



Linfield
University



2020-2021

COURSE CATALOG

McMINNVILLE | PORTLAND | OCE



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

Linfield University 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 university.

Linfield University does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, marital status, veteran status, or membership in any other protected classification in its educational programs, admission, activities, or employment policies.

Addresses of Accrediting Bodies:

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

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

Commission on Collegiate Nursing Education
655 K Street NW Suite 750
Washington, DC 20001
(202) 887-6791
www.ccnaccreditation.org

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

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

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

Commission on Accreditation of Athletic Training Education
6850 Austin Center Boulevard, Suite 100
Austin, TX 78731
(512) 733-9700
www.caate.net

American Chemical Society Approved Program
1155 Sixteenth Street, NW
Washington, DC 20036
(800) 333-9511
www.acs.org



- Undergraduate Academic Calendar2
- Graduate Academic Calendar2
- About Linfield University4
- Mission Statement5
- Linfield’s Core Themes5
- Undergraduate Degrees and Requirements6
- Academic Policies and Procedures13
- Admission Policies22
- Costs27
- International Programs31
- Colleges, Schools, Departments, Majors and Minors35
 - College of Arts and Sciences37
 - School of Business133
 - Linfield Good Samaritan School of Nursing140
 - Online and Continuing Education146
- Financial Aid153
- Community159
- Community Contacts175
- Maps
 - McMinnville Campus176
 - Portland Campus178

UNDERGRADUATE ACADEMIC CALENDAR • 2020-2021

Detailed academic calendars for McMinnville Campus (MCM), Portland Pre-Licensure Nursing (PTD), and Online and Continuing Education including R.N. to B.S.N. (OCE) can be found at linfield.edu/academics/academic-calendars.

Fall Semester

| | |
|----------------|---|
| August 24 | First Class Day (MCM) |
| August 31 | First Class Day (PTD) |
| September 4 | Last Day to Add Courses (MCM) |
| September 7 | Labor Day (MCM classes meet) |
| September 8 | First Class Day (OCE) |
| September 11 | Last Day to Drop Courses with No Record (MCM) |
| September 14 | Last Day to Add Courses (PTD) |
| September 18 | Last Day to Drop Courses with No Record (PTD) |
| September 21 | Last Day to Add Courses (OCE) |
| September 25 | Last Day to Drop Courses with No Record (OCE) |
| October 30 | Last Day to Withdraw from a Course with a W on Transcript (MCM) |
| November 6 | Last Day to Withdraw from a Course with a W on Transcript (PTD) |
| November 13 | Last day to Withdraw from a Course with a W on Transcript (OCE) |
| November 23-27 | Thanksgiving Break (MCM & PTD) |
| November 26-27 | Thanksgiving Break (OCE) |
| December 3 | Last Class Day (MCM) |
| December 4 | Reading Day (MCM) |
| December 7-10 | Final Exams (MCM) |

| | |
|----------------|----------------------|
| December 10 | Last Class Day (PTD) |
| December 11 | Reading Day (PTD) |
| December 11 | Last Class Day (OCE) |
| December 14-16 | Final Exams (PTD) |
| December 15-18 | Final Exams (OCE) |
| December 16 | Grades Posted (MCM) |
| December 18 | Semester Ends |
| December 21 | Grades Posted (PTD) |
| December 23 | Grades Posted (OCE) |

January Term

| | |
|------------|---|
| January 4 | First Class Day |
| January 5 | Last Day to Add Courses |
| January 8 | Last Day to Drop Courses with no record |
| January 22 | Last day to Withdraw from a course with a W on transcript |
| January 28 | Last Class Day (MCM & PTD) |
| January 29 | Final Exams (MCM & PTD) |
| February 1 | Grades Posted (MCM & PTD) |
| February 2 | Last Class Day (OCE) |
| February 3 | Final Exams (OCE) |
| February 3 | Term Ends |
| February 8 | Grades Posted (OCE) |

GRADUATE ACADEMIC CALENDAR • 2020-2021

A detailed academic calendar for the M.S.N. program can be found at www.linfield.edu/academics/academic-calendars.

Fall Semester

| | |
|--------------|--|
| September 14 | First Class Day |
| September 25 | Last Day to Add Courses |
| September 25 | Last Day to Drop Courses with No Record |
| October 30 | Last Day to Withdraw from a Course with a W on Transcript) |
| November 20 | Semester Ends |

Winter Semester

| | |
|-------------|--|
| January 4 | First Class Day |
| January 15 | Last Day to Add Courses |
| January 15 | Last Day to Drop Courses with No Record |
| February 19 | Last Day to Withdraw from a Course with a W on Transcript) |
| March 12 | Semester Ends |

UNDERGRADUATE ACADEMIC CALENDAR • 2020-2021

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Spring Semester

| | |
|-------------|---|
| February 8 | First Class Day (MCM & PTD) |
| February 15 | First Class Day (OCE) |
| February 19 | Last Day to Add Courses (MCM & PTD) |
| February 26 | Last Day to Add Courses (OCE) |
| February 26 | Last Day to Drop Courses with no record (MCM & PTD) |
| March 5 | Last Day to Drop Courses with no record (OCE) |
| March 22-26 | Spring Break (MCM & PTD) |
| April 23 | Last day to Withdraw from a course with a W on transcript |
| May 19 | Last Class Day (MCM) |
| May 20 | Last Class Day (PTD) |
| May 20 | Reading Day (MCM) |
| May 21 | Symposium Day (MCM & PTD) |
| May 21 | Last Class Day (OCE) |
| May 24 | Reading Day (PTD) |
| May 24-27 | Final Exams (MCM & OCE) |
| May 25-27 | Final Exams (PTD) |
| May 27 | Semester Ends |
| May 29-30 | Commencement Weekend (Baccalaureate and Commencement) |
| June 4 | Grades Posted |

Summer Term

| | |
|--------------|---|
| June 7 | First Class Day (PTD) |
| June 8 | Last Day to Add Courses (PTD) |
| June 11 | Last Day to Drop Courses with no record (PTD) |
| June 21 | First Class Day (OCE) |
| June 22 | Last Day to Add Courses (OCE) |
| June 25 | Last Day to Drop Courses with no record (OCE) |
| July 5 | Independence Day holiday |
| July 16 | Last day to Withdraw from a course with a W on transcript (PTD) |
| July 30 | Last day to Withdraw from a course with a W on transcript (OCE) |
| August 13 | Last Class Day (PTD) |
| August 16-19 | Final Exams (PTD) |
| August 19 | Last Class Day (OCE) |
| August 20 | Final Exams (OCE) |
| August 20 | Term ends |
| August 24 | Grades Posted |

GRADUATE ACADEMIC CALENDAR • 2020-2021

A detailed academic calendar for the M.S.N. program can be found at www.linfield.edu/academics/academic-calendars.

Spring Semester

| | |
|----------|--|
| March 29 | First Class Day |
| April 9 | Last Day to Add Courses |
| April 9 | Last Day to Drop Courses with No Record |
| May 24 | Last Day to Withdraw from a Course with a W on Transcript) |
| June 4 | Semester Ends |

Summer Term

| | |
|-----------|--|
| June 21 | First Class Day |
| July 2 | Last Day to Add Courses |
| July 2 | Last Day to Drop Courses with No Record |
| August 6 | Last Day to Withdraw from a Course with a W on Transcript) |
| August 27 | Semester Ends |

ABOUT LINFIELD UNIVERSITY

Linfield was one of the first colleges in the Pacific Northwest. The college traces its roots to an institution established by the Baptists in 1849 in Oregon City. The school moved to McMinnville and was chartered by the Oregon Territorial Legislature as Baptist College at McMinnville in 1858. The name was later shortened to McMinnville College. In 1922, the name was changed again when Frances Ross Linfield donated several real estate holdings to the school. In honor of the gift, the college renamed itself after her late husband, the Rev. George Fisher Linfield.

In 2020, Linfield College became Linfield University, with a College of Arts and Sciences, School of Business and School of Nursing. Becoming Linfield University is more than a name and logo change for the school; it's a transformation. At an unprecedented time of change in higher education, Linfield continues to grow strategically to serve the needs of its students, today and in the decades to come.

While Linfield's name and structure have evolved, a Linfield education is unchanging. Linfield is a private university that provides integrated education in the liberal arts and sciences and in selected professional disciplines. Linfield connects academic programs with experiential learning opportunities. It is nationally recognized for its strong teaching faculty, outstanding educational programs and distinctive international emphasis. Linfield educates students to become global citizens, with nearly half of all graduates participating in study-abroad opportunities.

Linfield enrolls approximately 2,000 students and offers more than 50 majors through its three locations: a residential campus in McMinnville; a Portland campus, home to the Linfield Good Samaritan School of Nursing; and through its Online and Continuing Education program, a pioneer in online education. Linfield has been accredited continuously since receiving initial accreditation in 1928.

The uncommon experiences that make up a Linfield education — the unique learning opportunities, understanding of new cultures and perspectives and exploration of passions — continue to thrive and grow, as they have done in many ways over Linfield's 162-year history:

- Linfield's student-faculty ratio of 11:1 allows for a rich experiential education that fosters curiosity and discovery through internships, community service, study abroad and collaborative research in the sciences, humanities and arts. Recent collaborative research projects covered subjects in the sciences, political science, psychology, sociology and theatre.
- The Linfield Online and Continuing Education (OCE) program began as a face-to-face program in 1975, with eight sites in Oregon and southwest Washington providing working adults access to higher education. During the 1990s Linfield gradually transitioned these programs to an online format. Today, OCE offers 10 majors, six minors and 19 certificate programs fully online.
- In 1976, Linfield began a student exchange program with Kanto Gakuin University in Japan. Today, students also study abroad in Australia, Austria, Chile, China (Beijing and Hong

Kong), Ecuador, England, France, Germany, Ireland, Japan, South Korea, New Zealand, Norway and Spain. In addition, January Term typically offers classes at a variety of domestic and international locations.

- Linfield awarded master's degrees in education from the 1970s through the 1990s. Graduate courses were restarted in 2019 with an English to Speakers of Other Languages endorsement program in Education. The Masters of Science in Nursing program launches in 2020.
- Linfield's Portland campus was established in 1982, when the college entered into an affiliation with Good Samaritan Hospital and Medical Center and began offering a Bachelor of Science in Nursing. Today, Linfield's nursing program is one of the largest, and best known, in the state. In Spring 2021, Linfield students will begin attending courses on Linfield's new Portland campus located in northwest Portland.
- With its flagship campus in the heart of wine country, Linfield has a strong partnership with the local wine industry. The Evenstad Center for Wine Education opened in 2018; Linfield has hosted the International Pinot Noir Celebration since 1987; and the Oregon Wine History Archive was founded at the college in 2011. The center prepares future leaders of the wine industry through programs and activities that include a wine studies major and minor, internships and international exchanges. In 2019, Linfield began a partnership with Ecole Supérieure d'Agriculture (ESA) in Angers, France, which allows students to earn both a bachelor's and master's degree as part of a five-year program.
- The Linfield Wildcats compete in the NCAA Division III Northwest Conference, with 40% of Linfield students participating in athletics. Men's varsity sports include football, cross country, soccer, basketball, swimming, baseball, indoor and outdoor track and field, tennis and golf. Women's varsity sports include cross country, volleyball, soccer, basketball, swimming, softball, indoor and outdoor track and field, tennis, golf and lacrosse. Through the 2019-20 academic year, Linfield has enjoyed 64 consecutive winning seasons in football, a national record at all levels of intercollegiate competition. The athletic teams have won a combined nine national team championships in football (4), baseball (3), and softball (2), as well as 23 individual national titles in track and field (15) and swimming (9). Linfield has also won 194 team championships in the Northwest Conference.

While Linfield has changed significantly since it was established in 1858, its purpose has remained constant — to teach students in an atmosphere of academic freedom that fosters intellectual rigor, creativity and a sense of personal and social responsibility.

MISSION STATEMENT

Mission

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

LINFIELD'S CORE THEMES

The Linfield Core Themes are fundamental institutional values that embody our mission of “connecting learning, life, and community.” All four of the Linfield Core Themes are infused throughout the curriculum as well as co-curricular, extra-curricular, and institutional programming.

Core Theme 1: Culture of Engagement and Excellence

Linfield cultivates a community engaged in the pursuit of excellence within its educational programs, across the institution, and in the broader community. Students, faculty and staff develop expertise as they investigate the breadth and depth of their chosen disciplines and professional fields, examine multiple perspectives, apply best practices, and defend informed judgments based on creative and critical thinking.

Core Theme 2: Integrated Teaching and Learning

Linfield promotes integrated teaching and learning within and across its academic programs. Students systematically discover and practice making connections within their disciplinary studies and across the various components of their undergraduate experience.

Core Theme 3: Global and Multicultural Understanding

Linfield fosters global and multicultural understanding of human differences and similarities. Students, faculty, and staff use both theoretical and experiential lenses to participate in an increasingly interdependent, diverse world.

Core Theme 4: Experiential Learning

Linfield facilitates experiential learning. Students apply theory and knowledge to lived experience in order to test and refine their understanding of a subject, clarify career goals, and discover the value of serving others.

UNDERGRADUATE DEGREES AND REQUIREMENTS

Linfield's curriculum seeks to broaden intellectual horizons, underscore the centrality of how one learns, provide a historical context, relate ideas to social structures, and affirm the importance of values in human life. The liberal arts curriculum is coherent and useful in preparing students to seek knowledge and improve skills throughout their lives. Linfield's 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 to five-week January term, and a 9 to 11-week summer term. A typical semester course load for a student is 12-16 credits.

DEGREES OFFERED

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

REQUIREMENTS FOR DEGREES

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

- Total Credits
- Credit Limits
- Residency
- Cumulative Grade Point Average
- B.A. Degree
- B.S. Degree
- B.S.N. Degree
- Paracurriculum/Experiential Learning
- The Linfield Curriculum (general education requirements)
- Major

Total Credits

To earn a degree, a candidate must earn 125 credits. To earn a second degree, a candidate must complete 30 credits in addition to those earned for the first degree.

Credit Limits

The following limits apply to the 125 credits needed to earn a degree.

- No more than eight credits in paracurricular courses, with no more than four courses from any one department, may count toward graduation.
- No more than 10 credits in internship courses may be counted toward graduation.
- No more than 20 credits in independent study courses may be counted toward graduation.

Cumulative Grade Point Average (GPA)

To earn a bachelor's degree a candidate must have achieved a cumulative GPA of at least 2.000. In addition, a student must obtain a cumulative GPA of 2.000 in courses contributing to the major. Additional majors and minors are subject to the same 2.000 cumulative GPA requirement. Departments may have additional GPA requirements.

Residency

At least 30 credits must be from Linfield University including 20 of the last 30 credits, 15 credits in each major, and 10 credits in each minor. Credits in residency do not include credit through challenge examinations, Advanced Placement, International Baccalaureate, CLEP examinations, or portfolio evaluation credits.

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

B.A. Degree

Candidates for the B.A. degree must satisfy a foreign language requirement by successfully completing one of these options:

- One year of study in one language at the elementary level (101, 102) for a total of eight credits
- GLSP 103 and 104 for OCE students only
- One semester of an intensive elementary-level course (105) for five credits
- One semester at or above the intermediate level (201 or higher)
- RELS 200 and 201 (Greek)
- RELS 202 and 203 (Hebrew)
- RELS 204 and 205 (Sanskrit)
- AP language exam score of 4 or higher
- IB language exam score of 5 or higher

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. Waiver of the language requirement is by examination. The language requirement should be completed in the student's first year. Prospective language students with a weak foundation in English grammar skills are strongly urged to take ENGL 125. International Students on an F-1 visa who are native speakers of an official national language other than English are exempt from the foreign language requirement.

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

B.S. Degree

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

B.S.N. Degree

Candidates for the B.S.N. degree must successfully complete the requirements for a nursing major.

Paracurriculum/Experiential Learning

In recognition of the value of acquiring certain skills and participating in various activities, the university has established a group of personal skill and creative activity courses called the paracurriculum. Paracurricular courses are identified by course numbers below 100; they normally carry one or two credits. To graduate, a student must have three credits in paracurricular courses, one of which must be in physical education or dance. Students who matriculate at Linfield having earned an Associate Transfer Degree, or the equivalent, or having completed 60 transferable credits (not including credit for prior learning), are exempt from the Paracurricular requirement. For the purposes of this requirement only, students with an unencumbered RN license will be considered to have an Associate Transfer Degree. All paracurricular courses are graded satisfactory/unsatisfactory.

- First Semester/First Year Seminar (IDST 007, 008, or 009) is included in the eight-credit maximum.
- For a second bachelor's degree, no more than two credits in paracurricular courses, with no more than one from any one department.

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

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

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

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

The Linfield Curriculum (LC) (General Education Requirements)

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

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

habits of mind that provide the foundation for reasoned action, wonder, and continued learning in all aspects of life.

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

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

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

I. The Inquiry Seminar (INQS 125 or 126)

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

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

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

Undergraduate Degrees and Requirements

4. Students self-consciously and self-critically reflect on their own ways of thinking.

II. The Modes of Inquiry

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

Each student must complete at least seven approved courses, one in each of the Six Modes of Inquiry and one Upper Division course. This Upper Division course must be:

- At the 300-level or above
- Taken from one of the Six Modes of Inquiry (Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past)
- 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. That is, the Upper Division course may not be a course that satisfies the requirements for both majors.
- In the case of interdisciplinary majors, the Upper Division course must be from outside the student's major and outside the department or departments that houses the major.

Exemplars

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

A. Creative Studies (CS)

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

Student Learning Outcomes

- In courses with CS designation, students will do the following:
1. Demonstrate an understanding of the media, genre, craft and presentation of art.
 2. Articulate an understanding of the complexity of defining and interpreting art.
 3. Examine the contexts and influences of art.

4. Practice the improvisational and technical processes of art.

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

B. Individuals, Systems, and Societies (IS)

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

Student Learning Outcomes

Courses with IS designation are intended to provide students with opportunities to do the following:

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

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

C. Natural World (NW)

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

Student Learning Outcomes

Courses with NW designation are intended to help students understand the scientific method and provide opportunities to do the following:

1. Demonstrate an understanding of the theoretical and/or experimental background of a particular topic or model, sufficient to form or identify a hypothesis.
2. Demonstrate an ability to critically analyze scientific results discussing strengths and weaknesses.
3. Demonstrate how scientific results can be extended to more general situations in contemporary society.

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

D. Quantitative Reasoning (QR)

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

Student Learning Outcomes

Courses with QR designation are designed to develop the student's ability to do the following:

1. Frame contextual questions using mathematical representation.
2. Apply models to deduce consequences or make predictions.
3. Communicate quantitative arguments using clear prose.
4. Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.

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

E. Ultimate Questions (UQ)

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

Student Learning Outcomes

In courses with UQ designation, students will learn and demonstrate growth from among the following:

1. Identify and analyze or evaluate core assumptions and paradigms through which knowledge and/or values are acquired and assessed.
2. Examine and analyze the ambiguities and tensions inherent in competing truth claims, fundamental beliefs, and/or cultural practices.
3. Demonstrate greater self-knowledge and awareness of social responsibility through engaged self-reflection.
4. Articulate and engage core questions that lead to examined insights into our actions and ways of belonging in communities.

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

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

F. Vital Past (VP)

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

Student Learning Outcomes

Students who complete a course with VP designation should do the following:

1. Identify, analyze, and contextualize primary sources.
2. Identify and critique secondary, scholarly arguments about the past.

3. Develop and defend an analytical or interpretive argument about the past.
4. Recognize that differences separate people past and present, though all people share a common humanity.
5. Evaluate the reliability of evidence about the past.

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

III. Diversity Studies

An escalating interconnectedness marks the society into which Linfield students will graduate.

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 university 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 Global Languages and Cultural Studies Department may satisfy Global Pluralisms. Courses in Diversity Studies may, but are not mandated to, belong to any of the Modes of Inquiry. Students may propose experiential learning projects to satisfy half of this requirement; such projects must receive prior approval from the Curriculum Committee.

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

A. Global Pluralisms (GP)

Courses with this designation focus students' attention upon issues of pluralism from a global perspective. The use of analytical frameworks challenges students to articulate and analyze social, cultural, artistic, religious, philosophical, ethical, economic, political, and/or policy differences of particular people or cultures outside the United States, and the power relations implicated in such differences and their analysis. These courses also include a consideration of multicultural perspectives within and among different countries, as well as the impact of global interdependence upon the lives of individuals. This 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 participation and citizenship in an increasingly diverse world. Global Pluralisms courses are designated GP in this catalog and in each semester's registration materials.

Student Learning Outcomes

In courses with GP designation, students will have opportunities to do the following:

1. Articulate an understanding of some person or group of people outside the United States from the perspective of history,

Undergraduate Degrees and Requirements

culture, religion, politics, society, gender, art, literature, music, language, economics, philosophy, health care, or some other disciplinary or interdisciplinary perspective(s).

2. From one or more disciplinary perspectives, articulate and analyze the power relations (e.g., imperialism, colonialism, political or cultural hegemony, or marginalization) among two or more nations or groups of people.
3. Examine the impact of global interdependence on the lives of individuals.

Courses with GP designation must address the first learning outcome, and at least one of the remaining two learning outcomes.

B. U.S. Pluralisms (US)

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

Student Learning Outcomes

In courses with US designation, students will have opportunities to do the following:

1. Identify and explore in a comparative framework across co-cultures at least one aspect of difference that characterizes the U.S. population, including but not limited to age, disability, ethnicity, race, religion, gender identity/sexual orientation, and/or social class.
2. Develop and defend an analytical or interpretative argument that addresses specific injustices produced by the marginalization of some groups within the diverse fabric of U.S. society.

Courses with US designation must address both learning outcomes.

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

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

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

Therefore, courses designated as MWI pay explicit attention to writing and writing instruction while engaging students in all phases of the writing process. Furthermore, writing assignments are a significant portion of the course work and the course grade. In MWI courses:

1. Students frame key questions important to the understanding of their discipline.

2. Students answer such questions in writing appropriate to the conventions of their discipline and compelling to an intended audience.
3. Students develop or further refine an iterative writing process that includes prewriting activities (e.g. discussion, research, literature review) drafting, revising and editing, and that is appropriate for their chosen discipline.
4. Students receive significant instruction and feedback helping them in the various steps of this process.

REQUIREMENTS OF A MAJOR

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

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

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

A student must earn a minimum cumulative GPA of a 2.000 in the courses required for completion of the declared major(s) unless otherwise specified by individual departments. At least 15 of the credits required for a major must be earned at Linfield.

Declaration of Major

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

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

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

Students desiring to enter one of Linfield's teacher licensure programs signal their interest at this time to receive appropriate advising from the Education Department.

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 university. 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 university 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 university work and earned a cumulative GPA of at least 3.000 at the time of application.
- Applications must be submitted by the end of the sophomore year, with approval of the Curriculum Committee coming early in the junior year.
- The Individual Major must comprise at least 50 credits but no more than 60 credits, including all cognates and prerequisites.
- The major must include work from at least two core fields, but not normally more than three, with a minimum of 15 and a maximum of 30 credits in any one core field included within the 60-credit maximum.
- At least 25 credits in the major must be earned at Linfield, including at least 8 upper-division credits in each core field.
- At least one third of all course work must be in the upper division (above the 200-level), with no less than half at the upper division level in all core fields represented in the major.
- Each major must include a culminating integrative experience such as an independent study course, an internship, a senior project or seminar.
- Any individual major that bears the title of a generally recognized course of study should include descriptions of this program as offered at other institutions.

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

MINORS

In addition to a major, Linfield students may elect to complete the requirements for a minor. A minor program consists of 20-30 credits, including prerequisites and support courses. A single-field minor may require no more than 25 credits in the field.

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, or, in the case of cross-disciplinary minors, on their own pages within the McMinville Campus section.

A student must earn a minimum cumulative GPA of a 2.000 in the courses required for completion in the declared minor(s), unless otherwise specified by individual departments. At least 10 of the credits included in a minor must be taken at or through Linfield.

EXPERIENTIAL LEARNING AT LINFIELD

Field-Based Activities

Linfield offers students many opportunities to supplement academic course work with intensive learning experiences in companies and organizations. Internships are of two kinds: some offer on-the-job application of what students have been learning

in their disciplines; others provide career exploration opportunities to integrate a liberal arts education into the job market.

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

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. For more information, please see the International Programs section of this catalog.

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

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

Experiential Classroom Learning

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

Paracurricular, Co-curricular, and Extra-curricular Activities

Recognizing the value of acquiring certain skills and participating in various athletic, service, leadership, and creative activities,

Undergraduate Degrees and Requirements

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 work-study stipend for serving as peer instructors.

JANUARY TERM

Linfield offers a variety of opportunities for intensive study during January Term. These include 4-week courses on the McMinnville campus, 4-week off-campus courses, and 5-week online classes. 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 as well as courses that count for the Linfield Curriculum requirements and majors.

During January Term, students concentrate on a single academic course of 2-5 credits. Paracurricular courses may also be taken, up to a maximum of 5 credits for the term.

McMinnville and Portland campus students may not begin their Linfield studies during January Term.

McMinnville On-Campus

The January Term on campus offers opportunities for students to explore the university's curriculum, engage in career development and internships, take one-time special topics courses, and/or take a course in the Linfield Curriculum or in their major department. Intensive courses are offered that typically meet four or five days a week so that students can complete one full semester course over the period of four weeks.

Because of its structure, students have more focused time with faculty and fellow students, as well as a chance to take a course that helps make progress toward degree completion or to explore a topic in a course that they otherwise might not take.

The university hosts an array of events, workshops and lectures during the January Term. There is no additional cost to participate in these events. The campus community is lively, with about half of all students on campus.

Off-campus course opportunities

January Term off-campus courses offer a 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. For more information and a list of offerings, please refer to the International Programs section of this catalog, under January Term Abroad.

Online course opportunities

An option for students is to take a Linfield course online offered through Online and Continuing Education (OCE). Courses offered through OCE are 5 weeks in duration.

ACADEMIC POLICIES AND PROCEDURES

STUDENT RESPONSIBILITY

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other deadlines, rules, and regulations published in this catalog, the Student Handbook, and the Linfield University Policy Handbook. Students are generally governed by the catalog in effect when they enroll for the first time at Linfield University. However, continuously enrolled students may meet the graduation requirements of any subsequent catalog published during their enrollment. A student may not select a catalog published prior to his or her matriculation. While academic advisors or university 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

Linfield students are assigned a faculty and/or professional academic advisor who serves as a guide and mentor in their educational journey. The academic advising office supports all Linfield University students.

Academic advising is based on a system of shared responsibility. Students are expected to prepare for and attend advising meetings with their advisors throughout their studies at Linfield. Students enrolled on the McMinnville campus are required to meet with and be cleared to register by their faculty advisor prior to every registration cycle. Nursing students are recommended to meet with their advisor before registration. For Online and Continuing Education (OCE) and R.N. to B.S.N. students, advisor clearance is not required prior to registration.

Assigning Advisors

New first-year students (fall semester start) are required to enroll in an advising (ADV) designated academic course during their first semester as well as the one-credit paracurricular course IDST 007 First Semester Seminar (First-Year Fall Start). The course with the ADV designation is one of several academic courses commonly taken by first-year students. The faculty member teaching the ADV-designated course is assigned as the student's faculty advisor. Students for whom the academic course is designated as their ADV course meet as a group with their faculty advisor outside of the overall course meeting times. Group advising meetings facilitate the advisor-advisee relationship and cover important topics related to academic success at Linfield.

New first-year students starting during the spring semester are required to enroll in the one-credit paracurricular course IDST 009 First Semester Transfer Student Seminar and are assigned a faculty advisor through this paracurricular course.

