term courses at various locations abroad. For further information, please see page 24 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 in a study abroad program approved in advance by Modern Languages and International Programs.

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 on pages 55-56. All international area studies minors are required to spend at least one semester in a study abroad program approved in advanced by Modern Languages and International Programs.

ENGLISH LANGUAGE AND CULTURE PROGRAM

The English Language and Culture Program (ELCP) provides an academic program in language studies for non-native speakers of English who are applying for full enrollment in Linfield's degree program. Students may count up to 20 credits in ELCP toward the 125 required for graduation. ELCP also offers special programs – one semester, one year, January or summer term courses in English language and culture.

Students must demonstrate evidence of their current level of English proficiency. The Test of English as a Foreign Language (TOEFL) or Test of English for International Communication (TOEIC) scores are preferred. Applicants with TOEFL scores of 550 (paper)/213 (computer)/79 (iBT) or TOEIC 750 can gain full admission to Linfield College provided all other admission requirements are met. Students will be required to participate in the ELCP written and oral assessment during orientation. Minimum English proficiency requirements for the ELCP academic preparation program are: TOEFL 450/133/45 or TOEIC 500.

ELCP courses are offered at low-intermediate to advanced levels in a series of skills-based, theme-based and content-based courses specifically designed to prepare degree-seeking students for undergraduate work. 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 44 of this catalog.

Students taking ELCP courses must maintain a grade of B average (3.00) in their ELCP courses while in the ELCP. To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain a grade of B (3.00) in all advanced level ELCP courses and approval of the ELCP coordinator.

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

INTERNATIONAL ACTIVITY ON CAMPUS

Students from other cultures study at Linfield College. At present, approximately 80 international students and scholars from 25 countries attend Linfield yearly. Our international students and scholars bring a rich cultural dimension to the Linfield community, allowing for meaningful dialogue in our classrooms.

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

To promote interaction between international students and American students and faculty, and to foster international awareness and understanding on campus and in the larger community, Linfield sponsors a rich variety of co-curricular activities. Films, lectures, and symposia revolving around international themes are widely attended and have become a permanent and natural part of campus life. Recent activities include class field trips to the Portland Art Museum and Chinatown, the Oregon coast, a series of international dinners, and various symposia. The International Club, Asian Culture Club, French Club, German Club, Hawaiian 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 (Section I below) 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 through participation in a Linfield administered program, or they may choose to take a leave of absence and participate in a program through another institution provided that the program is approved by the modern languages faculty and IPO (Section II, below). All other students wishing to study abroad through other institutions must take a leave of absence (Section III, below).

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

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

I. Linfield Programs

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

II. Language Majors

Language majors spending a required year in a study abroad program 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, below.

III. Leaves of Absence

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

A. Those wishing to receive pre-approval for programs offered by a recognized regionally accredited American university will:

- obtain authorization from the Director of International Programs for participation in the program. The Director will give approval by signature on the Leave of Absence Form and the Permit to Study Abroad Through Another Institution form and, if the student wishes to apply for federal financial aid or financial aid services, on the Financial Aid Consortium Agreement Form (available in the Office of Financial Aid).
- be eligible to apply for federal financial aid, be able to use financial aid processing services from the college, but will not be able to receive Linfield aid or paid airfare.

B. Those wishing to study at a foreign university not regionally accredited in the U.S. will:

- be subject to the policy and procedures outlined above.
- additionally, upon return, provide at their own expense a course-by-course evaluation of all credits sought to be applied to their Linfield transcript. The evaluation can be obtained through an external evaluation agency approved by the college and must be submitted to the Registrar. Information on the evaluation agency is available from the Office of the Registrar.

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

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

For the major/minor, review is conducted only by the chair of the relevant department. For the LC, review is conducted by the Registrar.

JANUARY TERM

Directors

Elizabeth Atkinson (on-campus courses)

Shaik Ismail (off-campus programs)

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

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

ON-CAMPUS

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:

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

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

OFF-CAMPUS – INTERNATIONAL

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 off-campus international program in the same academic year without special permission from the International Programs Office.

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

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

- The program fee varies according to location and format.
- Course costs and estimates are subject to change.
- A fee of \$170 per credit hour is charged for all January term courses, both abroad and domestic.
- Passports and visa fees are the responsibility of each student. Linfield will help to facilitate the visa processes and students' accounts will be charged accordingly.

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

The following courses will be offered during January term 2010:

BIOL 398 Biogenesis in Italy and France: A Historical Perspective of Microbiology Discoveries

ECON/MATH 398 D-Day Economics: Quantitative Analysis of the Planning, Production, and Logistics of Operation Overlord

EDUC 398 Culture and Education in Puerto Rico

EDUC/SOAN 398 How Children Learn: Scandanavian Schools, Society, and Culture

ENGL 398 Samuel Johnson and Eighteenth Century London

ENVS 398 Ecology and Evolution in Ecuador

MATH 298 Traversing the Eulerian Trail

MSCM 498 International Communication: British Mass Media

MUSC 298 Music Cultures of the World: Trinidad and Tobago

NURS 298 Healthcare in New Zealand

PHIL 398 Asian Thought in China

OFF-CAMPUS – DOMESTIC

IDST 298 Career Exploration Experience

MLSL 198 American Sign Language: Deaf Culture and Deaf History

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.

INQUIRY SEMINARS

Program Coordinator

David Sumner
2004, Associate Professor of English and Director of Writing. BA University of Utah; MA Brigham Young University; PhD University of Oregon

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

FALL 2009

INQS 125 Chemistry in the Atmosphere
INQS 125 A Cinematic Approach to Understanding Cultures in America
INQS 125 The Dismal Science
INQS 125 Genius of East Asian Civilization
INQS 125 Globetrotters

INQS 125 History of St. Petersburg
INQS 125 Human Experience of War
INQS 125 In Search of the Good Life
INQS 125 Iraq War Across Genres
INQS 125 John and the Gnostic Gospels
INQS 125 Music and Change
INQS 125 Reading Critically, Writing Well
INQS 125 The Tragic Side of Life
INQS 125 Women's Voices Demanding Vote

SPRING 2010

INQS 125 Can Comic Books be Great Literature?
INQS 125 A Cinematic Approach to Understanding Cultures in America
INQS 125 Complementary Healing Methods
INQS 125 Demons in Our Midst
INQS 125 Information Ethics
INQS 125 Interrogating Difference
INQS 125 Language Matters
INQS 125 Living With Loss
INQS 125 Zen and the Art of Living

McMINNVILLE CAMPUS

AMERICAN STUDIES

Program Coordinators

Peter Buckingham
1988, Professor of History. BA Gettysburg College; MA, PhD Washington State University

William M. Lingle (on sabbatical spring 2010)
1980, Professor of Mass Communication. BS, MS University of Oregon

Barbara Kitt Seidman (on sabbatical 2009-2010)
1983, Professor of English. BA State University of New York at Albany; MA, PhD University of Illinois

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 HIST/ENGL 265 Introduction to American Culture; HIST 150 Survey of U.S. History or a five-credit upper division American History course; ENGL 360 American Literature Survey: 1620-1860; 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.

Faculty

Nils Lou

1987, Professor of Art. BS, MA University of Michigan

Ronald Mills

1979, Professor of Art. BA University of California, Santa Barbara; MFA Claremont Graduate School

Elizabeth M. Obert

2000, Associate Professor of Art. BFA College of Santa Fe; MFA Washington State University

Brian Winkenweder (chair)

2005, Associate Professor of Art History. BA University of Washington; MA, MA University of New Mexico; PhD Stony Brook University

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

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

GOALS FOR THE MAJOR

Students who successfully complete a major in studio art will:

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

REQUIREMENTS FOR MAJORS AND MINORS

The Art and Visual Culture major is available as a bachelor of arts degree only. See page 3 for degree requirements.

For a Studio Major: 40 credits, 100, 101, 110, 120, 310, 319, 390, 391 and three studios, two of which are in the same medium. Students seeking to major in Studio Art shall have completed at least 100 or 101 and one other foundation course (110 or 120), and be currently enrolled in a third. Portfolio reviews will be scheduled each spring. Major standing requires students to maintain an overall 2.50 GPA and a cumulative 3.00 average in AAVC courses.

For a Thesis-track Studio Major (Advised for all majors who intend to attend graduate school or pursue a career in the visual arts): all requirements for the studio major plus 490, 491, and 242 and one additional visual culture class. Such students will have automatically completed a minor in visual culture, and may qualify for departmental honors.

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

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

For Oregon Initial Teaching Licensure in Art: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 39) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

STUDENT ORGANIZATIONS

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

COURSES

AAVC 100 Introduction to Studio

AAVC 101 Studio Practices

AAVC 110 Introduction to Visual Culture

AAVC 120 Drawing I

AAVC 130 Ceramics I

AAVC 210 Survey of Non-Western Visual Cultures

AAVC 217 History of Graphic Design

AAVC 218 History of Photography

AAVC 220 Approaches to the Figure

AAVC 225 Drawing II: Works on Paper

AAVC 231 Ceramics II

AAVC 232 Ceramic Sculpture

AAVC 240 Photography I

AAVC 242 Electronic Media in Visual Arts

AAVC 243 Digital Color Photography

AAVC 244 Digital Video
AAVC 245 Text, Image, Narrative and the Artist Book
AAVC 250 Sculpture I
AAVC 260 Painting I
AAVC 270 Printmaking I
AAVC 280 Glassworks
AAVC 281 Alternative Media
AAVC 310 Modern Art: 1863-1945
AAVC 313 Art of the United States
AAVC 316 Topics in Visual Culture
AAVC 319 Postmodern Art 1945-Present
AAVC 325 Scientific Illustration
AAVC 340 Photography II
AAVC 350 Sculpture II
AAVC 360 Painting II
AAVC 370 Printmaking II
AAVC 381 Alternative Media II
AAVC 390 Portfolio I
AAVC 391 Portfolio II
AAVC 395 Gallery Management and Curatorial Practices

AAVC 439 Peer Instruction
AAVC 480 Independent Study
AAVC 487 Internship
AAVC 490 Thesis I
AAVC 491 Thesis II

JANUARY TERM TRAVEL COURSES

AAVC 198, 298, 398, 498 Special Topics in Jan Term Travel

DCE & PORTLAND COURSES

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

AAVC 150 Design: Two Dimensional
AAVC 160 Drawing
AAVC 180 Survey of Western Art
AAVC 182 Modern Art: 1880-1945
AAVC 201 Art Survey: Prehistoric Middle Ages
AAVC 202 Art Survey: Renaissance-Contemporary

ASIAN STUDIES

See International Studies

Faculty

J. Christopher Gaiser
1994, Professor of Biology. BS University of Washington; PhD Oregon State University

Anne Kruchten
2006, Assistant Professor of Biology. BA Transylvania University; PhD University of Minnesota

Michael Roberts (Chair)
1981, Professor of Biology. BA University of California; MA, PhD University of Wisconsin

John Syring
2008, Assistant Professor of Biology. BS, MS University of Michigan; PhD Oregon State University

Chad Tillberg
2007, Assistant Professor of Biology. BA University of Kansas. PhD University of Colorado, Boulder

Visiting Assistant Professor

David Aiello
2009, Visiting Assistant Professor of Biology. BS Western Oregon University; PhD University of Alabama

Affiliated Faculty

Nancy Broshot • Environmental Studies (on sabbatical spring 2010)
2001, Associate Professor of Biology. BS, MS, PhD Portland State University.

Deborah Canepa • Health, Human Performance and Athletics
1983, Associate Professor of Biology. BS Eastern Mennonite College; PhD Oregon Health Sciences University.

Jack Keyes • Health Sciences, Portland Campus
1983, Professor of Biology. BA Linfield College; PhD University of Oregon.

William Weaver • Health Sciences, Portland Campus
1983, Associate Professor of Biology. BS College of Idaho; MS, PhD University of Oregon.

Laboratory Coordinators

Kenneth Kebisek
2003, Lab Coordinator, Biology. BS University of Chicago; MS University of Wisconsin-Madison.

Heather Long
1990, Stockroom Supervisor and Laboratory Coordinator, Biology. BS Oregon State University.

Biology courses offer studies to those who wish to major in Biology and continue in graduate study, research, or teaching. They also provide preparation for students wanting to enter medicine, dentistry, or other health professions. In addition, classes familiarize students in other areas of the liberal arts with the vital role that environmental factors play in the lives of all people, and guide them to an appreciation of the intricacy and beauty of the world. The program is enhanced by field study at various locations, including the Malheur Field Station near Burns. 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 four areas of biology: 1) Hereditary biology; 2) Cell biology; 3) Ecology; and 4) Evolutionary biology;
- the ability to think critically and quantitatively;
- the ability to synthesize information from a variety of different sources; and
- the ability to write and speak in the discipline.

REQUIREMENTS

The biology major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major in Biology: 38 credits. 210 and 211, 270, 285, 400, 450, 486, and nine additional Biology credits. In addition, CHEM 210, 211, 321 and 322.

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

No more than a total of 5 credits from the following may apply towards a Biology major or minor: 025, 480, 485, 487, and 490.

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

For Oregon Initial Teaching Licensure in Biology, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

STUDENT RECOGNITION

The Senior Science Prize was established to encourage students in the natural sciences and mathematics to plan for graduate study and eventual careers in the field of pure and applied science and mathematics. The prize 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.

PARACURRICULAR COURSES

BIOL 025 Reserach Methods

COURSES

BIOL 100 Topics in Biology

BIOL 104 Genetics: A 20th Century Science

BIOL 105 Human Biology and Evolution (also listed as ANTH 105)

BIOL 106 Microbes and Man

BIOL 107 Animals in Action

BIOL 108 Ecology of Ecosystems

BIOL 109 The Life and Death of Cancer
 BIOL 210, 211 Principles of Biology
 BIOL 212 Anatomy
 BIOL 213 Human Physiology
 BIOL 225 Tropical Ecology in Costa Rica
 BIOL 235 Field Methods in Biology
 BIOL 250 Plant Growth and Development
 BIOL 260 Plant Diversity and Ecology
 BIOL 270 Genetics
 BIOL 275 Introduction to Microbiology
 BIOL 280 Marine Ecology
 BIOL 285 Principles of Ecology
 BIOL 290 Plants and Society (also listed as ANTH 290)
 BIOL 295 Sophomore Seminar in Biology
 BIOL 300 Topics in Biology
 BIOL 350 Biology and Identification of Woody Plants
 BIOL 361 General Microbiology
 BIOL 385 Plant Systematics
 BIOL 390 Vertebrate Physiology
 BIOL 400 Molecular Cell Biology
 BIOL 410 Animal Behavior
 BIOL 420 Developmental Biology
 BIOL 432 Immunology
 BIOL 433 Immunology Laboratory
 BIOL 439 Peer Instruction
 BIOL 441 Biochemistry and Molecular Biology
 BIOL 450 Evolution
 BIOL 480 Independent Study
 BIOL 485 Seminar
 BIOL 486 Senior Comprehensive Examination
 BIOL 487 Internship
 BIOL 490 Independent Research

JANUARY TERM TRAVEL COURSES

BIOL 198, 298 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

BIOL 245 Plant Systematics
 BIOL 255 Principles of Microbiology
 BIOL 265 Principles of Genetics
 BIOL 266 Principles of Genetics Laboratory
 BIOL 306 Anatomy
 BIOL 307 Physiology
 BIOL 313 Classification of Plants and Plant Communities
 BIOL 315 Pharmacology
 BIOL 320 Introduction to Ecology
 BIOL 324 Pathophysiology I
 BIOL 326 Pathophysiology II
 BIOL 335 Embryology
 BIOL 345 Essentials of Immunology
 BIOL 355 General Ecology
 BIOL 375 Field Zoology
 BIOL 405 Selected Topics in Pathophysiology
 BIOL 415 Advanced Topics in Anatomy

Faculty

Scott Chambers (on sabbatical 2009-2010)
1990, *Professor of Finance. BA University of California, Santa Barbara; PhD University of California, Davis*

Richard Emery (chair)
1986, *Professor of Accounting. BA Lewis and Clark College; MBA Eastern New Mexico University and Golden Gate University; CPA*

Denise Farag
2009, *Visiting Assistant Professor of Business. BA Linfield College; JD Willamette University.*

Malcolm Greenlees
1984, *Glenn L. and Helen S. Jackson Professor of Business. BC University of Alberta; MBA, PhD University of Washington*

Michael Jones (on sabbatical fall 2009)
1977, *Harold C. Elkinton Professor of Accounting. BA, MBA University of Oregon; CPA*

Tyler Laird-Magee
2007, *Assistant Professor of Business. BA Marylhurst University. MA University of Portland*

Michelle Nelson
2000, *Professor of Business. BA University of Bonn, Germany; MBA, PhD Washington State University*

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 in-depth understanding of cost accounting systems and procedures, the use of managerial accounting information for short run decision making, and the use of accounting data for planning and controlling in an organization;
- perform an audit of a sample company, including risk assessment, evaluation of internal control risk, development, and execution of substantive audit programs;
- develop and produce audit opinions appropriate to circumstances involved in an audit;
- resolve reporting issues which apply to unique and nonrecurring economic events;
- properly account for and report an organization's assets, liabilities, equity, and income; and
- explain the basic concepts of federal income tax theory.

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; and
- 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; and
- explain the creation and development of financial institutions and their regulatory framework.

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;
- 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 foreign language; and
- have an experiential understanding of a foreign culture.

REQUIREMENTS

Majors in business are available as a bachelor of arts or bachelor of science degrees. See page 3 for degree requirements.

For a major in accounting: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 361, 362, 461, 466, 468, and 469.

For a major in business: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 495 and three BUSN electives.

Management concentration: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 405, 495 and two courses selected from the following: BUSN 380, 407, 410, 430, 436 (may be repeated for credit with different content), 480 (with instructor approval), and 487 (with instructor approval). Management concentration electives may include one course from the following: TCCA 340 and TCCA 430.

Marketing concentration: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 495 and three courses selected from the following: BUSN 420, 421, 426, 427 (may be repeated for credit

Business

with different content), 435, 480 (if the topic is closely related to marketing as determined by the supervising instructor), and 487 (if the internship is closely related to marketing as determined by the supervising instructor); including one course from the following: MSCM 330, MSCM 347, PSYC 188, and TCCA 340.

For a major in finance: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 441, 444, 447, and 495.

For a major in international business: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, 495 and three of the following five courses: BUSN 410, 426, 435, 443, and ECON 331. Also at least five credits which are designated as (GP) Global Pluralisms (these courses must not be among those used to satisfy any of the Linfield Curriculum requirements); foreign language proficiency through the second-year level; and successful completion of a foreign study experience approved in advance for this purpose.

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

For a minor in business: Completion of ECON 210; BUSN 260, 261, 301, 321, 340, 341, and 495.

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 MATH 105 (Intermediate Algebra) or any three-credit course at or above the level of MATH 140 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 MATH 160 or above or the equivalent; and
- b) complete MATH 140 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.

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.

HONORS

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

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

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

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 GPA of 3.00 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.

PARACURRICULAR COURSES

BUSN 041 Personal Finance

BUSN 098 Senior Tutoring

COURSES

BUSN 105 Contemporary Business

BUSN 260 Financial Accounting

BUSN 261 Managerial Accounting

BUSN 301 Management Process

BUSN 321 Marketing

BUSN 340 Business Law I

BUSN 341 Financial Management

BUSN 361 Intermediate Accounting I

BUSN 362 Intermediate Accounting II

BUSN 365 Intermediate Accounting III

BUSN 380 Industrial Organizational Psychology (also listed as PSYC 380)

BUSN 382 Management Information Systems (also listed as COMP 382)

BUSN 401 American Corporate Management

BUSN 404 Operations Management

BUSN 405 Human Resource Management

BUSN 406 Japanese Management Techniques

BUSN 407 Organizational Behavior

BUSN 408 Labor Legislation

BUSN 408 Labor Legislation
 BUSN 409 Collective Bargaining
 BUSN 410 International Management
 BUSN 415 Business, Ethics, and Society
 BUSN 420 Sales and Sales Management
 BUSN 421 Promotions Management
 BUSN 423 Entrepreneurship
 BUSN 426 International Marketing
 BUSN 427 Topics in Marketing
 BUSN 430 Management of Human Relations
 BUSN 435 International Business Law
 BUSN 436 Topics in Management
 BUSN 439 Peer Instruction
 BUSN 440 Business Law II
 BUSN 441 Financial Institutions
 BUSN 443 International Finance
 BUSN 444 Financial Theory
 BUSN 447 Investments
 BUSN 452 Principles of Real Estate
 BUSN 456 Insurance and Risk
 BUSN 461 Cost Accounting
 BUSN 463 Taxes for Business and Investment Planning

BUSN 464 Governmental and Not for Profit Accounting
 BUSN 466 Advanced Accounting
 BUSN 467 Accounting Topics
 BUSN 468 Federal Income Tax
 BUSN 469 Auditing
 BUSN 480 Independent Study
 BUSN 482 Topics in Finance
 BUSN 484 Operations Research
 BUSN 485 Seminar
 BUSN 487 Internship
 BUSN 490 Research
 BUSN 491 Thesis
 BUSN 495 Strategic Management

JANUARY TERM TRAVEL COURSES

BUSN 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

CHEMISTRY

Faculty

Elizabeth J.O. Atkinson
1997, Associate Professor of Chemistry. BS Creighton University; PhD University of Arizona

James Diamond
1991, Professor of Chemistry. BA St. Joseph's College; PhD Stanford University

Brian Gilbert (on sabbatical 2009-2010)
2001, Associate Professor of Chemistry. BS University of Arizona; PhD Indiana University

Thomas Reinert
1988, Professor of Chemistry. BS Iowa State University; PhD University of Illinois

Robert Wolcott (Chair)
1980, Professor of Chemistry. BA University of California, Riverside; PhD California Institute of Technology

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

The chemistry major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major: At least 40 credits, including 210, 211, 321, 322, 330, 335, 340, 340L, 361, 362, 371, and the remaining from: 350/351, 440, 480 or 490. PHYS 115, 116 and MATH 170, 180, 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.

Chemistry

For Oregon Initial Teaching Licensure in Chemistry, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

STUDENT RECOGNITION

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

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

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.

PARACURRICULAR COURSES

CHEM 035 Research Participation

CHEM 050 Research Methods in Chemistry

COURSES

CHEM 100 Concepts in Chemistry

CHEM 120 Chemistry in the Atmosphere

CHEM 210, 211 General Chemistry

CHEM 285 Seminar

CHEM 300 The Art and Science of Brewing

CHEM 321, 322 Organic Chemistry

CHEM 330 Writing in Chemistry

CHEM 335 Quantitative Analysis

CHEM 340 Instrumental Methods of Analysis

CHEM 340L Instrumental Methods of Analysis Laboratory

CHEM 350 Inorganic Chemistry I

CHEM 351 Inorganic Chemistry II

CHEM 351L Inorganic Chemistry Laboratory

CHEM 361 Physical Chemistry I

CHEM 362 Physical Chemistry II

CHEM 371 Advanced Chemistry Laboratory I

CHEM 440 Biochemistry

CHEM 480 Independent Study

CHEM 490 Research or Thesis

DCE & PORTLAND COURSES

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

CHEM 224, 225 General Chemistry

CHEM 241, 242 Organic Chemistry

CHEM 360 Principles of Biochemistry

Faculty

Martin Dwomoh-Tweneboah (Chair)
1996, Associate Professor of Computer Science. BS University of Science and Technology, Kumasi, Ghana; MS University of Trondheim, Norway

Daniel Ford
2004, Assistant Professor of Computer Science. BA University of California-Santa Barbara; MBA Cornell University; Masters in Business Information Systems, Université Catholique de Louvain, Belgium; MS Colorado State University

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 demonstrate:

- understanding of the fundamental principles and concepts of computer science;
- in-depth knowledge of software development, networks and systems development and administration, and information management;
- ability to plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group;
- ability to work in multiple programming environments, software development languages, and design paradigms;
- ability to orally present information and write clearly;
- ability to develop in-depth understanding of at least one specialty area of computer science through independent research and wherever possible internship in industry;

- ability to understand and function well in an industrial or commercial environment through attachments or internship; and
- ability develop personal skills, planning and time management skills, problems solving and decision-making skills.

REQUIREMENTS

The computer science major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major: 40 credits in Computer Science (exclusive of 121 and 131), including 160, 161, 180, 181, 260, 270, 305, 330, 375, 377, 490 (Capstone Project) and 6 credits in 485 with different topics. Also required are MATH 170 and MATH 230 and one other Math courses from the following: MATH 180, 220, and 250. Students are encouraged to take these mathematics courses as early as possible because they provide a theoretical background for many COMP courses. Strongly encouraged is COMP 487, Internship.