New transfer students on the McMinnville campus are assigned a faculty advisor in the discipline the student plans to pursue. Students who are undeclared are assigned a faculty advisor through IDST 009 First Semester Transfer Student Seminar, a one-credit paracurricular course required for all students who transfer to Linfield with fewer than 45 credits. New transfer students who transfer to Linfield with at least 45 credits may elect to enroll in IDST 009.

Students pursuing pre-nursing on the McMinnville campus are assigned a pre-nursing faculty advisor once they declare pre-nursing as their intended field of study. This is typically around November of their first year (after they register for their second term at Linfield).

School of Nursing (Portland Campus)

Students are assigned a nursing faculty advisor upon starting their first semester in the School of Nursing. Students are encouraged to meet regularly with their faculty advisor. Students needing assistance with graduation requirements may meet with the nursing advising coordinator in academic advising.

R.N. to B.S.N. and M.S.N. Program

Students enrolled in the R.N. to B.S.N. and M.S.N. programs are assigned a professional advisor as well as a faculty advisor. Students are connected with their professional advisor prior to starting their first semester.

Online and Continuing Education

Students enrolled through Online and Continuing Education (OCE) are assigned a professional advisor. Degree-seeking students in OCE with fewer than 45 credits at the start of their first term of enrollment at Linfield are required to take IDST 008 Online First Year Seminar within their first year at Linfield.

Students with general advising questions are also encouraged to connect with the academic advising office.

Changing Advisors

First-year students who have registered for their second term at Linfield (typically around November of their first year) are eligible to declare a major and have a faculty member from the new major department assigned as their faculty advisor. Students are encouraged to reach out to the academic advising office in addition to working with their faculty advisor. Once declared, students can change their major at any time. It is recommended that students consult with their current faculty advisor and a faculty advisor from the new department before declaring a new major. Students declaring two majors are required to have a faculty advisor in both areas of study. Students declaring a minor are recommended to have a faculty advisor in that area of study.

Multiple Majors and Minors

Students seeking more than one major are required to have a faculty advisor in each area of study. For minors, it is also recommended that students have a faculty advisor from the department from which the minor is issued in addition to their major faculty advisor(s).

The Registration Process

Registration periods, with published dates, are identified each semester and term. Complete registration instructions, procedures, and deadlines for which every student is fully responsible are detailed in the online registration materials. 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, and the semester's listings of course offerings, the times and locations where the courses will be taught, and the final examination schedule are posted on the Linfield website.

Cross Registration

McMinnville and Portland Students:

Students on the McMinnville or Portland campuses may register for one course of up to four credits per semester on the

other campus as part of their course load and retain their fulltime status. No additional tuition will be charged for cross registration, unless the 18 credit maximum is exceeded. Scheduling and transportation are student responsibilities.

With the approval of their academic advisors, McMinnville or Portland students may take a maximum of one course per fall and spring semesters through Online and Continuing Education (OCE). The credits for the OCE course are considered as part of their normal course load (12-18 credits) with no additional tuition charges. Students who are registered in fewer than 12 credits or more than 18 credits will be charged the per-credit tuition that is applicable to McMinnville and Portland campus students.

McMinnville or Portland Campus students may take OCE courses through Summer Term or January Term and pay the OCE tuition rate for these courses. Students may enroll in a maximum of one academic course and one paracurricular during January Term and if both are taken, they must be taken from a single campus: Portland, McMinnville, or OCE. Students may enroll in summer courses with the same maximums as their home campus during Fall or Spring semesters.

Online and Continuing Education Students:

Students enrolled in Online and Continuing Education programs may enroll in courses on the McMinnville and Portland campuses. The tuition charges/fees will be those applicable to classes on that campus.

M.S.N. Students:

Students enrolled in the Master of Science in Nursing program may enroll in courses on the McMinnville and Portland campuses or through Online and Continuing Education. The tuition charges/fees will be those applicable to classes on that campus.

Cross-registration with another institution:

Without prior approval, Linfield students may not transfer courses/credits from another institution when the combination of transfer credits and Linfield credits would exceed the 18 credit maximum in one semester or 5 credit maximum for January term (or combination thereof).

Oregon Alliance:

Students enrolled full-time (12 credit minimum) may take a maximum of one course per semester at any other member institution of the Oregon Alliance of Independent Colleges and Universities with no additional tuition. Credit limits are as in the previous paragraph. Details are available from the Office of the Registrar.

Last Day to Enroll in a Course

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

Dropping or Withdrawing from Courses

Undergraduate students may drop a course before the end of the third week of a semester or at the end of the first week of a term without any notation appearing on the transcript. Undergraduate students withdrawing after the end of the third and before the end of the 10th week of a fall or spring semester, or after the end of the first week and before the end of the third week of a January Term, or before the end of the sixth week of a summer term, will receive a withdrawal designation (W) on the transcript. After the above dates, students may not withdraw from a course, unless they are withdrawing from all of their courses as noted below.

M.S.N. students may drop a course before the end of the second week of a semester without any notation appearing on the transcript. M.S.N. students withdrawing after the end of the

third week and before the end of the seventh week will receive a withdrawal designation (W). After the seventh week, withdrawals are not possible.

Leave of Absence or Withdrawal from Linfield

Students who need to take time away from their studies, whether temporarily (up to one year) or permanently, must notify the Office of the Registrar and other administrative offices as deemed appropriate (e.g. financial aid and residence life). The date that the Office of the Registrar is informed determines the start date of the leave or withdrawal and the last date of attendance/participation determines the return of Federal Aid.

Withdrawal from all courses: For students withdrawing from all courses due to an emergency, medical situation, or disciplinary suspension, courses will be dropped or withdrawn as detailed in the section on dropping or withdrawing from courses, except that the withdrawal deadline may be extended.

Students pursuing nursing: Taking a leave of absence from Linfield to complete prerequisite courses will result in the forfeiture of resident status, and require application to the School of Nursing as a direct transfer from another institution.

Medical leave of absence: The purpose of a Medical Leave of Absence (MLOA) is to provide students time away from Linfield University for treatment of a medical or a mental health condition that impairs a student's ability to function successfully or safely as a member of the university community. Because of the potential impact both to the individual student and to the Linfield community, the university has the responsibility to establish criteria regarding eligibility for reenrollment of students receiving a MLOA. The Vice President of Student Affairs or designee must approve all Medical Leaves. The Student Health, Wellness and Counseling Center will collect appropriate documentation regarding the medical status of the student requesting the MLOA. Portland Campus students should contact the Office of Student Life to begin this process. Online and Continuing Education students should contact the Director of Online and Continuing Education to begin this process. To initiate the process of reinstatement, contact the McMinnville Campus Student Health, Wellness and Counseling Center or Office of the Registrar.

Student Loan Exit Counseling: Any student leaving Linfield University and not planning to return for the immediately following semester who has had a Nursing Student Loan, or Stafford Loan, must complete student loan exit counseling prior to leaving Linfield University. Students who have an outstanding loan and do not participate in the appropriate loan exit counseling will not be able to receive official transcripts or diplomas.

Credit for Academic Work

Normally, Linfield grants one semester 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.

Undergraduate Classification

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

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

Full-Time Status

Linfield University defines full-time status for undergraduate students as enrollment for 12 or more credits; and for M.S.N. students as enrollment in 6 or more credits. This full-time status

definition applies for all purposes including but not limited to financial aid, Veterans' educational benefits, scholarship certification, student visa status, and intercollegiate athletics. Thus, for Pell Grants, Alaska Loans, and similar programs, an undergraduate must carry at least 12 credits to be certified as full time. Only students who have earned 12 credits with differentiated grades (A-F) assigned may qualify for the Dean's List.

Normal Undergraduate Credit Load and Overload

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

Students with a cumulative GPA of 3.500 or above may register for up to 18 credits without approval. Students with a cumulative GPA below 3.500 must obtain an advisor's consent to register for more than 16 credits.

Approval by the Vice President of Academic Affairs is required for loads above 18 credits and will be subject to a per credit overload tuition. Students must complete the Request to Overload form available from the Office of the Registrar or online. Requests must include the following documentation:

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

Transfer Credit

In order to meet a particular educational objective, a student may find it necessary to earn credit for work done through other academic experiences. When it seems advisable to do so, the university may grant credit for the completed work provided the undergraduate coursework is done through a regionally accredited college or university (or through a recognized college or university in another country with transcripts officially evaluated by an NACES or AUCE member organization), the courses are comparable to courses listed in the Linfield University Course Catalog, the grade in the transferable course is C or higher, and the student has received authorization from the Office of the Registrar. Generally, these must be courses numbered 100 or above. A transfer course may not be used to replace a grade for an equivalent Linfield course. A student may not receive credit for both transfer courses and courses taken at Linfield with the same content, or for lower level courses taken after more advanced courses. The university is under no obligation to give academic credit for instances not covered by these provisions. Transfer credit from institutions on the quarter system will transfer as 1 quarter credit = .67 semester credit.

Up to the limits imposed by Linfield University's Residency Requirements (see page 5), full credit is awarded for work completed at a four-year college or university, and up to 72 credits can be granted for work taken at a two-year college. A student may not receive transfer credit when the combination of transfer credits and Linfield credits would exceed the 18 semester credit maximum in one semester or 5 semester credit maximum for January Term (or combination thereof).

Courses designated as Capstone, CWE (Cooperative Work Experience), Independent Study, and Internship are transferable only upon approval by a Linfield academic department. Approval will only be given upon review of a syllabus submitted by a student. These courses cannot carry any LC designation or be eligible to be used towards any General Education Requirement.

Courses designated as Special Studies/Topics/Projects are transferable only upon approval by a Linfield academic depart-

ment. Approval will only be given upon review of a syllabus submitted by a student. These courses may only carry an LC designation if approved by the Curriculum Committee.

Transfer credit will be summarized on the academic record, and is not used to compute a student's Linfield GPA.

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

Students who have completed a Core Transfer Map prior to matriculation at Linfield will have met at least 5 Linfield Curriculum (General Education) requirements (as stipulated by the registrar in consultation with the Curriculum Committee). Depending on the transfer courses, students may be required to take additional courses upon entering Linfield to satisfy Linfield Curriculum requirements. In particular, students will be required to take at most four lower division Linfield Curriculum Courses. In addition, students must complete the upper-division course requirement from any of the six Modes of Inquiry and take the Writing-Intensive Course(s) within the Major (MWI). All requirements are described in the Degrees and Requirements section.

Any single course transferred from an outside institution and applied toward the BS requirement must be at least 3 semester or 3 quarter credits. The BS requirement may be completely satisfied with three 3-quarter credit classes, two 4-quarter credit classes, or with combinations of quarter and semester credits that equate to at least 5.33 semester credits.

The following policies operate in relation to transfer credit awarded for general education in the Linfield Curriculum:

- The use of transfer courses toward Linfield Curriculum Requirements will be limited such that no more than 2 LCs can be met by courses from a single department including both Linfield courses and transfer courses.
- A minimum of 3 semester credits or 4 quarter credits is required to complete each Mode of Inquiry or Diversity requirement.
- A minimum of 3 semester credits is required to complete the INQS requirement. A student entering Linfield with fewer than 30 transferable semester credits (not including Credit for Prior Learning) must complete INQS at Linfield. A student entering Linfield with 30 or more transferable semester credits must either take INQS at Linfield or transfer in approved equivalent course(s). A student entering Linfield with an earned Associate Transfer Degree (see above) will be considered to have met the INQS requirement.
- Any transfer course applied to a Linfield Curriculum requirement must be at least 3 semester credits or 3 quarter credits.
- A student who transfers in a class earning 2 semester credits will need to complete 2 additional semester credits to satisfy any single Linfield Curriculum requirement.
- For transfer courses taken after matriculation, including courses completed in other countries, the student must also electronically submit a course syllabus and exemplars of his or her work from the course that demonstrate meeting

the relevant learning outcomes. These submissions should be made as soon as possible, but no later than the end of finals week of the next semester the student is on campus.

Credit for Prior Learning (CPL) Non-Course Credit

The university recognizes that college-level learning may take place outside the classroom environment. Students may earn academic credit for this learning by demonstrating knowledge and skills through the methods described below. However, it is inherent in the educational philosophy of the university that a student earning a degree from Linfield University will have participated in the learning process through various encounters with students and faculty afforded by the university's academic programs. Therefore, the university will recognize no more than a total of 31 credits earned through all CPL and non-course means. A student may not earn more than one type of CPL/ Non-Course Credit or university credit for the same content. Credit awarded is subject to revision and possible reduction of credits if academic content is repeated. Credits awarded through CPL and Non-Course credits do not count toward residency requirements.

Credit by Linfield Challenge Examination: Students may be awarded credit by successfully passing an examination composed and administered by a faculty member who is or has been directly involved in teaching the course. A fee will be charged for the examination, and must be paid before the exam is administered.

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

The decision to give an examination is the prerogative of the instructor who normally teaches the course. In addition to the approval of the instructor, the department head and the Curriculum Committee must also approve the request. Forms for requesting credit by examination may be obtained from 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 university 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 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 International Baccalaureate, Advanced Placement, and CLEP Examinations: Linfield University awards credits for International Baccalaureate (IB), Advanced Placement (AP), and College Level Examination Program (CLEP) examinations when official score reports are received by the Office of the Registrar. Credits are awarded on a course-by-course basis in academic areas taught at Linfield. For IB, students will receive 4 semester credits for each standard-level exam passed with a score of 5, 6, or 7 and 8 semester credits for each higher-level exam passed with a score of 5, 6, or 7. Students earning the full IB Diploma with a score of 30 or higher will be awarded an additional 4 semester credits. For AP, students will receive 4 semester credits for each exam passed with a score of 4 or 5. For CLEP, scores vary by subject; please consult the Office of the Registrar. CLEP exams must be taken no later than one year after matriculation at Linfield University.

Credits from CLEP may not be used to satisfy Linfield Curriculum Requirements.

Professional and Technical courses: Linfield University does not generally accept professional or technical courses for transfer. However, a maximum of 8 semester credits will be awarded as elective credit for college-level professional or technical courses when they would be allowed as electives within the 90 credits comprising an associate degree designed for transfer. These courses must be taken prior to matriculation to Linfield University.

Nursing Credit for Prior Learning: Students admitted to the R.N. to B.S.N. program, upon completion of NURS 308 with a grade of C or better, will receive 31 hours of credit for prior learning for NURS 335, 355, 365, 375, 395, 425, 435, and 455. Credit for Prior Learning (CPL) fees apply.

Linfield Prior Learning Degree Portfolio: Students admitted to an Online and Continuing Education Program, other than R.N. to B.S.N., may take IDST 250 (Writing the Portfolio) which is designed to teach them how to prepare a portfolio which carefully analyzes and documents their prior learning. Submittal fees and Evaluation fees apply to Portfolios.

Credit by American Council on Education (ACE) Recommendation: Students other than R.N. to B.S.N. earn credit from specific training offered through the military or from business and industry, if such training has been reviewed by the American Council on Education (ACE) and received a credit recommendation. Linfield generally accepts the ACE recommendations for credit that is consistent with a liberal arts undergraduate education, but all ACE transcripts are reviewed by the faculty. Evaluation fees apply.

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

Auditing a Course

Auditing courses (attending without earning credit) is permitted on a space-available basis, with the consent of the instructor and the Office of the Registrar during the regular registration period. Auditing is not permitted in laboratory, paracurricular, or applied lesson courses. Students on the McMinnville or Portland Campuses who are enrolled for fewer than 12 credits or more than 18 credits will be charged a percredit fee for the course being audited. OCE students will be charged a per-credit fee for all audited courses. All of these fees are nonrefundable. All auditors must pay course fees, but these are refundable on the same schedule as all course fees. Recognition of an audit on the academic record signals that the student has been faithful in attending classes. Failure to attend regularly will be reported to the Office of the Registrar by the instructor, and the student will be administratively withdrawn from the course. No credits 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- Better than average comprehension and above average performance.

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| C+, C, C- | Adequate comprehension of the material and acceptable performance. |
| D+, D | Marginal comprehension of the material and below average performance. |
| F | Inadequate comprehension and/or unacceptable performance. Counts as zero quality points in GPA calculation and no credit is earned. |
| M | "Mastery." Student has mastered the goals set forth in a course in which the instructor has opted to use mastery grading procedures. There is no GPA calculation for this grade. |
| S | "Satisfactory." Adequate comprehension of the material and acceptable performance. Used to denote C or higher in a course that has S/U grading. There is no GPA calculation for this grade. |
| U | "Unsatisfactory." Inadequate comprehension of the material and/or unacceptable performance. Used to denote C- or lower in a course that has S/U grading. Counts as zero quality points in GPA calculation and no credit is earned. |

Additional Transcript Designations

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

| | |
|-----|---|
| I | Work incomplete. An incomplete is given at the discretion of the instructor when the quality of work is satisfactory but the course requirements have not been completed for reasons of health or other circumstances beyond the student's control, as determined by the instructor. An incomplete must be completed before graduation. Each incomplete assigned must be accompanied by a contract statement agreed to by both the instructor and the student and must include the following: <ol style="list-style-type: none"> 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. 4. Each incomplete must be accompanied by a contingency grade, in the computation of which the instructor has assigned zero points to the work not completed. This contingency grade will be the grade finally recorded for the course if the Office of the Registrar does not receive another grade by the contract deadline. |
| IP | In progress. An in progress designation is used for thesis, research, independent study, internships, community service, and Athletic Training Professional Experience I, II, III, IV, V, VI, when a continuing project must be extended for legitimate reasons beyond the semester or term. The extension may not exceed an additional semester without approval of the Curriculum Committee. If the work is not completed within the stipulated time, as noted by the instructor, the instructor may report a grade in lieu of the F that will otherwise automatically be assigned with failure to complete the course. |
| AUD | Audit signals regular attendance and participation in the course. No credits 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. There is no GPA calculation for this grade. |

| | |
|----|---|
| AW | Administrative withdrawal. This designation is entered on the record by the Office of 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. There is no GPA calculation for this grade. |
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Grade Point Average (GPA)

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

| Grade | Quality Points |
|-------|----------------|
| A | 4.000 |
| A- | 3.700 |
| B+ | 3.300 |
| B | 3.000 |
| B- | 2.700 |
| C+ | 2.300 |
| C | 2.000 |
| C- | 1.700 |
| D+ | 1.300 |
| D | 1.000 |
| F | 0.000 |
| M | NA |
| S | NA |
| U | 0.000 |

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

Changing of Grades

Once recorded on the academic record, a grade may be changed only at the request of the faculty member, by the Vice President of Academic Affairs as a result of a formal grievance process, or by the Office of 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 University course regardless of the grade already earned in that course, with the following provisos: the course must be repeated at Linfield, and the student must obtain instructor or departmental permission. A course that has been repeated and for which the higher grade to date is C- or lower may not be repeated again except by successful petition to the Curriculum Committee. When a course is repeated, students receive the higher grade earned, but no additional credit. The cumulative GPA is recalculated and posted for the semester the course is repeated. Any lower grades are placed in parentheses (), and the course title is replaced with the repeat indicator as in the following example: course repeated: mm/dd/yyyy.

There are three exceptions: (a) First Semester Seminar (IDST 007), Online First Year Seminar (IDST 008), and First Semester Transfer Student Seminar (IDST 009) may not be repeated, (b) INQS 125/126 Inquiry Seminar may not be repeated except in cases of a failing grade, and (c) a student may be refused permission to repeat a practice-based course in such fields as Nursing or teacher education when, in the judgment of the faculty of those programs, the student's previous work in the course sufficiently violated professional and/or ethical standards so as to expose the faculty or the institution to charges of professional

Academic Policies and Procedures

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 Office of the Registrar with a signed request. See FERPA information below.

Transcripts

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

Family Educational Rights and Privacy Act (FERPA)

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the Office of the Registrar, written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, collection agent or the National Student Loan Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Linfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy

Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Linfield University Disclosure of Directory Information

Linfield University designates the following student information as "Directory Information." Items listed below may be released for any purpose at the discretion of Linfield University unless the student requests that the information be withheld.

Name, address, telephone number, e-mail address, dates of attendance, class standing, previously attended institution(s), major and minor(s), awards, honors, degree(s) conferred including dates, past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, a student has the right to withhold Directory Information. Should a student decide to inform Linfield University not to release Directory Information, any future requests for such information from non-institutional persons or organizations will be refused. This includes, but is not limited to, verification of enrollment for any purpose, listing in any campus directories, listing on the Dean's list or other public recognitions, inclusion in any campus publications, etc.

Linfield University will honor a student's request to withhold Directory Information but does not assume responsibility for contacting the student for subsequent permission to release information regardless of effect it may have. Linfield University assumes no liability for honoring a student's request to withhold Directory Information. Students can elect to withhold Directory Information via WebAdvisor.

For questions regarding this notification or FERPA, please contact:

Office of the Registrar, 900 SE Baker St., McMinnville, OR 97128

Dean of Students, 900 SE Baker St., McMinnville, OR 97128

Veterans' Educational Benefits

The Office of the Registrar certifies all veterans' benefits. All eligible students are requested to fill out necessary application and certificate documents prior to the start of classes. Any student receiving GI Bill® benefits while attending Linfield University is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

OTHER POLICIES AND PROCEDURES

Catalog Expiration

The Linfield University Course Catalog lists the requirements for all degrees offered by the university. 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/catalog. The University 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 University or its duly authorized representatives.

In order to receive a degree, a student must have satisfied, at the time of graduation, each university requirement for the degree from an eligible catalog. These include requirements common to all

bachelor's degrees and B.A. or B.S. requirements, as well as major and minor requirements. The catalog may be either the unexpired catalog in effect when the student was first admitted and enrolled at Linfield or any subsequent catalog in effect while the student was enrolled that has not yet expired. Students enrolled in programs that are accredited or licensed must meet the requirements most recently approved by the accrediting agency or licensing authority.

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

M.S.N. students must complete their degree requirements within five years from matriculation.

Attendance

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

Independent Study

Independent study allows students to explore academic areas of special interest not ordinarily provided by the existing curriculum. Independent study is carried out under the guidance of a qualified member of the faculty and must have the approval of the department from which the course is taken, as well as of the Curriculum Committee. Independent study normally is available to junior and senior students. (Students enrolled through OCE must have completed 10 credits at Linfield.) Students should have a GPA of at least 2.750 and have satisfied the necessary prerequisites for the proposed course of study. 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 Request Form from the Office of the Registrar. This form must be signed by the supervising instructor, advisor and the department head and submitted to the Office of the Registrar during the add period of the relevant semester or term.

Tutorials

Schedule conflicts sometimes occur that prevent a student from taking a course required for graduation. In such instances, a student may request 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, requests 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 Online and Continuing Education or summer term tutorials.

Permission to take a tutorial may be obtained by submitting a Tutorial Request Form, available from the Office of the Registrar, during the add period of the relevant term.

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 Office of Career Development 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. Many departments and programs offer internships for credit. Because opportunities, policies, and procedures vary from program to program, students should consult with the department or program chair for specific guidelines. No more than 10 credits from internships may count toward graduation. Academic departments and Career Development can provide information about organizations that may be able to provide internship opportunities to Linfield students.

Concurrent and Subsequent Degrees

Students who possess a baccalaureate degree (earned at Linfield or another regionally accredited institution) may earn a second degree from Linfield by earning at least 30 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 and for the degree in effect at the time of residence. Requirements met by students in the course of obtaining their original degrees need not be met a second time. Students seeking a second baccalaureate degree are assessed undergraduate fees. Upon completion of requirements, a diploma is awarded, and the transcript records the second degree and the major.

Special Student Status

Special student status is granted to students admitted under special provision of the Student Policies Committee. The eligibility of special students for re-enrollment in the university 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

Degree-seeking undergraduate students should make progress toward their degree. In order for a full-time student to graduate in four years, they must earn an average of 32 credits per year. 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 of this catalog.

Candidacy for Graduation

To become a candidate for graduation, each student must submit a degree application via WebAdvisor. All students should apply two semesters prior to the degree completion semester.

Applying 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

Academic Policies and Procedures

the student's completed degree requirements. Failure to meet the deadline can potentially delay participation in commencement and/or timely receipt of the diploma.

To be eligible to participate before degree completion, a student must be within 8 credits of completing all degree requirements. This policy is strictly enforced.

Students wishing to participate in commencement prior to their actual degree completion must submit a Commencement Participation form online by April 1st of the commencement year. This form will be available each year by mid-March.

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

Honors at Graduation

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

| | |
|-------------------------|---------------|
| <i>Summa cum laude:</i> | 3.900 – 4.000 |
| <i>Magna cum laude:</i> | 3.800 – 3.899 |
| <i>Cum laude:</i> | 3.650 – 3.799 |

Dean's List

Dean's List honors are awarded to those students who have earned a GPA at least equivalent to *cum laude* in a given semester or Summer Term. To be eligible, a student must have earned at least 12 credits in courses with differentiated grades (A-F) and have received no incomplete (I) or in progress (IP) designations. Eligibility is computed following the posting of grades at the end of each semester or Summer Term.

Academic Standing

Academic standing is monitored at the end of each semester/term* by the registrar, who notifies the student and academic advisor when the student's performance is found to be unsatisfactory. Students who are not on probation, suspension, or dismissed from the university are considered to be in Good Academic Standing. Undergraduate students in Good Standing are considered to be on track to meet the minimum graduation requirement of a 2.000 cumulative Grade Point Average (GPA)**.

The undergraduate academic standing policy is below and that for the M.S.N program is in the School of Nursing section of this catalog.

Academic Warning: An Academic Warning is used to express concern to students that a possible problem is developing:

- Students are placed on Academic Warning if *cumulative* GPA is at least 2.000 and their *semester* GPA falls below a 2.000 (but above a 1.000).
- Students on Academic Warning will be placed on *probation* if they are not removed from *academic warning* at the end of their next semester.
- Students will be removed from Academic Warning if their *semester* and *cumulative* GPA are at least 2.000.

Academic Probation: Academic Probation is used to indicate to students that a problem exists. Students are placed on probation if their:

- cumulative GPA is below 2.000 at the end of any term or semester
- semester GPA is below 1.000 at the end of any semester, and/or
- semester GPA is below 2.000 for last two consecutive semesters.

Students on academic probation are ineligible to participate in Varsity Athletics (including practices and competition), Student Government, Fraternity and Sorority Life, and other curricular and co-curricular activities which require good academic standing or a minimum 2.000 GPA. Students on probation will be suspended if they have not been removed from probation at the end of their next semester or within their next 12 credits, if they are part-time.

Removal from Probation: A student will be removed from probation if and when they remedy the unsatisfactory academic performance that led to the probation:

- Cumulative GPA fell below 2.000: A student whose *cumulative* GPA is at least 2.000 at the end of the next term or semester (or within their next 12 credits if they are part-time students) will be removed from probation. Students who are removed from probation after January or summer term will be placed on Academic Warning if their most recent semester was below 2.000.
- Semester GPA is below 1.000: A student whose semester GPA is above 1.000 the semester after which they have been placed on probation will be removed from probation, unless they violate one of the other two conditions for probation articulated in the section above.
- Semester GPA below 2.000 for their previous two consecutive semesters: A student whose *semester* GPA was below 2.000 for their previous two consecutive semesters* will be removed from probation if both the *semester* and *cumulative* GPA are at least 2.000.

Academic Suspension: Suspended students are ineligible to enroll at Linfield University for at a minimum one semester* for all Linfield Students. Students are academically suspended if:

- Their semester GPA falls below 0.500 in their first semester at Linfield, or
- They remain on Academic Probation after one semester.

Returning after Academic Suspension: A student on Academic Suspension must meet the following conditions to be considered for reinstatement:

- Demonstrate academic success by earning at least a 2.500 GPA with full-time enrollment at another regionally accredited college, or within their next 12 transferable credits (as verified by the registrar) if the student is part-time.
- An official transcript of all coursework completed elsewhere during the time of absence from Linfield University. Students who have been approved for reinstatement will be reinstated on Probation.

Academic Suspension Appeals: If there are extenuating circumstances surrounding the student's poor academic performance, he or she may appeal to the Student Policies Committee for a review of Academic Suspension. Appeals should be submitted in writing to the registrar. The appeal should include:

- Personal assessment of the underlying reasons for poor academic performance.
- An explanation of how the student intends to overcome the difficulty, along with a proposed academic plan.
- Any relevant documentation (note: health care related documentation should be sent to the Director of Health, Wellness, and Counseling).
- In addition to the appeal letter, students may ask that any Linfield University faculty member or administrator submit a letter of support on their behalf. Letters will not be accepted from family members or friends.

Appeals for students who have been suspended at the end of Fall semester will not be reviewed in time to enroll the subsequent January Term.

*January Term is not considered a semester and therefore does not qualify in the calculation of *semester* GPA. Summer terms are treated as semesters and therefore qualify in the calculation of *semester* GPA for: a) all Online and Continuing Education (OCE) students, b) Portland Campus students with full-time summer enrollment as a required part of their program, c) Portland Campus and McMinnville Campus students for whom summer is not part of their program *only* when enrolled in a full-time load of 12 credits.

**For all Linfield students, only grades earned at Linfield University affect GPA calculations used for academic standing. Grades for all semesters/terms are calculated in *cumulative* GPA.

Academic Integrity

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

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

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

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

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

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

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

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

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

The Conduct Board may impose university-level penalties upon the offending student. Fundamental fairness shall be in force for all academic integrity proceedings, as outlined in the

Policies and Procedures of the University Conduct Board (see the current Student Handbook).

Petitions

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

Academic Grievances

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

Student Behavior

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

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

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

ADMISSION POLICIES

The admission policies below pertain to programs offered through McMinnville, Portland and Online and Continuing Education (OCE).

McMINNVILLE CAMPUS

Application Options For First-Year Students

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

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

| | | | |
|-----------------|-----------|------------------|-----------|
| English | 4 years | Social sciences | 3-4 years |
| Mathematics | 4 years | Natural sciences | 3-4 years |
| Modern language | 2-4 years | | |

Candidates must acknowledge acceptance of an offer of admission by submitting a \$400 matriculation fee on or before 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. Applicants without a high school diploma must provide an official copy of the GED. If the GED was taken prior to December 2013, an overall average score of 450 is required. If the GED was taken after December 2013, the standard score on each of the four examinations must be a 150 minimum and the total score must be 680 or higher. If the applicant was home-schooled, a written statement from the parent (or other) home-school director explaining that their home-school program has met their state requirements (including submitting the home-school requirement information from their state DOE), and transcripts of studies including grades for courses taken the freshman through senior years. Linfield does not accept high school modified diplomas.

Application Procedure For First-Year Students to the McMinnville Campus

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

A complete application includes the following:

1. **The Common Application.**
2. Responses to all questions on the **Linfield University Member Page**. Please note that your short answer questions cannot exceed 200 words (or 1,000 characters including spaces and tabs).
3. **Essay** (submitted online with The Common Application).
4. **School Report** (from your high school counselor or other school

official). Home-schooled applicants must submit the Common Application Home School Supplement to the Secondary School report, available online at www.commonapp.org.

5. One **Teacher Recommendation** from an academic course (English, math, modern language, social science or natural science).
6. **Official High School Transcript** (sent or submitted directly from the high school). Home-schooled applicants must submit an official transcript from a national home-school agency, or if not from a national home-school agency, a detailed transcript with grades, course names and course descriptions from the home-school coordinator. A transcript template is available in the Common Application Home School Supplement to the School Report, which can be found online at www.commonapp.org. Applicants without a high school diploma must provide an official copy of the GED. If the GED was taken prior to December 2013, an overall average score of 450 is required. If the GED was taken after December 2013, the standard score on each of the four examinations must be a 150 minimum and the total score must be 680 or higher.
7. **Official SAT Reasoning (writing optional) and/or ACT (writing optional) scores.** Linfield University is a test-optional institution. Applicants with a cumulative GPA of 3.0 or higher may apply Test-Optional. Students who apply Test-Optional will not be eligible for our highest academic scholarship. For questions about whether or not to apply without scores, please contact the Linfield Admission Department. All students with lower than a 3.0 cumulative GPA must submit scores. For all students submitting scores, if more than one score is submitted, Linfield will use the higher score. Board scores will be considered official if sent from either the testing agency or high school. To have your scores sent directly from the College Board (SAT), include school code 4387 on your Registration form. For the ACT, include school code 3466. Board scores included on the Common Application cannot be considered official and will not complete a student's application. Students whose first language is not English may be required to take a written and oral assessment during orientation if they are admitted to and enroll at Linfield. Upon receiving testing results, they may receive assistance from Linfield's English Language and Culture Program (ELCP) for academic preparation before being admitted to a full load of academic courses.
8. **Mid-Year Report.** Early Action candidates should not submit the Mid-Year Report until after 7th semester or 10th trimester grades have posted.
9. **Final Official Transcript.** A final high school transcript, with graduation date, is required for all matriculating students. Registration and financial aid disbursement may be delayed if the transcript is not received.
10. If applying for need-based financial aid, complete the FAFSA. The McMinnville campus code number is 003198.

Early Action

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

Early Action Deadlines

September 1

Begin accepting Early Action applications

October 1

Priority filing date for FAFSA

November 1

Application deadline for Early Action applicants

January 15

Admission notification and estimated financial aid offer

May 1

\$400 matriculation fee due and 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 1. 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 May 1. 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

October 1

Priority filing date for FAFSA

February 1

Priority deadline for regular admission applications

April 1

Admission notification date and financial aid offer

May 1

\$400 matriculation fee due and non-refundable after May 1

Spring**September 1**

Begin accepting regular decision applications

October 1

Priority filing date for FAFSA

December 1

Priority deadline for regular spring admission applications

December 15

Admission notification date and financial aid award

January 15

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

Early Admission

The university 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.

Deferring Admission

Admitted students wishing to defer their enrollment must request permission in writing or email state their reason for deferral. Examples of reasons may be religious/spiritual mission work, international or cultural exchange or experience, semester or year-long service or leadership work, or other. If deferred enrollment is approved by the director of admission, the admitted student must pay a non-refundable \$400 matriculation fee. The deferred student may not enroll in another college or university during the deferred time period.

The Common Application

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

Pre-college Admission for High School Juniors and Seniors

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

Cost per credit is \$495 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 Non-Degree Student Application is available through the Office of Admission or online at linfield.edu/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 be submitted.
5. Approval from a high school principal.
6. Students must have/maintain a cumulative 3.500 high school GPA in order to be considered for pre-college admission.
7. Adequate and progressive academic progress must be displayed in the subject area of the Linfield course.
8. Placement exams may be required for some subjects.
9. A brief interview with either the Director of Admission and/or the University Registrar will be required prior to acceptance as a pre-college student.

Transfer Admission Procedure

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

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

A completed application includes the following:

1. The Transfer Common Application.
2. Responses to all questions on the Linfield University Member Page. Please note that your short answer questions cannot exceed 200 words (or 1,000 characters including spaces and tabs).
3. Essay (submitted online with the Common Application).
4. Official transcripts from all colleges and universities attended.
5. One recommendation from either a college professor or a former high school teacher (preferred if fewer than 2 years since high school graduation) or a work supervisor.
6. 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, proof of completion of

Admission Policies

secondary/high school must be provided. One of the following must be submitted:

- An official final high school transcript showing graduation date.
 - An official transcript from a national home-school agency, or if not from a national home-school agency, a detailed transcript with grades, course names and course descriptions from the home-school coordinator
 - An official copy of the GED. If the GED was taken prior to December 2013, an overall average score of 450 is required. If the GED was taken after December 2013, the standard score on each of the four examinations must be a 150 minimum and the total score must be 680 or higher.
7. 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 and the final cumulative high school GPA is below 3.000, official SAT Reasoning (writing optional) and/or ACT (writing optional) must be submitted.
 8. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). The Federal School Code number is 003198.

Transfer Admission Options

McMinnville Campus – Fall

September 1

Begin accepting transfer student applications

October 1

Priority filing date for FAFSA

April 15

Priority deadline for transfer student admission applications

May 15

Transfer student notification date

June 15

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

McMinnville Campus – Spring

September 1

Begin accepting transfer student applications

October 1

Priority filing date for FAFSA

December 1

Priority deadline for transfer student admission applications

December 15

Transfer student notification date

January 15

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

PORTLAND CAMPUS

The nursing programs are directed by faculty on the Portland Campus.

PRE-LICENSURE PROGRAM

Application Procedure for McMinnville Linfield Students Applying to the Pre-Licensure B.S.N. Program

1. Linfield applicants must complete the McMinnville to Portland Intercampus Transfer application (<https://apply.linfield.edu/register/mcmmptdtransfer>) online by the term deadlines:

| | |
|-------------|-----------|
| Fall/Summer | January 2 |
| Spring | August 1 |
2. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) with Linfield's school code of 003198.

Application Procedure for Students Transferring to the Pre-Licensure B.S.N. Program from Another Institution

1. Applicants transferring from other institutions to the nursing program must complete the NursingCAS common application online and submit supplemental application materials by the term deadlines:

| | |
|-------------|------------|
| Fall/Summer | February 1 |
| Spring | August 1 |

2. Applicants must pay a \$50 application fee to NursingCAS and a \$50 supplemental application fee to Linfield University.
3. International applicants for whom English is a second language must take one of the English language exams listed under the International Student Admission Procedure section and achieve the corresponding minimum score for admission consideration
4. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) with Linfield's school code of 003198.

School of Nursing Pre-Licensure B.S.N. – Admission Deadlines

October 1

Priority filing date for FAFSA

January 2

Application deadline for McMinnville Linfield students applying for Intercampus transfer for summer or fall entry cohorts (Summer entry is limited to the Accelerated B.S.N. Program and a prior Bachelor's Degree is required.)

February 1

Application deadline for students applying to transfer to the B.S.N. program from another institution for summer and fall entry cohorts (Summer entry is limited to the Accelerated B.S.N. Program and a prior Bachelor's Degree is required.)

March/April

Notification of admission to summer and fall cohorts

May 1

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

May 10

Final materials deadline for all requirements to be met and final transcripts received for students starting the Accelerated B.S.N. program in the summer semester. Requirements include the completion of all prerequisite courses and compliance documentation.

July 10

Final materials deadline for all requirements to be met and final transcripts received for students starting the Traditional B.S.N. program in the fall semester. Requirements include the completion of all prerequisite courses and compliance documentation.

August 1

Application deadline for spring entry cohort for Linfield and transfer students

September/October

Notification of admission to spring cohort

November 1

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

January 10

Final materials deadline for all requirements to be met and final transcripts received for students starting the Traditional B.S.N. program in the spring semester. Requirements include the completion of all prerequisite courses and compliance documentation.

The nursing major is an upper division major and students may apply for admission after completing specific prerequisites.

Requirements can be viewed at www.linfield.edu/portland/admission. Current McMinnville and OCE students should refer to the Intercampus Transfer section of this catalog. See the School of Nursing section of this catalog for additional information.

M.S.N. PROGRAM

Application Procedure

1. Applicants must complete the NursingCAS common application online and submit supplemental application materials.
 - Official transcripts from all colleges and universities attended. Students with international credentials must submit, at their own expense, a translated credential evaluation (from a NACES or AICE member organization) with their admission application.
 - Two evaluations from faculty and/or professional colleagues (applicant submits reference contact information through NursingCAS).
 - Resume or Curriculum Vitae.
 - Personal Statement: Why do I want to attain an M.S.N. in Leadership in Healthcare Ecosystems at Linfield? (Limit 300 words.)
2. Applicants must pay a \$50 application fee to NursingCAS and a \$50 supplemental application fee to Linfield University.
3. Priority admission deadline for September 2020 start is the first Monday in August, with rolling admission until the start of classes.
4. Priority admission deadline for March 2021 start is the third Monday in February with rolling admission until the start of classes.
5. Students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA®). Linfield's school code is 003198.

Conditional and Non-Degree Student Admission

Students who have earned their BSN, but who do not yet hold an unencumbered RN license may be conditionally admitted for the first term but will be required to show proof of their license prior to registering for their second term.

ONLINE AND CONTINUING EDUCATION

Admission

Those interested in pursuing a degree or certificate through Online and Continuing Education may contact the Office of Admission. Complete program information is also on the website (www.linfield.edu/oce). Applicants must have official transcripts sent from all colleges and universities attended.

In order to be admitted, an applicant must have a cumulative collegiate GPA of at least a 2.500 on a 4.000 scale. Students who have never attended a regionally accredited college must provide proof of a high school diploma, GED, or equivalent. Students who have obtained a high school diploma must have a cumulative GPA of 2.500. Students whose college or high school GPA is under the requirements will be asked to submit about their academic challenges. Exceptions must be petitioned through the Director of Admission.

Due to federal regulations governing online programs and international students, applicants who are not U.S. citizens or who are not permanent residents in the U.S. may not be admitted to an online program at Linfield University while they are visiting the U.S.

Applicants who are non-native English speakers will be required to show evidence of English proficiency prior to admission. Applicants with TOEFL scores of 550 (paper)/80 with writing subscore of 24 (iBT), or IELTS 6.5 and IELTS academic writing

subscore 7.0, are generally eligible for admission with a minimum grade point average of 2.500 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 may be admitted and would be required to complete INQS 126 Inquiry Seminar within their first year in the program. Students who score higher than 5.5 may be admitted with no restrictions.

Online and Continuing Education applicants must pay a \$50 application fee.

Co-Admission

Linfield University recognizes a co-admission relationship with Central Oregon Community College, Chemeketa Community College, Clackamas Community College, Clatsop Community College, Columbia Gorge Community College, Klamath Community College, Lane Community College, Linn-Benton Community College, Mt. Hood Community College, Oregon Coast Community College, Portland Community College, Southwestern Oregon Community College, and Treasure Valley Community College for students enrolled in an associate degree of nursing program. The application process includes completion of a co-admission application and the submission of official transcripts from all colleges and universities attended. Only students who apply to and are co-admitted to Linfield University are entitled to: (a) free application to Linfield University, (b) catalog year designation of the year the student begins the Associate of Science in nursing program, (c) advising and support services at both institutions, and (d) joint financial aid (for qualified students) if enrolled at both institutions concurrently. The catalog year for co-admitted students will expire the sixth consecutive academic term (including fall, January, spring, summer) after awarding the associate degree if the student has not enrolled in at least one Linfield University course by this time. In no case will this provision exceed the catalog expiration policy. If the catalog year expires, the catalog year will reset to the fall of the academic year the student takes their first Linfield University course.

ALL CAMPUSES

Right to Rescind Admission Policy

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

Readmission

A student from the McMinnville or Portland campus must apply for readmission if he/she/they wants to return to Linfield after being away from the university for a semester or more without taking an official leave of absence. A readmitted student is responsible for consulting his/her/their 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 require-

Admission Policies

ments from an eligible catalog which has not expired at the time of the student's graduation. When degree, major and/or minor requirements have changed, the major department has the right to specify the catalog year(s) available to the student. The application for readmission includes:

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

In addition, a returning student who left the university on suspension status must appeal his/her/their academic standing prior to completing the readmission application. See policy on Academic Suspension Appeals.

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

Non-Degree Students

A student who does not intend to earn a Linfield degree or certificate and wishes to register for only one undergraduate course may do so with the permission of the faculty member teaching the course. An application form is required and may be submitted online at linfield.edu/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 undergraduate Linfield credits.

Additionally, students who hold a BSN and an unencumbered RN license may apply as non-degree students and take up to two courses prior to applying for admission into the M.S.N. program.

INTERNATIONAL STUDENT ADMISSION PROCEDURE

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

International students should present certified copies of academic records. These may include official transcripts, mark sheets, high school diploma or school leaving certificates, examination results and letters of recommendation from a teacher, professor, school counselor or a high school principal. Students submitting transcripts from international universities must have their transcript(s) officially evaluated by NACES or AICE member organization and the official evaluation submitted to Linfield University, at the student's expense.

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

International students must also submit a financial statement signed by a parent or other guarantor, accompanied by a certified

recent bank statement. Either a personal letter from the parent or guarantor, or the International Student Financial Aid Application form from the College Board, or the Financial Statement form provided by Linfield will be accepted.

Degree-Seeking Students

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

- TOEFL (internet-based score 80 minimum with a writing sub-score 24 minimum; paper-based score 550 minimum for tests taken prior to July 2017)
- Duolingo English Test 110
- EIKEN (Grade Pre-1)
- IELTS (6.5 minimum with a writing sub-score of 7.0 minimum)
- International Baccalaureate (IB) English A (score of 5 or higher)
- iTEP Academic Plus 4.2
- MELAB (77 minimum with a writing sub-score of 87 minimum)
- SAT Evidence-Based Reading and Writing (680 minimum)
- SAT Critical Reading (630 minimum)
- ACT English (28 minimum) and ACT Reading (28 minimum)
- TOEIC (780 minimum)
- GTEC (1250 minimum with a writing sub-score of 315 minimum)
- PTE Academic (53 minimum)

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

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

To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain both a grade of B- (2.700) in all required advanced level ELCP courses and approval of the ELCP Coordinator.

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

INTERCAMPUS TRANSFER

From McMinnville/Online and Continuing Education (OCE) to Nursing (Portland Campus):

A student wishing to transfer from the McMinnville Campus or Online and Continuing Education program to the pre-licensure nursing program (Portland Campus) must:

1. Complete the Linfield University Intercampus Nursing Application (linfield.edu/portland/admission/nursing-application) by January 2 for the summer (accelerated) or fall cohorts, or August 1 for the spring cohort.
2. Meet all requirements listed in the nursing pre-licensure section of this catalog by the dates posted on the nursing application calendar (linfield.edu/Portland/admission/application-calendar).

- Complete a minimum 30 credits as a Linfield McMinnville Campus/OCE student with satisfactory academic progress.
- Consultation with Academic Advising is strongly recommended prior to application.

From Portland to McMinnville Campus:

A student wishing to transfer from the Portland Campus pre-licensure nursing program to the McMinnville campus must:

- Complete the Linfield University Intercampus Transfer form (available from the admission or advising offices at the McMinnville and Portland campuses).
- Consultation with Academic Advising is strongly recommended prior to application.

From Online and Continuing Education (OCE) to McMinnville Campus:

A student wishing to transfer from the OCE program to the McMinnville campus must:

- Complete the Linfield University Intercampus Transfer form.
- To be considered an intercampus transfer to the McMinnville Campus, students must be enrolled with satisfactory academic progress as a Linfield OCE student for at least one semester and with twelve (12) Linfield credits completed.
- Consultation with Academic Advising is strongly recommended prior to application.

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.

Campus visits are also encouraged on the Portland campus. Prospective students should check the website for weekly tour times, information sessions with an admission counselor and Open House events.

For campus visits contact:

Phone: 1.800.640.2287

Email: admission@linfield.edu

Web: linfield.edu/stopby

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

COSTS

Tuition and other charges for undergraduate students on the McMinnville and Portland campuses.

Tuition and charges for Online and Continuing Education and Master of Science in Nursing students are listed in the OCE and SON sections of this catalog and in Section X—"Fees applying to all Linfield students" below.

I. Tuition and Per-Semester Fees

2020-21 Fall/Spring Semester

| Item | Per Semester |
|--|--------------|
| Tuition (12 to 18 credits) | \$22,225 |
| Per-Credit Tuition (under 12 or over 18 credits) | 1,390 |
| Associated Student Body Fee | 146 |
| Technology Infrastructure Fee | 110 |
| Health Insurance | 1,650.50 |
| Nursing Fee per term | 400 |
| Malpractice Insurance - Portland | 40 |
| Room (double occupancy) McMinnville | 3,555 |
| Room (double occupancy) Portland | 3,100 |
| Room (single occupancy) Portland | 3,520 |
| Board - McMinnville | |
| Unlimited unlimited meals + \$125 FLEX | 2,910 |
| Weekly 12 meals per week + \$330 FLEX | 2,830 |
| Block 100 meals per term + \$600 FLEX | 2,700 |

Students who reduce their credit loads during fall or spring semester to below 12 credits within 15 class days from the first day classes begin must contact the Office of the Registrar to be coded as a part-time student, and, to be charged at the per-credit rate. After these dates, dropping a course will not reduce the

charges for the course(s) dropped. Any student taking over 18 or less than 12 credits per semester will be charged \$1,390 for each credit.

2021 January Term

| | |
|---------------------------------------|-------|
| Per-Credit Fee | \$265 |
| Associated Student Body Fee | 40 |
| Room (double occupancy) McMinnville | 0 |
| Room (double occupancy) Portland | 775 |
| Board - McMinnville | |
| Unlimited unlimited meals + \$30 FLEX | 665 |
| Weekly 12 meals per week + \$85 FLEX | 640 |
| Block 25 meals per term + \$150 FLEX | 610 |

2021 Summer Term

| | |
|---|--------|
| Tuition - Portland (12-18 credits) | 22,225 |
| (per credit, under 12 or over 18 credits) | 1,390 |
| Associated Student Body Fee - Portland | 146 |
| Technology Infrastructure Fee | 110 |
| Room (double occupancy) - McMinnville (Working on campus 20+ hrs/week - see housing section) | 520 |
| Room (double occupancy) - Portland (monthly) | 775 |
| Health Insurance - McMinnville | 679 |
| Health Insurance - Portland | 760 |
| Nursing Fee per term | 400 |
| Malpractice Insurance - Portland | 40 |

*The Housing fees will be waived during January term for all McMinnville students.

II. Post-Baccalaureate Fee for Completing Student Teaching

Students who have earned a Linfield degree, have been charged full Linfield tuition for eight semesters, and have exhausted their eligibility for Linfield financial aid qualify for a special per semester fee of \$9,890 to complete student teaching and seminar for student teaching. Eligible students enrolled for fewer than 12 credits will be charged \$1,390 per credit. Eligible students enrolling for more than 18 credits will be charged \$1,390 per credit for each credit above 18. Students who do not meet these conditions must pay full undergraduate tuition.

III. McMinnville/Portland students taking OCE courses

McMinnville and Portland campus students taking an OCE course during fall and spring semesters as part of their regular credit load (12-18 credits), are not charged additional tuition. The tuition for OCE courses is \$495 per semester credit for Jan term and summer and for students taking a part-time load (fewer than 12) or overload (each credit over 18) during fall and spring semesters. There is an online fee of \$220 for fall, spring, and summer and \$110 for Jan term. See the Online and Continuing Education section for other fees specific to OCE.

IV. English Language and Culture Program

Students who have been accepted into the English Language and Culture Program (ELCP) are eligible to receive a discounted tuition rate equal to 50% of the undergraduate tuition rate. For 2020-2021, this semester rate will be \$11,115 but is contingent upon the following conditions:

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

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

V. High School Juniors and Seniors

The tuition for high school junior and senior course work is \$495 per semester credit. Students may normally enroll in only one class and up to 5 credits per semester. Students enrolled in more than 5 credits (with the approval of the director of admission only), will be charged the per-credit rate that is applicable to McMinnville and Portland campus students for each credit hour over 5 credits.

VI. Associated Students of Linfield University (ASLU) Fee

This fee, required of enrolled students each January Term and each semester, pays for student body-sponsored events and includes admission to most on-campus events, including intercollegiate athletic contests.

VII. Music Fee

A. Applied Lesson Fee

For non-music majors and special students (non-degree candidates), fees for weekly half-hour applied lessons are charged at the rate of \$665 per credit.

For students approved by the department as Music minors, Linfield University will reduce the \$665 applied lesson fee to \$335 per credit. Music minors must have concurrent registration in required music theory and/or music history courses with their applied lessons to ensure commitment to and timely completion of their minor.

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

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

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

B. Usage Fee

The Music usage fee per semester for Music majors is \$75 and for Music minors is \$40. This fee is non-refundable.

VIII. McMinnville Campus Parking fee

Any Linfield University student must register all vehicles using parking spaces within the Linfield Parking District (surrounding the McMinnville Campus) with Linfield Public Safety. The Parking Permit Fee associated with registration is \$87 per year.

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

IX. Technology Infrastructure Fee

Students enrolled full time will be charged a \$110 per semester technology fee (\$56 if registered for fewer than 12 credits) to support campus-wide technology infrastructure.

X. Fees Applying to all Linfield University Students

Audit Fee

The non-refundable fee for auditing a course is \$700 per credit for students enrolled through the McMinnville or Portland campuses who are taking fewer than 12 or more than 18 credits and \$250 per credit for students enrolled through OCE. In addition to the per credit fee for auditing, all students must pay course fees applicable to audited classes. There will be no audit fee for senior citizens (at least age 65), but senior citizens must pay applicable course fees. There is no discount for senior citizens for courses with transcribed credit.

Charges and Late Fees

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

A \$100 late clearing fee will be applied to a student account for any student who has not paid by the posted semester due dates.

A 1% per month finance charge will be applied to a student account balance beginning November 1, 2020, for fall semester and April 1, 2021, for spring semester.

A \$30 returned check charge will be levied for all returned checks.

University ID Cards

Students are issued their initial ID card free of charge. Replacement ID cards may be obtained from the Linfield Public Safety office. The first replacement card is provided at no charge, however additional ID cards will be replaced for \$25.

Examination Fees

Any student may challenge for credit an existing Linfield course for a non-refundable flat fee of \$700. This fee covers administrative costs and the preparation and evaluation of special examinations.

Graduation Fee

Students will be charged a \$164 graduation fee. The fee will be charged to the student account for the semester or term the student intends to graduate and/or participate in Commencement. Graduation fees cover all aspects of the graduation and the degree conferral process and are required regardless of participation in the Commencement ceremony.

Late Schedule Changes

Changes to a student schedule (adds/drops/withdrawals) after published deadlines, if approved by Petition for Exception to Policy, will be charged \$50 for changes made in the same term and \$100 for changes made after the last day of the term.

Matriculation Fee

Students seeking an Undergraduate McMinnville or Portland Campus degree, as well as those admitted as special students by the Director of Admission are required to pay a \$400 matriculation fee.

Students seeking a degree through Online and Continuing Education or a M.S.N. (Master of Science in Nursing) degree are required to pay a \$100 matriculation fee.

These fees are non-refundable after the dates published in the Admission Section of this catalog for McMinnville and Portland campus students and after the 15th day of the month before classes begin each term for OCE and MSN students. Details regarding timelines and process can be found at: linfield.edu/admission/enroll/matriculation-payment.

Transcript Fee

The transcript fee is \$10 for each official transcript request. The college reserves the right to withhold transcripts if the student has unmet financial obligations to the college.