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

For an Adult Degree Program major or certificates in Business Information Systems, see the 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, Outstanding Senior Award and Outstanding Service to the Department Award.

COURSES

COMP 121 Introduction to the Internet and World Wide Web

COMP 131 Computers in Modern Society

COMP 160 Introduction to Programming: Functions

COMP 161 Beginning Programming: Objects

COMP 180 Intermediate Programming: Data Abstraction

COMP 181 Intermediate Programming: Algorithm Design and Analysis

COMP 260 Database Management Systems

COMP 270 Advanced Topics in Algorithms, Complexity and Intelligent Systems

COMP 305 Software Engineering

COMP 330 Operating Systems and Networking

COMP 375 Computer Graphics and Animation

COMP 377 Computer Architecture

COMP 480 Independent Study

COMP 485 Advanced Topics in Computer Science

COMP 487 Software Engineering Internship

COMP 490 Capstone Project

DCE & PORTLAND COURSES

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

COMP 101 Fundamentals of Information Systems Technology
COMP 120 Microcomputer Applications
COMP 152 Programming and Object Structures

COMP 250 Database Program Development
COMP 302 Software Engineering
COMP 310 Networks and Web Application Development
COMP 382 Management Information Systems (also listed as BUSN 382)
COMP 400 Applied Software Development Project
COMP 450 Advanced Database Concepts

ECONOMICS

Faculty

Randy Grant (Chair)
1993, Professor of Economics. BA Pacific Lutheran University; PhD University of Nebraska at Lincoln

David Hansen
1969, Professor of Economics and Business and Dean of Students. BA Willamette University; MS Portland State University

Eric Schuck
2006, Associate Professor of Economics. BA Pacific Lutheran University; MA University of Montana; PhD Washington State University

Jeffrey Summers
1992, Professor of Economics. BA Wabash College; MS University of Oregon; PhD Purdue University

The mission of the Department of Economics is to promote and foster economic education by building both on the knowledge of content and the development of critical thinking skills. Economics is a social science that shares an affinity with other social sciences and with mathematics. To this end, the department encourages its students to take classes in those fields.

Students who complete a major or minor in Economics will be well prepared to continue their studies of economics or of other social sciences in graduate school, or to begin the study of law. They will also be in a strong position to begin developing careers in a variety of private, public, or non-profit organizations. Perhaps most importantly, they will find that their understanding of economics provides them with an adaptable frame of reference that can be used to think critically throughout their lives about a wide variety of personal, social, and public policy issues.

GOALS FOR THE MAJOR

In successfully completing a major or minor in Economics, a student will:

- gain access to existing economic knowledge;
- develop a command of existing economic knowledge;
- utilize economic knowledge to explain economic issues; and
- create new economic knowledge.

REQUIREMENTS

The economics major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major in Economics: 36 credits, including 210, 411, 412, 416, and 417. The remaining courses must be selected from among 321, 331, 332, 341, 351, 352, 361, and 461, and no more than eight credits from 481, 480, 487, and 490.

For a minor in Economics: 20 credits, including 210, 411, 412.

The remaining courses must be selected from among 321, 331, 332, 341, 351, 352, 361, and 461.

Departmental Quantitative Requirements

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

1. To enroll in 210 a student must have met the college's mathematics proficiency requirement.
2. To enroll in courses numbered 411, and above, a student must: (a) complete MATH 160 or above or the equivalent with a grade above a C-; (b) complete MATH 140 or 340 or the equivalent with a grade above a C-.

Departmental Policy on Prerequisites and Residency

The Economics Department presumes that students will have taken the applicable prerequisite(s) when registering for courses. However, all courses have the option of "consent of instructor." Prerequisites will be waived only when the instructor and the department chair deem that a student's background render the applicable prerequisite(s) unnecessary.

For purposes of meeting the college's residency requirement, the department requires that 20 credits in the major and 12 credits in the minor be completed at Linfield.

For Oregon Initial Teaching Licensure in Social Studies, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

HONORS

The Linfield Economics Award is given annually to a graduating senior majoring in the department for recognition of academic achievement and service.

STUDENT ORGANIZATIONS

Omicron Delta Epsilon-Oregon Beta Chapter. This international economics honorary fraternity recognizes Economics majors and minors on the basis of their academic achievement.

INTERNSHIPS

The department encourages students to work with a departmental faculty member, the department chair, and the Office of Career 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.

COURSES

ECON 210 Principles of Economics
 ECON 271 Economics of Star Trek
 ECON 321 Economics of Sports
 ECON 322 Economics of College Sports
 ECON 331 International Economics
 ECON 332 Development Economics
 ECON 333 International Monetary Economics
 ECON 341 Environmental Economics
 ECON 342 Natural Resource Economics
 ECON 351 Public Sector Economics
 ECON 352 Economics of the Law
 ECON 361 Topics in Economic History
 ECON 411 Intermediate Microeconomics
 ECON 412 Intermediate Macroeconomics
 ECON 416 Econometrics

ECON 417 Senior Seminar in Economics
 ECON 439 Peer Instruction
 ECON 461 History of Economic Thought
 ECON 480 Independent Study
 ECON 487 Internship
 ECON 490 Research

JANUARY TERM TRAVEL COURSES

ECON 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND 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.

EDUCATION

Faculty

Kena Avila-Foster

2007, Visiting Instructor of Education. BA University of California, Santa Cruz; MS Portland State University

Steven Bernhisel (Chair)

1999, Associate Professor of Education. BS Brigham Young University; MEd, PhD Utah State University

Nancy Drickey

2001, Associate Professor of Education. BS, MS, PhD Utah State University

Gennie Harris

2008, Assistant Professor of Education. BA, MA George Fox University; PhD Oregon State University

Mindy Larson

2006, Assistant Professor of Education. BS Linfield College; MS Western Oregon University; PhD Oregon State University

Robert McCann

1994, Associate Professor of Education. BA, MAT University of Redlands; MA California State Polytechnic; PhD University of Colorado

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 (age 3 to grade 4)
- Elementary (grades 3-8)
- Middle Level (grades 5-10)
- High School (grades 7-12). Linfield is approved to recommend for endorsement in the following subject areas: art, biology, chemistry, French, German, health education, language arts (English), mathematics, music education, physical education, physics, social studies (anthropology, economics, history, political science, psychology, sociology), or Spanish.

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). The Teacher Education Program expects Linfield students to understand and abide by the TSPC administrative rule concerning The Ethical Educator (OAR 584-020-0035), which states in part, "The ethical educator in fulfilling obligations to the profession will: maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty." Requirements for licensure are subject to changes mandated by TSPC. Students should work closely with Education Department faculty in planning their program of study and must meet with their education advisor every semester prior to registration. Failure to do so may result in being administratively withdrawn from education courses. Decisions regarding a student's official status in the Teacher Education Program may be appealed through the College Academic Grievance Process.

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

INSTITUTIONAL TEACHER EDUCATION REPORT

The following information for 2007-2008 is provided in compliance with Title II of the Higher Education Act.

- Total number of students in the regular teacher preparation program: 144
- Total number of students in programs of supervised student teaching: 43
- Number of supervising faculty who were:
 - Appointed full-time faculty in professional education: 6
 - Appointed part-time faculty in professional education, but full-time in the institution: 2
 - Appointed part-time faculty in professional education, not otherwise employed by the institution: 15
- Student/faculty ratio: 1.87/1
- Average number of hours per week required of student participation in supervised student teaching: 30
- Total number of weeks of supervised student teaching required: 30
- Total number of hours required: 900

The Linfield Teacher Education Program is approved by Teacher Standards and Practices Commission of Oregon. Linfield's program is NOT under a designation as "low-performing" by the state.

Test Pass Rates

Because passing basic skills and content knowledge tests is required for program completion in Oregon, the state pass rate is

100%. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses.

GOALS FOR THE MAJOR

As a result of experiences in the Teacher Education Program, students majoring in Elementary Education and those seeking a middle level or high school teaching license will be able to:

- plan for instruction, including selecting goals and objectives, developing long-term plans, organizing teaching materials, and designing activities;
- establish a classroom climate conducive to learning, including communicating rules and expectations, providing for individual differences, encouraging appropriate behavior, using time effectively, and arranging teaching materials;
- implement instruction plans, including organizing students for instruction, using a variety of instructional approaches, monitoring learning activities, and promoting problem solving;
- evaluate student achievement, including incorporating a variety of assessment means, reporting student progress, and documenting teaching effectiveness; and
- exhibit professional characteristics, including having regular and punctual attendance, displaying tact and courtesy to others, demonstrating knowledge of subjects taught, and adhering to district, state, and federal regulations.

REQUIREMENTS

The education major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For an Elementary Major with teaching authorizations in Early Childhood and Elementary Education:

EDUC 150, 230, 270, 302, 305, 401, 402, 448, 449, 450; EDUC 275 or MUSC 312; HHPA 388. Additional courses required for an Oregon Initial Teaching License: MATH 135 and 136; EDUC 491, 492, 496 and 497.

For an Elementary Major with teaching authorizations in Elementary Education and Middle Level:

EDUC 150, 230, 280, 302, 305, 402, 420, 448, 449, 450; EDUC 275 or MUSC 312; HHPA 388. Additional courses required for an Oregon Initial Teaching License: MATH 135 and 136; EDUC 492, 493, 496, and 497; and EDUC 430 for students seeking endorsements in French, German, or Spanish.

For Middle Level and High School teaching authorizations:

EDUC 150, 230, 280, 302, 305, 420, 430*, 493, 494, 496, and 497. Completion of one of the following Linfield majors: anthropology, art, biology, chemistry, economics, English, French, German, health education, history, mathematics, music education, physical education, physics, political science, psychology, sociology, or Spanish. *EDUC 430 not required for art, health, music or physical education.

Licensure Requirements

1. Bachelor's degree in an approved major for licensure.
2. Student teaching, including recommendations from Linfield College supervisors and cooperating teachers.
3. Two teacher work samples for the appropriate authorization levels(s) and content area(s).
4. Passing scores on the following tests required for an Oregon Initial License in:
 - a. Early Childhood and Elementary Authorizations
 - Basic skills tests in mathematics, reading, and writing: CBEST, PPST, or WEST-B
 - Content knowledge tests: ORELA MSE I & II
 - Protecting Student and Civil Rights in the Educational Environment Examination
 - b. Elementary and Middle Level Authorizations
 - Basic skills tests in mathematics, reading, and writing: CBEST, PPST, or WEST-B
 - Content knowledge tests: ORELA MSE I & II
 - Content subject area tests: PRAXIS II Test(s) in student's endorsement subject area
 - Protecting Student and Civil Rights in the Educational Environment Examination
 - c. Middle Level & High School Authorizations
 - Basic skills tests in mathematics, reading, and writing: CBEST, PPST, or WEST-B
 - Content knowledge tests: ORELA MSE I & II (for middle level)
 - Content subject area tests: PRAXIS II Test(s) in student's major
 - Protecting Student and Civil Rights in the Educational Environment Examination
5. Minimum 2.75 GPA in major, licensure, and cumulative coursework.
6. No grade lower than a C in major and licensure coursework.

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.

Only those students meeting all requirements for an Oregon Initial Teaching License are considered "program completers."

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Level 1. Foundations

- EDUC 150, Foundations of Education (minimum grade of C)
 - Thirty clock hours of field experience
 - Positive evaluation from the supervising 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 can enroll in any education course numbered 200 or above.*

Level 2. Requirements for admission to the Teacher Education Program

- EDUC 230, Educational Psychology
 - Passing scores on a basic skills test: CBEST, PPST, or WEST-B
 - Elementary majors: passing scores on content knowledge ORELA MSE I and II tests
 - College math proficiency requirement
 - Professional Conduct Expectations form
 - Minimum 2.75 GPA in major, licensure, and cumulative course work
 - No grade lower than C in major and licensure coursework
 - Application to the Teacher Education Program
 - Oregon's fingerprinting and criminal history background investigation requirement
 - Education Department approval
- Students must complete the preceding requirements before they can enroll in any education course numbered above 230.*

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

- Minimum 2.75 GPA in major, licensure, and cumulative coursework

Education

- No grade lower than C in major and licensure coursework
- Appropriate coursework for major
- Part-time student teaching application
- Resume
- Professional Conduct Expectations form
- Recommendation from major advisor (secondary students only)
- Education Department approval

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

- Successful completion of part-time student teaching
- Passing scores on the Protecting Student and Civil Rights in the Educational Environment Examination
- For middle level and high school authorization: passing scores on the appropriate PRAXIS II subject area tests and the ORELA MSE I and II examinations
- Minimum 2.75 GPA in major, licensure, and cumulative coursework
- No grade lower than C in major and licensure coursework
- Appropriate coursework for major
- Full-time student teaching application
- Professional Conduct Expectations form
- Update resume
- Education Department approval

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 assigned schools.

HONORS

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 authorization levels (early childhood, elementary, middle level and high school) is honored for extraordinary ability as a student teacher during his/her full-time student teaching experience.

Kappa Delta Pi

Linfield's Sigma Delta chapter of Kappa Delta Pi (KDP), 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.

PARACURRICULAR COURSES

EDUC 040 Community Service

COURSES

EDUC 150 Foundations of Education

EDUC 205 Technology Applications in Education

EDUC 230 Educational Psychology

EDUC 260 Instructional Differentiation for Diverse Learners

EDUC 270 Becoming an Early Childhood Teacher

EDUC 275 Teaching Art

EDUC 280 Introduction To Middle Level and High School Teaching

EDUC 301 Supervised Teaching Assistant

EDUC 302 Multicultural Education

EDUC 305 General Methods and Management

EDUC 360 Teaching Linguistically and Culturally Diverse Students

EDUC 401 Teaching Literacy I

EDUC 402 Teaching Literacy II

EDUC 420 Content-Area Literacy for Middle and High Schools

EDUC 430 Content Methods for Middle and High School Teachers

EDUC 448 Teaching Mathematics

EDUC 449 Teaching Science

EDUC 450 Teaching Social Studies

EDUC 480 Independent Study

EDUC 491 Student Teaching: Early Childhood

EDUC 492 Student Teaching: Elementary

EDUC 493 Student Teaching: Middle Level

EDUC 494 Student Teaching: High School

EDUC 496 Seminar for Full-Time Student Teaching

EDUC 497 Seminar for Part-Time Student Teaching

JANUARY TERM TRAVEL COURSES

EDUC 198, 298, 398, 498 Special Topics in January term Travel

Faculty

Martin Dwomoh-Tweneboah
1996, Associate Professor of Computer Science. BS University of Science and Technology, Kumasi, Ghana; MS University of Trondheim, Norway

Daniel Ford
2004, Assistant Professor of Computer Science. BA University of California-Santa Barbara; MBA Cornell University; Masters in Business Information Systems, Université Catholique de Louvain, Belgium; MS Colorado State University

William Lingle (on sabbatical spring 2010)
1980, Professor of Mass Communication. BS, MS University of Oregon

Liz Obert (Coordinator)
2000, Associate Professor of Art. BFA College of Santa Fe; MFA Washington State University

Brad Thompson
2003, Associate Professor of Mass Communication. BA University of Denver; MA University of Missouri, Columbia; PhD University of Colorado, Boulder

Brian Winkenweder
2005, Associate Professor of Art History. BA University of Washington; MA, MA University of New Mexico; PhD State University of New York at Stony Brook

The Electronic Arts major offers a multi-disciplinary study that explores the use of an artistic media that uses rapidly evolving technology as a means of self-expression and communication.

The major utilizes Linfield's traditional curriculum in the liberal arts to allow students to pursue inquiries in electronic arts. It allows students to investigate aspects of web design, computer graphics, or any combination of arts and technology. By combining the resources of the Art Department, Mass Communication, Computer Science, and Music, Electronic Arts creates a curriculum that uses aspects of each discipline as it relates to arts and technology.

GOALS FOR THE ELECTRONIC ARTS MAJOR

In successfully completing a major in Electronic Arts, students will:

- understand the fundamental principles and concepts of computer science, visual art and mass communication;
- gain competence in several media beyond basic design, such as print graphics, computer design, computer graphic language, digital photography or web design;
- demonstrate an advanced level of competence in one medium appropriate to the core track of the major, both aesthetically and technically;
- learn how to work in at least one programming environment;
- learn how to critically evaluate information and messages delivered through forms of electronic media, and to act on them insightfully and independently;
- produce a coherent, polished project or body of work to be presented in an appropriate manner;
- develop an adequate understanding of the discipline and academic preparation to successfully enter graduate school or an entry-level professional career; and
- demonstrate well-developed, medium appropriate communication skills.

REQUIREMENTS

The electronic arts major is available as a bachelor of arts degree only. See page 3 for degree requirements.

Common Core: 31 credits including AAVC 100, 110, 242; COMP 121, 160, 260; MSCM 150, 337; EART 485.

8 credits of Art and Visual Culture electives from among: AAVC 120, 217, 218, 240, 243, 244, 281, 310, 316, 319, 480, 487.

6 credits of Computer Science electives from among: COMP 131, 180, 305, 375, 480, 485.

8 credits of Mass Communication electives from among: MSCM 325, 327, 329, 350, 480.

With Electronic Arts chair's approval, MUSC 225 and up to 6 other credits in music from among the following may be substituted for the above electives: MUSC 121, 122, 123, 124, 221, 222, 223, 224.

12 elective credits must be at 300 level or above.

COURSES

EART 485 Electronic Arts Seminar

Faculty

Reshmi Dutt-Ballerstadt
 2004, Associate Professor of English. BA College of St. Catherine;
 MA, PhD University of Minnesota

Kenneth Ericksen
 1965, Professor of English. BA Pacific Lutheran University; MA, PhD
 Rice University

Anna Keeseey
 2007, Assistant Professor of English. BA Stanford University; MFA
 University of Iowa

Katherine Kernberger (Chair)
 1979, Professor of English. BA Scripps College; MA, PhD University of
 California, Los Angeles

Alexander Runciman
 1992, Professor of English. BA University of Santa Clara; MFA Univer-
 sity of Montana; PhD University of Utah

Barbara Seidman (on sabbatical 2009-10)
 1983, Professor of English. BA State University of New York at
 Albany; MA, PhD University of Illinois

David Sumner
 2004, Associate Professor of English and Director of Writing. BA
 University of Utah; MA Brigham Young University; PhD University of
 Oregon

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; and
- an appreciation and critical understanding of Shakespeare's plays and their influence on other literature.

GOALS FOR THE CREATIVE WRITING MAJOR

In completing courses for the creative writing major, students will develop and deepen these abilities and understandings:

- the ability to read as a writer and critic, and the understanding that this combined ability is crucial to successful writer's work;
- an understanding of the range of precedent and example represented by literary traditions both contemporary and historical, and an ability to situate one's own efforts in relation to these traditions;
- the ability to complete literary works in more than one genre, and the understanding of genre and craft essential to this effort;
- an understanding of the usefulness and limitations of criticism of work-in-progress, and the ability to give, receive, and make appropriate use of constructive comment;
- the ability to interrogate and develop one's own imagination, habits of mind and habits of craft, in order to improve and extend one's artistic capacities; and
- the ability to generate, revise, and effectively order a book-length manuscript of original work.

REQUIREMENTS

The English and creative writing majors are available as bachelor of arts degrees only. See page 3 for degree requirements.

For the English Major: 40 credits plus 2-4 portfolio credits (179, 279, 379 and 479). The 40 credits must include 260, 275, either 350 or 351, 486 and 16 credits at or above the 300 level (with at least one course in American and one course in English literature). A further 8 credits may be taken at any level. A maximum of 8 credits in creative writing may be counted toward the English major.

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 plus 2-4 portfolio credits (179, 279, 379 and 479). The 40 credits must include 16 credits in creative writing courses; 20 credits in literature, including 275 and at least one course in 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; 316; 317; 318; 319; and 320. 316, 317, 318 and 319 may be repeated once for credit. (Independent study courses may be substituted at the department's discretion.) 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 Teaching Licensure in Language Arts, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). 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.

PARACURRICULAR COURSES

ENGL 020 Literary Magazine
ENGL 120 Literary Magazine

COURSES

ENGL 125 English Grammar
ENGL 179 Portfolio I
ENGL 200 Introduction to Creative Writing
ENGL 230 Children's Literature
ENGL 250 The Literature of Experience
ENGL 260 Transatlantic Survey of British and American Literature
ENGL 265 Introduction to American Culture
ENGL 270 Western American Literature
ENGL 275 Critical Methods of Literary Study
ENGL 279 Portfolio II
ENGL 301 Topics in Literature
ENGL 304 Environmental Literature
ENGL 305 Diverse Voices in Literary Expression
ENGL 315 Academic Writing and Consulting
ENGL 316 Creative Writing: Poetry
ENGL 317 Creative Writing: Fiction
ENGL 318 Creative Writing: Scripts
ENGL 319 Creative Writing: Non-fiction
ENGL 320 Creative Writing and the Art of the Book
ENGL 325 Literary Genres
ENGL 327 Introduction to Film
ENGL 330 Major Figures
ENGL 340 English Literature Survey: The Middle Ages (to 1485)
ENGL 341 English Literature Survey: The 16th and 17th Centuries
ENGL 342 English Literature Survey: The Restoration and the 18th Century
ENGL 343 English Literature Survey: The Romantic Period
ENGL 344 English Literature Survey: The Victorian Age

ENGL 345 English Literature Survey: 20th Century
ENGL 350 Shakespeare: Comedies and Histories
ENGL 351 Shakespeare: Tragedies and Tragicomedies
ENGL 360 American Literature Survey: 1620-1860
ENGL 361 American Literature Survey: 1860-1914
ENGL 362 American Literature Survey: 1914-1960
ENGL 363 American Literature Survey: 1960 to the Present
ENGL 365 Postcolonial Literatures in English
ENGL 370 Readings in English and American Literature
ENGL 379 Portfolio III
ENGL 380 Ultimate Questions in Literature
ENGL 425 History of the English Language
ENGL 439 Peer Instruction
ENGL 450 Literary Criticism
ENGL 479 Portfolio IV
ENGL 480 Independent Study
ENGL 485 Senior Seminar: Creative Writing
ENGL 486 Senior Seminar: Literature
ENGL 487 Internship
ENGL 490 Honors Thesis, Literature or Creative Writing

JANUARY TERM TRAVEL COURSES

ENGL 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

ENGL 303 Children's Literature
ENGL 306 Diverse Voices in Literary Expression
ENGL 308 Topics in Literature
ENGL 310 Topics in American Literature
ENGL 312 Topics in English Literature
ENGL 313 Creative Writing: Non-fiction
ENGL 328 Introduction to Film (also listed as MSCM 328)
ENGL 355 Scripts for Ashland
ENGL 356 Shakespeare in Ashland
ENGL 377 Fundamentals of Research Writing
ENGL 411 Contemporary Drama

ENGLISH LANGUAGE AND CULTURE PROGRAM

Faculty

Sandra Lee (Chair)
1985, Professor of English as a Second Language and Intercultural Communication. BA Portsmouth Polytechnic, England; MA University of California, Los Angeles

The English Language and Culture Program at Linfield College is an intensive course of study. It is designed to help Linfield students whose native language is not English achieve competence in academic and social English skills so that they can work effectively in their undergraduate classes at Linfield. Students entering the English Language and Culture Program will be required to meet all of Linfield's admission requirements except those in English proficiency. The program is described more fully in the section of this catalog devoted to International Programs. The courses offered in the program are designated ELCP (for English Language and Culture) and are listed below. Students may count up to 20 credits in ELCP toward the 125 required for graduation. The English Language and Culture Program also provides special programs (summer, one-semester and one-year programs) in English and cultural studies.

PARACURRICULAR COURSES

ELCP 095 Individualized Study
ELCP 100 Language Practice: Social and Academic Skills

COURSES

ELCP 101 Academic Listening and Speaking I
ELCP 102 Academic Listening and Speaking II
ELCP 103 Advanced Pronunciation Practice
ELCP 111 Introduction to College Reading
ELCP 112 Advanced College Reading and Critical Thinking Skills
ELCP 120 Grammar Workshop
ELCP 121 Introduction to College Composition
ELCP 122 Research Paper Preparation
ELCP 160 Thematic Topics
ELCP 170 Readings in Literature
ELCP 180 TOEIC Preparation
ELCP 190 Advanced Academic Skills

ENVIRONMENTAL STUDIES

Faculty

Elizabeth Atkinson

1997, Associate Dean of Faculty and Associate Professor of Chemistry. BS Creighton University; PhD University of Arizona

Nancy Broshot (on sabbatical spring 2010)

2001, Associate Professor of Biology. BS, MS, PhD Portland State University

Christopher Gaiser

1994, Professor of Biology. BS University of Washington; PhD Oregon State University

Robert Gardner

2004, Assistant Professor of Sociology. BA Bowling Green State University; PhD University of Colorado-Boulder

Randy Grant

1993, Professor of Economics. BA Pacific Lutheran University; PhD University of Nebraska at Lincoln

Jennifer Heath (on sabbatical 2009-2010)

2002, Associate Professor of Physics. BA Whitman College; MS, PhD University of Oregon

Thomas Love

1983, Professor of Anthropology. BA Columbia University; MA, MS, PhD University of California, Davis

Jackson Miller

2001, Associate Professor of Communication Arts. BS, MA Ohio University; PhD Southern Illinois University

Joelle Murray

1997, Associate Professor of Physics. BA Beloit College; MS, PhD Michigan State University

Janet Peterson (on sabbatical spring 2010)

2003, Associate Professor of Health and Human Performance. BS University of Southern California; MA California State University, Northridge; DrPH Loma Linda University

Lex Runciman

1992, Professor of English. BA University of Santa Clara; MFA University of Montana; PhD University of Utah

Eric Schuck (Coordinator)

2006, Associate Professor of Economics. BA Pacific Lutheran University; MA University of Montana; PhD Washington State University

David Sumner

2004, Associate Professor of English and Director of Writing. BA University of Utah; MA Brigham Young University; PhD University of Oregon

Chad Tilberg

2007, Assistant Professor of Biology. BA University of Kansas; PhD University of Colorado, Boulder

Lissa Wadewitz

2006 Assistant Professor of History. BA Pomona College; MA, PhD University of California-Los Angeles

Environmental Studies is an interdisciplinary arena of study in the undergraduate curriculum. It centers on understanding relationships between humans and the planet's life support system. It seeks to develop in students a deep awareness of the complex, highly dynamic nature of the world we inhabit, including interactions among human population, the biological and physical environments, resources, technology, social organization and culture. The portion of the planet we occupy in the Pacific Northwest is exceptionally diverse for its latitude, and affords rich opportunities for study and involvement. Linfield is a member of the Malheur Field Station Consortium, operating a teaching and research facility in the high desert of eastern Oregon.

Addressing environmental issues draws on almost every field in the liberal arts curriculum. An understanding of science, human culture, and public policy is required for adequately resolving environmental problems. For this reason the core of the Environmental Studies major features a cross-disciplinary introductory course sequence, along with requirements in the humanities, social sciences, and natural sciences. Thereafter, students select either a science focus or a policy focus. An integrative upper division problem-solving seminar serves as a capstone, drawing together the talents and experiences of students from both the science focus and the policy focus.

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 global environmental challenges as the build-up of greenhouse gases in the atmosphere, depletion of ozone in the stratosphere, and loss of species and habitat diversity;
- know how to research and evaluate the feasibility of technical solutions to contamination of the air, water, soil, and food supply;
- describe concrete instances of how cultural constraints affect

human ability to apply technical solutions to known environmental hazards;

- research and evaluate how to prevent species and habitat loss while understanding how cultural constraints affect the ability to solve these problems;
- illustrate and critically analyze notable examples where cooperation on environmental issues, nationally as well as internationally, has met with both success and failure;
- judge the relative degree to which specific environmental practices in industry, agriculture, civic life, and leisure pursuits may be made sustainable; and
- develop a foundation for making informed decisions about environmental issues.

REQUIREMENTS

The environmental studies major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree 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; MATH 140; ECON 210; 6 credits in humanities from among: ENGL 304, HIST 152, PHIL 306. One course from among RELS 110, 355, TCCA 340. ENGL 250, 301, and 319 can count toward the 6 credit requirement by permission of the Environmental Studies Coordinator.

For either focus courses may count once toward the major. Courses that satisfy the major and the Linfield Curriculum may be counted toward both requirements.

Science Focus: Common core plus BIOL 285 plus 26 to 28 credits as follows:

13-15 credit math and science requirement: MATH 160 or 170; BIOL 210 and 211 or CHEM 210 and 211 or PHYS 115 and 116

3-credit social science elective from among: ANTH/BIOL 105, 310; ANTH 111, 112, 202; ECON 341, 251; ENVS 230; PSYC 182, 183; SOAN 450; SOCL 101, 250, 370

10 credits of natural science electives from among: ANTH/BIOL 290; BIOL 225, 235, 240, 250, 260, 270, 280, 300, 350, 361, 370, 385, 380, 400, 410, 450, 480; CHEM 210, 211, 285, 321, 322, 330, 335, 350, 361, 362, 371, 372, 440; ENVS 380, 450, 487, PHYS 115, 116, 220, 252, 253, 303, 325.

Policy Focus: Common core plus ECON 341 or 342 or POLS 335; 27 credits as follows:

4-credit social science methods requirement from among: ECON 416 or POLS 230 or PSYC 250 or SOAN 307.

7 credits science; one physical science from among: CHEM 100, 120; 210, 211; IDST 210; ENVS 380; PHYS 103, 105, 107, 115; and one biological science from among: ANTH/BIOL 105, 290; BIOL 104, 106, 107, 108, 210, 225, 235, 240, 250, 260, 280, 380, 285, 450.

8 credits from a single social science discipline. Choice among: ANTH 105, 111, 112 or PSYC 183, 188 or SOCL 101, SOAN 265;

8 credits social science electives from among: ANTH/BIOL 290, ANTH 202; ECON 332, 351; ENVS 230; POLS 240; PSYC 181, 182, 183, 186, 187, 188, 381, 382, 383, 386, 387, 388; SOAN 365, 370, 375, 450; SOCL 250, 370.

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) ENVS 101 and 102; 2) four courses (12-20 credits) from among those courses counting toward the major; one of the four courses must be a natural science field course (ENVS 380, ANTH/BIOL 290, BIOL 240, 260, 285, 350 or 385); one must be a social science course from among ANTH 202, ECON 341, 342, POLS 335, or SOCL 250; 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) ENVS 040 or 090; and 4) ENVS 485. Only two courses counted for the minor may also be counted toward Linfield Curriculum or major requirements. With the permission of the program committee, one-time offerings may be substituted for courses already approved. Such courses must pertain to the environment directly or indicate that the instructor agrees to supervise an independent project on an environmental topic.

PARACURRICULAR COURSES

ENVS 030 Natural History of this Place We Inhabit

ENVS 040 Community Service

ENVS 090 Environmental Issues Forum

COURSES

ENVS 101 Human Ecology: Process and Pattern in the Natural World

ENVS 102 Human Ecology: Human Adaptations and the New Global Order

ENVS 230 Introduction to GIS

ENVS 300 Topics in Environmental Policy

ENVS 439 Peer Instruction

ENVS 480 Independent Study

ENVS 485 Environmental Problem-Solving Seminar

ENVS 487 Internship

ENVS 490 Independent Research or Thesis

JANUARY TERM TRAVEL COURSES

ENVS 198, 298, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

ENVS 302 Shoreline Ecology

ENVS 303 Human Ecosystems

ENVS 305 Environmental Issues and the Physical Sciences

ENVS 307 Issues in Science: Georesources

ENVS 308 Water Resources

ENVS 380 Conservation Biology

ENVS 440 Epidemiology (also listed as HSCI 440)

ENVS 450 Environmental Health (also listed as HSCI 450)

EUROPEAN STUDIES

See International Studies

GENDER STUDIES**Coordinator**

Brenda DeVore Marshall
 1987, *Professor of Theatre and Communication Arts. BA University of Denver; MS North Texas State University; PhD Southern Illinois University–Carbondale*

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 SOAN 205 or PSYC 262 or GENS 200; and GENS 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.

ENGL 305 Diverse Voices in Literary Expression: Women Writers in English**GENS 200 Introduction to Gender Studies****HPHA 242 Human Sexuality****HPHA 410 Gender Issues in Education and Sport****HIST 267 Introduction to U.S. Women's History****HIST 318 History of Women in Latin America****MUSC 355 Women in Music****POLS 333 Gender and Politics****PSYC 262 Perspectives on Gender****RELS 345 Gender and Spirituality****SOAN 205 Gender and Society****SOAN 270 Latinas and Latinos in the U.S.****SOAN 460 Gender, Sexuality, and the Body****TCCA 333 Gendered Communication****TCCA 353 Topics in Women's Rhetoric****GENERAL SCIENCE****Coordinator**

J. Christopher Gaiser
 1994, *Professor of Biology. BS University of Washington; PhD Oregon State University*

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 checksheets approved by the chair of the Division of Natural Science and Mathematics.

REQUIREMENTS

The general science major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

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: no fewer than 25 credits in one department, composed of the course requirements for a minor in that department and 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. Courses which may apply toward the General Science major are noted in the respective departments. 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.

For Oregon Initial Teaching Licensure in Biology, Chemistry, Mathematics, or Physics, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). 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.

Faculty

Deborah Canepa
1983, Associate Professor of Biology. BS Eastern Mennonite College;
PhD Oregon Health Sciences University

Scott Carnahan
1983, Professor of Health and Human Performance and Director of
Athletics. BS Linfield College; MAT Lewis and Clark College

Larry Doty
1987, Associate Professor of Health and Human Performance. BS, MEd
Linfield College

Dawn Graff-Haight (Chair)
1996, Professor of Health Education; BS, MS University of Wisconsin,
La Crosse; PhD Oregon State University

Greg Hill
2000, Athletic Training Clinical Assistant Professor, Health and Human
Performance. BA Linfield College; MS Oregon State University

Laura Kenow
1992, Associate Professor of Health and Human Performance. BA
Gustavus Adolphus College; MS University of Arizona

Garry Killgore
1989, Professor of Health and Human Performance. BS, MS, PhD
Oregon State University

Tara Lepp
1982, Professor of Health and Human Performance. BA California State
University, Chico; MS University of Oregon

Jeff McNamee
2006, Assistant Professor of Health and Human Performance. BS, MS
University of Wisconsin-La Crosse; PhD Oregon State University

Janet Peterson (on sabbatical spring 2010)
2003, Associate Professor of Health and Human Performance. BS
University of Southern California; MA California State University,
Northridge; DrPH Loma Linda University

Instructional Associates

Sarah Coste
2006, Health and Human Performance Laboratory Coordinator. BA
Linfield College; MS, PhD Oregon Health and Science University

Amy Dames Smith
2003, NCAA Compliance Officer, Physical Education and Paracurricular
Instructor, and Head Women's Tennis Coach. BA University of Portland

Neil Fendall
2006, Assistant Football Coach/Instructional Associate. BS Portland
State University; MA Concordia

Gary Gutierrez
1998, Health Education and Paracurricular Instructor, and Head Swim
Coach and Aquatic Director. BA University of Oregon; BA University of
Wisconsin

Shane Kimura
2009, Physical Education Instructor. Head Women's Volleyball Coach.
BS, MEd Linfield College

Brandy Mailer
2006, Assistant Athletic Training Clinical Instructor. BS George Fox
University; MS Arizona School of Health Sciences

Joseph Smith
1996, Exercise Science Instructor and Head Football Coach. BA Linfield
College; MS Oregon State University

Robyn Stewart
1997, Physical Education and Coaching Instructor, and Head Women's
Basketball Coach. BA Montana State University; MA University of Idaho

Athletic Training Clinical Instructors

Greg Hill (Clinical Coordinator, Clinical Instructor, Educator)
Laura Kenow (Program Director)
Tara Lepp (Head Athletic Trainer)
Brandy Mailer (Certified Athletic Trainer)

Athletic Director

Scott Carnahan

Aquatics Director

Gary Gutierrez

Senior Woman Administrator

Dawn Graff-Haight

Facilities Coordinator

Doug Hire
2000, Assistant Athletic Director and Director of Facilities. BA, MEd
Linfield College

NCAA Compliance Officer

Amy Dames Smith

Curriculum and Degree Programs

The Department of Health, Human Performance and Athletics offers undergraduate majors in Athletic Training, Exercise Science, Health Education and Physical Education.

The mission of the Athletic Training Education Program (ATEP) is to provide a comprehensive, progressive educational and clinical foundation to prepare students for a career in athletic training. The clinical settings serve as learning laboratories for students admitted into the ATEP. This program will prepare students to take the Board of Certification (BOC) examination. Upon passing, students will be qualified for entry-level careers in athletic training.

The curriculum and instruction of the exercise science program utilizes a theory to practice model that integrates critical thinking with theory based courses balanced with experiential learning opportunities. The program prepares students for further education and/or employment in exercise and sport science, fitness and health related fields. The program also prepares students to take nationally recognized certifications.

Programs in health education and physical education, when combined with successful training through the Education Department lead to basic teacher certification. The programs prepare students for entry level positions delivering health education or physical education in accordance with their respective national professional standards.

Students who complete either program are prepared to take nationally recognized certifications in their discipline.

The HHPA Department also offers a Physical Education minor, a Coaching minor and service courses in physical activity. The physical education minor provides students with a rudimentary understanding of the discipline. Some secondary education students who complete a major in a different discipline choose to complete the physical education minor to enable them to obtain a second

teaching endorsement. The Coaching minor provides preparation for youth sport and/or interscholastic coaching. Students completing the minor are eligible to obtain coaching certification through a national testing process. Activity courses are part of Linfield's paracurricular requirement and expose students to a variety of activities designed to provide experiences that encourage engagement in and commitment to lifetime fitness.

GOALS FOR THE MAJORS IN THE HHPA DEPARTMENT

Athletic Training

The goals of the Athletic Training Education Program (ATEP) are to:

- prepare students to successfully challenge the BOC examination;
- prepare students for entry-level careers in athletic training; and
- assist students in gaining mastery over a comprehensive didactic and clinical curriculum, including the ability to:
 - identify injury and illness risk factors associated with participation in physical activities and plan and implement all components of a comprehensive athletic injury/illness prevention program;
 - conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by physically active individuals and formulate an impression of the injury/illness;
 - provide appropriate first aid and emergency care for acute injuries/illnesses and refer injured/ill individuals to appropriate medical/paramedical personnel for evaluation/diagnosis and follow-up care;
 - plan and implement a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained by the physically active individual;
 - plan, coordinate, and supervise all administrative components of an athletic training program; and
 - provide health care information and counsel athletes, parents, and coaches on matters pertaining to the physical, psychological, and emotional health and well-being of the physically active individual.

Exercise Science

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

- understand and apply the underlying scientific foundations of the sub disciplines of exercise science;
- demonstrates the ability to administer, evaluate, and interpret assessment techniques and protocols inherent in exercise and sport science;
- design appropriate exercise prescription for diverse populations which account for possible modifications due to environmental conditions and special needs of the subjects;
- engage in health promotion activities including physical assessments, interpretation of assessments, and program design and delivery; and
- pursue ongoing professional development in exercise and sport science or related professional fields through further education, employment and participation in professional organizations.

Health Education

In successfully completing a major in Health Education, a student will be able to:

- understand health education content, disciplinary concepts, and tools of inquiry related to the development of a health educated person;
- assess individual and community needs for health education;
- plan effective health education programs;

- Implement effective health education programs;
- Evaluate effectiveness of health education programs;
- Coordinate provision of health education services;
- Act as a resource person in health education; and
- Communicate health and health education needs, concerns and resources.

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 develop and can provide opportunities that support their physical, cognitive, social and emotional development;
- understand how individuals differ in their approaches to learning and create appropriate instruction adapted to diverse learners;
- use their understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- use their knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings;
- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals;
- understand and use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity;
- be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the learning community) and seek opportunities to grow professionally; and
- foster relationships with colleagues, parents/guardians, and community agencies to support the learner's growth and well being.

REQUIREMENTS

Majors in health and human performance are available as bachelor of arts or bachelor of science degrees. See page 3 for degree requirements.

For an Athletic Training Major: 52 credits, including 184, 221, 231, 250, 280, 284, 321, 331, 341, 352, 365, 375, 376, 384, 387, 389, 421, 431, 487-01 and 487-05. Students must apply for admission to the athletic training education program (ATEP). Only students accepted into the ATEP can enroll in 221, 231, 321, 331, 421, and 431. Since required courses in the major address professional competencies, it is not possible to take a challenge examination to earn credits for the courses.

Admission to the Athletic Training Education Program: Applicants must first be admitted to Linfield College and have declared a major in Athletic Training. Admission is competitive based on college academic record, expressed desire for a career in athletic training,

Health, Human Performance and Athletics

and character development consistent with a career in the helping professions. Applicants must meet the technical standards of admissions to the ATEP. The technical standards are published in the ATEP Handbook. Applicants must complete at least twenty-five hours of clinical observation while enrolled as a student at Linfield College. A minimum cumulative GPA of 2.30 overall, and a cumulative GPA of 2.70 in athletic training major courses is required. A grade of C- or better is required in all Athletic Training major courses, with the exception of HHPA 184 and 284. A grade of B or better is required in those two courses.

After admission to the program, students must submit the following documents:

1. A health information form completed by a health care provider including proof of appropriate immunizations.
2. Current cardiopulmonary resuscitation (CPR) certification.
3. Proof of National Athletic Trainers' Association (NATA) membership.

Students may not progress in the athletic training clinical experience if they are on academic probation with the program (i.e. Linfield College GPA below 2.30, A.T. major GPA below 2.70).

Program Expenses: Athletic training students must pay annual membership fees for the NATA. The total annual cost is approximately \$90. Students are responsible for their own transportation to off-campus clinical rotations. There may be a small fee to cover the cost of background checks for athletic training students during their public school rotation.

For an Exercise Science Major: 47-50 credits including 280, 352, 365, 440, 440L, 441, 452 and a minimum of three credits from 480, 482, or 487; BIOL 210 and 211; CHEM 210 and 211; PHYS 115; and PSYC 250. Prerequisites: MATH 170; BIOL 212 and 213; and two of the following: PSYC 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; BIOL 108 or ENV 101; BIOL 212, 213. A grade of C- or better is required in all health education major courses and prerequisites.

For a Physical Education Major: 45 credits including 182, 280, 286, 291, 293, 294, 295, 341, 350, 352, 365, 395, 397, 445, 452 and 455. Select two of the following paracurricular courses: 021, 039, 060, 062, 071, or MUSC 071, 072, 073, 074, 075, 080. Current first aid/infant, child, adult CPR certification is required at graduation. A grade of C- or better is required in all physical education major courses and prerequisites.

For Oregon Initial Teaching Licensure in Health or Physical Education, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). 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: 23 credits including 182, 280, 286, 365, 455, any three from 291, 293, 294, and 295, and any two from 021, 039, 060, 062, 071, or MUSC 071, 072, 073, 074, 075, 080. Current first aid/infant, child, adult CPR certification required at graduation. 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; BIOL 212 or 213. A grade of C- or better is required in all courses applied toward a coaching-Non-HHPA major track minor.

ORGANIZATIONS AND HONORS

Phi Epsilon Kappa Fraternity, founded in 1917, is a national professional fraternity for persons engaged in, or pursuing, careers in health and human performance. Members are selected based on academic excellence and service to their field.

COURSE/LAB FEES

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

PARACURRICULAR COURSES

HHPA 001 Through 099

Intercollegiate sports	010 Track
001 Football	011 Baseball
003 Cross Country	012 Softball
004 Soccer	013 Tennis
005 Volleyball	014 Golf
006 Basketball	015 Lacrosse
008 Swimming	016 Cheerleading

Activities (\$60 fee is assessed for the following except where indicated.)

020 Badminton	051 Team Building and Outdoor Pursuits (fall only)
021 Aqua Aerobics	053 Volleyball, Soccer and Golf (fall only)
022 Golf	054 Basketball, Speedball and Softball (spring only)
023 Tennis	055 Racquet Sports: Tennis, Badminton, Racquetball and Pickleball (fall only)
024 Power Lifting	060 Aquatic Fitness
025 Weight Training	062 Aerobic Fitness
026 Handball	065 Speed, Agility, Quickness
027 Racquetball	067 Scuba (\$365 fee plus equipment and open dive costs)
028 Volleyball	068 Advanced Scuba (\$265 fee plus equipment and open dive costs)
029 Cycling	071 Yoga
030 Soccer	086 Advanced Tennis
031 Indoor Soccer	088 Backpacking
033 Pickleball	093 Rescue Diver (\$285 fee plus equipment and open dive costs)
034 Personal Defense	099 Special Topic
036 Downhill Skiing/ Snowboarding (\$75 fee)	
037 Advanced Personal Defense	
040 Community Service	
042 Basketball	
047 Beginning Indoor Rock Climbing	
049 Volksporing	

COURSES

HHPA 100 Drug Use in the United States

HHPA 164 Lifeguard Training

HHPA 165 Water Safety Instruction

HHPA 170 Peer Health Education Methods – Wellness

HHPA 171 Peer Health Education Methods – Informed CHOICES

HHPA 172 Peer Health Education Methods – CATS
 HHPA 180 Personal Health Promotion
 HHPA 182 Foundations and Developments in Physical Education
 HHPA 184 Prevention and Care of Athletic Injuries
 HHPA 221 Athletic Training Professional Experience I – Portfolio/Intro
 HHPA 230 Stress Management
 HHPA 231 Professional Experience II: Taping, Bracing and Emergency Management
 HHPA 242 Human Sexuality
 HHPA 250 Prevention and Control of Disease
 HHPA 280 Nutrition
 HHPA 283 Responding to Emergencies, CPR
 HHPA 284 Emergency Response
 HHPA 286 Methods of Teaching Elementary and Secondary Physical Education
 HHPA 291 Professional Activities I
 HHPA 292 Professional Activities II
 HHPA 293 Professional Activities III
 HHPA 294 Professional Activities IV
 HHPA 295 Professional Activities V
 HHPA 310 Football Coaching Theory
 HHPA 315 Basketball Coaching Theory
 HHPA 320 Track and Field Coaching Theory
 HHPA 321 Professional Experience III: Injury Assessment and Evaluation
 HHPA 331 Professional Experience IV: General Medical and Therapeutic Exercise
 HHPA 335 Softball Coaching Theory
 HHPA 336 Volleyball Coaching Theory
 HHPA 340 Soccer Coaching Theory
 HHPA 341 Foundations of Exercise Physiology
 HHPA 345 Baseball Coaching Theory
 HHPA 350 Psychological Aspects of Sport and Physical Education
 HHPA 352 Kinesiology
 HHPA 365 Principles of Training and Conditioning
 HHPA 375 Pathophysiology and Therapeutic Exercise
 HHPA 376 Therapeutic Modalities
 HHPA 381 School Health Programs
 HHPA 382 Advanced Methods: Non-traditional Games
 HHPA 383 Health Education Methods

HHPA 384 Advanced Assessment of Athletic Injuries
 HHPA 387 Performance Enhancement for the Injured Athlete
 HHPA 388 Elementary Health and Physical Education Methods
 HHPA 389 Topics in Athletic Training
 HHPA 390 Organization and Administration of Physical Education
 HHPA 395 Evaluation of Physical Education
 HHPA 397 Research and Analysis in Physical Education
 HHPA 410 Gender Issues in Education and Sport
 HHPA 412 Human Anatomy II
 HHPA 421 Athletic Training Professional Experience V – Therapeutic Modalities
 HHPA 422 Planning and Evaluation in Health Education
 HHPA 425 Sport in American Society
 HHPA 431 Professional Experience VI: Strength, Conditioning and Professional Preparation
 HHPA 439 Peer Instruction
 HHPA 440 Physiology of Exercise
 HHPA 440L Exercise Physiology Laboratory
 HHPA 441 Senior Seminar in Exercise Science
 HHPA 445 Motor Learning and Motor Development
 HHPA 452 Biomechanics of Sport and Exercise
 HHPA 455 Adapted Physical Education
 HHPA 465 Mental and Social Variables in Sport and Performance
 HHPA 470 Mental Health
 HHPA 480 Independent Study
 HHPA 482 Applied Exercise Science
 HHPA 485 Coaching as a Profession
 HHPA 487 Internship

DCE & PORTLAND COURSES

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

HHPA 038 Sailing
 HHPA 039 Beginning Tai Chi
 HHPA 041 Advanced Tai Chi
 HHPA 062 Therapeutic Dance
 HHPA 064 Basic Massage
 HHPA 085 Quigong and Taijiquan

HISTORY

Faculty

Sharon Bailey Glasco
2003, Associate Professor of History. BA Whitworth College; MA, PhD University of Arizona

Peter Buckingham (Chair)
1988, Professor of History. BA Gettysburg College; MA, PhD Washington State University

Deborah Olsen
1993, Instructor in History. BA Mt. Holyoke College; MA Boston University

John Sagers
2001, Associate Professor of History. BA University of California, Berkeley; Master of Pacific International Affairs, University of California, San Diego; PhD University of Washington

Scott Smith
2002, Associate Professor of History. BA Yale University; AM, PhD, Harvard University

Stephen Snyder
1978, Professor of Religion. BA Stanford University; MA, PhD University of Chicago

Lissa Wadewitz
2006 Assistant Professor of History. BA Pomona College; MA, PhD University of California-Los Angeles

The mission of the History Department is to teach history as a distinct form of inquiry into the human condition. Students will learn the skills of history through the study of historical methods, area studies, and research and writing.