Various Course-Related Fees

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

XI. Refunds — McMinnville and Portland Campuses

Refunds: Tuition – Withdrawals (McMinnville and Portland Campus)

Semester tuition and ASLU and technology infrastructure fee refunds for students at the McMinnville or Portland Campuses who withdraw from all courses during a regular semester before the end of the semester shall follow the printed schedule. The tuition refund is determined by the date the student notifies

the college in writing in accordance with the college withdrawal procedures of his or her decision to withdraw, not by the date the student stops attending classes. Certain fees shall be exempt from this refund policy. These fees include various course-related fees (see Refunds: Various Course-Related Fees), and any other fees deemed appropriate by the college. All tuition and ASLU and technology infrastructure fees for a term will be refunded if the college is notified in writing before the beginning of classes for that term. Otherwise, for fall, spring, and summer, the following schedule is in effect if the college is notified in writing on or before the dates listed below. See the OCE section of the catalog for the OCE refund schedule, which applies only to McMinnville and Portland students in Summer Term taking only Online courses. Otherwise, the refund schedule below applies.

| Term/Year | Term Dates | 100% | 75% | 50% | 25% |
|--------------------------------|--------------|------|------|------|------|
| Fall 2020 | 8/31 – 12/18 | 9/4 | 9/11 | 9/18 | 9/25 |
| Spring 2021 | 2/8 – 5/27 | 2/12 | 2/19 | 2/26 | 3/5 |
| Summer 2021 (Portland only) | 6/7 – 8/20 | 6/11 | | 6/18 | 6/25 |

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

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

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

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

Course-related fees: Supplementary fees associated with specific courses or labs will be refunded as follows:

| | |
|---------------------------|-------------|
| The first day of the term | 100% refund |
| The fifth day of the term | 50% refund |

Refunds: January Term

Withdrawal from all courses: The per-credit fee and the ASLU charges will be refunded as follows:

| |
|--|
| 100% Refund - On or before January 6, 2021 |
| 50% Refund - On or before January 12, 2021 |

Refunds: Study Abroad and January Term Off-Campus Programs

Withdrawal will result in student charges to cover any expenses that the university has incurred on the student's behalf.

Refunds: Board

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

Refunds: Residential Housing

Any room refund will be prorated as stated in the Residential Life Contract Agreement. For fall or spring semester this is generally based on a 15-week semester, and for January Term, a four-week term. If a student has a signed housing contract or has been assigned university housing there may be a contract cancellation

Costs

penalty assessed if the student does not live in campus housing according to the following:

Prior to July 1: \$300 contract cancellation fee.

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

XII. Other Information

Health Insurance

Coverage and charges for the student health insurance program are for six-month periods so that eligible students are covered continuously between terms, and during vacations from the university. The health insurance fee is required for ALL McMinnville and Portland students unless the student provides proof of adequate coverage with another company by submitting the insurance waiver online no later than September 27, 2020, for fall semester, and February 28, 2021, for spring semester. Linfield cannot remove this charge after the waiver deadline has passed and students will be responsible to pay the fee with the option to waive the following term. International students cannot waive insurance.

A brochure detailing the program's coverage is available through the Pacific Source website PacificSource.com/StudentHealth.

Student Health, Wellness and Counseling

Health care is provided by certified primary care providers, using a holistic care approach. Access to the Student Health, Wellness and Counseling Center is available to all on-campus students, regardless of type of health insurance they carry. Occasionally, off-campus laboratory work and referrals to specialists may be necessary and insurance will be billed in those situations, so students are encouraged to bring their insurance information with them to appointments at the Student Health, Wellness and Counseling Center. There is a \$50 Health Center fee/semester for full-time McMinnville Campus students and a \$20 fee/semester for full-time Portland Campus students, which will be charged on your semester tuition bills.

Students receiving ongoing care for long-term conditions will be charged once a month for office visits to manage the condition. For example: students who see a counselor on a regularly scheduled basis will only be charged once a month for counseling services. Students seen by a health care provider for follow up visits for a single medical complaint will be charged once a month for health services for that condition.

Payment Procedure

Linfield University does not send paper statements. All registered students will receive an electronic tuition statement in July, for fall term, in January, for spring term, and monthly thereafter if there is a balance due. This typically includes tuition, room, board, mandatory fees, course related fees and health insurance for the term. All tuition statements are available electronically on the Nelnet Student Account Portal, www.mycollegepaymentplan.com, which can be accessed through your webadvisor account. Students and authorized users will receive an email notification when electronic statements are available for viewing and printing.

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

1. Pay in full so that the account balance is zero by August 15, 2020, for fall semester and February 1, 2021, for spring semester.
2. Set up a Payment Plan: A deferred tuition payment plan is offered through Nelnet. The amount of the plan is based on semester billed charges (include January term charges in your spring semester plan). Payments for fall semester may be made

in 6, 5, 4 or 3 installments beginning May, June, July, August, and September, and ending in October or November. Payments for spring semester may be made in 6, 5, 4 or 3 installments beginning November, December, January, and February, and ending in April. There is no interest charge if all payments are made as scheduled with Nelnet. However, if a payment is late, Nelnet will assess a \$50 late fee, and Linfield will assess a 1% per month finance charge for the remainder of the payment plan. Additional Nelnet payment plan information is available in the Student Accounts Office. A payment plan with Nelnet may be established by calling them at 800-609-8056 or online at www.mycollegepaymentplan.com and paying the semester plan fee (varies depending on campus), or;

3. Pay the balance due, in full, not included in the Nelnet payment plan AND not covered by accepted net financial aid by August 15, 2020, for fall semester and February 1, 2021, for spring semester AND electronically sign the Linfield Educational Services Agreement (LESA).

The portion of the semester billed charges not included in the Nelnet payment plan, third party funding and not covered by accepted net financial aid must be paid online or by check to Linfield by August 15, 2020, for fall semester and February 1, 2021, for spring semester. Student bills which have not been paid before the start of the semester, or any subsequent overdue amount, are subject to additional charges including but not limited to a 1% monthly finance charge, reasonable attorney fees, both on trial and appeal, other costs and charges necessary for the collection of any amount not paid when due, and cancellation of registration or services being withheld, including but not limited to, transcripts, grades and diploma. The school will report the amount of an overdue account and other relevant information to a national credit bureau.

Making Payments

Payments may be made online by E-Check or a credit/debit card through Nelnet Campus Commerce by logging into your Student Account Portal through Webadvisor, or, paid directly to the Student Accounts Office, located on the McMinnville Campus, in person or by mail. Linfield does not accept credit cards in office or over the phone. We can accept cash payments, check or money order payments in office. Payments accepted Online are E-Check, MasterCard, American Express, VISA, or Discover. Nelnet will charge a teleprocessing fee for debit/credit cards that varies with the amount charged and type of card used. E-Check (ACH) payments are free of charge. Please call Nelnet at 800-609-8056 or visit www.mycollegepaymentplan.com to pay or for additional information.

Linfield Educational Services Agreement: The Linfield Educational Services Agreement (LESA) is your student account financial agreement between you and Linfield for your financial liability to the University. ALL students are required to access and agree to the terms of the LESA via WebAdvisor on an annual basis.

Net Financial Aid: All net financial aid must be applied to the student account by October 31, 2020, for fall semester and by March 31, 2021, for spring semester. To ensure these dates are met, students and parents must submit the proper documentation to the Financial Aid Office in a timely manner. Some financial aid cannot be applied to the student account until after classes begin.

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

XIII. Veterans Benefits

Return of Funds: Unearned Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for

the entire period for which the assistance is awarded. When a student drops or withdraws from a course for which TA was awarded, the student may no longer be eligible for the full amount of TA funds that were initially awarded.

To comply with the Department of Defense policy, Linfield University will return any unearned TA funds on a prorated basis through at least the 60% portion of the term for which the funds were provided. TA funds are earned proportionally during the term, with unearned funds returned based on when a student stops attending. These funds are returned to the Military Service Branch that provided the funds.

In cases where a student stops attending classes due to a documented military service obligation, Linfield will work with the student to ensure that the return of TA funds does not result in student debt to the university.

Chapter 31 and 33 Protections

Covered individuals entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill®:

- May attend or participate in the course of education during the period beginning on the date on which the covered individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the institution.
 - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Will not incur any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the covered individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

INTERNATIONAL PROGRAMS

Director

Shaik Ismail, Ph.D.

Associate Director

Michele Tomseth

Assistant Director

Deborah Herlocker-Freeman

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

For all tuition-paying students on a Linfield program outside of the continental U.S., Linfield provides the first round-trip air transportation from the Portland International Airport to one destination for one trip – for approved travel for semester, academic year, or January Term programs – for each student who meets program requirements. Students must pay airfare for subsequent trips arranged by the college.

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

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

- France (several locations)
- Germany, Nürtingen
- Ireland, Galway
- Japan (several locations)
- New Zealand (several locations)
- Norway, Bø and Oslo
- South Korea, Seoul
- Spain (several locations)
- Global internships (several locations)

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

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

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

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

To fulfill Linfield Curriculum (LC) requirements, students should carefully review the description of the LC in this catalog and the description of the transfer credit policy to the Transfer Credit section of this catalog. Students should try to identify courses that parallel courses approved for LC credit on the Linfield campus. Consult the Office of the Registrar for further clarification.

THE SEMESTER ABROAD PROGRAM

Semester abroad experiences are available in the following locations:

- Australia (several locations)
- Austria, Vienna
- Chile, Chillán
- China, Beijing and Hong Kong
- Ecuador, Quito and The Galapagos
- England, Nottingham

International Programs

All participants are required to take IDST 031 Intercultural Communication: Departure and Reentry (1 credit). This course is graded on a Satisfactory/Unsatisfactory basis. All assignments (some conducted online) must be completed in order for students to receive a Satisfactory (S) grade. Students accepted to a study abroad program must earn a "B" in the target language during the term immediately preceding departure.

AUSTRALIA (*Fall or spring semester*)

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

AUSTRIA (*August/fall semester*)

The program, offered in English, is located at the Austro American Institute of Education in the heart of Vienna. For more information about the program and course listings: <https://inside.linfield.edu/ipo/study-abroad/semester-year-abroad/semester-abroad-vienna.html>.

CHILE - CHILLÁN (*Fall or spring semester*)

Through an exchange with the Universidad del Bío-Bío, majors and minors in Spanish may study during the fall term (August-December) or the spring term (March-July) at their Chillán campus. Students will select courses from the university curriculum in consultation with the resident director and Linfield's Spanish faculty. For more information about the university and the academic program, please visit www.ubiobio.cl.

CHINA - BEIJING (*Fall or spring semester*)

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

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

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

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/opi/international-students/Paginas/galapagos-semester.aspx.

ENGLAND (*Fall semester*)

Students take courses at the University of Nottingham. During the fall term only (September-January). The current course listing is available at www.nottingham.ac.uk.

FRANCE (*Fall or spring semester*)

Several programs and locations are available. Students participate in a program of their choice, either in Angers, Aix-en-Provence or Dijon, with approval of the International Programs Office in consultation with the French faculty. For more information, visit:

- www.uco.fr
- www.iaufrance.org
- www.u-bourgogne.fr

GERMANY (*Fall or spring semester*)

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

IRELAND (*Spring semester*)

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

JAPAN (*Fall, Spring or Full Year*)

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

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

NEW ZEALAND (*Fall or spring semester*)

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

NORWAY (*Fall or spring semester*)

Students attend Oslo Metropolitan University in the downtown area of Bislett, or the University of South-Eastern Norway in Bø. Students will have access to many courses taught in English in economics, business, public administration, social work, teacher education, journalism, and physical education and outdoor life. For more information, visit: <https://www.oslomet.no/en>; <https://www.usn.no/english/>.

SOUTH KOREA (*Fall or spring semester*)

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

SPAIN (*Year-long*)

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

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

IE3 GLOBAL INTERNSHIPS

Through a partnership with the Oregon's IE3 Global Program, Linfield students can earn academic credit while gaining professional experience abroad. Full-time internships are available in a variety of private-sector companies, nonprofit organizations and educational institutions around the world. This program is jointly administered by the International Programs Office and the Office of Career Development. Offered fall or spring. For more information, visit www.ie3global.org.

LINFIELD UNIVERSITY STUDY ABROAD POLICY ON TRANSFER OF CREDIT AND FINANCIAL AID

Linfield students who study abroad on Linfield programs maintain their enrollment as Linfield students. Students wishing to study abroad through other institutions must take a leave of absence (Section I, below).

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

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

I. Leave of Absence

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

1. Those wishing to receive pre-approval for programs offered by a regionally accredited U.S. 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 university, but will not be able to receive Linfield aid or paid airfare.
2. Those wishing to study at a foreign university not regionally accredited in the U.S. will:
 - be subject to the policy and procedures outlined above.
 - additionally, upon return, provide at their own expense a course-by-course evaluation of all credits sought to be applied to their Linfield transcript. An official transcript from the foreign university must be evaluated by an NACES or AUCE member organization and must be submitted to the Office of the Registrar.

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

To obtain credit toward a major/minor or toward the LC, students must complete the Permit to Study Abroad Through

Another Institution form and provide documentation – course syllabi and/or course descriptions – to the appropriate offices.

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

JANUARY TERM ABROAD

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

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, land transportation and other on-site costs.

- The program fee varies according to location and format.
- Course costs and estimates are subject to change.
- \$265 per credit is charged for all January Term courses, both abroad and domestic.
- Passports and visa fees are the responsibility of each student. Linfield will help to facilitate the visa processes and students' accounts will be charged accordingly.

Students are responsible for any meal costs incurred during course days on campus prior to departure or after return. Meal provisions for the periods spent off-campus vary for each course. Depending on location, student should plan on spending approximately \$700-1000 for meals and personal expenses.

The following courses will be offered during January term 2021:

COURSES

BIOL 398 Diving into Coral Reef Ecology – Exploration of the ecological interactions that occur on coral reefs in The Bahamas. Discuss the role of human impacts in shaping the reef. Field work takes place off a live aboard dive boat, and the course includes basic and advanced open water SCUBA certifications, along with several specialty certifications. *Prerequisites: IDST 098. Successful completion of a swim test. Offered Jan Term 2021. 4 credits. (NW)*

COMM/THTR 398 Theatre and Oratory in Italy and Greece – Consideration of the role of the theatre and rhetoric in ancient societies, with a focus on study and performance of ancient Greek and Roman myths, orations and plays. Examination of famous playwrights and orators of the ancient world, including Aristophanes, Aeschylus, Cicero, Demosthenes, Euripides, Gorgias, and Sophocles. Focus on the influence of Greek and Roman heroes and gods on the cultures of Greece and Italy. Basic theory, methods, and practice of performance and public speaking. Visits to ancient temples, archaeological museums, basilicas, and other areas of relevance throughout Greece and Italy. *Prerequisite: IDST 098. Offered January term 2021. 4 credits. (CS or GP)*

ECON 398 Island Economics: Resource and Development Economics in Tahiti – Examine the economic development paths and experiences of French Polynesia and Hawaii, with special emphasis on natural resources, tourism, food systems, and monetary policy. Compare how the economies of French Polynesia and Hawaii diverged and how their relative colonial experiences affected the evolution of each region's economy, particularly fiscal and monetary policy. Explore how integration into the global economy affected the Tahitian and Hawaiian cultures and assess the positive and negative effects of that integration. *Prerequisites: ECON 210; IDST 098. Offered January term 2021. 4 credits (QR or GP)*

International Programs

HIST 298 The History and Culture of Japan – Japan's history provides a fascinating case study of how people might maintain a sense of distinctive national identity while adapting to the forces of globalization. This course will focus on the historical background of the sites and cultural practices visitors to Japan today might encounter. Participants will visit Tokyo, Kyoto and other cities to see how historical sites are preserved and presented to the public. We will also meet with people who live and work in Japan to gain a better understanding of the customs that shape their daily lives. *Prerequisite: IDST 098. Offered January term 2021. 4 credits. (VP or GP)*

NURS 398 Health Care in Peru – Off-campus service learning experience providing nursing care in urban and rural areas of Peru under the auspices of Health Bridges International, Inc. and in collaboration with La Católica University School of Nursing. In addition, students gain cultural insights and understanding through collaboration with local partners; visit historical, environmental, and health care sites; and engage in integrative group discussions. *Prerequisite: IDST 098. Offered January term 2021. 4 credits. (GP)*

SOAN 298 Confronting 21st-Century Challenges: Social Problems and Policy in Austria – Exploration of social problems and their solutions in Austria, with a particular focus on those related to gender, immigration, education, and social welfare. Key emphasis on cross-cultural comparisons between the U.S. and Austria. Opportunities to explore Austrian society/culture, visit social agencies and institutions, and speak with a variety of stakeholders and experts. *Prerequisite: IDST 098. Offered January term 2021. 4 credits. (IS or GP)*

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

INTERNATIONAL ACTIVITY ON CAMPUS

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

To encourage international student enrollment, Linfield has established a number of special scholarships. In addition, the International Programs Office provides a broad range of services to international students. Among these are orientation, academic advising, individual counseling, visa and immigration assistance, a friendship family program, a peer mentor program, field trips 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.

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.

ENGLISH LANGUAGE AND CULTURE PROGRAM

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

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

ELCP courses are offered at low-intermediate to advanced levels in a series of skills-based and theme-based courses specifically designed to prepare degree-seeking students for undergraduate work. Courses in the English Language and Culture Program are described in the ELCP section of this catalog.

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

Students taking ELCP courses are not allowed to take Online and Continuing Education (OCE) courses until they are fully admitted into Linfield degree program.

COLLEGES, SCHOOLS, DEPARTMENTS, MAJORS AND MINORS

ACADEMIC CODES

College of Arts and Sciences

| | |
|---|------|
| Art | ARTS |
| Biochemistry and Molecular Biology | BCMB |
| Biology | BIOL |
| Chemistry | CHEM |
| Computer Science | COMP |
| Economics | ECON |
| Education | EDUC |
| English | ENGL |
| English Language and Culture | ELCP |
| Environmental Studies | ENVS |
| Gender Studies | GENS |
| Global Languages and Cultural Studies | GLCS |
| Chinese | GLCH |
| Francophone Studies | GLFA |
| French | GLFR |
| Japanese | GLJP |
| Spanish | GLSP |
| Health, Human Performance and Athletics | HHPA |
| Health Sciences | HSCI |
| History | HIST |
| Inquiry Seminars | INQS |
| Interdepartmental Studies | IDST |
| Journalism and Media Studies | JAMS |
| Mathematics | MATH |
| Music (including Dance) | MUSC |
| Philosophy | PHIL |
| Physics | PHYS |
| Political Science | POLS |
| Psychology | PSYC |
| Religious Studies | RELS |
| Sociology and Anthropology | SOAN |
| Anthropology | ANTH |
| Sociology | SOCL |
| Theatre and Communication Arts | TACA |
| Communications Arts | COMM |
| Theatre | THTR |

School of Business

| | |
|------------------|------|
| Business | BNSS |
| Accounting | BNAC |
| Finance | BNFN |
| Management | BNMG |
| Marketing | BNMK |
| Sport Management | BNSM |
| Wine Studies | WINE |

School of Nursing

| | |
|---------|------|
| Nursing | NURS |
|---------|------|

UNDERGRADUATE MAJORS OFFERED

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

College of Arts and Sciences

- B.A. or B.S. Anthropology (SOAN)
- B.A. or B.S. Applied Physics (PHYS)

- B.A. or B.S. Applied Physics: Engineering Focus (PHYS)
- B.A. or B.S. Biochemistry and Molecular Biology
- B.A. or B.S. Biology
- B.A. or B.S. Chemistry
- B.A. only Communication Arts (TACA)
- B.A. or B.S. Computer Science
- B.A. only Creative Writing (ENGL)
- B.A. or B.S. Digital Art (ARTS)
- B.A. or B.S. Economics
- B.A. or B.S. Elementary Education
- B.A. or B.S. Environmental Studies
- B.A. or B.S. Exercise Science (HHPA)
- B.A. only French Language and Culture (GLCS)
- B.A. only Global and Cultural Studies: French and Francophone Studies (GLCS)
- B.A. only Global and Cultural Studies: Japanese Studies (GLCS)
- B.A. only Global and Cultural Studies: Latin American/Latinx Studies (GLCS)
- B.A. only History
- B.A. only Intercultural Communication (TACA)
- B.A. only International Relations (POLS)
- B.A. only Japanese Language and Culture (GLCS)
- B.A. only Journalism and Media Studies
- B.A. only Law, Rights, and Justice (POLS)
- B.A. only Literature (ENGL)
- B.A. or B.S. Management (BUSN)
- B.A. or B.S. Marketing (BUSN)
- B.A. or B.S. Mathematics
- B.A. or B.S. Mathematics: Data Science Track
- B.A. only Music
- B.A. or B.S. Philosophy
- B.A. or B.S. Physics
- B.A. or B.S. Physics: Material Science Focus (PHYS)
- B.A. only Political Science
- B.A. or B.S. Psychology
- B.A. or B.S. Public Health: Health Promotion (HHPA)
- B.A. only Religious Studies
- B.A. or B.S. Secondary Education
- B.A. or B.S. Sociology (SOAN)
- B.A. only Spanish Language and Culture (GLCS)
- B.A. only Studio Art (ARTS)
- B.A. only Theatre Arts (TACA)

School of Business

- B.A. or B.S. Accounting
- B.A. or B.S. Finance
- B.A. or B.S. International Business
- B.A. or B.S. Management
- B.A. or B.S. Marketing
- B.A. or B.S. Sport Management
- B.A. or B.S. Wine Studies

School of Nursing

- B.S.N. only Nursing
- R.N. to B.S.N. (online only)

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

UNDERGRADUATE MINORS OFFERED

Linfield offers the standing minors listed below. Host departments are noted in parentheses when a given minor does not take its name from that department.

College of Arts and Sciences

Anthropology (SOAN)
 Asian Studies (International Studies)
 Biology
 Chemistry
 Chinese Studies (GLCS)
 Coaching (HHPA)
 Communication Arts (TACA)
 Computer Science
 Creative Writing (ENGL)
 Data Science (MATH)
 Economics
 Education
 Environmental Studies
 European Studies (International Studies)
 French Language and Culture (GLCS)
 Gender Studies
 Global Health
 Health Administration
 History
 International Relations (POLS)
 Japanese Language and Culture (GLCS)
 Latin American/Latinx Studies (GLCS)
 Law, Rights and Justice (POLS)
 Leadership and Ethics Across Disciplines (LEAD)
 Linguistics (GLCS)
 Literature (ENGL)
 Mathematics
 Mathematics Education (MATH)
 Media Studies (JAMS)
 Music
 Neuroscience
 Philosophy
 Physical Education (HHPA)
 Physics
 Political Science
 Psychology
 Religious Studies
 Sociology (SOAN)
 Spanish Language and Culture (GLCS)
 Studio Art (ARTS)
 Theatre Arts (TACA)
 Visual Studies (ARTS)

School of Business

Entrepreneurship
 Management
 Sport Management
 Wine Studies

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

TEACHER LICENSURE PROGRAMS

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

GRADUATE PROGRAMS

| | |
|--------------------|---|
| Endorsement | English Language to Speakers of Other Languages (EDUC) |
| M.S.N. | Leadership in Healthcare Ecosystems (School of Nursing) |

COLLEGE OF ARTS AND SCIENCES

Dean of the College of Arts and Sciences

Joe Wilferth, Ph.D..

ART

Faculty

Brian Winkenweder, Ph.D. (Chair)

Lacroute Visiting Digital Artist

Belle Bezdicek, MFA

Shop Manager

Totem Shriver

Gallery Curator

Thea Gahr, MFA

The mission of the Department of Art is to equip students with the critical knowledge and creative skills necessary to initiate graduate study, a professional career in the visual arts or advanced

study in one of the allied disciplines. Within the context of an integrated liberal arts education, we provide our majors in both studio and digital art challenging experiential learning opportunities. Through cycles of creation and critique, our majors develop the habits of mind necessary to integrate one's artistic production into a way of being in the world. Courses in studio art, digital media and visual studies offer instruction and critical feedback so as to foster the ability to think imaginatively, independently and in community—essential skills for future study or a career in the visual arts. For the general student, the Department of Art offers courses in such areas as art history, ceramics, digital media, drawing, painting, photography, printmaking, sculpture, video and visual studies.

STUDENT LEARNING OUTCOMES

Students who successfully complete a studio art major 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, critical and craft skills;
- demonstrate an understanding of major trends in modern and contemporary art.

Students who successfully complete a digital art major will:

- demonstrate understanding of the fundamental principles of computer science, visual art and mass communication;
- demonstrate competency in one digitally-based medium;
- produce a coherent, cohesive body of work accompanied by an artist statement;
- learn to work in at least one programming environment;
- develop adequate understanding of the discipline to successfully enter graduate school or an entry-level professional career;
- demonstrate well-developed writing and communication skills;
- develop effective skills in research, analysis and self-expression through digital means.

REQUIREMENTS FOR MAJORS AND MINORS

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

For a major in Studio Art: 46 credits, 101, 102, 103, 110, 120, 310, 311, 390, 391, 395 and three studios, two of which are in the same medium. Students seeking to declare a major in Studio Art shall have completed at least 101, 102 or 103, and be currently enrolled in the third foundation course. Portfolio reviews for those declaring the major will be scheduled each semester.

For a major in Studio Art - Thesis Track (advised for all majors who intend to attend graduate school or pursue a career in the visual arts): all requirements for the studio art major plus 490, 491 and one additional visual studies course (210, 214, 314, or 315). Thesis-track students must maintain an overall 2.500 GPA and a cumulative 3.000 average in all ARTS courses. Only thesis-track students are considered for departmental honors.

For a minor in Studio Art: 20 credits, including 101, 102 or 103, 110, 120 and one additional studio elective.

For a minor in Visual Studies: 20 credits, including 110, 310, 311, 314 and one additional visual studies course (210, 214 or 315).

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

For a major in Digital Art: 56 to 57 credits distributed as follows. ARTS 101, 102 or 103, 120, 242, 311, 314, 342 (or MUSC 225), 385, 386; COMP 121, 160, 161; JAMS 150. 8 credits from among ARTS 110, 240, 243, 245, 250, 260, 280, 320, 340, 343, 360, 369, 380, 439, 480, 487. 4 credits of Journalism and Media Studies electives from among: JAMS 180, 321, 337 or 349. 8 elective credits must be at the 300-level or above. Students seeking to declare a major in Digital Art shall submit a portfolio to the Art faculty. Portfolio reviews for those declaring the major will be scheduled each semester.

For a major in Digital Art - Thesis Track (advised for all majors who intend to attend graduate school or pursue a career in the visual arts): all requirements for the Digital Art major plus 490, 491 and one additional visual studies course (210, 214, or 315). Thesis-track students must maintain an overall 2.500 GPA and a cumulative 3.000 average in all ARTS courses. Only thesis-track students are considered for departmental honors.