GOALS FOR THE MAJOR

In successfully completing a major/minor in history, a student will possess:

- a sensitivity to the values and attitudes of other times and places;
- an appreciation of basic continuities in human affairs;
- the ability to observe and analyze significant change over time;
- an awareness of multiple causation;
- the recognition that history is an ongoing and incomplete search for truth;
- the relativist character of the discipline; and
- the skills necessary to research and write well.

REQUIREMENTS

The history major is available as a bachelor of arts degree only. See page 3 for degree 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 25.

For Oregon Initial Teaching Licensure in Social Studies, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to

complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

ORGANIZATIONS AND HONORS

The Walter Irving Young History Award

Mr. Young established this award as a statement of appreciation for the help and encouragement he received as a History major at Linfield. The income from the endowed fund is granted annually to the outstanding graduating History major. Consideration is given to the student's grade point average, interest in the subject as shown by departmental research, ability to interpret and synthesize historical data, and facility in writing about historical subjects.

Phi Alpha Theta

Linfield's chapter of the national history honor society, Phi Alpha Theta, is open by invitation to any interested student in history with appropriate academic qualifications.

Thomas Branigar Award

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

COURSES

HIST 120, 121 History of Western Culture I and II

HIST 122, 123 History of World Civilizations I and II

HIST 124 East Asia Before 1800

HIST 125 East Asia since 1800

HIST 126, 127 Introduction to Eurasian Civilizations I and II

HIST 144 Europe Since 1500

HIST 150 Survey of U.S. History

HIST 152 Environmental History of the United States

HIST 170 Latin American History and Politics

HIST 200 Modern China

HIST 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria)

HIST 210 Modern Japan

HIST 213 Colonialism and Slavery in Latin America

HIST 214 Independence and Inequality in Latin America

HIST 215 Revolutions in 20th Century Latin America

HIST 228 Ancient Egypt

HIST 230 Ancient Greece

HIST 233 Ancient Rome

HIST 240 European History on Film

HIST 248 Europe in the Age of the French Revolution

HIST 249 Nineteenth-Century Europe

HIST 252 History of the US West

HIST 265 Introduction to American Culture (also listed as ENGL 265)

HIST 267 Introduction to US Women's History

HIST 268 History of Nature and Popular Culture in the U.S

HIST 285 Methods of Historical Research
 HIST 300 Topics in Asian History
 HIST 301 Topics in European History
 HIST 303 Topics in World History
 HIST 304 Topics in Latin American History
 HIST 310 History of Religion of the Middle East (also listed as RELS 310)
 HIST 314 The U.S.-Mexico Border Region
 HIST 315 History of Mexico
 HIST 318 History of Women in Latin America
 HIST 320 Empire and Aftermath in Asia
 HIST 322 Gender and Social History of East Asia
 HIST 325 Colonial and Revolutionary America
 HIST 330 History of Religion in America (also listed as RELS 330)
 HIST 333 Medieval Women and Men
 HIST 335 Industrial America: 1790 to 1890
 HIST 345 The Emergence of Modern America
 HIST 353 How the West Fed the United States
 HIST 355 American Empire
 HIST 357 History of American Labor
 HIST 360 History of Modern Britain
 HIST 361 Modern England
 HIST 362 History of Ireland
 HIST 364 Modern Germany
 HIST 370 Race and Minority Culture in the United States
 HIST 375 History of Baseball
 HIST 377 The Soviet Union

HIST 390 Slavery in the Americas
 HIST 400 History of the People's Republic of China
 HIST 463 Modern France
 HIST 480 Independent Study
 HIST 485 Senior Seminar
 HIST 487 Internship
 HIST 490 Research

JANUARY TERM TRAVEL COURSES

HIST 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

HIST 167 Survey of Latin American History
 HIST 257 The Pacific Northwest
 HIST 266 Women in U.S. History
 HIST 271 Race in America: Historical and Comparative Perspectives
 HIST 302 Topics in European History
 HIST 316 History of Mexico
 HIST 331 History of Religion in America (also listed as RELS 331)
 HIST 346 Europe and the West Since 1939
 HIST 371 Race and Minority Cultures in the United States
 HIST 376 History of Soviet Russia
 HIST 401 History of the People's Republic of China

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.

INTERDEPARTMENTAL STUDIES

Coordinator

Elizabeth Atkinson
1997, Associate Dean of Faculty and Associate Professor of Chemistry,
BS Creighton University; PhD University of Arizona

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

IDST 007 Colloquium
IDST 010 Learning Skills
IDST 012 Experiential Leadership Seminar
IDST 031 Intercultural Communication: Departure and Reentry
IDST 035 Perspectives on Japan
IDST 050 Career Exploration
IDST 052 Career Planning and Preparation
IDST 060 Resident Advisor Training
IDST 061 Leadership and Greek Letter Organizations
IDST 062 Resident Advisor In-Service Class
IDST 080 Personal Success Skills
IDST 090 Global Issues Forum
IDST 099 Academic Pathways

COURSES

IDST 210 Outdoor Environmental Studies-Geophysical
IDST 211 An Overview of Careers in the Helping Professions
IDST 270/271 (in English/in Spanish) Topics in Latin America: Arts and Humanities
IDST 274/275 (in English/in Spanish) Topics in Latin America: Society/Culture
IDST 280 Practices in Community Interaction
IDST 281 Independent Research in San Ramon, Costa Rica
IDST 287 Career Exploration Internship
IDST 387 Interdisciplinary Regional Internship

JANUARY TERM TRAVEL COURSES

IDST 298 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

IDST 008 Linfield Entry Colloquium
IDST 250 Writing the Portfolio
IDST 320, 321 History of Western Thought I, II
IDST 485 Arts and Humanities Senior Seminar
IDST 490 Arts and Humanities Research Project

INTERNATIONAL BUSINESS

Coordinator

Michelle Nelson
2000, Professor of Business. BA University of Bonn, Germany;
MBA, PhD Washington State University

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

Chris Keaveney
1997, Associate Professor of Japanese. BA Manhattan College;
MA, PhD Washington University, St. Louis

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
1997, Associate Professor of Japanese. BA Manhattan College; MA, PhD Washington University, St. Louis

John Sagers
2001, Associate Professor of History. BA University of California, Berkeley;
Master of Pacific International Affairs, University of California, San Diego;
PhD University of Washington

Following geographic convention, "Asia" encompasses four cultural areas: Japan; China and its neighbors (Mongolia, Taiwan, the Koreans); insular and mainland Southeast Asia; and the Indian subcontinent, including Pakistan, Bangladesh, and the Himalayan "kingdoms."

For a minor in Asian Studies: 27-29 credits and one semester of study abroad. Specific requirements include six credits abroad in courses dealing with the history, culture, ecology, and/or politics of the country or region (satisfied by MLJP 306 and MLJP 307 for students who undertake Linfield's program in Japan); successful study of an Asian language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Asian studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger

regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

EUROPEAN STUDIES

Faculty Coordinators

Gudrun Hommel
1993, Associate Professor of German. BA, MA Portland State University;
PhD University of Oregon

Scott Smith
2002, Associate Professor of History. BA Yale University; AM, PhD,
Harvard University

(For major in German Studies, see *Modern Languages*, page 60.)

Following geographic convention, "Europe" encompasses the British Isles, the western Mediterranean region, and northern and eastern Europe.

For a minor in European Studies: 27-29 credits and one semester of study abroad. Specific requirements include 20 credits abroad distributed about equally between European study and appropriate language coursework (for students who undertake Linfield's programs in Austria, England, or France, the exact distribution of credits varies somewhat from program to program and year to year); successful study of a European language through the second semester of the intermediate level; two or more courses totalling 6-8 credits in European studies beyond those taken while abroad; and IDST 090, in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

LATIN AMERICAN STUDIES

Faculty Coordinators

Thomas Love
1983, Professor of Anthropology. BA Columbia University; MA, MS, PhD University of California, Davis

Sonia Ticas
2001, Associate Professor of Spanish. BA California State University,
Northridge; PhD University of California, Berkeley

Violeta Ramsay
1990, Associate Professor of Spanish. BA, MA, PhD University of Oregon

Following geographic convention, "Latin America" encompasses: Mesoamerica (Mexico and Central America) and South America.

For a minor in Latin American Studies: 27-29 credits and one semester at one of Linfield Latin American study abroad sites (Oaxaca, Mexico; Costa Rica; Ecuador). Specific requirements include 9-11 credits abroad dealing with the history, culture, ecology and/or politics of the country or region; successful study of a Latin American language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Latin

International Studies/Mass Communication

American studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not avail-

able 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

Michael W. Huntsberger
2009, Assistant Professor of Mass Communication. BA The Evergreen State College; PhD University of Oregon

William Lingle (on sabbatical spring 2010)
1980, Professor of Mass Communication. BS, MS University of Oregon

Brad Thompson (Chair)
2003, Associate Professor of Mass Communication. BA University of Denver; MA University of Missouri, Columbia; PhD University of Colorado, Boulder

Lisa Weidman
2009, Assistant Professor of Mass Communication. BA University of California at Davis; MPS Syracuse University; PhD Syracuse University

Susan Barnes Whyte
1990, Associate Professor and Library Director. BA Earlham College; MLN Emory University

As the Information Age carries us through the 21st century, colleges have an 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 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; and
- have adequate academic preparation to successfully and effectively enter graduate-level studies.

GOALS FOR THE MINOR

The media studies minor is designed for students whose interests in communication are focused on the origins, structures and implications of the media in American culture and society. Students critically examine issues related to the power of media in our social, political and legal systems and in popular culture.

REQUIREMENTS

The mass communication major is available as a bachelor of arts degree only. See page 3 for degree requirements.

For a major in Mass Communication: 40 credits (and not more than 45 credits) including 111 or 112, 150, 175, 275, and 430, and additional courses in writing, visual communication and media studies 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, majors are strongly encouraged to major or minor in other disciplines.

While MSCM 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 language requirement for that degree.

For a minor in Media Studies: Students complete a core of courses including MSCM 111 or 112, 150 and 275. They then select three courses from among MSCM 327, 333, 337, 345, 347, 340, 350 and 498 to total 20 credits. Courses must be completed with a grade of C- or better to count toward the minor. The Media Studies minor is not available to Mass Communication majors.

ORGANIZATIONS

The Linfield Review is the independent, student-operated weekly newspaper. The department advises the publication and encourages its students to participate in its production.

KSLC-FM is the student-operated, FCC-licensed radio station. The department advises the station and encourages its students to participate in its operations.

Wildcat Productions is the student-operated 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.

PARACURRICULAR COURSES

- MSCM 011 Newspaper Practices
- MSCM 012 Broadcast Practices

COURSES

- MSCM 111 Newspaper Practices
- MSCM 112 Broadcast Practices
- MSCM 150 Introduction to Mass Communication
- MSCM 175 Introduction to Media Writing
- MSCM 275 Information Gathering
- MSCM 320 Visual Communication: Print
- MSCM 322 Visual Communication: Photography
- MSCM 325 Visual Communication: Electronic
- MSCM 327 Introduction to Film (also listed as ENGL 327)
- MSCM 329 Visual Communication: Digital
- MSCM 333 Mass Media and Society
- MSCM 337 Mass Media and the Law (also listed as POLS 337)
- MSCM 340 Mass Media and Popular Culture
- MSCM 345 Mass Media, Politics, and Public Opinion (also listed as POLS 345)

- MSCM 347 Principles of Public Relations
- MSCM 350 History of Film
- MSCM 370 Public Relations Writing
- MSCM 375 Reporting
- MSCM 378 Electronic Media Writing
- MSCM 430 History of the American Mass Media
- MSCM 447 Public Relations Research and Campaigns
- MSCM 450 Seminar: Mass Communication Research Methods
- MSCM 475 Interpretive Writing
- MSCM 480 Independent Study
- MSCM 485 Senior Seminar
- MSCM 487 Internship
- MSCM 490 Senior Thesis

JANUARY TERM TRAVEL COURSES

- MSCM 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

- MSCM 328 Introduction to Film

MATHEMATICS

Faculty

Stephen Bricher (Chair)

1993, *Professor of Mathematics. BA Linfield College; PhD University of Colorado, Boulder*

Charles Dunn

2002, *Associate Professor of Mathematics. BA Lewis and Clark College; MS University of Illinois; PhD Arizona State University*

Michael Hitchman

2009, *Assistant Professor of Mathematics. BA Swarthmore College; PhD University of Oregon*

Xiaoyue Luo

2007, *Assistant Professor of Mathematics. BS Northern Jiaotong University. MS Michigan State University*

Jennifer Nordstrom

2000, *Associate Professor of Mathematics. BS University of Redlands; MS University of Maryland, Baltimore County; PhD University of Oregon*

William Raddatz

1983, *Associate Professor of Mathematics. BA, MA University of Oregon; MS, PhD Georgia Institute of Technology*

Martha Van Cleave

1987, *Associate Professor of Mathematics. BA Linfield College; MS Western Oregon State College; PhD Oregon State University*

"Born of man's primitive urge to seek order in his world, mathematics is an ever-evolving language for the study of structure and pattern. Grounded in and renewed by physical reality, mathematics rises through sheer intellectual curiosity to levels of abstraction and generality where unexpected, beautiful, and often extremely useful connections and patterns emerge. Mathematics is the natural home of both abstract thought and the laws of nature. It is at once pure logic and creative art." *Essays in Humanistic Mathematics*, Alvin White, ed, MAA, 1993

The study of mathematics gives students the needed background to understand modern, complex scientific and social issues; provides students practice and training in the use of logic and critical thought; and helps students develop sound problem-solving abilities. Students profit from developing these abilities, and no student should be limited in his or her aspirations due to an insufficient background in mathematics.

The Linfield Mathematics Department maintains an active program preparing students for graduate study in mathematics, careers in teaching, and professions in which the critical-thinking skills developed in mathematics are highly valued. Individual attention and sound preparation in the foundations of mathematics are key elements in the success of our students. The department provides a rich and supportive academic environment fostering a community of learners, including students for whom mathematics is their primary focus and those for whom mathematics is crucial for their chosen area of study.

GOALS FOR THE MAJOR

Students who complete a mathematics major:

- possess an understanding and appreciation of the breadth and beauty of the mathematical sciences and their deep interconnecting principles;
- are able to work independently and confidently in mathematical situations;
- develop a solid understanding of the core fundamentals of undergraduate mathematics. Furthermore, students have the ability to communicate mathematical ideas with precision, clarity, and organization; and
- possess a positive attitude toward and derive enjoyment from studying and applying mathematics.

REQUIREMENTS

The mathematics major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major: 38 credits, including 170, 180, 250, 370, and an additional 21 credits in courses numbered 200 or above, at least two courses (minimum of 6 credits) of which must be numbered 300 or above. Students planning on graduate study in mathematics should plan their programs with their advisors to include more than the minimum indicated.

For a minor: 20 credits, including 170, 180, and 10 credits in courses numbered 200 or above.

For a minor in Mathematics Education: 27 credits, including 135, 136, 140, 170, 230, and at least 7 credits in courses numbered 180 or above. Students may substitute 340 for 140 thus reducing the total number of credits needed for the minor to 24. For students using the courses from this minor for the 25-credit concentration

for a General Science major, the major's writing intensive course must be the one listed as MWI for the Education department.

For Oregon Initial Teaching Licensure in Mathematics, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

STUDENT RECOGNITION

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

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.

COURSES

MATH 105 Intermediate Algebra
 MATH 110 Great Ideas in Mathematics
 MATH 120 Introduction to Game Theory
 MATH 130 Problem Solving
 MATH 135 Mathematics for Elementary School Teachers I
 MATH 136 Mathematics for Elementary School Teachers II
 MATH 140 Introduction to Statistics
 MATH 150 Precalculus
 MATH 160 Finite Mathematics with Calculus
 MATH 170 Calculus I
 MATH 180 Calculus II
 MATH 200 Vector Calculus
 MATH 210 Ordinary Differential Equations
 MATH 220 Introduction to Proofs
 MATH 230 Discrete Mathematics
 MATH 250 Linear Algebra
 MATH 280 Mathematical Modeling Experience
 MATH 290 History of Mathematics
 MATH 310 Nonlinear ODE's and Dynamical Systems
 MATH 320 Higher Geometry
 MATH 330 Combinatorics
 MATH 340 Probability and Statistics I

MATH 350 Number Theory
 MATH 360 Operations Research
 MATH 370 Elementary Analysis
 MATH 380 Numerical Analysis
 MATH 400 Topics in Mathematics
 MATH 410 Partial Differential Equations
 MATH 420 Topology
 MATH 430 Graph Theory
 MATH 440 Probability and Statistics II
 MATH 450 Abstract Algebra
 MATH 460 Complex Analysis
 MATH 470 Real Analysis
 MATH 480 Independent Study

JANUARY TERM TRAVEL COURSES

198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

MATH 101 Math for Liberal Arts
 MATH 161 Introduction to Finite Mathematics
 MATH 162 Finite Mathematics with Calculus

Faculty

Thierry Durand

1995, Associate Professor of French Studies. *Maîtrise, University of Lyon; PhD Washington University*

Juan Manuel Gómez

1984, Associate Professor of Spanish. *BS Montezuma College; BA San Jose State University; MA, PhD University of Oregon*

Gudrun Hommel

1993, Associate Professor of German. *BA, MA Portland State University; PhD University of Oregon*

Masayuki Itomitsu

2009, Assistant Professor of Japanese. *BA University of Ryukyus; MA Ohio State University*

Christopher Keaveney (Co-chair)

1997, Associate Professor of Japanese. *BA Manhattan College; MA, PhD Washington University, St. Louis*

Sandra Lee

1985, Professor of English as a Second Language and Intercultural Communication. *BA Portsmouth Polytechnic, England; MA University of California, Los Angeles*

Violeta Ramsay

1990, Associate Professor of Spanish. *BA, MA, PhD University of Oregon*

Peter Richardson (Co-chair)

1980, Professor of German. *BA Stanford University; MA Ohio State University; MPhil, PhD Yale University*

Sonia Ticas

2001, Associate Professor of Spanish. *BA California State University, Northridge; PhD University of California, Berkeley*

Linfield recognizes language learning as an integral part of a liberal arts education. The aim is to provide experience in all phases of language learning and insight into foreign cultures and literatures. Fluency in a foreign language and familiarity with another culture dramatically increase our awareness of our own interests and intellectual direction. Through insights into foreign languages and cultures we become more tolerant and sensitive to the needs and ideas of others; we sharpen our perspective on written and spoken English and on American culture; and we gain important self-knowledge and the intellectual mobility and flexibility which are the keys to success in the modern world.

Language study at Linfield is enhanced by small classes to ensure close interpersonal relations between the faculty and students. Students are given individual attention and guidance by the faculty. The development of oral and written proficiency is stressed on all levels. Regular tutorials are available for students who wish additional practice or help. The offerings of the Department of Modern Languages are strengthened by junior year abroad programs for majors and by a variety of one-semester foreign study programs that allow students to experience other cultures first hand.

Students with majors in foreign languages, especially those who have combined their language skills with other areas of interest, can enter a broad spectrum of professions, such as business, law, international relations, medicine, journalism, and teaching.

GOALS FOR THE MAJOR IN FRENCH, GERMAN, JAPANESE OR SPANISH

A major in one of these languages focuses on two types of proficiency: linguistic and cultural. Students will have acquired the productive vocabulary, structure, and cultural competence necessary to:

- manage conversations on current events, make public presentations on familiar topics, and participate in discussions within academic settings;
- write with authority well-structured and well-informed essays, reports, or analytical papers on a variety of cultural topics; and
- read with understanding non-technical prose as well as a variety of literary genres.

REQUIREMENTS

The modern languages major is available as a bachelor of arts degree only. See page 3 for degree requirements.

The Department of Modern Languages offers coursework in seven distinct concentrations:

- American Sign Language (MLSL)
- Chinese (MLCH)
- French and Francophone Studies (MLFR, MLFA)
- German (MLGR)
- Japanese (MLJP)
- Latin (MLLA)
- Spanish (MLSP)

Courses that serve all language concentrations are labeled MDLA.

For a major in German, Japanese or Spanish: 40 credits in language courses numbered 202 and above, including MDLA 380 and 483 (Advanced Cross-Cultural Seminar). By departmental invitation, students may substitute MLFR/MLGR/MLSP 490 (Honor Thesis) for 483.

For a French Studies major: 40 credits in language courses numbered 202 and above, including MDLA 380 and MLFR 483 or 490, and 485.

For all French Studies, German, Japanese and Spanish 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 before 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.

German Studies: The German Studies major and minor aim to foster in students the integrative perspective of a range of academic disciplines from the arts and humanities and the social sciences. Central to the German Studies program are cooperation and collaboration among departments, the insistence on a high level of German language proficiency, a significant study abroad experience (at least one semester), and the opportunity for an internship abroad.

For a major in German Studies: 40 credits including MLGR 202; 311; 212/312; 301; 302; MDLA 483 or MLGR 490; four years of German, or equivalent level of proficiency (ACTFL Intermediate High); and 9-12 credits taken abroad. One semester or more of study abroad or possible internship.

For a minor in *German Studies*: 27 credits including MLGR 202; 212/312; 301 and 9-12 credits taken abroad. One semester or more of study abroad or internship.

For a concentration in *Francophone African Studies within the major in French and Francophone Studies*: 46 credits in courses numbered 202 and above, including MLFA 230 & 240; MLFR 301 & 302; MDLA 380; MDLA 483 or MLFR 490 (Honor Thesis – by departmental invitation only); MLFA 486; and 2 additional courses taught in English by other departments on campus (see below) or at Gaston Berger in Senegal. Courses with a significant content related to Africa or people of African descent include: AAVC 210; ANTH 111; ENGL 305, 365; HIST 123, 125, 318; MUSC 080, 253; SOAN 265; courses with the same theoretical framework as African Studies (Postcolonial Studies, Gender Studies, Postmodern Studies, etc.) or that can be used as a background to understand African realities include: EDUC 302; PHIL 430 (if topic pertains to African Studies); PSYC 452; POLS 210, 370, 384; RELS 140, 310. Two semesters of study in Senegal are required, normally yielding at least 16 of the 46 required credits. For entering students who place at the 300 level, the department will waive four of the 46 credits required for the major. Candidates for the major who have spent at least year in a Francophone African country other than Senegal before coming to Linfield may need to study only one semester in Senegal. This depends on their French language proficiency and placement when entering Linfield, which must be determined by the French faculty.

For a minor in *Francophone African Studies within the major in French and Francophone Studies*: 23 credits including MLFR 202 and 301; MLFA 230 or MLFA 240; one course from another department from among approved courses on campus; and 9 credits taken abroad.

For entering students who place at the 300 level, the department will waive four of the 23 credits required for the minor. All students must take a foreign language course at the 300 level on the home campus after their semester abroad.

For a minor (*French Studies, 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 after their semester abroad. Please note that in cases where this is not possible a student may take two 300 level courses prior to the semester abroad.

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 and the major in Intercultural Communication.

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. A maximum of two courses (six credits total) may count toward a language major or minor and an Asian, Latin American, or European Studies minor.

For *Oregon Initial Teaching Licensure in French, German, or Spanish*, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39).

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.

STUDY ABROAD

For information about Linfield's semester abroad programs in Austria, China, Costa Rica, Ecuador, England, France, Ireland, Japan, Korea, Senegal, 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. Linfield College also has a chapter of Pi Delta Phi, the French Honor Society.

PROFICIENCY GOALS

The ACTFL target levels referred to in the course descriptions below are those proficiency levels described in detail in the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages. These target levels imply a median performance in the four skills of listening, speaking, reading, and writing. Teaching in elementary and intermediate courses is proficiency-based, i.e. with a practical orientation and not a theoretical one.

PARACURRICULAR COURSES

- MLSP 026 Culture and Community Service
- MDLA 030 Chinese/French/German/Japanese/Spanish Conversation Practice
- MLSP 032 Cross-Cultural Issues: Costa Rica and the U.S.
- IDST 035 Perspectives on Japan (in English)
- MDLA 040 Community Service
- MDLA 098 Senior Tutor

INTERDISCIPLINARY COURSES

- MDLA 340 Introduction to Linguistics (also listed as ANTH 340)
- MDLA 380 Study Abroad Portfolio
- MDLA 439 Peer Instruction
- MDLA 483 Advanced Cross-Cultural Seminar
- MDLA 487 Internship
- MDLA 490 Honor Thesis

COURSES: AMERICAN SIGN LANGUAGE

- MLSL 101 Elementary American Sign Language I
- MLSL 102 Elementary American Sign Language II
- MLSL 201 Intermediate American Sign Language I
- MLSL 202 Intermediate Sign Language II

COURSES: CHINESE

MLCH 101 Elementary Chinese I
MLCH 102 Elementary Chinese II
MLCH 201 Intermediate Chinese I
MLCH 202 Intermediate Chinese II
MLCH 250 Introduction to East Asian Film (in English)

COURSES: FRENCH

MLFR 101 Elementary French I
MLFR 102 Elementary French II
MLFR 105 Intensive Elementary French
MLFR 201 Intermediate French I
MLFR 202 French Culture and Free Expression
MLFR 211 Introduction to French Civilization I (in English)
MLFR 212 Introduction to French Civilization II (in English)
MLFR 215 Literature and Society: An African Perspective
MLFR 220 Modern French Literature in Translation (in English)
MLFA 230 Introduction to African Studies (in English)
MLFA 240 Modern African Thought (in English)
MLFR 301 French Composition and Conversation
MLFR 302 Introduction to French and Francophone Studies
MLFR 311 French Civilization I
MLFR 312 French Civilization II
MLFR 315 Francophone African Cinema in Translation
MLFA 330 Topics in African Civilization (in English)
MLFA 340 Topics in African Literature (in English)
MLFR 350 Topics in French Literature
MLFR 360 Topics in French Civilization
MLFR 480 Independent Study
MLFR 485 Senior Seminar
MLFA 486 Senior Seminar in African Studies (in English)
MLFR 490 Honor Thesis

COURSES: GERMAN

MLGR 101 Elementary German I
MLGR 102 Elementary German II
MLGR 105 Intensive Elementary German
MLGR 201 Intermediate German I
MLGR 202 Intermediate German II
MLGR 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria; also listed as HIST 206)
MLGR 208 Intermediate Conversation
MLGR 212 Introduction to German Civilization II (in English)
MLGR 220 German Language Practice (offered in Austria)
MLGR 221 German Language Practice (offered in Austria)
MLGR 240 German Film and Society (in English)
MLGR 258/358 Music History: Baroque and Classic Era (offered in Austria) (also listed as MUSC 258/358)
MLGR 301 German Composition and Conversation I
MLGR 302 German Composition and Conversation II
MLGR 311 German Civilization I
MLGR 312 German Civilization II
MLGR 320 German Language Practice (offered in Austria)

MLGR 321 German Language Practice (offered in Austria)
MLGR 350 Topics in German Literature
MLGR 360 Topics in German Civilization
MLGR 365 Austrian Politics and Society in a European Context (offered in Austria)
MLGR 370 German Language Practice (offered in Austria)
MLGR 371 German Language Practice (offered in Austria)
MLGR 480 Independent Study
MLGR 490 Honor Thesis

COURSES: JAPANESE

MLJP 101 Elementary Japanese I
MLJP 102 Elementary Japanese II
MLJP 106 Accelerated Elementary Japanese I
MLJP 201 Intermediate Japanese I
MLJP 202 Intermediate Japanese II
MLJP 230 Japanese Language Practice (offered in Japan)
MLJP 231 Japanese Language Practice (offered in Japan)
MLJP 232 Japanese Language Practice (offered in Japan)
MLJP 240 Japanese Culture Today
MLJP 301 Japanese Composition and Conversation
MLJP 302 Intermediate Japanese Conversation
MLJP 306 Japanese Culture and Society (offered in Japan)
MLJP 307 Japanese Political and Economic Institutions (offered in Japan)
MLJP 309 Intermediate Written Japanese
MLJP 330 Japanese Language Practice (offered in Japan)
MLJP 331 Japanese Language Practice (offered in Japan)
MLJP 332 Japanese Language Practice (offered in Japan)
MLJP 350 Topics in Japanese Literature (in English)
MLJP 360 Topics in Japanese Civilization (in English)
MLJP 365 Japanese Culture and Society
MLJP 480 Independent Study
MLJP 490 Honor Thesis

COURSES: LATIN

MLLA 101 Elementary Latin I
MLLA 102 Elementary Latin II

COURSES: SPANISH

MLSP 101 Elementary Spanish I
MLSP 102 Elementary Spanish II
MLSP 105 Intensive Elementary Spanish
MLSP 170 Latin American History and Politics (also listed as HIST 170)
MLSP 201 Intermediate Spanish I
MLSP 202 Intermediate Spanish II
MLSP 290/291 Spanish for Bilingual and Heritage Learners
MLSP 301 Spanish Composition and Conversation I
MLSP 302 Spanish Composition and Conversation II
MLSP 311 Spanish Civilization I: Spain
MLSP 312 Spanish Civilization II: Hispanic America
MLSP 320 Spanish Language Practice (offered in Mexico)

MLSP 321 Spanish Language Practice (offered in Costa Rica)
 MLSP 350 Topics in Spanish Literature
 MLSP 360 Topics in Hispanic Civilization
 MLSP 370 Spanish Language Practice (offered in Mexico)
 MLSP 371 Spanish Language Practice (offered in Costa Rica)
 MLSP 480 Independent Study
 MLSP 490 Honor Thesis

JANUARY TERM TRAVEL COURSES

198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

MLCH 211 Introduction to East Asian Culture
 MLCH 212 Survey of East Asian Literature
 MLSP 111, 112 Elementary Spanish I and II

MUSIC (INCLUDING DANCE)

Faculty

Richard Bourassa
 1992, Professor of Music. BM University of Idaho; MA University of Denver, DA Ball State University

Gwenellyn Leonard
 1984, Professor of Music. BM Oberlin Conservatory of Music; MM University of Illinois; DMA University of Oregon

Joan Paddock (on sabbatical spring 2010)
 1994, Professor of Music and Band Director. BME, MM, DM Indiana University of Music

Anna Song
 2009, Assistant Professor of Music and Choral Director. BA University of California Los Angeles; MM Yale University.

Faun Tiedge (Chair)
 2005, Professor of Music. BA Hunter College; MA State University of New York at Binghamton; PhD New York University

Jill Timmons (on sabbatical spring 2010)
 1981, Professor of Music, Artist in Residence. BA University of Washington; MM Boston University; DMA University of Washington

Artist in Residence

Jill Timmons

Music has been an integral part of human culture for at least 3,000 years. A significant means of human expression, music penetrates into all areas of life.

At Linfield, opportunities are available to majors, minors, and non-majors to take classes in various aspects of music and to participate in a wide variety of music activities. The department offers training in preparation for a lifetime of musical expression and involvement. Non-majors can explore and develop their musical talents as performers and as intelligent listeners.

Through the Department of Music, the college offers ballet, jazz, and modern dance activities classes, including a dance ensemble, which cover the various techniques associated with these dance forms.

GOALS FOR THE MAJOR

In successfully completing a *music major*, a student will:

- understand melodic and harmonic practice from the common practice period into the 21st Century;
- understand the basic forms of music;
- compose music in different compositional techniques and forms;
- perform music in appropriate styles, demonstrating correct pedagogical techniques;
- develop an appropriate knowledge of solo and ensemble literature for the applied emphasis;
- demonstrate the ability to hear and sing music accurately;
- acquire piano proficiency as recommended;
- demonstrate the ability to write coherently about and discuss intelligently musical concepts and ideas;
- improvise simple accompaniments and musical thematic materials;
- use and understand basic music technology (hardware and software); and
- develop an understanding of and appreciation for the accomplishments and contributions that women and individuals from diverse cultures have made to the art of music.

In the *general emphasis*, a student will:

- write a thesis or complete a significant project on a topic approved by the music faculty.

In the *performance emphasis*, a student will:

- demonstrate competency in performing a broad range of styles; and
- perform a senior recital as a capstone experience.

In the *composition/theory emphasis*, a student will:

- develop compositional skills to include counterpoint and orchestration; and
- compose a substantive final project or write a significant theoretical paper in the area of music theory.

In the *music education teacher preparation program*, a student will:

- understand instrumental and vocal pedagogy;
- demonstrate competency in choral and instrumental conducting;
- acquire piano proficiency as defined in the Music Handbook;
- demonstrate an understanding of the music of non-western cultures;
- develop knowledge of music education materials, philosophy, and pedagogy;
- understand classroom management and curriculum planning; and
- gain pedagogical competency in music through student teaching.

Music

REQUIREMENTS

The music major is available as a bachelor of arts degree only. See page 3 for degree requirements.

For a major in Music: 121, 122, 123, 124, 221, 222, 223, 224, 233 and additional coursework as determined by which emphasis the student wishes to pursue. Also recommended 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. For all music education students, a grade of B or better in piano proficiency is required.

General Music Emphasis: 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 required ensemble participation; and six credits over six semesters of applied lessons (203 for four credits and 403 for two credits).

Performance Emphasis: 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 seven semesters of required 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 Emphasis: 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 required 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 Teacher Preparation Program: 243, 253, 339, 340, 341, 342, 343, 347, 348, 447; one music history class selected from 251, 354, 355, 356, or 357; six credits over six semesters of required ensemble participation; and six credits over six semesters of applied lessons (203 for four credits and 403 for two credits). A grade of B or better in piano proficiency is required for all music education students.

For Oregon Initial Teaching Licensure in Music Education, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

For a minor in 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 required ensemble participation; and four credits over four semesters of applied lessons.

ORGANIZATIONS AND HONORS

Linfield's chapter of the national honorary, Mu Phi Epsilon, is open to all qualified music students with a grade point average in music of 3.0 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, 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 departmental awards.

PARACURRICULAR COURSES: DANCE

Dance classes may be counted toward the physical education requirement for graduation.

- MUSC 070 Linfield Dance Ensemble
- MUSC 071 Beginning Modern Dance Technique
- MUSC 072 Intermediate Modern Dance Technique
- MUSC 073 Beginning Tap Dance
- MUSC 074 Beginning Jazz Dance Technique
- MUSC 075 Beginning Ballet Technique
- MUSC 076 Intermediate Ballet Technique
- MUSC 077 Advanced Ballet Technique
- MUSC 079 Intermediate Tap Dance
- MUSC 080 African Dance
- MUSC 084 Intermediate Jazz Dance Technique
- MUSC 088 Stage Movement for the Musical

COURSES: DANCE

- MUSC 189 Understanding Dance

MUSIC

Applied Music and Performing Ensembles

Non-majors may enroll in applied music and ensemble courses without enrolling in theory or music history courses. Please see prerequisites for such study in the online catalog.

Applied music study is currently available in almost all performing areas. For areas which cannot be offered on campus, arrangements can generally be made for a teacher in nearby metropolitan areas. See the costs section of the online catalog for a full explanation of Applied Lesson fees.

For students taking applied instruction, one credit is given for each half hour of private lessons per week. Music majors with a performance emphasis generally take an hour lesson per week; other music students (including non-majors) take a half-hour lesson per week. Students in all performance areas meet regularly for a repertoire class in which they perform for each other. Departmental student recitals from all performing areas occur throughout the semester as well.

At the completion of each semester's study in an applied area, majors and minors are required to perform pieces of contrasting styles representative of works studied during the semester before a jury of music faculty members. A student may be asked to perform technical exercises representative of the semester's study.

Non-majors are not required to perform in a jury, but may perform with the approval of their instructor.

A wide variety of performing ensemble activity is available to all Linfield students. For students participating in an ensemble, one credit is granted each semester.

PARACURRICULAR COURSES: MUSIC

MUSC 040 Beginning Class Piano
 MUSC 041 Intermediate Class Piano for Non-majors
 MUSC 042 Beginning Class Voice
 MUSC 044 Beginning Class Guitar

COURSES: MUSIC**Applied Lessons**

Fees are assessed for MUSC 101 and 202.

MUSC 101 Applied Music for Non-majors
 MUSC 202 Applied Music for Minors
 MUSC 203 Applied Music for First and Second Year Majors
 MUSC 403 Applied Music for Third and Fourth Year Majors

Courses

MUSC 100 Music Fundamentals
 MUSC 110 Concert Band
 MUSC 111 Jazz Choir
 MUSC 112 Jazz Band
 MUSC 113 Wind Symphony
 MUSC 114 Linfield Chamber Orchestra
 MUSC 115 Chamber Ensembles
 MUSC 116 Linfield Singers
 MUSC 117 Choir
 MUSC 118 Masterworks Chorale
 MUSC 119 Opera Theatre
 MUSC 121 Music Theory I
 MUSC 122 Ear Training and Sight Singing I
 MUSC 123 Music Theory II
 MUSC 124 Ear Training and Sight Singing II
 MUSC 131 Understanding Music
 MUSC 135 Understanding Jazz
 MUSC 137 American Popular Music
 MUSC 140 Beginning Keyboard Studies for the Professional Musician
 MUSC 141 Intermediate Keyboard Studies for the Professional Musician
 MUSC 143 Intermediate Class Voice
 MUSC 145 Intermediate Class Guitar
 MUSC 221 Music Theory III
 MUSC 222 Ear Training and Sight Singing III
 MUSC 223 Music Theory IV
 MUSC 224 Ear Training and Sight Singing IV

MUSC 225 Music and Technology
 MUSC 233 Music History and Literature: An Introduction
 MUSC 234 Lyric Diction
 MUSC 240 Advanced Keyboard Studies for the Professional Musician
 MUSC 241 Advanced Keyboard Studies for the Professional Musician II
 MUSC 243 Basic Conducting
 MUSC 245 Introduction to Organ Literature and Performance
 MUSC 251 American Sense in Sound
 MUSC 253 Music Cultures of the World
 MUSC 258/358 Music History: Baroque and Classic Era (also listed as MLGR 258-358) (offered in Austria)
 MUSC 312 Musicianship for Elementary Teachers
 MUSC 320 Musical Form and Analysis
 MUSC 326 Orchestration
 MUSC 328 Contrapuntal Techniques
 MUSC 339 Music Methods: Elementary
 MUSC 340 String Methods
 MUSC 341 Woodwind Methods
 MUSC 342 Brass Methods
 MUSC 343 Percussion Methods
 MUSC 347 Choral Methods: Secondary
 MUSC 348 Instrumental Methods: Secondary
 MUSC 349 Art Song
 MUSC 354 Music History: 20th Century Music
 MUSC 355 Women in Music
 MUSC 356 Music History: Medieval, Renaissance, and Baroque Eras
 MUSC 357 Music History: Classic and Romantic Eras
 MUSC 360 Classical Music in the Northwest
 MUSC 442 Summer Piano Institute
 MUSC 443 Advanced Conducting
 MUSC 446 Summer Vocal Institute
 MUSC 447 Vocal Pedagogy
 MUSC 448 Keyboard Accompanying
 MUSC 449 Keyboard Pedagogy
 MUSC 480 Independent Study
 MUSC 487 Internship
 MUSC 490 Senior Thesis
 MUSC 491 Senior Recital
 MUSC 492 Senior Project

JANUARY TERM TRAVEL COURSES

MUSC 198, 298, 398, 498 Special Topics in January term Travel

PHILOSOPHY

Faculty

Kaarina Beam (Chair)
1999, Assistant Professor of Philosophy. BA Bellarmine College;
MA, PhD Purdue University

Jesús Ilundáin-Agurruza
2006, Assistant Professor of Philosophy. BS University of Wisconsin-
Oshkosh; MA, MS, PhD University of Illinois, Urbana-Champaign

John Thomas • Portland Campus
1983, Associate Professor of Philosophy. BS Portland State Uni-
versity; MA University of Washington, University of Missouri; PhD
University of Edinburgh

A mind trained to view an issue critically, think logically, and function with rational consistency is indispensable in dealing with the complexities of contemporary society. Although a liberal arts education provides various avenues for achieving these proficiencies, there is no more direct way to achieve them than through a study of philosophy.

The student of philosophy acquires an appreciation of the great philosophers and the penetrating questions raised in their works. The Department of Philosophy seeks to present the perspectives of the major schools of philosophical thought.

At the same time, a breadth of exposure to various philosophical points of view is provided by the curriculum.

The Department of Philosophy offers an intellectual experience in which the emphasis is not on information retrieval but upon the dialectical process through which the students learn to think and question. Course offerings in the department serve these purposes: development of the capacity to think and write clearly and coherently, the opportunity to explore the basic philosophical ideas which constitute the intellectual heritage of the Western and Eastern worlds, encouragement of a synoptic view of life through the integration of insight derived from studies in the sciences and humanities, and encouragement for students to formulate their own working philosophies of life.

GOALS FOR THE MAJOR

- In successfully completing a major in philosophy, a student will:
- develop a competence in principles of correct reasoning. 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; and
 - demonstrate ability to examine philosophical arguments by the writing of analytic and creative research essays and reflection papers.

REQUIREMENTS

The philosophy major is available as a bachelor of arts degree only. See page 3 for degree 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.

COURSES

- PHIL 150 Fundamentals of Philosophy
- PHIL 160 Philosophy East and West
- PHIL 180 Moral Problems
- PHIL 190 Logic
- PHIL 210 Sport, Philosophy and Society (also listed as SOAN 210)
- PHIL 215 Bioethics
- PHIL 230 Ancient Philosophy
- PHIL 245 Aesthetics
- PHIL 250 Modern Philosophy
- PHIL 270 Philosophy of Education
- PHIL 280 Philosophy and Literature
- PHIL 285 Philosophy of Science
- PHIL 306 Environmental Ethics
- PHIL 320 Ethical Theory
- PHIL 325 Twentieth Century Philosophy
- PHIL 360 Philosophy of Law
- PHIL 365 Social and Political Philosophy
- PHIL 375 Comparative Philosophy: Asian Thought
- PHIL 380 Existentialism
- PHIL 430 Topics in Contemporary Philosophy
- PHIL 439 Peer Instruction
- PHIL 460 American Philosophy
- PHIL 470 Philosophy of Mind
- PHIL 480 Independent Study
- PHIL 487 Internship
- PHIL 490 Research/Thesis

JANUARY TERM TRAVEL COURSES

PHIL 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

PHIL 312 Feminist Ethics in Health Care (also listed as NURS 312)

PHIL 336 Environmental Ethics and Health

PHIL 363 Clinical Ethics

PHIL 440 Health Care Ethics Across Cultures

PHIL 445 Ethical Theory: History and Application

PHIL 451 Problems in Healthcare Ethics

PHIL 452 Problems in Healthcare Ethics Seminar

PHIL 461 Clinical Ethics Laboratory

PHIL 495 Capstone Seminar in Healthcare Ethics

PHYSICS**Faculty**

Michael Crosser

2006, Assistant Professor of Physics. BS Centre College; MS, PhD Michigan State University

Jennifer Heath (on sabbatical 2009-2010)

2002, Associate Professor of Physics. BA Whitman College; MS, PhD University of Oregon

William Mackie

1987, Professor of Physics. BA Linfield College; PhD Oregon Graduate Center

Joelle Murray

1997, Associate Professor of Physics. BA Beloit College; MS, PhD Michigan State University

Tianbao Xie (Chair)

2002, Professor of Physics. BS Peking University; MS, PhD University of Oklahoma

Laboratory Coordinator

Donald T. Schnitzler

1988 BS University of Detroit; MS University of Pittsburgh; Ph.D. Wayne State University

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, technicians, 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 in 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; and
- exhibit research skills sufficient for employment or continuing study.

REQUIREMENTS

The physics major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a Physics major: 43 credits, including 210, 211, 215, 220, 303 or 410, 325, 385, 386, 420, 440, 441, 475, 489, and 490. Under appropriate circumstances, one independent study course may apply toward the major. The Physics major also requires completion of MATH 170, 180, and 210.

Physics

For an Applied Physics major: 42 credits in the department, including 210, 211, 215, 220, 252, 253, 315, 316, 325 OR 303, 385, 386, 489, and 490. The Applied Physics major also requires completion of MATH 170, 180 and 210.

For a major with special concentration: A student having a special interest in a subfield of physics or a joint discipline such as atmospheric 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 210, 211, and 10 credits in courses above 211.

For Oregon Initial Teaching Licensure in Physics, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

ORGANIZATIONS AND HONORS

Sigma Pi Sigma

The National Physics Honor Society was founded at Davidson College in North Carolina in 1921, and became a national society in 1925. About 2,000 members are inducted annually into over 460 chapters. The Linfield College chapter was installed on April 17, 1959, with 29 charter members. New members are elected by the chapter each year from among those students who (1) have completed at least three semesters of college work, (2) rank in the upper third of their college class in overall scholarship, (3) have completed at least three full semester courses in physics and (4) have earned a minimum grade point average of 3.00 overall and 3.20 in physics courses.

The Senior Science Prize

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

PARACURRICULAR COURSES

PHYS 025 Laboratory Techniques: Machine Shop

PHYS 030 Laboratory Techniques: Glassblowing

PHYS 050 Engineering Orientation

COURSES

PHYS 100 Concepts in Physics
PHYS 101 Descriptive Astronomy
PHYS 102 The Physics of Art and Music
PHYS 103 Physical Geology
PHYS 105 Meteorology
PHYS 107 Energy and the Environment
PHYS 109 Aviation Physics and Ground School
PHYS 210 Introduction to Mechanics
PHYS 211 Introduction to Electromagnetism
PHYS 215 Modern Physics
PHYS 220 Thermal and Statistical Physics
PHYS 252 Engineering Statics and Dynamics
PHYS 253 Strength of Materials
PHYS 303 Introduction to Material Science
PHYS 315 Circuits and Electronics
PHYS 316 Circuits and Electronics II
PHYS 325 Computational Physics
PHYS 385 Great Experiments in Physics
PHYS 386 Exploration in Experimental Physics
PHYS 410 Physical Optics
PHYS 420 Classical Mechanics
PHYS 440 Electricity and Magnetism I
PHYS 441 Electricity and Magnetism II
PHYS 475 Quantum Physics
PHYS 480 Independent Study
PHYS 485 Physics Colloquium
PHYS 488 Research
PHYS 489 Thesis Research
PHYS 490 Senior Thesis

DCE & PORTLAND COURSES

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

PHYS 110, 111 General Physics

Faculty

Nicholas Buccola
 2007, Assistant Professor of Political Science. BS University of Santa Clara; MA, PhD University of Southern California

Patrick Cottrell
 2008, Assistant Professor of Political Science. BA University of California, Davis; MA Johns Hopkins School of Advanced International Studies; PhD University of Wisconsin-Madison

Shaik Ismail
 2003, Director of International Programs and Associate Professor of Political Science. BA Beloit College; MPA, PhD The American University

Dawn Nowacki (Chair)
 1994, Professor of Political Science. BA, MA University of Washington; PhD Emory University

At its root, the study of politics involves the exploration of relationships between government and the governed, the powerful and the powerless, as well as the ways in which identities and interests shape these relationships. The Political Science curriculum investigates these and other thematic relationships in the context of five broad fields: American politics, comparative politics, international politics, political theory, and public law. Students are encouraged to take courses in each field, and many students choose to specialize in one.

While Political Science is one of the most flexible and diverse majors at Linfield, it is also one of the most challenging and rigorous. Above all, the Political Science curriculum is intended to help students acquire the tool set and knowledge they need to excel in an increasingly interconnected world.

A student's education in political science is enriched through opportunities for direct experience with the political world. The department's required internship program makes it possible for students to work at local, state, national and international levels and integrate their coursework with practical, real world experiences.

In addition to providing a core foundation in the study of politics, students pursue in depth issues of particular interest to them in one required pro-seminar and a senior thesis, in which they work closely with faculty members on more intensive research projects. The senior thesis course concludes with a substantial revision and oral defense of an independent research project, and is accompanied by small professional development workshops designed to help seniors make the transition beyond Linfield to graduate school and/or to pursue successful careers in government, law, NGO activism, education, journalism, business, academia, and many other fields.

GOALS FOR THE MAJOR

In successfully completing the Political Science major, students will be able to:

- think critically, systematically, and creatively about political issues by employing a variety of theoretical and methodological tools;
- demonstrate a fundamental grasp of the central political problems in local, national, and global contexts;
- communicate in a clear, cogent, and literate fashion to a range of audiences, both in writing and verbally;
- apply their coursework to their own experience through January term courses abroad, internships, and/or a semester in Washington, D.C.; and

- Engage productively and responsively in civic debate and discourse.