For Oregon Preliminary Teaching Licensure in Art: a student majoring in Studio Art must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

STUDENT ORGANIZATIONS

The Department of Art 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

ARTS 101 Introduction to Studio – Image management, design, critical approaches and creative studio practices in a variety of media. \$75 lab fee. 4 credits. (CS)

ARTS 102 2D Design – Compositional design, critical approaches and creative studio practices in a variety of media. \$75 lab fee. 4 credits. (CS)

ARTS 103 3D Design – Spatial design, critical approaches and creative studio practices in a variety of media. \$75 lab fee. 4 credits. (CS)

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

ARTS 120 Drawing – Fundamentals of gesture, value, contour, and perspective drawing in various media. Expressive, critical and thematic development. \$75 lab fee. 4 credits. (CS)

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

ARTS 214 History of Photography – Study of the history of photography from its invention to its prominence in the contemporary art world. Emphasis on photography as a form of artistic expression but also considers photojournalism and documentary uses of photographs. Emphasis on major movements such as pictorialism, new objectivity, and postmodernism. \$25 lab fee. 4 credits. (CS or VP)

ARTS 230 Ceramics – Skill building course examines processes and materials of ceramics. Emphasis on the basics of hand building, throwing on the wheel, clay and glaze formation, various firing techniques and kiln construction. \$75 lab fee. Prerequisite: 101 or 102 or 103, or consent of instructor. 4 credits. (CS)

ARTS 240 Black and White Photography – Basics of creative black and white photography: camera operations, principles of exposure, darkroom technique, visual elements of design, and introduction to historical and contemporary trends. \$75 lab fee. 4 credits. (CS)

ARTS 242 Digital Art – Introduction to basic graphic composition through use of digital programs such as Photoshop and Illustrator. Principles of image capture, basic web design and printing. Emphasis placed on an approach of using the computer as an expressive tool. \$75 lab fee. Prerequisite: 102 or consent of instructor. Offered fall. 4 credits. (CS)

ARTS 243 Digital Color Photography – Basics of creative digital color photography: camera operations, principles of exposure, digital editing, printing, composition and an introduction to historical and contemporary trends in digital photography. \$75 lab fee. Prerequisite: 102 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 245 Book Arts – Introduction to creating artist books, bookbinding, digital layouts and basic typography. \$75 lab fee. Prerequisite: 102 or consent of instructor. 4 credits. (CS)

ARTS 250 Sculpture – Introduction to the fundamentals of sculpture including understanding of communicative power of form and material. Emphasis on communicating ideas through sculpture and engaging historical, cultural and aesthetic aspects of

sculpture. \$75 lab fee. Prerequisite: 101 or 102 or 103, or consent of instructor. 4 credits. (CS)

ARTS 260 Painting – Painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. \$75 lab fee. Prerequisite: 101 or 102, 120 or consent of instructor. 4 credits. (CS)

ARTS 280 Alternative Media – Studio in mixed and non-traditional art media and related theory, critical analysis and practices. Studio projects may include performance, installation and electronic art forms. \$75 lab fee. Repeatable for credit. Prerequisite: 101 or 102 or 103 or consent of instructor. 4 credits. (CS)

ARTS 310 Modern Art: 1874-1956 – The development of visual arts from Impressionism to Abstract Expressionism. Emphasis on major movements such as Cubism, Dada and Surrealism. \$25 lab fee. Prerequisite: INQS 125. Offered fall. 4 credits. (CS or VP or GP, MWI)

ARTS 311 Art since 1956 – The development of the visual arts from the rise of Pop Art and Minimalism to the present day. Emphasis on major movements such as Conceptual Art, Neo-Expressionism and Postmodern Art. \$25 lab fee. Prerequisite: INQS 125. Offered spring. 4 credits. (CS or VP or GP)

ARTS 314 History of Video and Digital Art – The development of video, digital and electronic art from the beginnings of video art to current trends in digital art. Emphasis on technology in the visual arts such as screen-based media and computer-aided design (CAD). \$25 fee. Prerequisite: INQS 125. 4 credits. (CS or VP, MWI)

ARTS 315 Topics in Visual Studies – Selected topics, such as representations of gender in the fashion industry, trends in socially engaged art or imagery in video games. \$25 lab fee. Prerequisite: INQS 125. 4 credits. (CS or VP)

ARTS 320 Approaches to the Figure – Expressive, technical, critical and thematic development working from the human figure in a variety of media. May be repeated for credit. \$100 lab fee. Prerequisite: 120 or consent of instructor. Offered spring. 4 credits. (CS)

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

ARTS 330 Topics in Ceramics – Topics include glaze calculation, mold making and slip casting, sculptural and architectural ceramics, advanced vessel production. Situates and highlights lineage of contemporary ceramics, and broadens conceptual framework of individual practice. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 230 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 340 Topics in Black and White Photography – Advanced techniques of creative photography: camera operations, principles of exposure, darkroom technique, visual elements of design, and study of historical and contemporary trends. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 240 or consent of instructor. 4 credits. (CS)

ARTS 342 Topics in Digital Art – Advanced techniques in graphic composition and emerging technology in the visual arts through a semester long independent project. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisites: 102 and 242; or consent of instructor. Offered fall. 4 credits. (CS)

ARTS 343 Topics in Digital Color Photography – Advanced creative digital color photography: camera operations, principles of exposure. Focus on developing a personal style and integrating content with imagery. Emphasis on photography as an expressive medium. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. Prerequisite: 243 or consent of instructor. Offered spring. 4 credits. (CS)

ARTS 350 Topics in Sculpture – Topics include assembled form, carving, casting, installation, large scale and public sculpture. Situates and highlights the lineage of contemporary sculpture and broadens the conceptual framework of individual practice. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. *Prerequisite: 250 or consent of instructor. 4 credits. (CS)*

ARTS 360 Topics in Painting – Advanced painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. \$75 lab fee. *Prerequisite: 260 or consent of instructor. Repeatable for credit. 4 credits. (CS)*

ARTS 369 The Painter-Printmaker – Integrative portfolio development in painting, drawing and printmaking. May be repeated for credit. \$100 lab fee. *Prerequisites: 101, 102, 120, and 360; or consent of instructor. 4 credits.*

ARTS 380 Topics in Alternative Media – Advanced studio practice in mixed and non-traditional art media. Student-designed projects may include performance, installation, and electronic art forms. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee. *Prerequisite: 280. Offered spring. 4 credits.*

ARTS 385, 386 Digital Art Portfolio – Portfolio development in a digital medium or combination of digital media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. \$40 lab fee for 385; \$75 lab fee for 386. *Prerequisites: 101, 102, 103, 110, 120 and 242, or consent of instructor. Completion of 385 or consent of instructor is a prerequisite for enrollment in 386. Offered fall (385) and spring (386). 2 credits each semester.*

ARTS 390, 391 Portfolio – Portfolio development in any medium or combination of media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. Students seeking entrance must present a portfolio in advance to a panel of art professors. \$75 lab fee for 390; \$75 lab fee for 391. *Prerequisites: 101, 102, 103, 110, 120 plus at least two 200-level studios classes, or consent of instructor. Completion of 390 or consent of instructor is a prerequisite for enrollment in 391. Offered fall (390) and spring (391). 2 credits each semester.*

ARTS 395 Gallery Management and Curatorial Practices – Introduction to the standard concepts and techniques of business and gallery management and curatorial practices which include: curating and mounting exhibitions, coordinating press, working

with artists and serving as a docent. May be repeated once for credit. \$40 lab fee. *Prerequisite: 101 or consent of instructor. Offered spring. 2 credits.*

ARTS 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or studio. Focus on course content and pedagogy. Repeatable for credit. *Prerequisite: Application and consent of instructor. 1-5 credits. (S/U) (EL)*

ARTS 480 Independent Study – Program of directed tutorial reading or studio project relating to the special interests of the student and supervised by a department faculty member. Lab fees adjusted based on project materials. *Prerequisite: One of the following depending on nature of project: 101, 102, 103 or 110; and consent of instructor. 1-5 credits.*

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

ARTS 490, 491 Thesis – Integrative seminar for majors planning post-graduate work in studio art. Students produce a cohesive body of work and related critical papers and artist statements. \$75 lab fee per semester. *Prerequisite: 391, or consent of instructor. Completion of 490 or consent of instructor is a prerequisite for enrollment in 491. Offered fall (490) and spring (491). 2 credits each semester.*

JANUARY TERM OFF-CAMPUS COURSES

ARTS 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability. Past topics have included Contemporary Art in Vienna, Catalonia Drawing and Painting Expedition, Visual and Theatre Arts in London. Offered only as student interest and university resources permit. May be repeated once for credit with a different topic. *4 credits.*

OCE COURSES

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

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Faculty

Megan L. Bestwick, Ph.D. • Chemistry (Coordinator)
Shanna Bowman, Ph.D. • Biology
Brian Gilbert, Ph.D. • Chemistry
Sreerupa Ray, Ph.D. • Biology
Catherine Reinke, Ph.D. • Biology

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

STUDENT LEARNING OUTCOMES

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

- demonstrate an understanding the fundamentals of chemistry and biology and the key principles of biochemistry and molecular biology;
- obtain, evaluate, and use information from the scientific literature;
- dissect a question into its key features, design experiments, and interpret results (both quantitatively and qualitatively);

- think in an integrated manner and look at questions from different perspectives; and,
- communicate effectively, both orally and in writing, to both scientific and non- scientific communities.

REQUIREMENTS

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

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

No more than a total of 2 credits from the following may apply towards a Biochemistry major: BIOL 220, 480, 485, 487, 490, CHEM 381, 382, 384, 385, 480 and 490.

For Oregon Preliminary Teaching Licensure in Biology: a student majoring in Biochemistry and Molecular Biology must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

COURSES

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

BIOLOGY

Faculty

Shanna Bowman, Ph.D.
J. Christopher Gaiser, Ph.D.
Katherine Lee, Ph.D. (Visiting)
Sreerupa Ray, Ph.D.
Catherine Reinke, Ph.D.
Timothy Sullivan, Ph.D. (Visiting)
John Syring, Ph.D.
Chad Tillberg, Ph.D. (on Sabbatical spring 2021)
Jeremy Weisz, Ph.D. (Chair)

Affiliated Faculty

Nancy Broshot, Ph.D. • Environmental Studies

Laboratory Coordinators

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

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

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

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

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

For either a major or a minor, students with an AP Biology test score of 5, or with a score of 5 or higher on the International Baccalaureate subject exam in biology, receive 4 elective credits of Biology. They are not exempt from taking BIOL 210 and 211.

For Oregon Preliminary Teaching Licensure in Biology: a student majoring in Biology must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

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

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

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

BIOL 112 Microbiology of Grapes and Wine (also listed as WINE 112) – Role of microorganisms in the growth of grapes and production of wine. Exploration of both beneficial and harmful microbes, and the mechanisms by which microbes interact with their hosts and each other. For the non-science major; assumes no biology or chemistry. Up to \$20 course fee. *3 credits. (NW)*

BIOL 210, 211 Principles of Biology – An introduction to the fundamental principles of Biology including the origin and diversity of living things; the molecular, cellular, and genetic bases of life; the structure and function of organisms, their evolution and ecology. Lecture and laboratory. Required for Biology majors. Completion of 210 is a prerequisite for enrollment in 211. \$60 lab fee. *Recommended: Concurrent or completed CHEM 210. 4 credits each semester. (NW)*

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

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

Biology

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

BIOL 250 Plant Biology – Study of the basic structure and function of the cells, tissues, and organs of higher plants. Detailed exploration of the genetic and molecular bases of processes such as flowering and embryogenesis. Emphasis on current models of plant development using scientific papers from the primary literature. Lecture and laboratory. \$60 lab fee. *Prerequisites: 211. 4 credits.*

BIOL 260 Fundamentals of Neuroscience (also listed as HHPA 260/PSYC 260) – Introduction to cellular, organismal and behavioral neuroscience. Examining principles of neurons, synapses, and brain systems; including structural and functional mechanisms of neurons in sensory systems, perception, movement and neural development. *Prerequisites: PSYC 101, BIOL 210 and 211. Offered fall. 4 credits.*

BIOL 275 Introduction to Microbiology – Introductory course covering the basic concepts of microbial world, beginning with a review of biological and chemical concepts. Focus on the prokaryotic and eukaryotic organisms with clinical and industrial importance. Meets the prerequisites for students planning to major in Nursing. \$60 lab fee. Does not count toward Biology major or minor. *Prerequisite: 211 or CHEM 211. 4 credits.*

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

BIOL 289 Northwest Ecology and Environmental Writing (also listed as ENGL 289) – An interdisciplinary field course focusing on the connections between the processes of the natural world and human creative expression. Serves as an introduction to the science of ecology and the art of creative writing. Weekly class meetings and three mandatory weekend-long field excursions to field stations across the region. Check with faculty on field trip dates as they will vary from year to year. \$300 lab fee. *Prerequisite: INQS. Offered fall of even years. 4 credits. (CS, NW)*

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

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

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

BIOL 330 Insect Biology – Explore the evolution, diversity, anatomy, physiology, reproduction, development, ecology, and behavior of the most abundant animal form on planet earth – the insects. Class meetings will be a mixture of traditional lecture with frequent in-class discussions and activities. The laboratory will include experimental and experiential investigations of material

coordinated with the lecture. Students assemble and curate an insect collection. \$60 lab fee. *Prerequisites: 211 and junior standing, or consent of instructor. 4 credits.*

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

BIOL 340 Bioinformatics – Computer-based explorations of large biological datasets to test hypotheses in ecology, evolution, and genetics. This is a project-based course, in which students learn fundamental concepts and methods in bioinformatics, gain practical experience with bioinformatics tools, and develop basic skills in the collection and presentation of big data, as well as the rudiments of programming in a scripting language. Programming experience is not required. \$60 Lab fee. *Offered January term. 4 credits.*

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

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

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

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

BIOL 390 Animal Physiology – Exploration of select topics in animal physiology including sensory systems, endocrinology, respiration and water balance. Discussion, problem-solving, presentations, in-depth analysis of primary literature, research-based writing assignments and laboratory independent research projects. Lecture and laboratory. \$60 lab fee. *Prerequisites: 211, CHEM 211. 4 credits.*

BIOL 395 Junior Seminar: Topics in Biological Literature – Detailed investigation of selected topics in the biological literature via discussion and critique of current research papers. Student oral presentation. *Prerequisites: 211 and junior standing. Offered spring semester. 1 credit.*

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

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

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

BIOL 432 Immunology – Immunology involves the study of the immune system. The immune system renders protection from infections through various lines of defense. This course will focus on the development of mammalian immune system, nature of antigens, lymphocytes, immunoglobulins, and the regulation of the immune response. Applications to infection, hypersensitivity, tumor immunity and autoimmunity. The concepts introduced in the course will be applied to understand complex processes like immune response and cancer. This course uses an intensive laboratory component to instruct students in the practical and technical aspects immunology. \$60 lab fee. *Prerequisites: BIOL 210/211, CHEM 210/211. 4 credits.*

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

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

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

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

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

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

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

JANUARY TERM OFF-CAMPUS COURSES

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

OCE COURSES

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

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

Faculty

Elizabeth J.O. Atkinson, Ph.D. (Chair)
 Andrew Baggett, Ph.D.
 Megan L. Bestwick, Ph.D.
 Brian Gilbert, Ph.D.
 Thomas Reinert, Ph.D.
 Kristin Ziebart, Ph.D. (Visiting)

Laboratory Coordinator

Veronica Siller, B.S.

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

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

For a major: At least 40 credits, including 210, 211, 321, 322, 330, 335, 340, 361, 362, and either 350 or 440 with the remaining credits from: 351, 381, 382, 384, 385, 480 or 490. PHYS

210, 211 and MATH 170, 175, 200 and 210 are prerequisite or recommended for several upper-division chemistry courses.

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

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

For Oregon Preliminary Teaching Licensure in Chemistry: a student majoring in Chemistry must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

STUDENT RECOGNITION

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

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

PARACURRICULAR COURSES

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

COURSES

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

CHEM 201, 202 General, Organic and Biological Chemistry I and II – Basic principles of general, organic, and biological chemistry: atomic structure, mole concept, chemical reactions, stoichiometry, gases/gas laws, oxidation-reduction, acid-base chemistry, equilibrium, solutions, and nuclear chemistry; organic hydrocarbons, organic functional groups, and nomenclature; biological macromolecules (proteins, lipids, carbohydrates, and nucleic acids), membrane transport, and metabolic reactions. Content is presented through the application of chemistry in health sciences, comparable to courses described as chemistry for allied health at other institutions. Designed for students requiring a broad introduction to chemical principles such as nursing, emergency medical technician (EMT), health education, and similar; not for chemistry, biology or biochemistry majors. Lecture, lab. \$60 lab fee per semester. *Recommended: MATH 150. (For 202: 201 or equivalent with grade of C- or better). 201 offered fall; 202 offered spring. 4 credits each semester. (NW)*

CHEM 210, 211 General Chemistry I and II – Principles of chemistry, including stoichiometry; gases, liquids, and solids;

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

CHEM 300 The Art and Science of Brewing – Academic approach to the production and critique of brewed beverages. Malting, brewing, fermentation and bottling/kegging. Historical development of brewing science. Human health aspects related to brewing and the consumption of fermented beverages. \$60 lab fee. *Prerequisites:* completion of an NW, MATH 105 or equivalent, plus 21 years of age or older by the first day of class. Application and interview required. Offered January term or spring. 4 credits. (NW)

CHEM 301 Food Science (also listed as HHPA 301) – General overview of the chemical and physical properties of food and beverage; quality and safety; preservation, fermentation and cooking methods; objective and subjective food evaluation, recipe modification. \$35 fee. *Prerequisites:* Nutrition, Chemistry and/or Biology Recommended. Offered alternating January terms. 4 credit(s). (NW)

CHEM 321, 322 Organic Chemistry – The chemistry of carbon, including preparation, properties, and reactions of important classes of aliphatic and aromatic compounds. Emphasis on reaction mechanisms, synthesis, and analysis. Lecture/discussion, lab. \$50 lab fee, \$15 voluntary fee per semester. *Prerequisites:* For 321: 211 with a grade of C or better. For 322: 321 with a grade of C or better. Offered fall, spring. 4 credits each semester.

CHEM 330 Writing in Chemistry – Introduction to the genres of scientific writing, emphasizing writing and library skills in scientific research. Completion of a collaborative research project prior to enrollment in CHEM 330 is encouraged. *Prerequisite:* 322, IDST 125 or consent of instructor. Offered fall. 4 credits. (MWT)

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

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

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

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

CHEM 361 Physical Chemistry I – Chemical thermodynamics, kinetics and molecular spectroscopy. Applications including thermochemistry and calorimetry; bulk properties of pure substances;

methods of describing the properties of solutions; reaction rates; mechanisms of chemical reactions; transition state theory; spectroscopic determination of molecular structure. Lecture/lab. *Prerequisites:* 211 or equivalent; PHYS 211 (may be taken concurrently); MATH 175; or consent of instructor. Recommended: MATH 200. Offered fall. 4 credits.

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

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

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

CHEM 384 Research in Biochemical Transcription Regulation and Analysis – Collaborative research experience in biochemistry focusing on transcriptional regulation and analysis using an in vitro system. Research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Preparation of independent research proposal and oral presentation; implementation of research. May be repeated twice. *Prerequisite:* 210, or consent of instructor. Offered spring. 1-3 credits.

CHEM 385 Research in Small Molecule Synthesis – Introduction to small molecule synthesis and organic method development, projects carried out individually or in small groups. Projects feature organic reactions, purifications, analysis, and biochemical protein-based assays. Weekly meetings feature discussion of results and literature. Each student prepares independent research proposal and oral presentation, and carries out research. May be repeated twice. *Prerequisites:* 211 or consent of instructor. Offered spring. 1-3 credits.

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

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

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

JANUARY TERM OFF-CAMPUS COURSES

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

Faculty

Daniel Ford, M.S. (Chair)

Staff

Francisco Mora (System Administration & Security)

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

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

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

For a major: At least 40 credits in Computer Science including 160, 161, 260, 262, 305, 330, 370, 375, 377, 405, 430, 431, and 490; MATH 170, 230 and one course from the following MATH 175, 220, or 250. Students are encouraged to take these mathematics courses as early as possible because they provide a theoretical background for many COMP courses. While COMP 121 and 131 may not be counted toward the major, these courses are highly recommended. Students are strongly encouraged to take 480 Independent Study and 487 Internship.

For a minor: At least 20 credits in Computer Science including 121, 131, 160, and 161, and at least 6 credits from courses numbered 200 or higher.

For Online Continuing Education majors, minors and certificates in the area of computer science, see the Online and Continuing Education section.

STUDENT RECOGNITION

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

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

COURSES

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

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

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

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

COMP 260 Database Management Systems – Information systems design and implementation within a database management system environment. Topics include conceptual, logical, and physical data models and modeling tools; mapping conceptual schema to relational schema, entity and referential integrity, relational algebra and relational calculus. Database query languages (Structured Query Language (SQL)). Relational database design, transaction processing, and physical database design (storage and file structures). Database implementation, including user interface and reports. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 152 or 160. Offered fall. 3 credits*

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

COMP 305 Software Engineering – Analysis, design, implementation, and testing of a medium-scale software system as a member of a project team. Significant real-world group projects covering all the phases of software development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 260. Offered spring. 3 credits. (MWI)*

COMP 330 Operating Systems and Networking – Operating systems design and implementation. Topics include overview of components of an operating system, mutual exclusion and synchronization, implementation of processes, scheduling algorithms, memory management, and file systems. Net-centric computing, network architectures; issues associated with distributed computing. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 161. Offered spring of odd-numbered years. 3 credits.*

COMP 370 Advanced Topics in Algorithms, Complexity and Intelligent Systems – Topics may include: distributed algorithms, complexity classes P and NP, automata theory, algorithmic analysis, cryptographic, geometric or parallel algorithms, compression and decompression, search and constraint satisfaction, knowledge representation and reasoning, agents, natural language processing, machine learning and neural networks, artificial intelligence planning systems and robotics. Lecture and mandatory one hour lab session per week. \$30 lab fee. *Prerequisite: 262. Offered fall. 3 credits.*

COMP 375 Interactive Application Design – Fundamental principles and techniques of interactive application design as they are implemented on an industry standard platform. Topics: emerging technologies, mobile & web programming frameworks, data-driven applications, modern GUI tools, input/output modalities, rapid prototyping, and user experience. Extensive hands-on programming experience via platform-specific APIs. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 161. Offered spring of odd-numbered years. 3 credits.*

COMP 377 Computer Architecture – Concepts of the fundamental logical organization of a computer (its parts and their

relationship) and how it actually works; exposure to a central processor's native language, and to system concepts. Topics in computer hardware, architectures, and digital logic. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 161. Offered spring of even-numbered years. 3 credits.*

COMP 405 Platform-Based Software Development – Design and development of software applications that reside on specific platforms. The course focuses on integrated software development environment in which application development methodologies and constraints for web platforms, mobile platforms and game platforms. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisite: 260. Offered spring of even-numbered years. 3 credits.*

COMP 430 Computer Security – Network security concepts and methodologies. Topics include: security concepts and services, physical, operational, and organizational security, the role of people in systems security compliance and operational security; threats and vulnerabilities; network security. Access control and identity management; cryptography. Labs and projects will focus on techniques and tools for vulnerability detection and defense. Lecture and mandatory one-hour lab session per week. \$30 lab fee. *Prerequisites: 161 or 252, or instructor consent. Offered fall. 3 credits.*

COMP 431 Advanced Network Communication and Security – Advanced concepts and applications of network communication and security. Topics include: client-server communications, web services and applications, network systems discovery, advanced access control, trade-off between network usability and security, configuration and hardening recommendations and strategies, monitoring, intrusion detection, countermeasures, and incident response. Emphasis on developing, deploying, and maintaining a secure network communication infrastructure. Lecture and mandatory one hour lab session per week. Optional weekend field trip event over spring break. \$30 lab fee. *Prerequisite: 430 or consent of instructor. Offered spring. 3 credits.*

COMP 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. \$30 lab fee. *1-3 credits.*

COMP 485 Advanced Topics in Computer Science – Topics of current interest in computer science. May include: advanced software engineering, human computer interaction, advanced networking and systems administration, advanced database systems, computer animation and simulation, finite automata and languages, and intelligent systems. \$30 lab fee. *Prerequisite: varies with topic. Offered spring. 3 credits.*

COMP 487 Software Engineering Internship – Practical on-site work experience in a computer-intensive operation with academic oversight. Experience with a variety of programming languages, operating systems, applications, and machines. *Prerequisite: 20 credits in Computer Science. 1-3 credits.*

COMP 490 Capstone Project – Research or software application development on some topic or problem within the discipline relating to the special interests of the student. \$30 lab fee. *Offered fall. 4 credits.*

OCE COURSES

COMP 101 Fundamentals of Information Systems Technology – Broad overview of computer science. Topics include basic concepts in hardware, operating systems and networks, algorithmic problem solving, introduction to the object-oriented paradigm, and an overview of the social context of computing. No background in computer science is assumed or expected. *3 credits.*

COMP 120 Microcomputer Applications – Introduction to useful problem solving, using current software on PC-compatibles and Apple Macintoshes. Major operating systems, word processing, file creation, database management, data communications, electronic spreadsheets, form letters, idea processing, business graphics, sorting, searching, printing, and integrated software systems. Not for

OCE COURSES, CONTINUED

credit toward the Computer Science major or minor. \$50 lab fee. *3 credits.*

COMP 152 Programming and Object Structures – Concepts of object-oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications. Programming in visual development environment that incorporate event driven and object-oriented design. \$30 lab fee. *Prerequisite: COMP 101 completed, or concurrent, or consent of instructor. 4 credits*

COMP 153 Human Computer Interaction – Principles and methods involved in building effective user interfaces. Examination of human factors associated with information systems. User-centered methodologies in the design, development, evaluation, and deployment of IT applications and systems. Focus will be on methods and tools for developing effective user interfaces, evaluation methods such as the conduct of usability and heuristic evaluations, design of appropriate interface elements including the design of menus and other interaction styles. *Prerequisites: 152. 3 credits.*

COMP 250 Database Program Development – Application program development in a database environment using a host language. Data structures, file organizations, models of data storage devices, data administration and data analysis, design and implementation. \$30 lab fee. *Pre- or corequisite: 152. 3 credits.*

COMP 252 Systems Administration and Networking Concepts – Installation, administration and maintenance of various modern operating systems widely-used in academic, industrial and research environments. Communications concepts, network architectures, data communication software and hardware. Local Area Networks and Wide Area Networks, network protocol suites. Internetworking and routing, network management, and distributed information systems. Extensive hands-on experience based on the management of a fully functioning computer network systems. \$30 lab fee. *Pre- or corequisite: 101. Offered fall. 3 credits.*

COMP 291 Project Management I: Fundamentals – Exploration of the purpose of project management, the tasks of project management, and the core managerial skills required. Study of how to leverage and use available resources to develop a project plan and to make and implement decisions. *3 credits.*

COMP 301 Digital Forensics – Comprehensive understanding of digital forensics and investigation tools and techniques in acquisition, recovery, documentation, and analysis of information contained within and created with computer systems and computing devices. Digital evidence methods and standards, techniques and standards for preservation of data, application forensics, web forensics, network forensics, mobile device forensics, and information security audit. Labs and projects consist of hands-on exercises that reinforce the subject matter. *Offered spring. 3 credits.*

COMP 302 Software Engineering – Analysis, design, implementation, and testing of a medium- scale software system as a member of a project team. Significant real-world group projects covering all the phases of software development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. \$30 lab fee. *Prerequisite: 250. Offered spring, summer, and fall. 3 credits. (MWI)*

COMP 310 Web Systems and Technologies – Modern applications software in business environments. Topics include: Enterprise web application development and security, web service, and XML in the enterprise. Hands-on experience using current technology to build business-to-business (B2B) and business-to-computer (B2C) applications. \$30 lab fee. *Prerequisite: 250. 3 credits.*

COMP 382 Management Information Systems – Real world applications of information systems concepts. The value and uses of information systems for business operation, management decision making, and strategic advantage. \$30 lab fee. *Prerequisites: MATH 140, 160. 3 credits.*

COMP 392 Project Management II: Management Skills, Assessment and Development – Exploration of project management functions and skills, analysis of recurrent problems encountered, and consideration of factors that decision-makers need to understand to be successful. *Prerequisite: COMP 291. 3 credits.*

COMP 393 Project Management III: Quality Management Fundamentals – Systematic introduction to the art and science of Quality Management that explores the philosophy, theory, principles, concepts, methods, processes, techniques, and tools of Quality Management and TQM, and how to apply them to large and complex projects. *Prerequisite: COMP 392. 3 credits. (MWI)*

COMP 400 Applied Software Development Project – Comprehensive systems development project. Team approach to analyze, design, and document realistic systems of moderate complexity. Project management methods, scheduling and control, formal presentations, and group dynamics in solving systems problems. Development of a database. \$30 lab fee. *Pre- or corequisite: 302. 3 credits.*

COMP 404 Operations Management – Methods for managing production and distribution of manufacturing and service systems. Capacity determination, operating systems design, operating procedures analysis, and control systems development. *Prerequisites: MATH 140, 160. 3 credits.*

COMP 450 Advanced Database Concepts – Database administration, technology, selection of database management systems. Practicum in data modeling and system development in a database environment. Trends in data management. \$30 lab fee. *Prerequisite: 250. 3 credits. (MWI)*

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

ECONOMICS

Faculty

Randy Grant, Ph.D.
Eric Schuck, Ph.D.
Jeffrey Summers, Ph.D. (Chair)
Brittany Teahan, Ph.D.