REQUIREMENTS

The political science major is available as a bachelor of arts degree only. See page 3 for degree requirements.

For a major: 40 credits in the department, including 201, 210, 220, 230, 487, 490, and 498. The proseminar is chosen during the junior year from among elective courses designated by department faculty. Students taking a course as a proseminar register simultaneously for the course (4 credits) and 498 (1 credit). Students must sign up for the senior thesis (POLS 490) in the spring of their senior year.

For a minor: 20 credits in the department, including 201, 210 or 220.

For Oregon Initial Teaching Licensure in Social Studies, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). 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.

Chi Omega

Chi Omega is Linfield's chapter of Pi Sigma Alpha, the National Political Science Honor Society. Upper division students are elected to membership based on appropriate academic qualifications.

COURSES

- POLS 201 American Politics
- POLS 210 International Politics
- POLS 220 Great Political Thinkers
- POLS 225 The Study of Law
- POLS 230 Research Methodology
- POLS 240 State and Local Government
- POLS 310 American Political Thought
- POLS 315 Politics and Religion (also listed as RELS 315)
- POLS 320 Law, Rights, and Justice
- POLS 325 U.S. Supreme Court
- POLS 330 Politics and the Arts
- POLS 333 Gender and Politics
- POLS 335 Topics in Public Policy
- POLS 337 Mass Media and the Law

Political Science/Pre-Professional Programs

POLS 345 Mass Media, Politics, and Public Opinion
POLS 361 Current Debates in U.S. Foreign Policy
POLS 362 Global Governance
POLS 365 Topics in American Politics
POLS 370 Topics in International Politics
POLS 371 Political Psychology
POLS 380 Topics in Political Theory
POLS 384 U.S. Foreign Policy
POLS 385 Topics in Comparative Politics
POLS 390 Comparative Politics
POLS 450 January term in Washington, D.C.
POLS 480 Independent Study
POLS 487 Experiences in Politics: Internship
POLS 490 Senior Thesis
POLS 498 Proseminar

JANUARY TERM TRAVEL COURSES

POLS 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

POLS 211 International Politics
POLS 332 Politics, Medicine, and Health
POLS 386 Topics in Comparative Politics

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
1997, Associate Professor of Physics. BA Beloit College; MS, PhD Michigan State University.

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

PHYS 115/116 and 252; CHEM 210/211; MATH 170, 180, and 210; a selection of advanced courses depending on the particular engineering field of interest; and general education requirements. Students considering the engineering program must consult with a program coordinator.

PREPARATORY PROGRAMS

Health Professions McMinnville Campus Coordinator

Kate Elias
2007, Director of Academic Advising. BA The Evergreen State College;
PhD Rutgers University

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 two interdisciplinary majors in Health Sciences at the Portland Campus: Environmental & Public Health and Health Administration (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 prerequisite coursework is 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 or staff listed:

Dentistry: Kate Elias (Academic Advising)
Medicine: Kate Elias (Academic Advising)
Medical Technology: Kate Elias (Academic Advising)
Nursing: Kate Elias (Academic Advising)
Optometry: Kate Elias (Academic Advising)
Occupational Therapy: Kate Elias (Academic Advising)
Pharmacy: Michael Roberts (BIOL)
Physical Therapy: Janet Peterson (HHPA)
Physician Assistant: Janet Peterson (HHPA)
Veterinary Medicine: Kate Elias (Academic Advising)

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 MATH 170 and 180, as well as COMP 160.

Two points need to be stressed to those considering a career in technical management. First, a business degree alone is generally not adequate preparation for a career in technical management; most people engaged in the management of technology are technically trained. Second, this is a rigorous program, most suitable for students with a record of academic success.

Law Coordinator

Ellen Crabtree
 2003, Associate Director of Academic Advising. BA University of Idaho; MS Portland State University

In recent years there have been growing numbers of students wishing to pursue careers in law. A law degree does not limit one to the practice of law – it provides excellent preparation for careers in business, government, and education as well. Students interested in law should develop skills in reading, writing, and textual analysis.

There is no prescribed pre-law curriculum or major. Students should plan to major in a discipline that they enjoy and will challenge them. They also have the option of taking the following law related courses: POLS 225 (The Study of Law); POLS 320 (Law, Rights and Justice); PHIL 190 (Logic); as well as broad studies in history, literature, and philosophy.

PSYCHOLOGY

Faculty

T. Lee Bakner
 1992, Professor of Psychology. BA Shippensburg University of Pennsylvania; MA, PhD Kent State University

Eugene Gildea (Chair)
 1983, Professor of Psychology. AB University of California, Los Angeles; MA California State University, Los Angeles; PhD University of Houston

Jennifer R. Linder
 2002, Associate Professor of Psychology. BA University of New Hampshire; PhD University of Minnesota

Kay Livesay
 2003, Associate Professor of Psychology. BS University of California, Los Angeles; MA, PhD University of California, Riverside

Eric Nofle
 2009, Assistant Professor of Psychology. BA Grinnell; PhD University of California, Davis

Mary Lee Nitschke • Portland Campus
 1984, Professor of Psychology. BA Wichita State University; MA, PhD Michigan State University.

Tanya Tompkins (on sabbatical fall 2009)
 2002, Associate Professor of Psychology. BA University of Colorado; MA, PhD University of California, Los Angeles.

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; and
- describe and use methodology of scientific inquiry in psychology.

REQUIREMENTS

The psychology major is available as a bachelor of arts or bachelor of science degree. See page 3 for degree requirements.

For a major: A total of 40 credits including 104; three area courses (PSYC 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 (PSYC 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 Teaching Licensure in Social Studies, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

ORGANIZATIONS AND HONORS

Awards/Research Support

Adrian Tieleman and Marie Ploog-Tieleman, after having served in the Department of Psychology for many years, provided an endowment to support student research and an annual award for outstanding student research activity.

Psi Chi

The Department of Psychology maintains an active chapter of the national honor society, Psi Chi, and invites interested students to consider membership and participation.

Departmental Honors

Students who complete an honors thesis will be awarded at graduation a degree with departmental honors. To do an honors thesis students must have at least a 3.50 GPA in Psychology.

PARACURRICULAR COURSES

PSYC 040 Community Service Activities

COURSES

PSYC 101 Survey of Psychology
 PSYC 104 Exploring Psychology
 PSYC 181 Introduction to Abnormal and Community Psychology
 PSYC 182 Introduction to Biopsychology
 PSYC 183 Introduction to Cognition
 PSYC 186 Introduction to Developmental Psychology
 PSYC 187 Introduction to Personality Theory
 PSYC 188 Introduction to Social Psychology
 PSYC 203 Aggression and Children
 PSYC 250 Design and Analysis
 PSYC 252 Theories of Counseling and Psychotherapy
 PSYC 262 Perspectives on Gender
 PSYC 275 Learning
 PSYC 285 Cognitive Neuroscience
 PSYC 288 Psychology of Language

PSYC 325 Drugs and Behavior
 PSYC 340 Topics in Psychology
 PSYC 341 Media and Child Development
 PSYC 352 Child and Adolescent Clinical Psychology
 PSYC 367 Psychology East and West
 PSYC 372 Psychological Assessment: An Introduction
 PSYC 380 Industrial Organizational Psychology
 PSYC 381 Seminar in Abnormal Psychology
 PSYC 382 Seminar in Biopsychology
 PSYC 383 Seminar in Cognition
 PSYC 386 Seminar in Developmental Psychology
 PSYC 387 Seminar in Personality Theory
 PSYC 388 Seminar in Social Psychology
 PSYC 452 Psychology of Religion and Consciousness (also listed as RELS 452)
 PSYC 480 Independent Study/Research
 PSYC 481 Research in Abnormal Psychology
 PSYC 482 Research in Biopsychology
 PSYC 483 Research in Cognitive Psychology
 PSYC 485 Senior Seminar: Issues in Psychology
 PSYC 486 Research in Developmental Psychology
 PSYC 487 Internship
 PSYC 488 Research in Social Psychology
 PSYC 490 Research and Thesis

DCE & PORTLAND COURSES

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

PSYC 200 Social Psychology
 PSYC 260 Perspectives on Gender
 PSYC 300 Lifespan Developmental Psychology
 PSYC 312 Health Psychology
 PSYC 355 Learning, Memory, and Behavior
 PSYC 360 Sexuality: A Developmental View
 PSYC 365 Psychology East and West
 PSYC 375 Theories of Personality
 PSYC 385 Psychology of Animal Assisted Therapy
 PSYC 391 Abnormal Psychology
 PSYC 413 Counseling Principles and Theories
 PSYC 450 Psychology of Religion and Consciousness (also listed as RELS 450)

Faculty

William D. Apel
1975, Professor of Religion. BA Muskingum College; MDiv Garrett Theological Seminary; PhD Northwestern University

Kathleen A. Bemis
1997, Dean of the Division of Continuing Education. BA Southern Illinois University; MA, PhD Florida State University

David L. Massey
2001, Chaplain. BA Linfield College; MDiv Colgate Rochester Divinity School; DMin San Francisco Theological Seminary

William R. Millar (Chair)
1984, Professor of Religion. BA Linfield College; BD Andover Newton Theological School; PhD Harvard University

Linda E. Olds, Emerita
1975-2008, Professor Emerita, Psychology. BA Oberlin College; MA, PhD University of Cincinnati

Stephen H. Snyder
1978, Professor of Religion. BA Stanford University; MA, PhD University of Chicago

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; and
- write clearly and persuasively.

REQUIREMENTS

The religious studies major is available as a bachelor of arts degree only. See page 3 for degree 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.

COURSES

RELS 110 Approaches to Religion

RELS 115 Religious Ethics

RELS 120 Old Testament

RELS 130 New Testament

RELS 140 The Holy Qur'an

RELS 200 New Testament Greek

RELS 201 Greek Readings

RELS 202 Hebrew I

RELS 203 Hebrew II: Readings in Biblical Hebrew

RELS 210 Living Faiths

RELS 220 Christianity

RELS 230 Religious Thinkers

RELS 254 Folklore and Mythology

RELS 260 Dead Sea Scrolls

RELS 265 John and the Gnostic Gospels

RELS 310 History of Religion of the Middle East (also listed as HIST 310)

RELS 315 Politics and Religion

RELS 320 Pilgrimages: Sacred Journeys

RELS 330 History of Religion in America (also listed as HIST 330)

RELS 340 Monks and Mystics

RELS 345 Gender and Spirituality

RELS 350 Philosophy of Religion

RELS 355 Nature and Spirituality

RELS 380 Buddhism

RELS 410 C.S. Lewis Seminar

RELS 435 Death and Dying

RELS 439 Peer Instruction

RELS 452 Psychology of Religion and Consciousness

RELS 460 Dietrich Bonhoeffer in Nazi Germany

RELS 480 Independent Study

RELS 485 Senior Seminar

RELS 487 Internship

RELS 490 Senior Thesis

JANUARY TERM TRAVEL COURSES

RELS 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

RELS 303 Religious Quest I

RELS 304 Religious Quest II

RELS 305 Introduction to the Old Testament

RELS 331 History of Religion in America

SOCIOLOGY AND ANTHROPOLOGY

Faculty

William Bestor • Portland Campus

1983, Associate Professor of Anthropology. BA Yale University; MA, PhD Harvard University

Hillary Crane

2007, Assistant Professor of Anthropology. BA Seattle University. MA, PhD Brown University

Robert Gardner

2004, Assistant Professor of Sociology. BA Bowling Green State University; PhD University of Colorado-Boulder

Thomas Love (Chair)

1983, Professor of Anthropology. BA Columbia University; MA, MS, PhD University of California, Davis

Amy Orr

2001, Associate Professor of Sociology. BS Nebraska Wesleyan University; MA, PhD University of Notre Dame

Jeff Peterson

1994, Associate Professor of Sociology. BS Washington State University; MA, PhD University of Texas at Austin

Visiting Assistant Professor

Michael Osmera

1992, Visiting Assistant Professor of Sociology. BA University of Oregon; MA, MA, PhD University of Minnesota

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.

Social Work/Social Policy Track. While the Linfield College

Department of Sociology and Anthropology does not offer a major in social work, several courses are available that can help to prepare students for careers or graduate education in this field. Students interested in pursuing social work are encouraged to choose among the following when selecting elective courses: SOCL 201, SOAN 205, SOAN 265, SOAN 270, ANTH 232, SOAN 330, SOAN 365, SOCL 370. Completion of an internship is strongly encouraged.

The study of humanity, anthropology is both broad in its approach and international in its scope. Drawing on a wide variety of disciplinary perspectives – archaeological, cultural, physical, and linguistic – the field of anthropology provides means for understanding and appreciating other cultures and, through a comparative lens, a fresh perspective on our own. The program is composed of several interest clusters within anthropology, including cultural ecology, economic anthropology, symbolic anthropology, museums and material culture, archaeology, language and culture, gender and sexuality, and medical anthropology.

The SoAn Department emphasizes close student-faculty relations and collaboration in research and social practice. The Linfield Anthropology Museum provides hands-on training in exhibit design, installation, registration, and artifact conservation; the annual Summer Archaeology Field School provides fieldwork in historic and prehistoric archaeology at various sites; other student-faculty collaborative research projects have focused on local Hispanic and migrant communities, homeless and other underserved local populations, disaster research, race/gender and differential academic achievement, non-timber resource utilization in northwest forests, people coping with Celiac Disease, rural electrification in the Andes, and Century Farms and sustainable agriculture. Sociology and Anthropology faculty and students actively participate in Linfield's International Studies, Gender Studies, and Environmental Studies Programs. Departmental faculty and students are especially active with Linfield's strong International Studies program, which includes a dozen semester programs as well as rotating January term and summer courses on site in Guatemala, Ecuador, Peru, Nicaragua, Mexico, New Orleans, Taiwan and elsewhere. Departmental majors frequently present papers based on independent and collaborative research at regional academic conferences as well as an annual on-campus academic poster session.

GOALS FOR THE MAJOR

In successfully completing a major in the Sociology and Anthropology Department, a student will possess:

- the sociological and anthropological imagination to see the connections between individual lives and the social and cultural forces which impact them, as well as the forces which promote both wide variation and patterns of convergence;
- a fundamental understanding of the distinctive history, scope, and theoretical contours of their major academic discipline,

developing an awareness of the major issues, problems, and questions that have provoked the emergence of the human sciences over the past two centuries;

- oral and written skills for effective communication of anthropological and sociological knowledge to others, both inside and outside academic contexts;
- the ability to work both independently and cooperatively in application of sociological and anthropological ideas, ranging from data gathering to service opportunities; and
- the ability to access, organize, scrutinize, analyze, and produce knowledge about humans as social beings, examining the social

groups to which humans belong and from which they derive their social identities. This process includes sufficient mastery of contemporary technology to facilitate movement from the consumption of information to the production of knowledge.

REQUIREMENTS

The sociology and anthropology majors are available as bachelor of arts or bachelor of science degrees. See page 3 for degree requirements.

The Department of Sociology and Anthropology (SOAN) offers courses in two distinct major-related categories which are identified accordingly: those supporting only sociology (SOCL) and those supporting only anthropology (ANTH). Courses serving both areas are designated SOAN.

For a major in Sociology: 40 credits in Sociology (SOCL) and Sociology/Anthropology (SOAN) courses, including SOAN 040; SOCL 101; SOAN 307; SOAN 385; one other 300-level course; SOAN 485/486. Seniors required to take a 400-level seminar in addition to the SOAN 485/486 sequence.

For a minor in Sociology: 20 credits in Sociology (SOCL) and Sociology/ Anthropology (SOAN) courses, including SOCL 101 and at least one 300- or 400-level course.

For Bachelor of Science in Sociology: Those students pursuing a Bachelor of Science degree in Sociology are strongly encouraged to take either MATH 140 and/or SOAN 375. Completion of a thesis is strongly encouraged.

For a major in Anthropology: 40 credits in Anthropology (ANTH) and Sociology/Anthropology (SOAN) courses, including SOAN 040; ANTH 111; either ANTH 105, ANTH 112 or MDLA 340; one world area, in the department or, with approval of the SOAN chair, a world area course from another department; SOAN 307; SOAN 485/486. Seniors required to take a 400-level seminar in addition to the SOAN 485/486 sequence.

For a minor in Anthropology: 20 credits in Anthropology (ANTH) and Sociology/Anthropology (SOAN) courses, including ANTH 111; one world area, in the department or, with approval of SOAN chair, a world area course from another department (e.g. HIST); and at least one 300- or 400-level course.

The following courses in the major must be completed with a grade of C- or higher: ANTH 111 or SOCL 101 (for the respective major), SOAN 307, SOAN 385, SOAN 400-level seminar, SOAN 485/486. Seniors are required to take a 400-level Seminar in addition to the SOAN 485/486 sequence. These seminars serve as a capstone experience in which majors build on their four-year course sequence 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 Teaching Licensure in Social Studies, a student must complete the Linfield Teacher Education Program and the State of Oregon licensure requirements (see page 39). 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. Cloice 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, thesis or museum project completed during the year.

Departmental Honors

At graduation, a student who has completed a senior honors thesis or curated a museum exhibit will receive a degree in the major with departmental honors.

PARACURRICULAR COURSES

SOAN 040 Community Service

DEPARTMENTAL COURSES

SOCL 101 Fundamentals of Sociology

ANTH 105 Human Biology and Evolution (also listed as BIOL 105)

ANTH 111 Cultural Anthropology

ANTH 112 Archaeology and World Prehistory

SOCL 201 Deviance: Individual and Society

ANTH 202 Human Adaptability: Humanity's Ecological Condition and Possible Futures

SOAN 205 Gender and Society

SOCL 206 Social Work Practice

SOAN 210 Sport, Philosophy and Society (also listed as PHIL 210)

SOAN 221 Religion, Society and Culture

SOAN 222 Mexico, Central America, and the Caribbean: Societies and Cultures

SOAN 225 Peoples and Cultures of North America: The Native Americans

SOAN 226 South America: Peoples and Cultures of the Least Known Continent

SOAN 229 Contemporary Chinese Societies

SOAN 230 Peoples and Cultures of South Asia

SOAN 232 Medicine and Culture

SOAN 240 Utopias and Dystopias: Sociology of Science Fiction

SOAN 244 The Other Europe

SOCL 250 Environmental Sociology

SOAN 251 Sociology of Music Subcultures

ANTH 254 Folklore and Mythology (also listed as RELS 254)

ANTH 255 Museums: Objects and Artifacts

SOAN 265 Race and Ethnicity

SOAN 270 Latinas and Latinos in the U.S.

SOAN 275 Topics: Other Americans

Sociology and Anthropology

SOAN 280 Families in Comparative Perspective
ANTH 290 Plants and Society (also listed as BIOL 290)
SOAN 307 Social Research Methods
ANTH 326 Archaeological Field Methods
SOAN 330 Sociology of Community
SOCL 335 Sociology of Education
ANTH 340 Introduction to Linguistics (also listed as MDLA 340)
ANTH 341 Language and Culture
ANTH 355 Museums: Exhibiting Cultures
SOAN 360 The Sociology of Culture
SOAN 365 Urban Society and Culture
SOCL 370 Society, State and Social Policy
SOAN 375 City and Countryside in Transition
SOAN 385 Seminar: Social Theory
SOAN 404 Social Movements, Citizenship, and Dissent
ANTH 410 Topics in Physical Anthropology and Archaeology
ANTH 411 Topics in Cultural Anthropology and Linguistics
SOAN 439 Peer Instruction
SOAN 450 Global Political Economy: Social and Cultural Perspectives
SOAN 454 Symbols in Society and Culture
SOAN 460 Gender, Sexuality and the Body
SOAN 465 Self and Society
SOAN 480 Independent Study

SOAN 485, 486 Senior Proseminar I, II: Theory and Practice
SOAN 487 Internship
SOAN 490 Research/Thesis

JANUARY TERM TRAVEL COURSES

SOAN 198, 298, 398, 498 Special Topics in January term Travel

DCE & PORTLAND COURSES

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

Courses with ANTH prefix may be taken for Anthropology credit only. Courses with SOCL prefix may be taken for Sociology credit only. Courses with SOAN prefix may be taken for either Anthropology or Sociology credit.

SOCL 207 Sociology of Poverty
SOAN 223 Cultural Environment of Health
SOAN 230 Peoples and Cultures of South Asia
SOAN 308 Social Research Methods
SOAN 323 Native Americans of Oregon
ANTH 332 Medical Anthropology
SOAN 491 Independent Study

THEATRE AND COMMUNICATION ARTS

Faculty

Janet Gupton
2000, Associate Professor of Theatre Arts. BA, JD Wake Forest University; MS, PhD University of Oregon

Sandra Lee
1985, Professor of English as a Second Language and Intercultural Communication. BA Portsmouth Polytechnic, England; MA University of California, Los Angeles

Brenda DeVore Marshall (Chair)
1987, Professor of Theatre and Communication Arts. BA University of Denver; MS North Texas State University; PhD Southern Illinois University-Carbondale

Tyrone Marshall
1987, Professor of Theatre Arts. BA North Texas State University; MFA Southern Illinois University-Carbondale

Jackson Miller
2001, Associate Professor of Communication Arts. BS, MA Ohio University; PhD Southern Illinois University-Carbondale

Instructional Associates

Robert Vaughn
2008, Technical Director and Sound Designer. BA Linfield College; MFA Northern Illinois University.

The programs in the Department of Theatre and Communication Arts seek to connect learning, life and community by exploring 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 our diverse society and ourselves.

In collaboration with our students, we seek this understanding by integrating 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 and cultures.

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:

- obtain knowledge of a broad range of theatrical disciplines and experiences, each of which is important to an understanding of the whole;
- understand the interrelationships among all theatrical disciplines by analyzing and solving problems in most practical areas of theatre production;
- achieve adequate preparation to enter graduate school, to accept entry-level positions in theatre or adapt theatre knowledge and skills to other careers, and to adopt creative approaches to life-long learning;
- acquire the skills necessary to function as mindful, creative, and responsible individuals who appreciate the ambiguity of diverse theatrical experiences and the role of theatre in society; and
- develop critical self-awareness.

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

GOALS FOR THE COMMUNICATION ARTS MAJOR AND MINOR

In successfully completing a major or minor in Communication Arts a student will:

- learn to create and deliver articulate, reasoned, and ethical messages within a variety of communication contexts;
- enhance their ability to critically evaluate relational, intercultural, political, and mediated messages;
- explore the diverse underpinnings of human communication inquiry;
- gain sensitivity to the multicultural dimensions of communication within and across modern U.S. and global societies;
- acquire the skills necessary to function as mindful, creative, and responsible individuals who appreciate the ambiguity of diverse communication situations; and
- develop critical self-awareness.

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

GOALS FOR THE INTERCULTURAL COMMUNICATION MAJOR

In successfully completing a major in intercultural communication a student will achieve the goals for the communication arts major and:

- acquire an understanding of the general theory and practice of human communication across cultures as well as culture specific communication patterns;
- interrogate the interdisciplinary nature of the field of intercultural communication; and
- explore the multicultural dimensions of modern U.S. and global societies through course work in a wide range of disciplines.

REQUIREMENTS

The theatre and communication arts majors are available as bachelor of arts degrees only. See page 3 for degree requirements.

The Department of Theatre and Communication Arts offers coursework in two distinct disciplines, which are identified accordingly: those supporting Theatre (THTR) and those supporting Communication Arts (TCCA). Courses serving both areas are labeled TACA.

For a Theatre Arts Major: 41 credits including 162, 181, 185, 290, 295, 365, 370, 380, 385, 390, 470, 473, 489, and a 300 or 400 level THTR elective beyond core requirements. Majors must also complete performance and crew requirements explained below.

Public performance is required of all Linfield theatre majors. This requirement may be satisfied by one public performance as part of an acting class and one additional public performance. Students appearing in major shows produced by the department may receive credit for 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, 010/110 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 2.50 to enroll in practicum courses and participate in production activities. In addition, students must earn a grade of C- or higher in courses meeting major requirements.

For a Theatre Arts Minor: 25 credits including 162, 181, 185, 470 or 473; at least one additional THTR 300 or 400 level course; remaining credits selected from available theatre courses in consultation with the student's theatre arts advisor. Minors must also complete performance and crew requirements explained below.

Public performance is required of all theatre minors. This requirement may be satisfied by one public performance as part of an acting class or one other public performance. Students appearing in major shows produced by the department may receive credit for 020/120 Theatre Practicum: Acting.

Theatre minors must complete two crew assignments in addition to those included in the courses listed above. These may be selected from Front of House, Costume/Makeup, Properties, and Sound. Students may receive academic credit for crew assignments by enrolling in Theatre Practicum: Production courses, 010/110 and 210.

As part of the department's assessment program, theatre minors participate in several conferences. In the spring of the freshman and

sophomore years, each theatre minor meets with theatre faculty to discuss the student's progress. All minors participate in an exit interview with departmental faculty.

Minors must maintain a minimum overall GPA of 2.50 in order to enroll in practicum courses and participate in production activities. In addition, students must earn a grade of C- or higher in courses meeting minor requirements.

For a Communication Arts Major: 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, THTR 181. Students must earn a grade of C- or higher in courses meeting major requirements. As part of the department's assessment program, communication arts majors participate in a sophomore conference with faculty and a senior interview.

For a Communication Arts Minor: 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, 353, 355, 420, 455; and one additional TCCA elective from among those courses outside the core with at least 3 TCCA 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 ANTH 111 and select four cultural courses (16 credits) in other disciplines including two courses selected from among SOAN 265, HIST 370, ENGL 305, PHIL 160, RELS 310; one course selected from among SOAN 222, SOAN 225, SOAN 226, SOAN 244, MLFR 312, MLGR 312, MLSP 312, MLJP 360; and one course selected from among HIST 300, HIST 315, HIST 320, HIST 400, MLFR 311, MLGR 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 BA 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.

PARACURRICULAR COURSES

Majors and minors enroll in 100-level versions of the courses cited below and receive letter grades; see academic courses sections. Non-majors enroll in the paracurricular versions as listed and receive satisfactory/unsatisfactory grades.

THTR 010 Theatre Practicum: Production I
THTR 020 Theatre Practicum: Acting
TCCA 047 Debate Practicum
TCCA 048 Individual Events Practicum
TACA 040 Community Service

COURSES: THEATRE ARTS

THTR 110 Theatre Practicum: Production I
THTR 120 Theatre Practicum: Acting
THTR 162 Fundamentals of Theatre Design and Drawing
THTR 170 Introduction to Theatre
THTR 181 Acting
THTR 185 Stagecraft
THTR 210 Theatre Practicum: Production II
THTR 212 Theatre Practicum: Production Staff Assistant
THTR 281 Intermediate Acting
THTR 290 Stage Makeup
THTR 295 Theatre Business and Promotions
THTR 315 Theatre Practicum: Stage Managing
THTR 316 Theatre Practicum: Design
THTR 317 Theatre Practicum: Directing
THTR 320 Theatre Practicum: Advanced Acting
THTR 365 Stage Management
THTR 370 Play Directing
THTR 371 Advanced Directing

THTR 380 Scene Design
THTR 385 Lighting Design
THTR 390 Costume Design
THTR 420 Topics in Theatre Performance
THTR 466 Topics in Theatre Design and Technology
THTR 470 Theatre History and Literature I
THTR 473 Theatre History and Literature II
THTR 475 American Musical Theatre
THTR 481 Topics in Theatre Performance
THTR 489 Senior Capstone Seminar

JANUARY TERM TRAVEL COURSES

THTR 198, 298, 398, 498 Special Topics in January term Travel

COURSES: COMMUNICATION ARTS

TCCA 130 Interpersonal Communication
TCCA 140 Public Speaking
TCCA 147 Debate Practicum
TCCA 148 Individual Events Practicum
TCCA 220 Performing Literature
TCCA 230 Intercultural Communication: Global Perspectives
TCCA 233 Multicultural Communication in the United States
TCCA 255 Communication and Consciousness
TCCA 333 Gendered Communication
TCCA 335 Nonverbal Communication
TCCA 340 Persuasion and Social Influence
TCCA 353 Topics in Women's Rhetoric
TCCA 355 Topics in U.S. Public Address
TCCA 420 Topics in Performance Studies
TCCA 430 Topics in Human Communication
TCCA 455 Rhetorical Theory and Criticism
TCCA 476 Senior Seminar

COURSES SHARED BY BOTH PROGRAMS

TACA 287 Internship
TACA 439 Peer Instruction
TACA 480 Independent Study
TACA 487 Capstone Internship
TACA 490 Senior Thesis

PORTLAND CAMPUS

Linfield's Portland Campus is the site of Linfield's Nursing and Health Sciences 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 auditorium. The latter provides residential accommodations for up to 110 students. It also contains the Computing and Educational Media Center, admission, registration, financial aid, business, student services offices, and 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.

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:

- The Portland Campus is a transfer only campus. Students must complete specific prerequisite requirements to be eligible for admission consideration. Requirements can be viewed at www.linfield.edu/portland/admission-main.php.
- Applicants must complete the Linfield College Portland Campus application form. A completed application for admission must be submitted to the admission office between January 1 and February 1 for nursing or by June 1 for health sciences.
- Applicants must pay a \$50.00 non-refundable application fee.
- 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. 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:

Admission Office
Linfield College-Portland Campus
2215 N.W. Northrup Street
Portland, Oregon 97210-2932

Phone: (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 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 17.

Computer Facilities

Computing facilities on the Portland Campus are located in the Helene Fuld Computer Lab on the second floor of Loveridge Hall and in Room 108 in Peterson Hall. Both provide a mix of Windows and Macintosh computers.

Clinical Facilities

Nursing students have access to a wide variety of clinical facilities in the Portland area. Ranging from major metropolitan medical centers to the local AIDS project to a county health service division, these facilities represent diverse opportunities for students to gain clinical experience.

Academic Advising

On the Portland Campus, the Director of Registration and Records Office assigns faculty advisors for all students. Counseling, tutoring, study skills, and related services may also be obtained through the Director of Student Services located in Loveridge Hall.

Honoraries

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 and alumni are invited to membership.

HEALTH SCIENCES

Faculty

Nancy Broshot (on sabbatical spring 2010)
2001, Associate Professor of Environmental Studies. BS, MS, PhD
Portland State University

Deborah Canepa
1983, Associate Professor of Health and Human Performance. BS Eastern
Mennonite College; PhD Oregon Health Sciences University

Jack Keyes (Chair)
1983, Professor of Health Sciences. BA Linfield College; PhD University
of Oregon

Michael Leahy
2008, Visiting Associate Professor of Health Sciences. BA State University
of New York at Stony Brook; MBA Harvard University

Mary Lee Nitschke
1984, Professor of Psychology. BA Wichita State University; MA, PhD
Michigan State University

William Weaver
1983, Associate Professor of Biology. BS College of Idaho; MS, PhD
University of Oregon

Barbara Van Ness
1994, Science Laboratory Coordinator, Portland Campus. BA Knox College;
MS Biology, MS Computer Science California Polytechnic State University

The Health Sciences curriculum prepares students for challenges in health and health care in the 21st century. Emphasis in developing skills in analytical thinking and the scientific method provide excellent preparation for a variety of careers in health care. Laboratory exercises and other experientially based courses provide hands-on experiences and reinforce principles introduced in classroom lectures and discussions.

The Health Sciences Department offers two separate interdisciplinary majors: Environmental and Public Health and Health Administration. Both majors are based in the liberal arts Linfield Curriculum with added emphasis in course work from the behavioral, social, and natural sciences.

The Environmental and Public Health major emphasizes natural sciences, research, working in teams, and health policy. The program prepares graduates for career opportunities in health care fields related to environmental health, public health, epidemiology, and delivery of health care nationally and internationally. Graduates can matriculate to graduate programs in medicine, global health research and education, research in pharmaceutical settings, as well as pursue graduate education in public health, environmental science, health care, health promotion, and allied health professional fields.* Graduates can also pursue career paths leading to jobs in health education in non profit agencies, hospitals, and other organizations.

The Health Administration major emphasizes health organization, finance, and health care delivery. The program prepares graduates to assume roles in health administration in non profit agencies, government agencies, hospitals, and other health care facilities such as physician offices, clinics, outpatient facilities, hospice, and assisted living environments. Students in this major can also develop careers with health insurance companies, HMOs, medical equipment/ materials companies, and pharmaceutical companies. Graduates can matriculate to graduate programs that lead to masters and doctoral degrees in health care administration.*

**Most graduate programs have specific requirements students must complete prior to matriculation. Students who plan to pursue graduate education following completion of baccalaureate requirements should work with their advisors and plan to take required prerequisite courses for their chosen graduate program as part of their undergraduate curriculum.*

GOALS FOR THE ENVIRONMENTAL AND PUBLIC HEALTH MAJOR

On completion of the Environmental and Public Health major the student will be able to:

- use the scientific method to investigate problems and communicate results;
- promote a healthy environment through advocacy and actions;
- communicate effectively about and advocate for continual improvement of US and international healthcare;
- work with a team to develop a plan of action to deal with an environmental/public health issue and present the plan in a public forum; and
- work within the policies and politics of health care to promote health and wellness for all.

GOALS FOR THE HEALTH ADMINISTRATION MAJOR

On completion of the Health Administration major the student will be able to:

- apply concepts of accounting, budgeting, and finance in a health care environment;
- apply management functions in a health care environment;
- communicate effectively with people and companies associated with health care organizations;

- describe, analyze, and develop effective responses to existing and proposed government regulations and health care policy; and
- use evidence based methods to indentify, evaluate, and implement known best practices in health care

REQUIREMENTS

For a major in Environmental and Public Health: 60 credits earned in PSYC 312, BIOL 255, HSCI 250, 310, 320, 340, 431, 440, 450, 485, 487 (3-5 credits) and minimum of two upper division electives taken on the Portland Campus.

Required support courses: HHPA 280, MATH 140, PSYC 101, BIOL 210, 211, 212, 213.

Recommended: CHEM 210, 211

For a major in Health Administration: 58 credits earned in ECON 210, BUSN 260, 261, 301, 321, 340, 341, PSYC 312, HSCI 250, 301, 302, 310, 320, 340, 420, 431, 485, 487 (3-5 credits).

Required support courses: MATH 140, 160, PSYC 101.

Students in both majors must demonstrate computer proficiency using databases, spread sheets, word processing, and computer presentation applications or by having appropriate course work or experience that meets these requirements.

Students in both majors are encouraged to choose electives from a variety of upper division courses to complement required course work. Students majoring in Environmental and Public Health may choose a minor in Biology. Outstanding students may have the

Health Sciences

opportunity to work with individual faculty on independent studies or senior departmental honors thesis projects.

INTERNSHIP

A senior internship (3 to 5 credits) is required for graduation. The internship serves to bridge classroom theory with application and to provide students with health care experience on their resumes upon graduation.

HONORS

Students who show promise as future researchers and express an interest in research may be invited to earn Health Sciences departmental honors which allows students to work one-on-one or in teams with a faculty member on a senior year research project.

ADMISSION TO THE PORTLAND CAMPUS HEALTH ADMINISTRATION OR ENVIRONMENTAL AND PUBLIC HEALTH MAJORS

Students wishing to pursue a degree in Health Administration or Environmental and Public Health will transfer to the Portland campus for their junior and senior years. Additional information can be obtained by contacting the program chair or admission office at Linfield College-Portland Campus. Students may declare a health sciences major in their freshman year.

PARACURRICULAR COURSES

HSCI 025 Skills for Post-Graduate Examination
HSCI 040 Community Service Activities
HSCI 090 Career and Life Planning
HSCI 098 Medical and Health Terminology

COURSES

HSCI 240 Clinical Skills
HSCI 250 Introduction to Public and Community Health
HSCI 261 Herstory: The History of Women in Science
HSCI 270 Introduction to Forensic Sciences
HSCI 271 Introduction to Forensic Sciences Laboratory
HSCI 300 Selected Topics in Health Sciences
HSCI 301 Human Biology I
HSCI 302 Human Biology II
HSCI 310 Research Methods
HSCI 315 Health Care Team Dynamics
HSCI 320 Health and Social Policy

HSCI 325 Scientific Illustration
HSCI 340 Health Care in America
HSCI 360 Science as a Candle in the Dark
HSCI 370 GIS for the Health Sciences
HSCI 395 Great Science Books of the 21st Century
HSCI 410 Health Systems Science: Quality Improvement Theory
HSCI 420 Health Administration
HSCI 431 International Health
HSCI 440 Epidemiology (also listed as ENVS 440)
HSCI 450 Environmental Health (also listed as ENVS 450)
HSCI 480 Independent Study
HSCI 485 Senior Seminar in Health Sciences
HSCI 487 Internship
HSCI 490 Research/Thesis

JANUARY TERM TRAVEL COURSES

HSCI 198, 298, 398, 498 Special Topics in January term Travel

SCIENCE ELECTIVES FOR HEALTH SCIENCES MAJORS

BIOL 210, 211 Principles of Biology
BIOL 245 Plant Systematics
BIOL 255 Principles of Microbiology
BIOL 265 Principles of Genetics
BIOL 266 Principles of Genetics Laboratory
BIOL 306 Anatomy
BIOL 307 Physiology
BIOL 313 Classification of Plants and Plant Communities
BIOL 315 Pharmacology
BIOL 324, 326 Pathophysiology
BIOL 335 Embryology
BIOL 345 Essentials of Immunology
BIOL 355 General Ecology
BIOL 375 Field Zoology
BIOL 405 Selected Topics in Pathophysiology
BIOL 415 Advanced Topics in Anatomy
CHEM 224, 225 General Chemistry
CHEM 241, 242 Organic Chemistry
CHEM 360 Principles of Biochemistry
COMP 120 Microcomputer Applications
MATH 140 Introduction to Statistics
MATH 150 Precalculus
PHYS 110, 111 General Physics

HUMANITIES/SOCIAL SCIENCES

William Bestor, Anthropology/Sociology (Chair)
1983, Associate Professor of Anthropology. BA Yale University; MA,
PhD Harvard University

Mary Lee Nitschke, Psychology
1984, Professor of Psychology. BA Wichita State University; MA, PhD
Michigan State University

John Thomas, Philosophy
1983, Associate Professor of Philosophy. BS Portland State University;
MA University of Washington, University of Missouri; PhD University
of Edinburgh

The goal of the Humanities and Social Sciences is to represent the great tradition of liberal arts education in Linfield's professional school. Those students who wish to broaden their perspectives and enhance their critical faculties will want to explore the offerings in this department.

The Humanities and Social Sciences have three full-time faculty members – one each in Anthropology, Philosophy, and Psychology. Their professional expertise ranges widely across such diverse areas of study as the history of ideas, animal-assisted therapy, and the industrialization of Portugal.

Students on the Portland Campus may elect to complete a certificate in Health Care Ethics under the instruction and guidance of Humanities/ Social Science faculty.

Portland Campus students may also pursue any of the minors identified within the academic departments described in the McMinnville Campus section of the catalog as long as they can meet the stipulated requirements.

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 PHIL 440 or PHIL 445 and PHIL 451, PHIL/NURS 363 and PHIL/NURS 495. For information see the website: <http://www.linfield.edu/portland/ethics/>.

DEPARTMENTAL COURSES

Courses offered by this department, some on a rotating basis, include the following:

AAVC 160 Drawing
AAVC 165 Approaches to the Figure
AAVC 184 Contemporary Multicultural Art
AAVC 263 Painting

ENGL 303 Children's Literature
ENGL 308 Topics in Literature
ENGL 316 Creative Writing: Poetry
ENGL 343 English Literature Survey: Romantic Period
ENGL 345 English Literature Survey: 20th Century
HIST 120, 121 History of Western Culture I, II
HIST 271 Race in America: Historical and Comparative Perspectives
HIST 302 Topics in European History: The Holocaust
HIST 316 History of Mexico
MSCM 350 History of Film
MUSC 253 Music Cultures of the World
PHIL 245 Aesthetics
PHIL 312 Feminist Ethics in Health Care (also listed as NURS 312)
PHIL 363 Clinical Ethics (also listed as NURS 363)
PHIL 430 Topics in Contemporary Philosophy
PHIL 440 Health Care Ethics Across Cultures
PHIL 445 Ethical Theory
PHIL 451 Problems of Health Care Ethics
PHIL 452 Problems in Health Care Ethics Seminar
PHIL 495 Capstone Seminar in Healthcare Ethics (also listed as NURS 495)
PSYC 040 Community Service Activities
PSYC 186 Introduction to Developmental Psychology
PSYC 262 Perspectives on Gender
PSYC 312 Health Psychology
PSYC 360 Sexuality: A Developmental View
PSYC 385 Psychology of Animal Assisted Therapy
PSYC 480 Independent Study and Research
RELS 110 Approaches to Religion
RELS 210 Living Faiths
ANTH 332 Medical Anthropology
ANTH 410 Topics in Physical Anthropology and Archaeology
ANTH 411 Topics in Cultural Anthropology and Linguistics
SOAN 223 Cultural Environment of Health
SOAN 232 Medicine and Culture
SOAN 385 Seminar: Social Theory
SOAN 454 Symbols in Society and Culture
SOAN 465 Self and Society
SOAN 480 Independent Study/Research
SOAN 487 Internship
SOAN 490 Research Thesis

Faculty

Lisa Aepfelbacher
 2004, Assistant Professor of Nursing. BS, BSN Boston University;
 MSN Case Western Reserve University

Sherry Archer
 2003, Assistant Professor of Nursing. BS Portland State University;
 BSN University of Kansas; MSN University of Portland

Susan Bankston
 2009, Assistant Professor of Nursing. BS The University of Houston;
 BSN, MSN The University of Texas School of Nursing at Houston

Rebecca Boehne
 2000, Associate Professor of Nursing. BSN Pacific Lutheran University;
 MSN University of Kentucky; PhD Oregon State University

Sue Butell
 1984, Professor of Nursing. BSN University of Washington; MS University
 of Utah

Fred Calixtro
 2003, Assistant Professor of Nursing. BSN University of East Ramon,
 Philippines; MSN University of Phoenix

Beverly Epeneter
 1984, Professor of Nursing. BSN, MN Oregon Health Sciences University;
 EdD Portland State University

Mary Harris
 2006, Assistant Professor of Nursing. BSN, PhD University of Washington

Karen Hubbard
 2004, Assistant Professor of Nursing. BS University of Oregon;
 MS University of Utah

Noreen Johansson
 1983, Professor of Nursing. BSN, MSN University of Illinois; EdD Loyola
 University

Melissa Jones
 2009, Assistant Professor of Nursing. BSN Salish Kootenai College;
 MSN Oregon Health & Sciences University

Teri Joyer
 2005, Assistant Professor of Nursing. BSN, MSN University of Colorado

Kathy Kinderman
 2004, Assistant Professor of Nursing. BSN Saint Martin's College;
 MN Washington State University

Cheryl Langford (on sabbatical spring 2010)
 1992, Associate Professor of Nursing. BSN Mississippi College;
 MSN The University of Texas Health Science Center

Barbara Limandri
 2004, Associate Professor of Nursing. BSN Medical College of Virginia,
 Virginia Commonwealth University; MSN The Catholic University of
 America; DNSc University of California

Karen Maxwell
 2008, Assistant Professor of Nursing. BSN, MSN San Jose State
 University

Barbara May
 1989, Professor of Nursing. BSN Trenton State College; MSN Montana
 State University; PhD Oregon Health Sciences University

Jeanette O'Brien
 2007, Assistant Professor of Nursing. BSN University of Iowa; MSSN
 University of Wisconsin-Eau Claire, Master of Public Health, Portland
 State University; PhD Oregon Health and Science University

Catherine Pollock-Robinson
 2009, Visiting Assistant Professor of Nursing. BSN Linfield College;
 MSN Washington State University

Laura Rodgers
 2008, Professor of Nursing. BSN, University of Portland; MSN, PhD
 Oregon Health & Sciences University

Donna Routh
 1985, Associate Professor of Nursing. BS University of San Francisco;
 MN Oregon Health Sciences University

Jan Selliken
 2000, Associate Professor of Nursing. BSN, University of Portland;
 ND National College of Naturopathic Medicine

Jana Taylor
 1991, Professor of Nursing. BSN Humboldt State University;
 MS Georgetown University

Vivian Tong
 1992, Professor of Nursing. BSN San Francisco State University; MN
 University of California at Los Angeles; PhD Portland State University

Diane Welch
 1992, Associate Professor of Nursing. BS, MSN University of Portland

Pam Wheeler
 2004, Associate Professor of Nursing. BSN University of Oregon;
 MSN Marquette University; PhD Portland State University

**Dean of the Linfield-Good Samaritan School of Nursing
 and Interim Director of the Portland Campus**

Bonnie Saucier
 2007. BA Stephens College; MeD University of Missouri; MSN University
 of Missouri at Kansas City; PhD Texas Woman's University

Associate Deans

Peggy Wros
 1990. BSN University of Wisconsin; MSN Marquette University;
 PhD Oregon Health Sciences University

Anne Hedger
 2008, Associate Dean of Nursing for Distance Education. BSN Arizona
 State University; MSN, DNP University of Washington

Clinical Facilities

Administrator

Debra Henry
 2006. BSN Walla Walla College; MSN University of Portland

Clinical Associates

Ann Chamberlain

2001, *Clinical Associate. BSN University of Texas at Galveston; MS Texas Woman's University*

Nadine McKinley

2008, *Clinical Associate. BSN Linfield College; MSN Oregon Health and Science University*

Carolyn Parchinsky

2008, *Clinical Associate. BSN Syracuse University; MS Nursing Education Teacher's College, Columbia University*

Winetta Soderlind

2005, *Clinical Associate. BS Oregon Health and Science University; MSN University of Portland*

Nursing Learning Resource Center Director

Joyce Betita

2008, *Director of the Nursing Learning Resource Center. MSN/Ed University of Phoenix*

Celia Grachico

2004, *Assistant Coordinator in the Nursing Learning Resource Center. BSN Filamet Christian College*

Aaron DeClerck

1998, *Simulation Operations Manager. BA Carleton College.*

NURSING MAJORS

Outcomes for the nursing major:

- 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; and
- 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

The RN to BSN program is designed for practicing Registered Nurses (RNs) seeking a BSN degree. Prospective students apply for admission to the college while completing prerequisite courses. A 2.75 GPA and a current unencumbered registered nurse license in the state in which they practice and where clinicals will be done is required.

Admission process and completion of program requirements:

1. Prospective students should contact the Department of Continuing Education (DCE) and discuss program prerequisites with an advisor.
2. Apply for admission to the RN-BSN program through DCE and the School of Nursing.
3. Successfully complete NURS 309. Upon completion 36 hours of credit for prior learning will be awarded.

4. In special circumstances, successfully complete the NLN Mobility Profile II.
5. Successfully complete NURS 208, 314, 416, 419.
6. Complete a minimum of 30 semester credits at Linfield College (35 credits if student has completed a previous bachelor degree) to fulfill the residency requirement.
7. Complete remaining BSN and Linfield Curriculum requirements.
8. Accrue a minimum of 125 semester credits required for graduation.

MAJOR REQUIREMENTS

For a major in Nursing: 53 credits earned in NURS 025, 103, 106, 206, 208, 213, 311, 313, 314, 316, 318, 416, 419. All prerequisite courses must be completed by the program start date.

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. Take an NCLEX-RN review course, currently NURS 025.
3. Take a comprehensive nursing examination (HESI exit exam) during their senior year.

ADMISSION TO THE NURSING MAJOR

Linfield College offers admission into the Linfield-Good Samaritan School of Nursing as a transfer student. All applicants must apply directly to Linfield College Portland Campus. Admission is competitive.

For admission consideration, applicants must meet the following criteria:

- completion of all prerequisite course requirements by the program start date: BIOL 210, 211 or CHEM 210, 211; BIOL 212, 213, 361; HHPA 280; INQS 125; MATH 140; PSYC 186; SOCL 101 or 201 or 250 or SOAN 205 or 220 or 265 or 270 or 275 or 280; ANTH 111 or 202 or 332 or SOAN 222 or 225 or 226 or 229 or 230 or 232 (McMinnville course offerings). NOTE: CHEM 210 is a prerequisite for BIOL 361. Transferable course equivalents from other Oregon and Washington colleges are listed on the Portland Campus website: <http://www.linfield.edu/portland/admission-main.php>;
- completion of the following proficiency by the program start date: microcomputer applications or COMP 120;
- at the time of application and the program start date a minimum grade of C in each of the prerequisite course requirements (a grade of C- is not acceptable); and
- at the time of application and the program start date a minimum 2.75 GPA for all transferable prerequisite course requirements and courses applied to the Linfield Curriculum. (Paracurricular and elective courses excluded.)

For students who are progressing towards completion of academic requirements, admission decisions are contingent upon successful completion of all requirements prior to the program start date.