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

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

For a major: 36 credits including 210, 411, 412, 416, and 417. The remaining courses must be selected from 321, 322, 323, 331, 332, 333, 341, 342, 351, 352, 353, 361, 371, 372, and 461 and no more than eight credits from 439, 480, 487, and 490.

For a minor: 20 credits including 210, 411, and 412. The remaining courses must be selected from 321, 322, 323, 331, 332, 333, 341, 342, 351, 352, 353, 361, 371, 372, 416 and 461.

Departmental Quantitative Advisory and Requirement Advisory

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

1. To enroll in 210 a student is strongly advised to have done one of the following:
 - a) completed a high school mathematics course sequence covering material equivalent to MATH 160; or
 - b) completed or be simultaneously enrolled in MATH 160 or MATH 170, or the equivalent.
2. To enroll in 411 or 412, a student must:
 - a) complete MATH 160 or MATH 170 or the equivalent with a grade above a C-;
 - b) complete MATH 140 or MATH 340 or the equivalent with a grade above 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 university's residency requirement, the department requires that 15 credits in the major and 10 credits in the minor be completed at Linfield.

For Oregon Preliminary Teaching Licensure in Social Studies: a student majoring in Economics must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

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 Development 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 3.000, to qualify for economics internship credit.

COURSES

ECON 210 Principles of Economics – Survey of micro- and macroeconomic theories, institutions, and methods, emphasizing the operation of market systems in the allocation of resources and the distribution of income. Fiscal and monetary theories and policies for achieving economic stability and growth in the national economy. *Prerequisite: completion of the relevant portion of the department's quantitative requirements. Offered fall and spring. 4 credits. (IS or QR)*

ECON 271 Economics of Star Trek – Application of economic concepts to issues raised by the Star Trek television series and motion pictures. Economic problems of population, environmental degradation, discrimination (race, gender, sexual orientation), aging and death, animal rights, genetic engineering, and the impact of technology. Not applicable for Economics major or minor. *4 credits. (IS or US)*

ECON 321 Economics of Sports – Application of economic analysis to professional and amateur sports. Analysis of industry market structures and labor markets, including the role of discrimination. Public policy issues such as stadium financing. \$40 fee. *Prerequisite: 210. 4 credits. (IS or US)*

ECON 322 Economics of College Sports – Application of economic analysis to intercollegiate sports. Analysis of the NCAA as a cartel and the labor market for college coaches. Role of the media in the commercialization of college sports. Issues of discrimination and Title IX. Public policy questions such as paying college athletes and reforms to improve balance between academics and athletics. \$40 fee. *Prerequisite: 210. Offered spring. 4 credits. (IS or US)*

ECON 323 Topics in Sports Economics – Application of economic analysis to specific sports or sporting events. Analysis of relevant product and resource markets, including market struc-

Economics

ture. Impact of institutional structure on economic behavior of participants and outcomes of sporting events. May be repeated for credit under different topics. \$40 fee. *Prerequisite: 210. 4 credits. (IS)*

ECON 331 International Economics – Study of international trade theory and policy. Causes and consequences of international trade, commodity composition of trade, tariff and non-tariff barriers to trade, regional and multilateral trade agreements. *Prerequisite: 210. 4 credits.*

ECON 332 Development Economics – Analysis of the theory and history of growth processes in lower income economies. *Prerequisite: 210. 4 credits. (GP)*

ECON 333 International Monetary Economics – Study of international monetary theory and policy, balance of payments and exchange rate determination and adjustment, exchange rate systems, macroeconomic policy in the open economy, and selected international banking issues. *Prerequisite: 210. Offered spring. 4 credits.*

ECON 341 Environmental Economics – Analysis of the effects of economic activity and policy on the natural environment. Responses to environmental problems such as population, energy, and pollution, and the impact of these responses on economic policy and performance. *Prerequisite: 210. 4 credits. (QR or IS)*

ECON 342 Natural Resource Economics – Optimal management of natural resources such as land, water, minerals, fisheries, rangeland and forests over time. Balancing the tension between the value of natural resources as productive inputs in the present against their potential value in the future. *Prerequisite: 210. 4 credits. (IS or QR)*

ECON 351 Public Sector Economics – Taxing and spending activities of government and their effects on the allocation of resources. Efficiency of government economic policy decision making processes. *Prerequisite: 210. 4 credits.*

ECON 352 Economics of the Law – Application of economic analysis to traditional areas of legal study, such as contracts, property, torts, and criminal law. Use of a “rational choice” framework to analyze the purpose, effect, and genesis of laws. The effect of legal structures on economic efficiency. *Prerequisite: 210. 4 credits.*

ECON 353 Labor Economics – Application of microeconomic principles and empirical evidence to analyze labor market policies. Topics include: labor force participation, immigration, safety and health regulations in the workplace, human capital investment, wage determination, labor mobility, discrimination and labor unions. *Prerequisites: 210. 4 credits. (QR or US)*

ECON 361 Topics in Economic History – Changes in economic structure and performance over time. Causes of economic change and the impact on society, including marginalized groups. May be repeated for credit under different topics. *Prerequisite: 210. Offered fall. 4 credits. (IS or QR)*

ECON 371 Experimental Economics – Analysis of economic behavior through the methodology of experimental economics. Topics include markets with price controls, markets for trading assets, auction markets, funding public goods through voluntary contributions, conspiracies in markets, lobbying, bargaining, trust, and labor market reciprocity. \$20 fee. *Prerequisite: 210. 4 credits. (IS or QR)*

ECON 372 Behavioral Economics – Analysis of how people make decisions and the consequences of their decisions. Tests of the ability of standard economic models to predict human behavior. Topics include decision making under risk and uncertainty, decision making over time, learning from new information, interactions with others, social preferences, and happiness and utility. Discussion of public policies to help individuals make better choices. *Prerequisite: 210. 4 credits. (QR)*

ECON 411 Intermediate Microeconomics – Marginal utility, market demand, elasticities, production and cost, product pricing and output, market structure, pricing and employment of resources, income distribution, general equilibrium, and welfare economics. *Prerequisites: 210, and completion of the relevant portion of the department's quantitative requirements. Offered fall and spring. 4 credits.*

ECON 412 Intermediate Macroeconomics – National income accounting, consumption theories, investment theories, balance of foreign payments, business fluctuations, economic growth, fiscal theory and policies, and monetary theories and policies. \$30 fee. *Prerequisites: 210, and completion of the relevant portion of the department's quantitative requirements. Offered fall and spring. 4 credits. (QR)*

ECON 416 Econometrics – Application of economic theory, mathematics, and statistical inference in the formulation and testing of economic hypotheses. Development of skills associated with generating, interpreting, and reporting results of empirical research in economics. \$10 fee. *Prerequisites: 411, 412. Offered fall. 4 credits. (QR)*

ECON 417 Senior Seminar in Economics – Selected topics in economics using small group discussion. Student participation, daily writing assignments, and a semester research project. Open to senior majors or minors in economics. \$25 fee. *Prerequisites: 411, 412, 416. Offered spring. 4 credits. (MWI)*

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

ECON 461 History of Economic Thought – Evolution of ideas about economic matters and methodology from antiquity to the present. Evolution of “Economic Man.” *Prerequisite: Minimum 8 ECON credits or consent of instructor. 4 credits. (UQ or VP)*

ECON 480 Independent Study – Advanced study in a particular topic in economics chosen by the student in consultation with a supervising departmental faculty member. *Prerequisites: GPA of at least 2.750, and approval of advisor and department chair. 1-4 credits.*

ECON 487 Internship – Applied economics learning experience in a public or private sector organization. *Prerequisites: GPA of at least 3.000, completion of at least 20 credits in ECON courses including 411 and 412, and approval of advisor and departmental chair. 1-4 credits. (EL)*

ECON 490 Economics Research – Individual research, reading, and study in economics under the supervision of a departmental faculty member. *Prerequisites: approval of supervising faculty member and departmental chair. 1-4 credits.*

JANUARY TERM OFF-CAMPUS COURSES

ECON 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included D-Day Economics in France and England, and Aboriginal and Environmental Economics in Australia. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

The Department of Economics regularly offers 210 Principles of Economics, as well as selected other courses, through Online and Continuing Education.

EDUCATION

Faculty

Kena Avila, Ph.D.
Steven Bernhisel, Ph.D.
Carrie Hyde Kondor, Ph.D. (Director of Teacher Education/Chair)
Mindy Legard Larson, Ph.D.
Tonda Liggett, Ph.D. (Visiting)
Gennie VanBeek, Ph.D.

Linfield Pre-Kindergarten

Leslie Copeland, M.A., Lead Teacher
Angie Gurley, M.S., Director, Lead Teacher

The Education Department of Linfield University is dedicated to the preparation of the next generation of educators and the

production of scholarly knowledge. We prepare teachers that work effectively with PreK-12 students to promote life-long academic, and social-emotional learning, as well as build systems of equity among increasingly diverse student populations.

Students in the Linfield Teacher Education Program can work towards an Oregon Preliminary Teaching license to teach at any of the following levels: preschool, elementary, middle school, high school. Linfield's Teacher Education Program is approved to recommend candidates for the following teaching license endorsements: Art, Biology, Chemistry, Elementary-Multiple Subjects, English to Speakers of Other Languages, English Language Arts, Foundational English Language Arts, Foundational Mathematics, Foundational Science, Foundational Social Studies, French, Health Education, Mathematics, Music, Physical Education, Physics, Social Studies, Spanish.

STUDENT LEARNING OUTCOMES

1. Apply research from multiple learning theories in the development of praxis, including classroom community and culturally responsive teaching.
2. Demonstrate competence in professional dispositions of the discipline.
3. Demonstrate the ability to think critically and write clearly within the discipline.

UNDERGRADUATE REQUIREMENTS

The Elementary and Secondary Education majors are available as Bachelor of Arts or Bachelor of Science degrees, as defined in the section on degree requirements for all majors in this course catalog.

For an Elementary Education major: 41 credits including EDUC 150, 230, 240, 270, 302, 305, 401, 402, 448, 449, 450; 275 or MUSC 312 or HHPA 381.

For an Elementary Education major with Licensure: admission to teacher preparation program and complete major requirements, as well as Math 135 and 136, EDUC 491, 492, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements.

For an Elementary Education major with Licensure and ESOL endorsement: completion of all requirements for Elementary Education major with Licensure (see above), as well as EDUC 245, 250, 340; TSPC required ESOL exam; and specific ESOL student teaching requirements.

For an Elementary Education major with Licensure & Middle School Content Endorsement (Foundational English Language Arts, Foundational Mathematics, Foundational Science, or Foundational Social Studies): admission to teacher preparation program and complete the Elementary Education major requirements, as well as MATH 135 and 136, EDUC 290, 491 or 492, 493, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements, and four approved courses in the middle level content area.

For a Secondary Education major with Licensure (for teaching middle or high school): admission to teacher preparation program and complete one of the following Linfield majors: Anthropology, Applied Physics, Biology, Biochemistry, Chemistry, Creative Writing, Economics, Environmental Studies, French, Health Education, History, Literature, Mathematics, Music, Health and Human Performance: Physical Education, Physics, Political Science, Psychology, Public Health: Health Promotion, Sociology, Spanish or Studio Art; EDUC 150, 230, 240, 290, 302, 305, 430 (not required for physical education), 493, 494, 496, 497; TSPC

required exams, OSP/FBI criminal history clearance, Education Department requirements.

For a Secondary Education major with Licensure and ESOL endorsement: completion of all requirements for Secondary Education major with Licensure (see above), as well as EDUC 245, 250, 340; TSPC required ESOL exam; and specific ESOL student teaching requirements.

The Secondary Education major is a second major only. The Secondary Education major leads to teacher licensure in a content area endorsement area. Linfield's Teacher Education Program is approved to recommend candidates for the following teaching license endorsements: Art, Biology, Chemistry, English Language Arts, French, Health Education, Mathematics, Music, Physical Education, Physics, Social Studies, Spanish. A Secondary Education major without a content area major would not lead to state licensure. As a result, students may not graduate from Linfield with a Secondary Education major as their only major.

For a Minor in Education: 20 credits including 150, 230, 270 or 290, 302; an additional six credits in education courses selected from 040, 205, 240, 275, 305, 398 or approved education-related courses.

GRADUATE ESOL ENDORSEMENT REQUIREMENTS

For a graduate ESOL endorsement: 14 credits including EDUC 540, 580, 545, 550, and 590; TSPC required ESOL exam, and specific Education department ESOL requirements to add the ESOL endorsement to an Oregon teaching license.

TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.

Education

- Collaborate with school and community personnel and resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines

TEACHER EDUCATION PROGRAM REQUIREMENTS

General Requirements

- No grade lower than a C in major and licensure coursework
- Minimum 2.750 GPA in cumulative, major, and licensure coursework
- Ongoing recommendation from the Linfield University Education Department
- Adherence to the Linfield University Education Department Professional Characteristics and Professional Conduct Expectations

Pre-Admission

- EDUC 150 Foundations of Education; meet requirements on related field experience
- EDUC 230 Educational Psychology

Admission

- EDUC 270 Becoming an Early Childhood Teacher (Elem) or EDUC 290 Content Literacy and Development in Adolescence (Sec); meet requirements on related field experience
- OSP/FBI criminal history clearance
- Teacher Education Program Application

Requirements Prior to Part-Time Student Teaching

- Ongoing major coursework
- Ongoing licensure coursework
- Passing scores on the Protecting Student & Civil Rights in the Educational Environment Exam
- Approved Application to Part-Time Student Teaching

Requirements Prior to Full-Time Student Teaching

- Completion of major coursework
- Licensure coursework
- Passing scores on appropriate tests
- Recommendation for full-time student teaching

Student Teaching and Seminar

Student teaching consists of two semesters of classroom experiences taken concurrently with a seminar for student teaching during which the student is assigned to a state approved school that cooperates with Linfield University in teacher preparation. The student teacher shares the teaching role with the classroom teacher and completes an Education Teacher Performance Assessment (edTPA). Students in both part-time and full-time student teaching are observed weekly by Linfield University supervisors. Students must provide their own transportation to assigned schools.

Oregon Preliminary Teaching License Requirements

- Bachelor's degree in an approved major
- Part-time and full-time student teaching
- Successful completion of one edTPA
- Passing scores on TSPC required exams
- Minimum 2.750 GPA in cumulative, major, and licensure coursework
- No grade lower than a C in major and licensure coursework
- Recommendations from Linfield University supervisors and mentor teachers
- Recommendation from Linfield University Education Department

The Linfield University Teacher Education Program is accredited by the Teacher Standards and Practices Commission of Oregon (TSPC), which expects Linfield students to understand and abide by the TSPC administrative rule concerning the Standards for Competent and Ethical Performance of Oregon Educators (OAR 584-020), which states in part, "The ethical educator in fulfilling obligations to the profession will maintain the dignity of the profession by respecting and obeying the law [and] exemplifying personal integrity and honesty." In addition, students are expected to meet Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Linfield Education Department Professional Characteristics and Professional Conduct Expectations throughout the program. Concerns will be documented and acted upon, as needed, via a Plan of Assistance. Requirements for licensure are subject to changes mandated by TSPC. Students should work closely with Education Department faculty in planning their program of study and must meet with their education advisor every semester prior to registration. Failure to do so may result in being administratively withdrawn from education courses. Decisions regarding a student's official status in the Teacher Education Program may be appealed through the University Academic Grievance Process. Students may request special consideration for education requirements by completing an Education Department Petition. Students applying for teaching licenses in states other than Oregon are themselves responsible for obtaining requirements in those states.

HONORS

The James B. Conaway Award

The James B. Conaway Award was established in 1989 to recognize Mr. Conaway's lifelong commitment to public education and to the teachers who exemplify the highest ideals for the profession. Each year Linfield education students are honored for extraordinary student teaching during their full-time student teaching experience.

Kappa Delta Pi

Linfield's Sigma Delta chapter of Kappa Delta Pi (KDP) is part of the national KDP International Honor Society in Education, which was founded in 1911 at the University of Illinois. KDP elects to membership students who exhibit the ideals of scholarship, high personal standards, and excellence in teaching.

PARACURRICULAR COURSES

EDUC 040 Community Service – Involvement in some educational service activity in the community. Acceptable activities include tutoring and assisting in public and private schools, youth recreational programs, community day-care facilities or other approved educational service. Requires 30 clock hours of service per credit. Offered fall, January Term, spring. 1-2 credits.

COURSES

Students taking education courses must pass an approved criminal background investigation in order to meet course requirements as a requirement for working with children in a school setting.

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

EDUC 150 Foundations of Education – An introduction to public schools and the teaching profession, including control of curriculum, the history of American education, philosophies which have influenced educators, how schools are financed, and laws which govern teachers and students. Requires 20 clock hours of field experience in a public school classroom. Students taking this course will complete a MSD criminal history verification. *3 credits.*

EDUC 230 Educational Psychology – Applications to teaching and school learning of behavioral, cognitive, and humanistic learning theories, human development and motivational concepts, and assessment and evaluation procedures. *Prerequisite: 150. 4 credits. (IS)*

EDUC 240 Foundations for Teaching ESOL – An overview of linguistically and culturally appropriate teaching strategies for teaching English Language Learners (ELL) in the mainstream classroom. A review of current second language learning theory and an application of these theories to planning effective instruction for students with limited English proficiency. An examination of second language development and cultural issues that affect ELL's academic performance in the mainstream classroom. *Prerequisites: 230, or consent of instructor. 3 credits. (US)*

EDUC 245 Educational Linguistics and Language Acquisition for ESOL – Current theory and research in first and second language acquisition and issues in linguistics applied to linguistically and culturally diverse students. Topics in language acquisition include historical and current theories, language stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonetics, phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. *Prerequisites: 240, or consent of instructor. 3 credits.*

EDUC 250 Language Policy, Issues and Advocacy for ESOL – Analyze and evaluate the historical, political, socio-cultural, and linguistic issues related to local, state, and federal laws and policies regarding English Language Learners (ELL), their families, schools and community. Assess and advocate for ELL students to develop policies and systems of support for ELL students. *Prerequisites: 240 or consent of instructor. 3 credits.*

EDUC 270 Becoming an Early Childhood Teacher – An overview of the philosophy, methods, and materials used in child care, preschool, kindergarten, and primary classrooms. Beginning with birth experiences, following the physical, social, emotional, and cognitive development of children through the primary grades. Educational programs for child care centers, preschools, kindergartens, and the primary grades. Requires 30 clock hours of field experience in a preschool setting. *Prerequisites: 230, fingerprinting and OSP/FBI fingerprint clearance, and sophomore standing or consent of instructor. 3 credits.*

EDUC 275 Teaching Art – Projects in several media appropriate for teaching art in the schools. Art teaching methods. *Prerequisite: 150. 3 credits. (CS)*

EDUC 290 Content Literacy and Development in Adolescence – An exploration of adolescent development and literacy. Physical, social, emotional, and cognitive development of children from the intermediate grades through high school. An examination of theories, strategies, and assessment of multiple literacies to enhance learning in secondary subject matter classrooms. Requires 20 clock hours of field experience in a middle school setting. *Prerequisites: 230, fingerprinting and OSP/FBI fingerprint*

clearance, and sophomore standing or consent of instructor. 3 credits.

EDUC 301 Supervised Teaching Assistant – Supervised work in a public school setting to develop skills in planning, implementing, and evaluating instruction as well as in establishing a climate conducive to learning. Enrollment by departmental directive for those students who, in the judgment of the department, require more extensive time in a clinical experience at a pre-student teaching level before assuming the responsibilities of student teaching. May be repeated, up to a total of 12 credits. *1-12 credits.*

EDUC 302 Diversity and Inclusion – A broad interdisciplinary examination of the school-society relationship in the United States and of the many issues embedded in this relationship including equal opportunity, students with special needs, human diversity, ideology, politics, and social change. Register for the Protecting Student & Civil Rights in the Educational Environment test. *Prerequisites: 230, and junior standing. 4 credits. (IS or US, MWI)*

EDUC 305 General Methods and Management – Techniques of classroom teaching: the planning process, implementation of instruction, assessment of learning, use of educational resources, and classroom management. An introduction to teaching methods and classroom management as a foundation for future development in content specific methods courses. *Prerequisites: 270 or 290. 4 credits.*

EDUC 340 Planning, Implementing and Assessing Instruction for ESOL – Current curriculum models, materials, teaching approaches and assessment techniques that maximize the language development and academic achievement of English language learners. Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. *Prerequisites: 240. Prerequisite or corequisite: 305. Offered fall and spring. 3 credits.*

EDUC 401 Teaching Literacy I – Theories, methods, and materials for developing literacy skills for culturally and linguistically diverse students in preK - grade 3. Making data-informed decisions for culturally responsive instruction to meet the needs of individual students, small groups, and the whole class, with attention to students experiencing reading and writing difficulties. Aligning to state adopted English Language Arts standards addressing reading, writing, language, speaking, listening, and reading foundational skills - print concepts, phonological awareness, phonemic awareness, phonics, word recognition, comprehension, and fluency. Integrating children's literature. *Prerequisite or corequisite: 302 and 305, or consent of instructor. 4 credits.*

EDUC 402 Teaching Literacy II – Theories, methods, and materials for developing literacy skills for culturally and linguistically diverse students in grades 4-8. Making data-informed decisions for culturally responsive instruction to meet the needs of individual students, small groups, and the whole class, with attention to students experiencing reading and writing difficulties. Aligning to state adopted English Language Arts standards addressing reading, writing, language, speaking, listening, and reading foundational skills — phonics, word recognition, comprehension, and fluency. Integrating children's literature, middle grade novels, and young adult literature. *Prerequisites: 302 and 305, or consent of instructor. 4 credits.*

EDUC 430 Content Methods for Middle and High School Teachers – Curriculum, methods and assessment in the middle and high school content fields. Assignment to sections based upon teaching major. Observation and application in middle and high school classrooms. May be repeated for credit with different subjects. *Prerequisites: 290. Prerequisite or corequisite: 305, or consent of instructor. Offered fall. 3 credits.*

EDUC 448 Teaching Mathematics – Approaches to teaching mathematics with a focus on how children learn concepts, develop skills, and apply mathematics to their daily lives. Overview of

Education

the mathematics curriculum. Emphasis on teaching problem solving, number concepts, technology, basic operations with whole and rational numbers, probability and statistics, geometry, measurement, and algebra. *Prerequisites: 302 and 305, or consent of instructor. 3 credits.*

EDUC 449 Teaching Science – Dimensions of science; science curriculum, observation, model building, discrepant events, inquiry, application of the scientific process, reporting findings, resources for teaching science, and assessment of science education. *Prerequisites: 302 and 305, or consent of instructor. 3 credits.*

EDUC 450 Teaching Social Studies – Current trends in social studies, inquiry, discovery and group processes, creative activities and experiences, community resources, technology in social studies, thematic and integrative planning. *Prerequisites: 270 or 290. 3 credits.*

EDUC 480 Independent Study – Offered fall, January, spring. 1-5 credits.

EDUC 491, 492, 493, 494, – General prerequisites for Part and Full-Time Student Teaching: Admission to Part and Full-time Student Teaching; for Part-Time–submission of an official score report with passing scores for the Protecting Student & Civil Rights in the Educational Environment exam; for Full-Time–submission an official score report with passing scores for the NES Elementary I and II exams and/or NES Subject Area exam(s) and ESOL exam (if seeking an ESOL endorsement).

EDUC 491 Student Teaching: Early Childhood – Supervised work experience in public school classrooms with students from age three through primary grades. May be repeated for credit. 4 credits (part-time) or 12 credits (full-time).

EDUC 492 Student Teaching: Elementary – Supervised work experience in public school classrooms with students in intermediate elementary grades. May be repeated for credit. 4 credits (part-time) or 12 credits (full-time).

EDUC 493 Student Teaching: Middle Level – Supervised work experience in public school classrooms with students in middle level/junior high. May be repeated for credit. 4 credits (part-time) or 12 credits (full-time).

EDUC 494 Student Teaching: High School – Supervised work experience in public school classrooms with students in high school. May be repeated for credit. 4 credits (part-time) or 12 credits (full-time).

EDUC 496 Seminar for Full-Time Student Teaching – Reflection on how theory is put into practice throughout the full-time student teaching experience. Examination and collaborative problem-solving of issues and challenges in P-12 school systems. Preparation for entering the teaching profession, graduate school and other opportunities post-graduation. Taken concurrently with Full-Time Student Teaching. 1 credit.

EDUC 497 Seminar for Part-Time Student Teaching – Reflection on how theory is put into practice throughout the part-time student teaching experience. Examination and collaborative problem-solving of issues and challenges in P-12 school systems. Support and scaffolding of teacher assessment. Taken concurrently with Part-Time Student Teaching. 1 credit.

JANUARY TERM OFF-CAMPUS COURSES

EDUC 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. The major topic offered in the past has been Multicultural Experiences in Education, which has taken place in Hawaii, Montana, England, and Puerto Rico. Offered only as student interest and university resources permit. May be repeated for credit with different topics. 4 credits.

OCE COURSES

EDUC 303 Education in a Diverse Society – Broad interdisciplinary examination of school-society relationship in United States and issues embedded in this relationship, including equal opportunity, human diversity, ideology, politics, and social change. Students will reflect on their own cultural lens and examine issues of difference in U.S. public schools, applying this knowledge to their chosen major and/or profession. 4 credits. (IS or US)

Graduate English to Speakers of Other Languages (ESOL) Endorsement Program Courses

EDUC 540 Foundations of Teaching Linguistically and Culturally Diverse Students – This course is an overview of linguistically and culturally appropriate teaching strategies for teaching English Language Learning (ELL) students in mainstream classrooms. A key component of this overview is an examination of current language learning theories and the application of these theories for planning effective instruction for Emerging Bilinguals (EBs) and English Learners (ELs). This course is also an exploration of dimensions of race, culture, categories of social diversity, characteristics of the culture of schools, of the candidates, and the school-related dilemmas of stigmatized social groups. Readings and experiential assignments are for the purpose of expanding participants' understandings of race, language, and culture as well as enabling them to examine their own identity in relation to their teaching and pedagogy. *Prerequisites: Admission into Linfield Graduate ESOL Endorsement Program. 3 credits.*

EDUC 545 Linguistics for Teachers – In-depth guided practice in identifying the various aspects of language: sound system, grammar system, lexicon, and language functions. Guided analysis of English phonological system, English grammar and grammar terminology. Application of this knowledge will be connected to questions of assessing students' language, supporting language development, and direct teaching about language. *Prerequisites: Admission into Linfield Graduate ESOL Endorsement Program. 3 credits.*

EDUC 550 Language, Power, and Advocacy for ESOL – Broader issues of language and power impact bilingual students' cultural identities. Effective teachers of Emergent Bilingual (EB) students need to advocate for EB students, their families, classrooms, schools, and communities. Based on critical readings of research-based programs and English-language proficiency standards, this course will examine the history of laws and trends toward EB students in relation to current attitudes and policies in the United States. This course will give educators the tools to advocate for equity and social justice in their own classrooms and beyond. *Prerequisites: Admission into Linfield Graduate ESOL Endorsement Program. 3 credits.*

EDUC 580 Planning, Implementing, and Assessing Instruction for ESOL – Students will design standards-based, research-based lesson plans using various curriculum models, materials, teaching approaches and assessment techniques that maximize the language development and academic achievement of English language learners.

OCE COURSES, CONTINUED

Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. *Prerequisites: Admission to Graduate ESOL Endorsement Program, EDUC 540. 3 credits.*

EDUC 590 ESOL Practicum – The Linfield ESOL Practicum Experience is an in-depth examination of a candidate's knowledge, skills and dispositions required for informed and effective instruction of Emerging Bilinguals (EBs) and English Learners (ELs). The purpose of the practicum is to provide the opportunity to demonstrate skills and methods that enhance learning for multilingual students and engage

teachers in reflective and skilled practice. Using an English language development (ELD) focus, candidates are expected to satisfactorily design and implement instruction specifically crafted for EBs/ELs under the supervision of a Linfield University Supervisor. Candidate performance is measured through a proficiency based field rubric that measures the TESOL standards formally assessed in the Linfield Graduate ESOL program. The practicum experience also includes a narrative case study component, which provides a structure for data collection and personal reflection on professional practice. *Prerequisites: Completion of all courses with a grade of "C" or higher. 2 credits.*

ENGLISH

Faculty

Reshmi Dutt-Ballerstadt, Ph.D.
 Jamie Friedman, Ph.D.
 Anna Keeseey, M.F.A.
 Rachel Norman, Ph.D.
 Daniel Pollack-Pelzner, Ph.D.
 David Sumner, Ph.D. (Chair)
 Joe Wilkins, M.F.A.

Through its majors in literature and in creative writing, the Department of English seeks to foster in students a sophisticated awareness of literary genres, periods, critical theories, and uses of imagination.

Courses in English offer instruction and discussion aimed at developing the ability to think imaginatively, independently, and in community – abilities necessary for success in various careers or in future study.

For the general student, the Department of English offers study in fiction, drama, poetry, and nonfiction in the effort to imagine, understand, and critically analyze such works in a variety of ways.

Strong critical thinking and communication skills provide the foundation for all graduate study in professional arenas such as law, medicine, business administration, and public policy. That means an undergraduate major in literature or creative writing provides invaluable training for such fields and fosters ongoing success—English graduates have thrived in all of these professions. English remains one of the recommended routes to law school. In some cases (as with pre-med), coursework in other departments is necessary as well, but students who integrate STEM and humanities studies achieve real distinction in applying for medical schools.

STUDENT LEARNING OUTCOMES

In successfully completing a major in literature, students will have:

- A clearer understanding of the ways literature at once articulates and reflects social, political, cultural and global contexts;
- Deeper aesthetic appreciation of poems, drama, fiction, nonfiction, and/or films as manifestations of imagination;
- Familiarity with the methods, theories, and issues of literary criticism;
- The ability to advocate critical responses in classroom discussion and to listen to and consider the critical analyses of others;

- The ability to analyze narrative and literary motifs and to present those understandings in critical papers.

In completing courses for the creative writing major, students should develop and deepen the ability to:

- Conduct close reading of a variety of literary texts, seeking a deep and broad understanding of the range of worldwide literary precedent;
- Name literary techniques across the genres, and make use of them both in analyzing the work of others and writing original texts;
- Compose, revise, edit and share original work in several genres, seeking a distinct style and distinctive personal material;
- Give, receive, and make use of pertinent, constructive critique;
- Interrogate and develop one's own imagination and habits of mind and craft within an often messy, challenging, and rewarding writing process;
- Generate, revise, effectively order and reflect upon a sustained capstone project of original work;
- Display a command of standard English in writing, with the skill to address various goals and audiences.

REQUIREMENTS

The literature and creative writing majors are available as bachelor of arts degrees only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in literature: 42 credits including 240, 241, 250, 275, 279, 285, 385, 479, 486; one upper division British literature class (e.g. 340, 341, 343, 344, 345, 350, 351, 365); one course addressing U.S. pluralisms (e.g. 270, 285, 385); one course addressing global pluralisms (e.g. 260, 300, 301, 305, 345, 365). One creative writing course may be counted toward the literature major. Up to 2 credits in 120 may be counted toward the major.

For a minor in literature: 20 credits, to include at least one methods class (250 or 275); one historical introduction (240, 241 or 285); and a 300-level course. Students may include one creative writing course in the minor.

For a major in creative writing: 44 credits consisting of 24 credits in creative writing and 16 in literature. Creative writing: 200 or 289; 279; 421; 479; 484; 485; 12 additional credits chosen from 316, 317, 318, 319 (each repeatable once for credit). Literature: 250; a course in US literary traditions (either 270, 285, 304, 385 or an alternate approved by the director of creative writing); 2 additional literature classes or a course from another field that supports the student's creative writing interests (e.g. mass communications, art, philosophy, anthropology, or history). Students

must submit a formal Intent to Declare document to the program director before declaring the creative writing major; this becomes the first document in the 279 portfolio.

For a minor in creative writing: 21 credits, including: 200 or 289, 12 other credits chosen from 316, 317, 318, 319, 421, and 485 (for 485, instructor consent required one semester before beginning the project), 389 (minor portfolio); one literature class, chosen from 250, 270, 300, 301, 304, 305, 307, 325, 330, and 385. Minors are strongly recommended to take literature courses (excluding 315 and 327) in addition to the one required above. On-campus students will choose an advisor from among creative writing faculty before declaring the minor. They will normally register for the portfolio course, 389, with the advisor as the instructor, in the final semester of study. OCE students also will register for 389 in the final semester of study and will consult their OCE advisor to choose an appropriate instructor.

For Oregon Preliminary Teaching Licensure in English Language Arts: a student majoring in Creative Writing or Literature must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

ORGANIZATIONS AND HONORS

The department sponsors the Delta chapter of the international English honor society Sigma Tau Delta. Election for membership can occur throughout the undergraduate careers of literature and creative writing majors as soon as the following criteria have been met: (1) completion of at least three Linfield English classes earning an average of B+ or better; (2) attainment of a 3.500 overall GPA. Initiates to Sigma Tau Delta have opportunities to attend national conferences, publish in the honor society's two journals, and develop programming that fosters an appreciation of the literary arts on campus and within the broader community. Graduating seniors are also honored at Commencement.

The English Department awards departmental honors at graduation to students who meet the following criteria:

Honors in literature at graduation: 3.750 GPA in courses required for the major; 3.500 overall GPA; submission of thesis project consisting of a research essay approximately 50 pages in length (including bibliography) and approved for honors by a two-person English faculty committee. Honors thesis proposals are due Oct. 15 and consist of three parts (developed in consultation with thesis advisor): (1) 5 pp. explaining the research question being undertaken; (2) 5 pp. explaining academic sources to be used; (3) 5 pp. outlining the project and timeline for completion by early May.

Honors in creative writing at graduation: 3.750 GPA in courses required for the major; 3.500 overall GPA; submission of thesis and approved for honors by a creative writing faculty committee. Honors thesis proposals are due Nov. 1 and consist of three parts (developed in consultation with thesis advisor): (1) 8-10 pp. of initial thesis material; (2) 3 pp. outlining the thesis project, the timeline for completion, and the sources to be used; (3) 1-3 pp. letter of application highlighting the reasons honors ought to be bestowed, which may include references to student performance and growth in major classes, engagement with and service to the creative writing program, and the ambitions and merits of the thesis project. Students granted authorization to pursue honors will then be allowed to register for 490: Honors Thesis, Creative Writing.

All honors theses must be submitted to the English Department in proper MLA format for binding and inclusion among Nicholson Library holdings.

PARACURRICULAR COURSES

ENGL 020 Literary Magazine – Editing the university literary magazine, *Camas*. Planning, soliciting submissions, making selections, preparing manuscripts for printing. *1 credit. (EL)*

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

ENGL 120 Literary Magazine – Editing the university literary magazine, *Camas*. Planning, soliciting submissions, making selections, preparing manuscripts for printing. For departmental majors only. *Prerequisite: consent of instructor. 1 credit (may be repeated for up to 4 credits).*

ENGL 125 English Grammar (also listed as ELCP 125) – Advanced course focusing on grammar vocabulary used to describe the rules of English grammar as well as practice and application through writing. Focus on understanding parts of speech, parts of a sentence, sentence patterns, tense, modality, punctuation, and more. *2 credits.*

ENGL 200 Introduction to Creative Writing – A beginning course in creative writing. Introduces students to writing in various genres by means of creative exercises and assignments, workshops, and individual conferences. May include poetry, fiction, literary nonfiction, and plays/scripts. *4 credits. (CS)*

ENGL 240 Hero(in)es, Monsters, and Protest: British Literature to 1660 – Writers and works from the Anglo-Saxon, Anglo-Norman, and Middle English traditions, continuing through early modern, Elizabethan, and early seventeenth-century developments. *Prerequisites: INQS 125 or consent of the instructor. 4 credits. (CS)*

ENGL 241 British Literature II: Africa, Ireland, India, England – Introduction to forms and periods in British literature from 1660 to the present, with particular attention to questions of gender and empire. Representative novels, plays, poems, and essays in English from West Africa, South Asia, Ireland, and postcolonial London. *Prerequisite: INQS 125. 4 credits. (CS or GP)*

ENGL 250 Poetry, Prose, and Plays – Introduction to literary genres through texts addressing a particular theme. Emphasis on developing close reading skills central to literary analysis. Practice in writing effective papers about literature. *4 credits. (CS)*

ENGL 260 Transatlantic Literature – Examination of themes finding expression over a broad historical reach in the Anglo-American literary tradition. May include works of global literature beyond or outside that tradition. *Prerequisite: INQS 125. 4 credits. (CS or GP)*

ENGL 270 Western American Literature – Investigation into the literatures and cultural issues of the American West. Study of significant western writers. May include Mark Twain, Willa Cather, Wallace Stegner, Maxine Hong Kingston, H.L. Davis, Leslie Marmon Silko, Ken Kesey or others. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP or US)*

ENGL 272 Theatre in Portland (also listed as THTR 272) – Introduction to contemporary dramatic literature and theatrical performance. Activities include reading and discussing plays, creating and performing original work, attending professional productions, meeting theatre artists, writing reviews, and using the Portland Campus as a hub to explore the city's culture. Special attention to underrepresented artists and methods of increasing diversity and inclusion in contemporary theatre. Only offered on the Portland Campus. *Prerequisite: INQS 125 or consent of the instructor. Offered January Term. \$120 fee. 4 credits. (CS,US)*

ENGL 275 Critical Methods of Literary Study – Formal initiation of majors and minors in both literature and creative writing to critical and aesthetic analysis of literary texts. Concentrated practice in close reading of major works in various genres,

as well as exploration of different critical methodologies. Should be completed before the start of the junior year. *4 credits.*

ENGL 279 Portfolio – Initial portfolio course for literature and creative writing majors. Documents learning outcomes of major. Students should register with departmental academic advisor as instructor. May be repeated once for credit when earning two majors in the English Department. *1 credit. (S/U)*

ENGL 285 Puritans to Postmoderns – Introduction to U.S. literature from its pre-Columbian antecedents to the present, including colonialism, the American Renaissance, Realism, Naturalism, Modernism, and Postmodernism. Emphasis on themes involving nature, modernity, and U.S. literary pluralism. Lecture/discussion. *Prerequisite: INQS 125. Offered spring. 4 credits. (CS or US)*

ENGL 289 Northwest Ecology and Environmental Writing (also listed as BIOL 289) – Interdisciplinary field course focusing on connections between the processes of the natural world and human creative expression. An introduction to the science of ecology and the art of creative writing. Weekly class meetings and three mandatory weekend-long field excursions to regional field stations. Field trip dates will vary from year to year. \$300 lab fee. *Prerequisite: INQS. Offered fall of even years. 4 credits. (CS, NW)*

ENGL 300 Women Writers (also listed as GENS 300) – Examination of literary works by women writing in English across the globe. Study of the relationship between dominant literary traditions and the politics of gender as a source of constriction and aspiration. Exploration of the impacts of race, class, religion, nationality and sexual orientation upon conceptions of the female. Close reading, literary analysis, and exploration of feminist theory. *Prerequisite: INQS 125. 4 credits. (CS or GP)*

ENGL 301 Global Encounters – Exploration of major works of world literature dealing with a particular theme, subject, or cultural legacy. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or GP)*

ENGL 304 Literature and Landscape – Introduction to the relationship between literary texts and environmental issues. Authors studied may include Annie Dillard, Gary Snyder, John McPhee, Mary Austin, Edward Abbey and Aldo Leopold. *Prerequisite: INQS 125. 4 credits (CS or UQ)*

ENGL 305 Diverse Voices in Literary Expression – Literary works addressing issues of race, gender, class, minority experience, or national literatures besides those of the U.S. or England. May be repeated once for credit with different content. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or UQ or GP)*

ENGL 307 Contemporary Writers – Exploration of works of contemporary literature dealing with a particular theme, subject, school, or region. An emphasis on reading for technique and reading as writers. Especially recommended for creative writing majors and minors. *Prerequisite: INQS 125. 4 credits. (CS)*

ENGL 316 Intermediate Creative Writing: Poetry – Workshop, conferences, and practice in techniques of poetry writing. Reading of modern poets and study of genre. May be repeated once for credit. *Prerequisite: 200, 289 or consent of instructor. 4 credits. (CS)*

ENGL 317 Intermediate Creative Writing: Fiction – Workshop, conferences, and practice in techniques of fiction writing, especially the short story. Reading of modern fiction writers and study of various fictional genres. May be repeated once for credit. *Prerequisite: 200, 289 or consent of instructor. 4 credits. (CS)*

ENGL 318 Intermediate Creative Writing: Scripts – Workshop, conferences, and practice in techniques of writing dramatic fiction in script form for films, television, or stage. Conventions of dramatic structure, character development, dialogue, form, and current practice. May be repeated once for credit. *Prerequisite: 200, 289 or consent of instructor. 4 credits.*

ENGL 319 Intermediate Creative Writing: Literary Nonfiction – Workshop, conferences, and practice in techniques of literary

nonfiction writing. Reading of modern and contemporary literary nonfiction writers and study of various forms within the genre, including memoir, personal essay, lyric essay, literary journalism, cultural critique, etc. May be repeated once for credit. *Prerequisite: 200, 289 or consent of instructor. 4 credits. (CS)*

ENGL 327 Introduction to Film (also listed as JAMS 327) – The tools of visual literacy. Responding to and evaluating cinema as art and as mass communication. The vocabulary of film-making and film criticism. Sample topics: genre analysis, directorial study, international film industry, film narrative. *Prerequisite: INQS 125. 4 credits.*

ENGL 330 Major Figures – Focus on the work of one writer, or two closely connected writers. May be repeated once for credit with different writers. *Prerequisites: INQS 125 and completion of at least one literature course or consent of instructor. 4 credits. (CS)*

ENGL 341 Sex and Power in the Renaissance – Investigation of erotic, religious, and political desire in literary texts from 1500-1660. Exploration of representative Renaissance genres (comedy, tragedy, lyric, epic, satire) that raise questions of sex and power in their historical context. Attention to the construction of gender roles and individual identity in a dangerous social environment. *Prerequisite: INQS 125 and one previous literature class or consent of instructor. 4 credits. (VP)*

ENGL 344 Secret Lives in Victorian Literature – Focus on the detective story, the sensation novel, the bildungsroman, and the dramatic monologue, Victorian forms that policed the boundary between public and private selves. Exploration of representative works across literary genres from 1837 to 1901. Psychological and historical approaches to identity inflected by changes in gender, science, and imperialism. *Prerequisite: INQS 125 and one previous literature class or consent of instructor. 4 credits. (VP)*

ENGL 345 20th Century Global British Literature – Representative forms and ideas in English prose and poetry of the twentieth century. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or GP)*

ENGL 350 Shakespeare's Comedies and Histories: Performing Gender and Sexuality (also listed as GENS 350) – Selected comedies and histories in their historical and critical context. Emphasis on comedy as a dramatic form and questions of gender and sexuality as they are represented through performance. \$40 lab fee. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP)*

ENGL 351 Shakespeare: Script, Stage & Screen (also listed as THTR 351) – Exploration of Shakespeare's tragedies and tragicomedies as works of dramatic literature and as scripts for performance in theatre and film. Consideration of historical, critical, and performance contexts, along with questions of gender, genre, and global adaptations. \$40 lab fee. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP)*

ENGL 365 Postcolonial Literatures in English – Exploration of postcolonial writers in English interrogating themes of war, colonization, displacements, migrations and transnational identities, hybridity and globalization. Authors studied may include but are not limited to Chinua Achebe, J.M. Coetzee, Aimé Césaire, Jamaica Kincaid, Salman Rushdie, Tsitsi Dangaremba, V.S. Naipaul, and Derek Walcott. *Prerequisites: INQS 125 and completion of at least one literature course or consent of instructor. 4 credits. (CS or GP)*

ENGL 380 Ultimate Questions in Literature – Literary investigation into concerns fundamental to human existence such as the nature of good and evil; the origins and condition of the human being in the universe; the nature of religious quest and experience of the sacred; ethical inquiry and behavior; utopian social aspiration; the nature of human knowing. May be repeated once for credit with different content. *4 credits. (CS or UQ)*

ENGL 385 The Novel in the United States – Examination of this major U.S. literary genre via themes linking American fiction over time. Study of aesthetic experimentation within the genre.

English

Topics will vary. May be repeated once for credit with different content. *Prerequisite: INQS 125. 4 credits. (CS or US)*

ENGL 389 Creative Writing Minor Portfolio – Senior portfolio course for creative writing minors documenting progress toward learning outcomes for the full creative writing major. Taken with creative writing advisor. *Prerequisite: senior standing. 1 credit.*

ENGL 395 Directed Reading – Reading and discussion organized around a writer or theme. Emphasis on close reading, articulate discussion and cultural significance of literary and/or popular texts. May be repeated once for credit. *Prerequisites: INQS 125 and one literature course. Offered occasionally. 1 credit.*

ENGL 421 Advanced Topics in Creative Writing – Upper level course in the reading and practice of imaginative writing in one or more genres. Topics may focus on a particular genre (e.g. lyric poem or novella); themes (e.g. “borderlands” or “parties and gatherings”); techniques and methods (e.g. the researched narrative; the first person; style in the imaginative sentence). *Prerequisite: 200, 289 or consent of the instructor. 4 credits. (CS)*

ENGL 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisite: consent of instructor. 1-3 credits. (S/U)*

ENGL 479 Portfolio – Senior portfolio course for literature and creative writing majors. Documents learning outcomes for major. Students should register with departmental academic advisor as instructor. May be repeated once for credit when earning two majors in the English Department. *1 credit. (S/U)*

ENGL 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. *1-5 credits.*

ENGL 484 Creative Writing: Senior Seminar – Capstone seminar on the writing process and building a writing life. Weekly meetings will also include collaborative work toward initial thesis deadlines, including a project proposal, an annotated bibliography, and the first pages of the thesis itself. *Prerequisite: Senior standing in the creative writing major. Offered fall term. 2 credits.*

ENGL 485 Creative Writing: Thesis – Completion in conference of a substantial writing project (a collection of poetry,

a novel or memoir, a full-length film script, etc.) as the final requirement in the creative writing major. Deadlines include, at minimum, a 50% draft, initial working draft, a major revision of the entire work, and a minor revision of the entire work. *Prerequisite: ENGL 484 and senior standing in the creative writing major. Offered spring term. 4 credits. (MWI)*

ENGL 486 Senior Seminar: Literature – Advanced study of a specialized literary subject in a seminar setting. Completion of a substantial critical paper. A senior level course for students who have previously completed most of the requirements for the literature major. *Prerequisite: 275. 4 credits. (MWI)*

ENGL 487 Internship – Supervised employment in a work setting which draws upon the writing, speaking, oral, and analytical skills developed by literature and creative writing majors. Open to seniors and second-semester juniors with permission from faculty supervisor. No more than 4 credits to be counted toward the major. *1-8 credits. (EL)*

ENGL 490 Honors Thesis, Literature or Creative Writing – *4 credits.*

ENGL 495 Pro-Seminar – In-depth investigation of topic covered in a related 300-level literature course, completed concurrently with that course (registration required in both). Allows junior-level literature majors who plan to research and write an honors thesis to initiate the project prior to senior year. Requires reading, research, writing and presentations beyond assignments associated with the related course. *Prerequisites: 275 and at least two additional literature classes; concurrent enrollment in the related 300-level class; junior standing or higher. 1 credit.*

JANUARY TERM OFF-CAMPUS COURSES

ENGL 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included The Brontes, Jane Austen, Irish Literature, Creative Writing in Literary Britain, King Arthur in Britain, The Literary Sea of Cortez, and Politics and Change in Southeast Asia. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

ENGL 271 Professional Editing – Students will explore the foundational practices and capabilities needed to write, edit, and revise proficiently. Based on foundations of grammar and usage and builds to a more rhetorically focused approach to comprehensive editing for audience, purpose, and style. *3 credits*

ENGL 303 Children's Literature – Literature available in various forms for children. Development of skills in the understanding as well as the presentation and teaching of the literature. *Prerequisite: INQS 125 or 126 or consent of instructor. 3 credits.*

ENGL 306 Diverse Voices in Literary Expression – *3-credit version of 305. Prerequisite: INQS 125 or 126 or consent of instructor.*

ENGL 308 Topics in Literature – Exploration of major works of world literature dealing with a particular subject,

theme, or cultural legacy, seen from within applicable historical contexts. May be repeated for credit with different topics. *Prerequisite: INQS 125 or 126 or consent of instructor. No more than 8 credits of 301/308 may be counted toward the departmental majors/minors. 4 credits.*

ENGL 377 Fundamentals of Research Writing – Fundamentals of research writing. Bibliographic instruction and practice in writing a substantial research paper. *3 credits.*

ENGL 474 Capstone in Professional Communication – Integrates the knowledge and skills gained in previous professional communication courses into a project which will represent the best practices of communication theory and rhetorical understandings of context, writing, audience, and style. *Prerequisites: ENGL 271, 372 and 373 or instructor permission. 3 credits*

ENGLISH LANGUAGE AND CULTURE PROGRAM

Faculty

Wendy Sagers, M.Ed. (Coordinator)

The English Language and Culture Program at Linfield University is an intensive course of study. It is designed to help Linfield students whose native language is not English achieve competence in academic and social English skills so that they can work effectively in their undergraduate classes at Linfield. Students entering the English Language and Culture Program will be required to meet all of Linfield's admission requirements except those in English proficiency. The program is described more fully in the section of this catalog devoted to International Programs. The courses offered in the program are designated ELCP (for English Language and Culture) and are listed below. Students may count up to 29 credits in ELCP toward the 125 required for graduation. The English Language and Culture Program also provides special programs (one-semester and one-year programs) in English and cultural studies.

STUDENT LEARNING OUTCOMES

Non-native English speakers who successfully complete the ELCP program will be able to:

- write well-structured and well-researched essays and research papers with proper documentation and intelligible grammar in a variety of genres.
- converse in social and academic settings, and present well-structured and well-researched presentations with clear pronunciation.
- observe and comment on cultural differences in the US, both in the classroom and in the community, with culturally-sensitive vocabulary and empathy.

PARACURRICULAR COURSES

ELCP 040 Community Service – Community activity helping with such programs as assisting in public and private schools, recycling programs, senior care facilities, community clean-up, clothing distribution and food distribution programs. Minimum of 24 hours of service. May be repeated with different content. *1 credit. (EL)*

ELCP 095 Individualized Study – Development of reading, writing, and listening skills through a program of self-access assignments specifically selected to meet the individual's needs. Schedule of supervised work and individual tutoring. *1-2 credits.*

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

ELCP 101 Intermediate Academic Listening/Speaking – Development of listening and speaking skills enabling students to function effectively in an academic setting. Includes pair/group discussions, taking notes, lecture cues, pronunciation practice, and presentation skills for different types of presentation including informative, comparative, and argumentative. \$15 fee. *4 credits.*

ELCP 102 Advanced Academic Listening/Speaking – Continuation of 101 to prepare students for success in academic courses. Participation in whole class/small group discussions of

current issues. Includes taking notes, writing from notes, vocabulary development, taking dictation, pronunciation practice, and research-based presentations. \$15 fee. *4 credits.*

ELCP 103 English Pronunciation – An intensive course in English pronunciation with a focus on vowel and consonant production, thought grouping, intonation, syllable stress, reductions and overall rhythm. A variety of exercises and technology both inside and outside the classroom will be used to enable self-monitoring, muscle exercises and adjustments to achieve target sounds and rhythms. \$15 fee. *2 credits.*

ELCP 111 Introduction to College Reading – Intermediate level reading course enabling students to become independent readers. Student selection of reading materials: fiction and non-fiction. Linked activities focusing on summary writing, vocabulary development, oral reports, and group discussions. *4 credits.*

ELCP 112 Advanced College Reading and Critical Thinking Skills – Advanced reading skills course to develop students' critical thinking and discussion skills in preparation for academic course work. Reading linked to formal/informal writing projects. *4 credits.*

ELCP 120 Introduction to Academic Writing – Focus on academic writing skills and vocabulary building to plan and prepare well-organized, coherent, and grammatically accurate paragraphs and essays from a personal perspective. Development of editing skills through peer editing tasks and meetings with a writing assistant. *4 credits.*

ELCP 121 Intermediate Academic Writing – Focus on academic writing skills and vocabulary building to plan and prepare well-organized, coherent, and grammatically accurate essays. Introduction to the basics of paraphrasing, summarizing, and citing. Further development of editing skills; regular meetings with a writing assistant. *Prerequisite: Completion of 120 with a grade of C or above or permission of ELCP Coordinator. 4 credits.*

ELCP 122 Research Paper Writing – Focus on academic research/term paper writing including: brainstorming and topic development skills, research skills in paraphrasing, summarizing and their use in logical argumentative organization, advanced grammatical structures, and documentation styles leading to the final preparation and oral presentation of a research/term paper. Further development of logical organization skills and editing skills through meetings with a writing assistant. *Prerequisite: Completion of 121 with a grade of C or above or permission of ELCP Coordinator. 4 credits.*

ELCP 123 Intermediate Grammar – Intermediate grammar course providing an overview of the English verb tense system, modal verbs, gerunds and infinitives, articles, and more. Focus on understanding the grammar rules of English and using them to create accurate and varied sentences in writing. *2 credits.*

ELCP 124 Advanced Grammar – Advanced level course focusing on grammatical structures and conventions commonly used in academic essay writing; analysis and practice of grammar rules and conventions; identification of differences between spoken and written English; development of academic vocabulary. *Prerequisite: 121 or 122 or consent of instructor. 2 credits.*

ELCP 125 English Grammar (also listed as ENGL 125) – Advanced course focusing on grammar vocabulary used to describe the rules of English grammar as well as practice and application through writing. Focus on understanding parts of speech, parts of a sentence, sentence patterns, tense, modality, punctuation, and more. *2 credits.*

ELCP 160 Thematic Topics – Integration of all language skills (listening, reading, writing, and speaking) in a content theme such as American Culture and the Community, American Cultures and the Media. May be repeated with different content. *4 credits. (US)*

ELCP 161 Discovering American Cultures through Film – An introduction to various American cultures. Presents historical background and present challenges different groups face. Short readings, television episodes, and feature films introduce content. Integration of all language skills: listening, speaking, reading and writing. For international students or by permission of instructor. Offered January term. 4 credits. (US)

ELCP 170 Readings in Literature – An introduction to reading, discussing and writing about literature for English language learners. Focusing on the short story, students will learn how to write literary analysis essays as well as creative writing pieces and, in the process, increase fluency and vocabulary. 4 credits. (CS)

ENVIRONMENTAL STUDIES

Faculty

Nancy Broshot, Ph.D. • Environmental Studies (Chair)
William Fleeger, Ph.D. • Environmental Studies (Visiting)

Affiliated Faculty

Liz Atkinson, Ph.D. • Chemistry
Leonard Finkelman, Ph.D. • Philosophy
David V. Fiordalis, Ph.D. • Religious Studies
Robert Gardner, Ph.D. • Sociology
Jennifer Heath, Ph.D. • Physics
Gregory V. Jones, Ph.D. • Wine Studies
Eric Schuck, Ph.D. • Economics
David Sumner, Ph.D. • English
Chad Tillberg, Ph.D. • Biology
Lissa Wadewitz, Ph.D. • History
Jeremy Weisz, Ph.D. • Biology
Joe Wilkins, M.F.A. • English

Laboratory Coordinator

Barbara Van Ness, M.S.