Linfield students currently enrolled on the McMinnville campus will be admitted to the nursing major if they are in good standing at the college and meet all nursing applicant criteria. Students who transferred to the McMinnville campus from another program must show that 30 semester hours will be completed at the McMinnville campus in order to be considered a native Linfield student. Transfer students who have not met this requirement will be included in the general transfer pool applying for the Linfield-Good Samaritan School of Nursing.

Nursing

Linfield students are required to submit a Linfield College Intercampus Transfer form by the nursing application deadline.

Students transferring from other institutions may obtain an application for admission from the Portland Campus admission website: <http://www.linfield.edu/portland/admission-main.php>.

All admitted nursing students will be assigned to a specific curriculum plan based on prior academic work completed and available space. Start terms include summer, fall and spring.

Applicants who were enrolled in an accredited school of nursing within the past two years may apply for admission, provided they meet the applicant criteria as well as provide a letter from the dean/director of the previous school stating the student was in good standing and would have been allowed to progress in the program.

After admission to the Nursing major, students must 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. Students must complete this exam in order to continue in the nursing major.
8. All students must undergo criminal background checks prior to the program start date.
9. 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 2.00).

Students must earn a BSN GPA of at least 2.50 and a grade above C- in NURS 103 and 106 to progress to 206 and 213.

Students must earn a BSN GPA of at least 2.50 and a grade above C- in NURS 206, 208 and 213 to progress to NURS 311, 313, 316 and 318.

Students must earn a BSN GPA of at least 2.50 and a grade above C- in NURS 311, 313, 314, 316, and 318, to progress to NURS 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 NURS 416 and 419, and pass a nursing review course and a comprehensive nursing examination in the senior year.

Any student earning a grade of C- or below in a required nursing course on two separate occasions, whether as second grade of C- or below upon repeating a required nursing course, or a grade of C- or below in two different required nursing courses, will be dismissed from the nursing major.

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 3.50 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. Students are responsible to cover costs incurred for post blood exposure follow-up.

PARACURRICULAR COURSES

- NURS 009 Assistants in Research Activities
- NURS 010 Creative Stress Management
- NURS 015 Health Care Terminology
- NURS 020 Dosage Calculation
- NURS 025 Testing Skills for the NCLEX-RN Exam
- NURS 030 Spanish Healthcare Terminology
- NURS 040 Community Service Activities
- NURS 060 Graduate Career Opportunities in Nursing
- NURS 090 Computer Skills for Nurses

MAJOR COURSES

NURS 103 Socialization Into Nursing: Foundations for Reflective Nursing Practice
 NURS 106 Socialization into Nursing: Helping Role of the Nurse
 NURS 206 Promoting Healthy Choices: Society and Mental Health
 NURS 208 Therapeutic Communication in Health Care
 NURS 213 Promoting Healthy Choices: Family Health
 NURS 309 Transition to Professional Nursing
 NURS 311 Clinical Nursing Skills
 NURS 313 Illness Experiences: Adapting to Health Challenges
 NURS 314 Research Methods
 NURS 316 Illness Experiences: Life Threatening Health Challenges
 NURS 318 Maternal-Child Health Challenges
 NURS 416 Nursing in a Global Society: Stewardship of the Community
 NURS 419 Reflective Practice in a Global Society: Senior Practicum

NURSING ELECTIVE COURSES

NURS 130 Substance Abuse Issues for Health Professionals
 NURS 195 Health Care Perspectives in Death and Dying
 NURS 223 Nursing Care of Clients in the Hispanic Community
 NURS 240 Nursing Perspectives on Survivors of Violence
 NURS 241 Brain, Mind, and Society
 NURS 245 Evolution of Nursing
 NURS 250 Critical Thinking in Health Care: Becoming a Reflective Skeptic
 NURS 291 Holistic Nursing: Practicing Healthy Living and Healing
 NURS 302 Traditional and Non-Traditional Healing Practices in Mexico
 NURS 312 Feminist Ethics in Health Care
 NURS 317 Perinatal Nursing

NURS 319 Advanced Nursing of Children
 NURS 340 Cultural Diversity in Nursing and Health Care
 NURS 345 Spiritual Perspectives of Nursing
 NURS 346 Sexuality: A Nursing Perspective
 NURS 347 Palliative Care of Children
 NURS 348 Gerontological Nursing
 NURS 349 Gerontological Nursing Laboratory
 NURS 350 Advanced Physical and Health Assessment for Nurses
 NURS 351 Nursing Care of the Peri-Operative Patient
 NURS 352 Nursing Care of the Peri-Operative Patient Laboratory
 NURS 360 Family Violence and the Nurse's Role
 NURS 361 Family Violence and the Nurse's Role Laboratory
 NURS 363 Clinical Ethics (also listed as PHIL 363)
 NURS 370 Cardiopulmonary Rehabilitation Nursing
 NURS 371 Cardiopulmonary Rehabilitation Nursing Laboratory
 NURS 385 People-Animal Partnerships in Health Care
 NURS 440 Oncology Nursing
 NURS 441 Oncology Nursing Laboratory
 NURS 442 Topics in Family Nursing
 NURS 443 Advanced Clinical Experience in Maternal-Child Nursing Laboratory
 NURS 450 Nursing Care in Sudden Illness and Trauma
 NURS 451 Nursing Care in Sudden Illness and Trauma Laboratory
 NURS 461 Clinical Ethics - Laboratory (also listed as PHIL 461)
 NURS 480 Independent Study
 NURS 490 RN First Assistant
 NURS 493 Introduction to Parish Nursing
 NURS 495 Case Analysis
 NURS 496 Adult Critical Care Nursing
 NURS 497 Critical Care Nursing
 NURS 498 Critical Care Nursing Laboratory

JANUARY TERM TRAVEL COURSES

NURS 198, 298, 398, 498 Special Topics in January term Travel

DIVISION OF CONTINUING EDUCATION

Dean

Kathleen Bemis

1997, *Dean of the Division of Continuing Education. BA Southern Illinois University; MA, PhD Florida State University*

Associate Dean

Anne Hedger

2008, *Associate Dean of Nursing for Distance Education. BSN Arizona State University; MSN, DNP University of Washington*

The Division of Continuing Education (DCE) Adult Degree Program (ADP) offers working adults the opportunity to earn a Linfield bachelor's degree. Majors are available in Accounting, Arts & Humanities, Business Information Systems, International Business, Management, and Social & Behavioral Sciences. Each major, except Arts & Humanities, is available in a BA or a BS degree program. Students may also elect a minor in Environmental Studies. An online RN to BSN program is open to registered nurses with active RN licenses.

Certificates are available in Accounting, Marketing, Human Resource Management, and Computer Information Systems.

The DCE summer term meets the needs of Linfield residential students who wish to complete Linfield coursework over the summer through evening, weekend and online courses.

DEGREE PROGRAMS

To earn a BA or BS degree, a candidate must complete 125 credits and must achieve a cumulative grade point average of at least 2.00 (see section on Grades).

Degree programs offered through DCE may be completed on a part-time basis. Courses are taught by full-time Linfield faculty members, qualified people from the faculties of other institutions of higher learning, or practicing professionals or business people. Adjunct faculty are selected by the academic departments of the college to deliver the quality education long associated with the traditional residential program of Linfield.

Courses are offered during the entire year, including summer. Traditional classes meet in the classroom one evening per week or on weekends. Many courses are available online, and some majors may be completed entirely online.

ACCOUNTING: GOALS FOR THE 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 in-depth understanding of cost accounting systems and procedures, the use of managerial accounting information for short run decision making, and the use of accounting data for planning and controlling in an organization;
- perform an audit of a sample company, including risk assessment, evaluation of internal control risk, development, and execution of substantive audit programs;
- develop and produce audit opinions appropriate to circumstances involved in an audit;
- resolve reporting issues which apply to unique and nonrecurring economic events;
- properly account for and report an organization's assets, liabilities, equity, and income; and
- explain the basic concepts of federal income tax theory.

Requirements

The Accounting major, offered by the Department of Business, requires completion of ECON 210, BUSN 260, 261, 301, 321, 340, 341, 361, 362, 461, 466, 468, and 469. At least 15 upper division accounting credits must be from Linfield. Students must also meet the BUSN mathematics and statistics proficiency requirements.

ARTS & HUMANITIES: GOALS FOR THE MAJOR

In successfully completing a major in arts & humanities, a student will:

- be conversant with major figures and periods in Western/World Civilization;
- have learned to research and think critically about philosophical arguments, literary genres, and/or works of art;
- have developed information literacy skills and skills in oral and written discourse to allow effective communication of that knowledge to others, both inside and outside academic contexts;
- have completed a major research project which draws from at least two but no more than three humanities disciplines to focus on a particular artifact; and
- demonstrate competence in a language other than English.

Requirements

Arts & Humanities is an interdisciplinary major requiring 40 semester credits in courses in art, theatre and communication arts, English, mass communication, modern languages, music, philosophy, and religion. At least 21 credits must be in Linfield courses, and at least 15 credits must be in courses numbered 300 or above. Courses counting towards the major may be drawn from two or three departments with no more than 20 credits from any one department. The 40 credits in the major will include a senior seminar and senior project. Arts & Humanities majors must fulfill the bachelor of arts requirements.

BUSINESS INFORMATION SYSTEMS: GOALS FOR THE MAJOR

In successfully completing a major in business information systems, 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;
- 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;
- understand the value and uses of information systems for business operation, management decision-making, and strategic advantage;
- demonstrate competency in at least one programming language;
- be familiar with system analysis and design; and
- complete a comprehensive system development project.

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: COMP 101, 152, 250, 302, 310, 382, 400; ECON 210; BUSN 260, 261, 301, 321, 340, 341, 495.

Required for a major with an Information Systems emphasis: COMP 101, 152, 250, 302, 310, 382, 400; ECON 210; BUSN 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 BUSN 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;
- 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; and
- 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: ECON 210; BUSN 260, 261, 301, 321, 340, 341, 495; and three courses chosen from among BUSN 410, 426, 435, 443, and ECON 331. At least 15 credits must be in Linfield BUSN courses numbered 341 or above. Also at least five credits from courses outside the Department of Business which are designated as Global Pluralisms (GP) (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 BUSN mathematics and statistics 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;

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- 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; and
- 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: ECON 210; BUSN 260, 261, 301, 321, 340, 341 and 495 plus three Linfield business electives above BUSN 341. Students majoring in Management must also meet the BUSN 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; and
- the ability to access, organize, scrutinize critically, and analyze knowledge about humans as social beings and about the social groups to which humans belong and from which they derive their social identities.

Requirements

Social & Behavioral Sciences is an interdisciplinary major requiring 40 credits in courses from the departments of Economics, Business (approved courses only), History, Political Science, Psychology, and Sociology/Anthropology. Students must complete at least 21 semester credits of their major through Linfield courses. A minimum of 15 credits must be 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 85 for details.

THE MINOR IN ENVIRONMENTAL STUDIES

DCE students may complete a minor in Environmental Studies. *For a minor:* 24-30 credits, distributed as follows: 1) ENVS 101 and 102; 2) four courses (12-20 credits) from among those courses counting toward the major (see page 46); one of the four courses must be a natural science field course (ENVS 380, ANTH/BIOL 290, BIOL 240, 260, 285, 350 or 385); one must be a social science course from among ANTH 202, ECON 341, 342, POLS 335, or SOCL 250; 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) ENVS 040 or 090; and 4) ENVS 485. Only two courses counted for the minor may also be counted toward Linfield Curriculum or major requirements. With the permission of the program committee, one-time offerings may be substituted for courses already approved. Such courses must pertain to the environment directly or indicate that the instructor agrees to supervise an independent project on an environmental topic.

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). No more than one of the required certificate courses may be earned by portfolio or through coursework transferred from another institution. No more than one course may be used to fulfill both certificate and major requirements.

Students enrolled in degree programs on the McMinnville or Portland campus are not eligible for DCE certificates. 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 registrars 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 2.00 in previous college work.

Prospective students may choose to take a Linfield Essay Test in place of the TOEFL. Those who earn a score of 0-3.5 out of a possible 6 on the essay test are not admissible to Linfield. Those who earn a score of 4-5.5 are admitted and are required to complete ENGL 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-credit residence requirement still applies) and (2) challenge exams and CLEP exams (up to 30 semester credits combined).

Linfield Entry Colloquium (IDST 008)

This one-credit online course is required within a student's first year of class attendance. Topics focus on academic and personal issues unique to adult re-entry students with emphasis on developing coping skills for the tasks ahead.

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:

- 520 or higher on the mathematics portion of the SAT.
- Completing any three-credit mathematics course at or above the level of MATH 105, except MATH 135 and MATH 136, 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.

Linfield Curriculum Requirements

ADP students must satisfy the requirements of the Linfield Curriculum as outlined in the Academic Policies and Procedures section of this catalog, pages 4-5

Independent Study

ADP students must have completed 10 credits at Linfield before they will be permitted to undertake an independent study. For a description of the Independent Study option, see the Academic Policies section of this catalog, page 12.

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.

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 DCE handbook or online at www.linfield.edu/dce/.

Refunds

Students must contact the DCE office to drop a class and request a refund. Students receive a 100% tuition refund if they drop a DCE class before the end of the first week of the semester or term or by the end of the first weekend of a weekend class. No refunds shall be issued after 60% of a period of enrollment has passed 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.

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COMMUNITY CONTACTS

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Bruce D. Wyatt

Vice President for College Relations
(503) 883-2495

TELEPHONE DIRECTORY

Academic Advising

Walker Hall, Room 104
(503) 883-2250

Accounting Office

Melrose Hall, Room 105
Accounts Payable: (503) 883-2459
Cashier: (503) 883-2241

Admission Office

Michelbook House
(503) 883-2213

ASLC

Renshaw Hall
(503) 883-2543

Athletics Department

Men's Athletics: (503) 883-2229/2421
Women's Athletics: (503) 883-2526
Physical Education: (503) 883-2255/2511

Community Public Safety and Security

Cozine Hall
(503) 883-7233 • 503-883-SAFE

Conference and Events Planning

Facilities Building
(503) 883-2448

Bookstore

Riley Hall
(503) 883-2240

Career and Community Services

Walker Hall, Room 124
(503) 883-2562

Chaplain

Melrose 110
(503) 883-2259

Counseling Office

Walker Hall, Room 124
(503) 883-2562

Division of Continuing Education

Malthus Hall
(503) 883-2447

English as a Second Language

Melrose Hall, Room 025-C
(503) 883-2503

Enrollment Services

Melrose Hall, Room 108
(503) 883-2542

Events Calendar

(800) 883-2600

Financial Aid

Melrose Hall, Room 109
(503) 883-2225

Housing

Melrose Hall, Room 110
(503) 883-2436

Human Resources

Melrose Hall, Room 102
Receptionist: (503) 883-2594
Payroll: (503) 883-2594
Student Employment: (503) 883-2594
Student Insurance: (503) 883-2494

International Programs

Melrose Hall, Room 025
(503) 883-2222

Learning Support Services

Walker Hall, Room 124
(503) 883-2562

Library

Circulation Desk: (503) 883-2261
Educational Media Services: (503) 883-2303
Interlibrary Loan: (503) 883-2534
Reference Desk: (503) 883-2518
Technical Services: (503) 883-2519

Registrar

Melrose Hall, Room 012
(503) 883-2211

Student Health Center

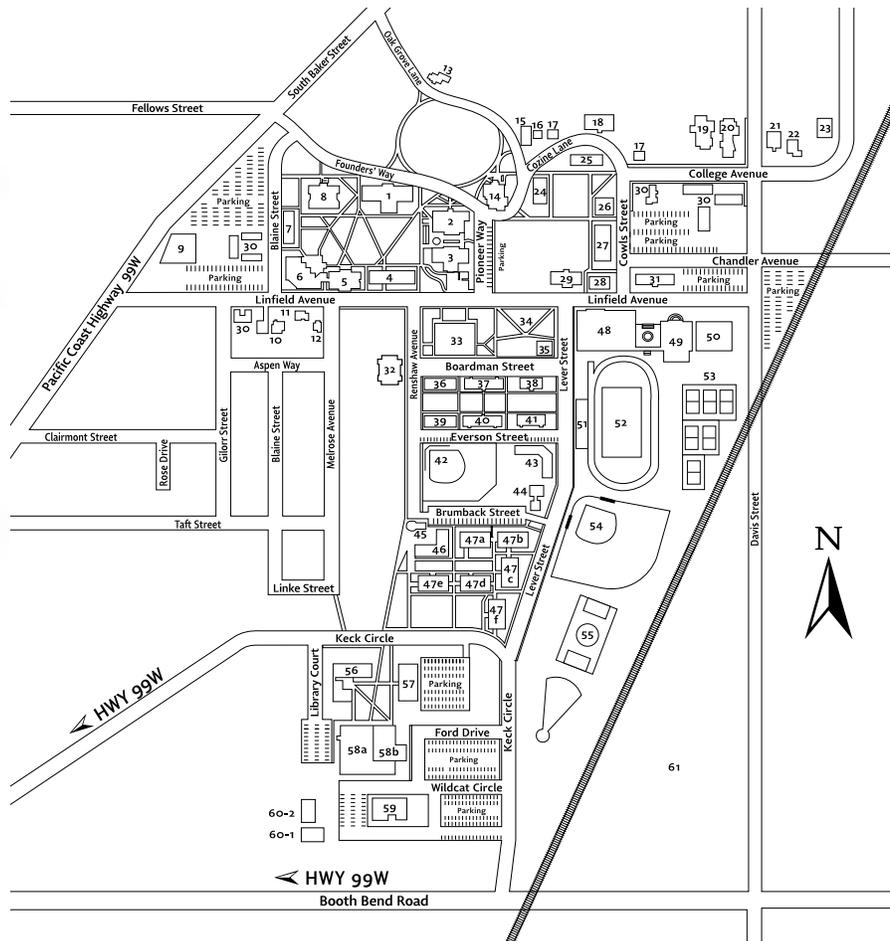
Walker Hall
(503) 883-2535 • After hours (Emergency): (503) 472-6161

Student Services

Melrose Hall, Room 110
(503) 883-2278

McMINNVILLE CAMPUS MAP

- 1. Melrose Hall**
Administration, Classrooms, College Relations, English, Philosophy, Religious Studies, Ice Auditorium, Jonsson Hall, International Programs
- 2. Riley Campus Center**
O'Riley Dell, Bookstore, Student Activities, ASL C, Fred Meyer Lounge, Meeting Rooms, Employee Lounges, Game Room, Women's Resource Center
- 3. Walker Hall**
Academic Advising Office, Student Health Center, Counseling Center, Career Center, Learning Support Services, Anthropology Museum, Sociology-Anthropology, Archaeology Lab, Modern Languages, Clastruoms
- 4. Mac Hall**
Integrated Technology Services
- 5. Grai Hall**
Physics, Mathematics
- 6. Murdock Hall**
Biology, Chemistry
- 7. Taylor Hall**
Business
- 8. Northup Hall**
- 9. Malthus Hall**
Division of Continuing Education, Economics Department
- 10. Michelbach House**
Office of Admission
- 11. Upward Bound**
- 12. Emmons House**
- 13. President's Home**
- 14. Pioneer Hall**
Classrooms, History, Political Science, Psychology, Residence Hall
- 15. Newby Hall**
Student Apartments
- 16. Greenhouse**
- 17. Storage**
- 18. Cozine Hall**
College Public Safety
- 19. Delta Psi Delta Fraternity**
- 20. Potter Hall**
Pre-school, Residence Hall, Early Childhood, Elementary/Secondary Education
- 21. Theta Chi Fraternity**
- 22. Pi Kappa Alpha Fraternity**
- 23. Kappa Sigma Fraternity**
- 24. Whitman Hall**
Residence Hall

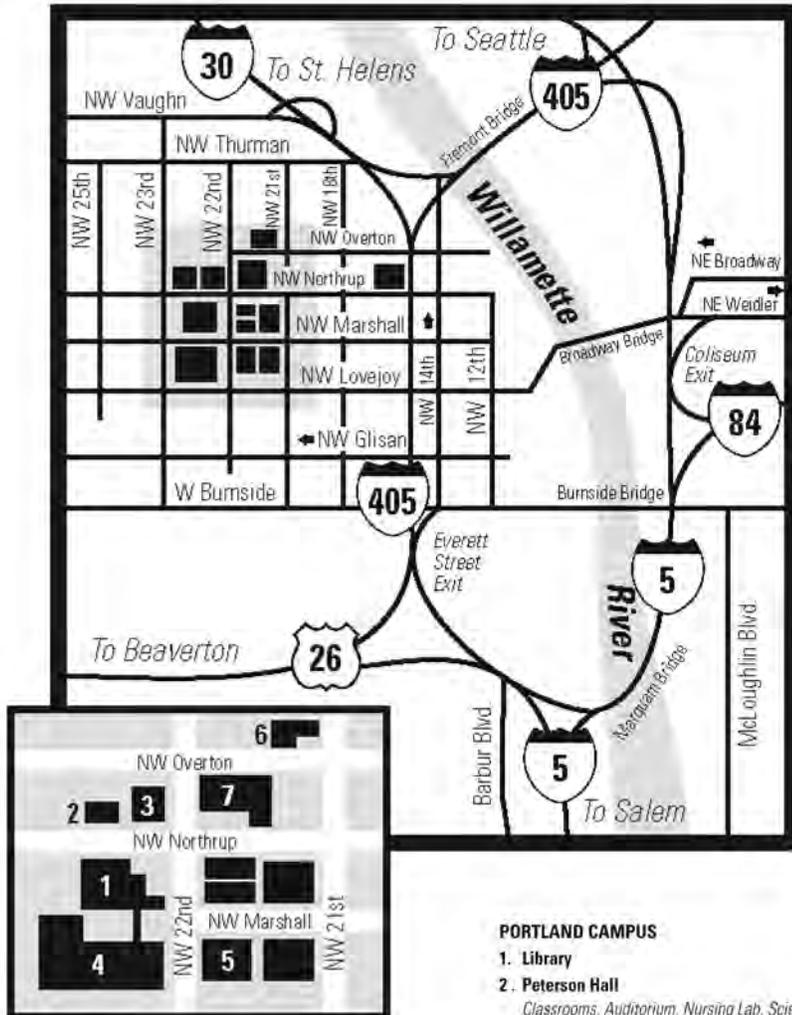


- 25. Campbell Hall**
Residence Hall
- 26. Grover Hall**
Residence Hall
- 27. Jane Failing Hall**
Residence Hall
- 28. Latourette Hall**
Residence Hall
- 29. Cook Hall**
Health, Human Performance and Athletics Office
- 30. The Suburbs**
Student Housing
- 31. Miller Hall**
Residence Hall, Security Rooms
- 32. Benshaw Hall**
Computer Science, Computer Lab, Mass Communication, KSCC Radio Station
- 33. Dillon Hall**
Dining Commons
- 34. Memorial Fountain**
- 35. Heating Plant**
- 36. Elkinton Hall**
Residence Hall

- 37. Larsell Hall**
Residence Hall
- 38. Anderson Hall**
Residence Hall
- 39. Terrell Hall**
Residence Hall
- 40. Hewitt Hall**
Residence Hall
- 41. Frenichs Hall**
Residence Hall
- 42. Softball Field**
- 43. Mahaffey Hall**
Residence Hall
- 44. Dana Hall**
Student Apartments
- 45. Observatory**
Convenience Store
- 46. Withnell Commons**
Post Offices
- 47. Hewlett-Packard Park**
Apartments
- 48. Health, Human Performance and Athletics Building**
Ted Wilson Gymnasium

- 49. Aquatics Building**
- 50. Rutschman Field House**
- 51. Memorial Hall**
Residence Hall
- 52. Maxwell Field**
- 53. Tennis Courts**
- 54. Helser Baseball Field**
Wright Stadium
- 55. Soccer Field**
- 56. Miller Fine Arts Center**
Art, Gallery
- 57. Vivian A. Bull Music Center**
- 58a. Jerold R. Nicholson Library**
- 58b. Kenneth W. Ford Hall**
Marshall Theatre, Theatre and Communication Arts
- 59. Facilities Services and Auxiliary Services**
- 60-1 & 2. Warehouse Storage**
- 61. Sports Practice Fields**

PORTLAND CAMPUS MAP



PORTLAND CAMPUS

- 1. Library**
- 2. Peterson Hall**
Classrooms, Auditorium, Nursing Lab, Science Lab, Administration, Registration and Records, Gallery, Faculty Offices
- 3. Lovridge 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
- 5. Good Samaritan Medical Building**
- 6. Overton Building**
Fitness Center
- 7. Green Gables Parking Lot**
(for residence hall students)