Environmental Studies is an interdisciplinary program that focuses on the relationships between humans and the natural world. Students develop a deep awareness of the highly complex and dynamic nature of the world we inhabit, including interactions among human populations, the biological and physical environment, technology, social organization, and culture. Our location in the Pacific Northwest is exceptionally diverse and affords rich opportunities for study and involvement.

Addressing environmental issues draws on almost every field in the liberal arts curriculum. For this reason the core of the Environmental Studies major features a cross-disciplinary introductory course sequence along with requirements in the humanities and the social and natural sciences.

Students in the major choose from one of three focus areas: environmental science, environmental policy, or environmental humanities. In each focus area, students select from a variety of humanities and social and natural science electives. Students in all three focus areas also participate in a yearlong community-based capstone sequence that includes a focus on applied research methods and completion of an interdisciplinary project in cooperation with a community partner.

STUDENT LEARNING OUTCOMES

In successfully completing a major in Environmental Studies, graduates will have demonstrated the ability to:

- Select appropriate methods and correctly apply them in investigating specific environmental problems at local, regional, and/or global scales.
- Critically examine the values, assumptions and contexts that organize human communities and their relationships with the biosphere.
- Collaborate with community partners and integrate multiple disciplinary perspectives in order to creatively analyze and take effective action to address issues of critical environmental concern.
- Effectively communicate environmental information to diverse audiences.

REQUIREMENTS

The environmental studies major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. Students in the science focus will be expected to exhibit greater depth with respect to the scientific aspects of the preceding goals. Students in the policy focus will be expected to exhibit greater depth with respect to the public policy aspects of these goals.

For a major: 52-61 credits distributed as follows:

Common Core: 22 credits including ENVS 030 or 040 or 090, 201, 202, 460, and 470; BIOL 285.

Science Focus: Common Core plus ENVS 230, BIOL 210 and 211, CHEM 210 and 211, ECON 210, and ECON 341 or 342, plus 10 to 11 credits as follows: One social science or humanity elective from among: ECON 341 or 342 (must be different from

what is taken as core); ENGL 304; ENVS/ANTH 203; ENVS/SOAN 250; ENVS 210, 300, 304, 309, 325, 357; and 7 credits minimum (at least 2 courses) of natural science electives from among: BIOL 330, 350, 380, 385, 410; CHEM 321, 322, 335, 350, 351; ENVS 302, 306, 307, 360, 380, 440, 450, 480, 487, 490; PHYS 325.

Policy Focus: Common Core plus ENVS 230, ENVS/ANTH 203 or ENVS/SOAN 250, ENVS 325 or 357; ECON 210, ECON 341 or 342, HIST 152; and CHEM 120 or ENVS 180 or ENVS 207, plus 10 to 11 credits as follows: 3 to 4 credits of a natural science elective from among: BIOL 380; ENVS 302, 306, 207 or 307 (cannot be used as elective if 207 is used as core), 360, 380, 440, 450; and 7 credits minimum (at least 2 courses) of social science or humanities electives from among: ECON 341 or 342 (must be different from what is taken as core); ENGL 304; ENVS 210, 300, 301, 304, 309, 325, 357, 480, 487, 490; HIST 353; PHIL 306, POLS 362; SOAN 330, 350.

Humanities Focus: Common Core plus ENVS/ANTH 203 or ENVS/SOAN 250, ENGL 304, HIST 152, and PHIL 285, plus 14 to 16 credits as follows: One social science or environmental policy elective from among: ECON 341, 342; ENVS/ANTH 203 or ENVS/SOAN 250 (must be different from what is taken as core); ENVS 210, 300, 301, 304, 325, 357; POLS 362; SOAN 330; and 11 credits minimum (at least 3 courses) of humanities electives from among: ARTS/HSCI 325; ENGL 250*, 270, 289, 307*, 321*, 398; ENVS 309/RELS 306; HIST 252, 276, 353; GLFA 340*; PHIL 306, 340. *Requires permission of ENVS Program Coordinator prior to taking the class, as the course must have a strong ENVS component. It is highly recommended ENVS students considering graduate school also take MATH 140 and 170.

Given the interdisciplinary nature of environmental studies, other courses sometimes may be approved to count toward the major. There are two routes to this end:

1. The student may petition the chair of the Environmental Studies Department, expressing a rationale for the substitution. The course must have major aspects devoted to environmental issues and be at a comparable level. The student must provide a syllabus and may need to provide other documentation (e.g., a paper or project).

2. Special topics courses, including travel courses or courses from study abroad, may from time to time deal predominately with environmental issues. For such one-time offerings, a student may request the Environmental Studies Chair approve the course as a substitute for a course requirement in the major. Again, the student must provide a syllabus and may need to provide other documentation (e.g., a paper or project).

For a minor: 20-25 credits, distributed as follows:

1. ENVS 200 or 201, and 202;
2. one field based course (BIOL 285, 380, ENVS 302 or 360);
3. one natural science elective (BIOL 380, ENVS 207 or 307, 302, 305, 306, 308, 360, 380, 440, or 450);
4. one social science/humanities elective (ECON 341, 342, ENGL 304, ENVS 203, 210, 230, 250, 300, 301, 304, 309, 325, 357, 410, HIST 353, PHIL 306, SOAN 330);

5. one additional upper division ENVS course from the above options. The same course cannot be used for more than one category. Other courses with environmental content may count; contact the ENVS chair.

With the permission of the ENVS Studies Department chair, one-time offerings may be substituted for courses already approved. Such courses must have major aspects devoted to environmental issues and be at a comparable level. The student must provide a syllabus and may need to provide other documentation (e.g., a paper or project).

For Oregon Preliminary Teaching Licensure in Biology: a student majoring in Environmental Studies must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

PARACURRICULAR COURSES

ENVS 030 Natural History of this Place We Inhabit – Understanding the bio-physical world we inhabit via experiential learning on field trips to local habitats. Minimum of 35 hours of field trips. May be repeated with different content, though counted only once toward the Environmental Studies major or minor. \$50 course fee. *1 credit. (EL)*

ENVS 040 Community Service – Community activity helping with such environmentally-related programs as parks, recycling, land-use planning, green way clean-up, and marking of bicycle and walking paths. Minimum of 35 hours of service. May be repeated with different content. *1 credit. (EL)*

ENVS 090 Environmental Issues Forum – Reports and readings on contemporary environmental issues. Weekly discussions in small seminar groups. May be repeated for credit. *1 credit. (EL)*

COURSES

ENVS 180 Aquatic Chemistry: From the Basics to the Environment – Properties of water followed by equilibrium reactions, dissolved gases and solids, and pH variations. Chemistry of marine and freshwater environments along with water quality and treatment. *Offered spring. 3 credits. (QR)*

ENVS 201 Environmental Science – Study of how humans are altering the planet. Topics include climate change, human populations, biodiversity, terrestrial and aquatic ecosystems, agricultural systems, energy, and waste. Uses scientific method to study the world and as a foundation to solve environmental problems.

Lecture and 3 hours of laboratory weekly. \$60 lab fee. *Required for ENVS majors. Offered fall. 4 credits. (NW)*

ENVS 202 Environmental Governance – Introduction to historical and legal frameworks for addressing environmental issues as well as the common and emerging policy approaches by which communities, businesses, and governments make decisions relating to the environment. Investigation of the multidimensional nature of environmental problems and formulation of policy solutions considering the scientific, social and political context. *Offered spring. 4 credits. (IS)*

ENVS 203 Human Adaptive Strategies (also listed as ANTH 203) – Social scientific findings and ways of understanding humanity's place in nature and our current ecological predicament; causes and consequences (environmental, demographic, economic, political and cultural) of humankind's transition from food foraging to Neolithic and now industrial adaptive strategies; scientific, policy and cultural implications and aspects of these changes and interactions through case studies at global, regional and local scales. \$60 lab fee. *Offered spring of even-numbered years. 4 credits. (IS or GP)*

ENVS 207 Energy and Sustainability (also listed as PHYS 207) – Introduction to the scientific principles of energy technologies with a focus on assessing sustainability including environmental, climate, and life-cycle analysis. A wide range of renewable and non-renewable energy sources will be studied, along with our use of energy for applications including electricity, transportation, heat, materials, and food production. Quantitative methods for making comparisons will be emphasized. The outlook for various renewable energy technologies will be discussed. Offered as stacked course with PHYS/ENVS 307. May not take both PHYS/ENVS 207 and PHYS/ENVS 307 for credit. *Offered fall of even-numbered years. 3 credits. (QR)*

ENVS 210 Principles of Sustainability – Developing a sustainable foundation for our future is key in stabilizing our economy, providing social equity for all and reestablishing a healthy and thriving environment. Gain insights into how you can find a balance with nature through sustainable living and share that knowledge with those around you. Topics include preparing for a changing climate, maintaining water quality, building a sustainable food system, developing a clean transportation and power network, redesigning products and buildings for a green future, environmental justice and reducing or eliminating waste. *4 credits. (IS)*

ENVS 230 Introduction to GIS – Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to understand relationship between humans and the natural environment. Lecture and lab. *Prerequisite: BIOL 285 or MATH 140 or consent of instructor. Offered spring. 4 credits. (IS or QR)*

ENVS 250 Environment, Society, and Culture (also listed as SOAN 250) – Relationship between social groups and natural and human-built environment, human-induced environmental decline, sustainable alternatives, environmentalism as social movement, public environmental opinion, environmental racism and classism. Social dimensions of built environment including urban sprawl, development, place, space, community, and urban design. *Offered spring of odd-numbered years. 4 credits. (IS)*

ENVS 300 Topics in Environmental Policy – Analysis of public policy issues pertaining to the environment such as: pollution control, energy production and conservation, greenhouse gas emissions, ozone depletion, acid rain, riparian area preservation, land use planning, government regulation versus free market environmentalism, Endangered Species Act. May be repeated as topics vary. *Prerequisite: MATH 140 or ECON 210 or POLS 335 or consent of instructor. 3 credits. (IS)*

ENVS 304 Climate Change: Causes, Consequences, and Mitigation – Climate change and physical, chemical, ecological, sociological, and economic consequences. Analysis of historical

Environmental Studies

natural variations plus recent anthropogenic causes. Examination of the roles of individuals, organizations, and governments, plus industry, transportation, energy production, and land conversions, initially in contributing to these changes as well as recent efforts to slow them down. *Offered fall. 3 credits. (NW)*

ENVS 307 Energy and Sustainability (also listed as PHYS 307) – Introduction to the scientific principles of energy technologies with a focus on assessing sustainability including environmental, climate, and life-cycle analysis. A wide range of renewable and non-renewable energy sources will be studied, along with our use of energy for applications including electricity, transportation, heat, materials, and food production. Quantitative methods for making comparisons will be emphasized. The outlook for various renewable energy technologies will be discussed. This course will include higher level scientific modeling and analysis than ENVS 207, and is recommended for science and mathematics majors. May not take both PHYS/ENVS 207 and PHYS/ENVS 307 for credit. *Prerequisites: One of MATH 175, PHYS 210, CHEM 210, ENVS 201, or consent of instructor; a year-long laboratory science course is recommended. Offered fall of even-numbered years. 4 credits. (QR)*

ENVS 309 Religion and Nature (also listed as RELS 306) – Examination of how people have conceived the relationship between humanity and the natural world, and how people have found religion in nature. Topics include historical, ethical, and philosophical questions, as well as contemporary environmental and ecological concerns. Selections may be drawn from Asian religions (Buddhist, Hindu, Daoist, Shinto, etc.), Abrahamic religions (Christianity, Judaism, Islam), indigenous (native American, African) traditions, or other traditional or non-traditional selections. Opportunities for experiential learning and for students to articulate and evaluate their own perspectives. *4 credits. (UQ or GP)*

ENVS 325 Environmental Law and Regulation – Focus on significant federal environmental statutes and the application of law to current environmental issues and controversies. Introduction of current trends in environmental regulation including devolution of federal authority and the increasing role of state and local governments in environmental law and policy. *Prerequisite: 202. Offered fall of odd-numbered years. 4 credits.*

ENVS 357 Environmental Communication and Advocacy (also listed as JAMS 357 and COMM 357) – Investigates the challenges and methods for informing the public and engaging stakeholders in addressing environmental problems. Students practice a variety of communication and engagement techniques as well as create and critique environmental messages, public participation strategies and information dissemination styles for multiple audiences and purposes. *Prerequisites: Sophomore standing; one of ENVS 202, JAMS 150, COMM 255, or consent of instructor. Offered fall of even-numbered years. 4 credits. (IS)*

ENVS 360 Forest Ecology and Management – Basic principles of forest ecology with emphasis on Pacific Northwest. Management of forests with reference to ecological, political and economic factors. Lecture, laboratory, and field trips. \$60 lab fee. *Prerequisites: ENVS 201 or BIOL 210; BIOL 285 or MATH 140. Offered spring of even-numbered years. 4 credits. (NW)*

ENVS 380 Conservation Biology – Investigation into scientific, social, and political factors that affect species diversity. Includes

examination of population biology, ecology, and evolution in relation to the emergence, extinction, and preservation of species. Explores the role of the scientist in society with consideration of the history of science, the history of the environmental movement, environmental ethics, and politics. Lecture, laboratory, and field trips. \$60 lab fee. *Prerequisite: 201 or BIOL 210. Offered spring of odd-numbered years. 4 credits. (NW)*

ENVS 439 Peer Instruction – Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit. *Prerequisites: application and consent of instructor. 3-4 credits. (S/U) (EL)*

ENVS 440 Epidemiology (also listed as HSCI 440) – Introduction to epidemiology of disease. Acute and chronic diseases are discussed from population point of view. Topics include modes of transmission, outbreak investigation, surveillance of acute infections and chronic diseases, and microbial and environmental causes. *Prerequisites: 201 or BIOL 210; BIOL 285 or MATH 140. Offered fall of odd-numbered years. 3 credits. (QR)*

ENVS 450 Environmental Health (also listed as HSCI 450) – Study of the effects of water and air pollution, food additives, pesticides, heavy metals, organic solvents, mycotoxins, and radiation. Examines concepts of toxicology, epidemiology, risk assessment, safety control, and environmental law. *Prerequisite: 201 or BIOL 210. Offered fall of even-numbered years. 3 credits. (IS or GP)*

ENVS 460 Senior Capstone I: Environmental Research Methods – Semester one in a two-semester capstone sequence. Begin work on a project with a community partner resulting in a site assessment. Examine basic principles in conducting research in environmental studies, both science and policy. Develop proficiency in research design, data collection and analysis, written and oral presentation of findings. Lecture and laboratory. \$60 lab fee. *Prerequisites: BIOL 285; senior standing. Offered fall. 4 credits. (MWI)*

ENVS 470 Senior Capstone II: Environmental Project – Second semester in a two-semester senior capstone sequence. A community-based course where students integrate science and policy and explore environmental issues in-depth. Students apply research, critical thinking and communication skills to complete the project begun in ENVS 460. Lecture and laboratory. \$60 lab fee. *Prerequisites: ENVS 460; senior standing. Offered spring. 4 credits. (MWI)*

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

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

ENVS 490 Independent Research or Thesis – Field, laboratory, or library research on a topic of interest to the student, requiring a substantial written report. For advanced, self-reliant students. *Prerequisite: consent of instructor. 2-5 credits.*

JANUARY TERM OFF-CAMPUS COURSES

ENVS 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. *4 credits.*

OCE COURSES

ENVS 200 Introduction to Environmental Science – Introducing the scientific method as a framework to study the natural world; examination of human impacts on the environment, from local to global scales; using science as a foundation to address and reduce environ-

mental problems. *Not for ENVS major. Prerequisites: none. 4 credits. (NW)*

ENVS 210 Principles of Sustainability – Developing a sustainable foundation for our future is key in stabilizing our economy, providing social equity for all and

OCE COURSES, CONTINUED

reestablishing a healthy and thriving environment. Gain insights into how you can find a balance with nature through sustainable living and spread that knowledge to those around you. Topics include preparing for a changing climate, maintaining water quality, building a sustainable food system, developing a clean transportation and power network, redesigning products and buildings for a green future, reducing and eliminating waste, and environmental justice. *4 credits. (IS)*

ENVS 301 Coastal Resilience – Ability of coastal communities to adapt to existing and potential changes, including earthquakes, tsunamis, environmental disturbance, and climate change. Importance of communication and social cohesion in readiness and response to potential crisis events. \$100 fee. *Offered summer. 3 credits. (IS)*

ENVS 302 Shoreline Ecology – The oceans as a habitat for life; oceanographic processes affecting shore life; field observations of representative shore habitats of the northern Oregon coast; laboratory examinations of selected shore dwelling animals and plants. \$100 fee. *3 credits. (NW)*

ENVS 305 Environmental Issues and the Physical Sciences – An application of the physical sciences, principally the earth sciences, to understanding human impact on the earth, including such topics as radioactivity, nuclear power and nuclear waste, hazards from earthquakes, volcanoes, mining and toxic chemical wastes, water pollution, acid rain, the greenhouse effect, desertification, and problems posed by increasing urbanization and intensive agriculture. *3 credits. (NW)*

ENVS 306 Fire History of the Cascades – Examines the science and politics that guide national fire policy using as a case study the 92,000 acre B & B Complex Fire that burned in the Deschutes and Willamette National

Forests during the summer of 2003. The class will contribute to a project documenting the effects of the B & B Complex Fire, plans for restoration, and implications of state and federal fire policy for fire management in the Deschutes National Forest. Use of the scientific method, through field research, as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. \$100 fee. *Offered summer. 3 credits. (NW)*

ENVS 307 Issues in Science: Georesources – Survey of the various natural resources of Oregon, including surface water, soils, and those resources derived from extractive processes such as mining and drilling. Basic geological processes that generated the resources, the mechanics of extraction and/or utilization, and their overall impact on Northwest environment and economy. Appreciation of the adage, “All wealth derives from the earth.” *3 credits.*

ENVS 308 Water Resources – Focus on the importance of water, the variety of surface and groundwater sources and the extensive use we make of them in transportation, energy, industry, agriculture and municipalities. Impacts on water resources, including overuse and pollution, along with recent efforts to improve water quality and conservation, will also be considered. *3 credits. (NW)*

ENVS 410 Sustainability Practicum – Want to make a difference in your community? Propose, design, implement and evaluate an individualized applied learning experience in a local organization to enhance its sustainability program and/or reassess its environmental impact. Gain valuable experience in proposal writing, leadership, project management, engagement and assessment while utilizing your knowledge and skills in sustainability. *Prerequisite: 200 or 201, 202, 210, and consent of instructor. 3 credits.*

GENDER STUDIES

Coordinators

Reshmi Dutt-Ballerstadt, Ph.D. • English (Coordinator)
Amy Orr, Ph.D. • Sociology (Coordinator)

Faculty

Tania Carrasquillo Hernández, Ph.D. • Global Languages & Cultural Studies
Hillary Crane, Ph.D. • Anthropology
Virlena Crosley, D.B.A. • Business
David Fiordalis, Ph.D. • Religious Studies
Sharon Bailey Glasco, Ph.D. • History
Brenda DeVore Marshall, Ph.D. • Theatre and Communication Arts
Dawn Nowacki, Ph.D. • Political Science
Daniel Pollack-Pelzner, Ph.D. • English
John Sagers, Ph.D. • History
Sonia Ticas, Ph.D. • Spanish
Lissa Wadewitz, Ph.D. • History
Yanna Weisberg, Ph.D. • Psychology

The Gender Studies minor invites sustained academic examination of gender as an analytic category informing and shaping human experience. Gender Studies establishes the distinction between sexuality and gender and explores the socially constructed meaning given to differences between males and females. It assesses the impact of those meanings upon our social, economic, religious, political, and aesthetic experiences.

Courses in this minor examine how gendered identity and meaning are produced and reproduced, institutionalized, resisted, changed, and enacted. They illuminate gender relations and how those relations become codified within the social order through such institutions as the family, the work force, education, and the arts.

Gender Studies is an inherently interdisciplinary endeavor drawing upon and synthesizing the contributions made to our understanding of gender and sexuality by history, sociology, psychology, anthropology, political science, philosophy, biology, economics, communication, the arts, and the humanities.

STUDENT LEARNING OUTCOMES

Students completing a minor in Gender Studies will have an opportunity to:

- Explain gender as an intellectual frame of analysis that has significantly changed disciplinary paradigms across the academy,

including their own primary fields, and thus become a crucial site of knowledge-construction in its own right;

- Participate in the cross-disciplinary conversations that informed gender analysis demands, culminating in a synthesizing capstone seminar that draws together upper division minors from a wide variety of fields to compare their respective intellectual paradigms in terms of gender theory;

Gender Studies/Global Health

- Recognize the aesthetic and spiritual as well as academic dimensions of gender as a means of constructing meaning through experience.

REQUIREMENTS

For a minor: completion of 20 credits, including 485; 200 or 205. No more than 2 courses from any single department (excluding GENS) may count toward the Gender Studies minor. At least one course must be taken in the Arts and Humanities.

Because of its interdisciplinary character, Gender Studies courses are offered in departments across the curriculum. The following classes are likely candidates for inclusion in the Gender Studies minor, keeping in mind the requirements outlined above. Courses that do not appear on this list may also be included with coordinator consent.

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

GENS 205 Gender and Society (also listed as SOAN 205) – See SOAN 205. *4 credits. (IS or US)*

GENS 267 Introduction to U.S. Women's History (also listed as HIST 267) – *4 credits. (VP or US)*

GENS 300 Women Writers (also listed as ENGL 300) – See ENGL 300. *4 credits. (CS or GP)*

GENS 318 History of Women in Latin America (also listed as HIST 318) – See HIST 318. *4 credits. (VP or GP)*

GENS 322 Gender and Social History of East Asia (also listed as HIST 322) – See HIST 322. *4 credits. (VP or GP)*

GENS 332 Gendered Communication (also listed as COMM 332) – See COMM 332. *3 credits. (IS or US)*

GENS 342 Women in Religion (also listed as RELS 342) – See RELS 342. *4 credits. (UQ)*

GENS 350 Shakespeare's Comedies and Histories: Performing Gender and Sexuality (also listed as ENGL 350) – *4 credits. (CS or VP)*

GENS 353 Topics in Women's Rhetoric (also listed as COMM 353) – *3 credits. (US or GP or IS or VP depending on topic)*

GENS 355 Women in Music (also listed as MUSC 355) – *3 credits. (CS or GP)*

GENS 460 Gender, Sexuality, and the Body (also listed as SOAN 460) – See SOAN 460. *4 credits. (MWT)*

GENS 480 Independent Study – Student investigation of special interests or research based on detailed statement of intent and a letter of support from the sponsoring faculty member. *Prerequisites: junior or senior standing; consent of gender studies coordinator(s). 1-3 credits.*

GENS 485 Senior Seminar – Capstone course for the gender studies minor. Synthesis and application of ideas presented across the curriculum through discussion and field work. Group study and discussion of contemporary problems, research issues, and ideas in gender studies. *Prerequisites: 200 or 205; senior standing. Offered fall. 2 credits.*

GENS 487 Internship – Student participation in an organization whose activities relate to gender studies. *Prerequisite: junior or senior standing; approval of gender studies coordinator(s). 1-3 credits. (EL)*

HHPA 242 Human Sexuality – *3 credits. (IS)*

HHPA 410 Gender Issues in Education and Sport – *3 credits. (IS or US)*

PSYC 347 Psychology of Women and Gender – *4 credits.*

SOAN 270 Latinas and Latinos in the U.S. – *4 credits. (IS or US)*

GLOBAL HEALTH

Faculty

Nancy Broshot, Ph.D. • Environmental Studies
Shaik Ismail, Ph.D. • International Programs
Janet Peterson, Dr.P.H. • Health, Human Performance and Athletics

Linfield's Global Health Minor is an exciting interdisciplinary minor for those students who want international health perspective, understanding, and genuine experience. Students may elect this minor as a means of adding both a global and a health perspective to their major field of study. Pre health professionals, International Business and Marketing students, and others who aspire to do some health or health related work outside the US may find this minor an exciting and practical complement to their current major field of study.

STUDENT LEARNING OUTCOMES

In successfully completing a minor in Global Health, a student will:

- demonstrate an understanding of theories, concepts and practices of 21st Century Health Administration, including social determinants of health, population health, planning and policy, the use of digital information to improve prevention and health care delivery, leadership, integrated health systems, cultural and organizational behavior and how these concepts and theories are applied in various global health and/or health care settings;
- identify the basic principles of project management and apply them in a health or health care setting;
- examine the social and cultural significance of health in society, locally, in the US, and globally;

- analyze both health policy and practical issues related to the field of global health; and
- experience health and/or health care in 2 different global health or health care settings.

REQUIREMENTS

For a minor: 19-20 credits consisting of: HSCI 330, HSCI 431, HSCI 440, HSCI 450, PHIL 215 and one of the following: ECON 341, ANTH 332, SOAN 223 or POLS 362.

This minor requires online courses and is available to all Linfield students regardless of campus.

GLOBAL LANGUAGES AND CULTURAL STUDIES

Faculty

Tania Carrasquillo Hernández, Ph.D.
Masayuki Itomitsu, Ph.D. (Chair)
Marie Mofin Noussi, Ph.D.
Sandra Terra, Ph.D.
Sonia Ticas, Ph.D.

Linfield University recognizes the purposeful study of languages and cultures as an integral part of a liberal arts education. The Global Languages and Cultural Studies department offers a humanistic approach to the engagement with issues of language and culture in a globalized world. Our curriculum draws from the fields of second language acquisition and linguistics and from cultural studies including literature, the arts, film, and more. We offer coursework both in the departmental languages and in English. Our language courses address all phases of language learning. Such study aims to foster a deeper understanding of the cultural traditions represented by the languages we offer. In addition, we believe that solid proficiency in a language other than English and study of cultures from a humanistic perspective dramatically increase our awareness of our own place in the world and enhance our claim to global citizenship. Through the study of languages, literatures and cultural manifestations, we:

- become more empathetic of the worldview of others;
- sharpen our communication skills in English while developing proficiency in a world language;

- expand our perspectives on issues related to plurality and diversity;
- develop intercultural competencies to effectively communicate in non-English environments; and
- gain insight into how global processes affect communities in the increasingly globalized world

Small courses to ensure close interpersonal relations between the faculty and students enhance language and cultural study at Linfield. Students are given individual attention and guidance in every step of their learning. The development of oral and written proficiency is stressed at all levels. Regular meetings with tutors and international language assistants are encouraged for students who wish additional practice. A semester or full year of study, generally during the third year, in a variety of programs endorsed by the department is available for both majors and minors, allowing students to experience other cultures firsthand.

Our department majors and minors prepare students for a broad spectrum of professions in business, education, environmental studies, health, international relations, journalism, psychology, or any field that seeks individuals who have strong communication skills and awareness of global issues in transnational perspectives. Language Certificates, designed for students who cannot study abroad or complete the full coursework required for the minors or majors, are available in French and Spanish only. All programs emphasize the development of intercultural competencies alongside language learning.

STUDENT LEARNING OUTCOMES

A student who successfully completes a major in the Global Languages and Cultural Studies department will be able to:

- Communicate effectively in the target language of study on a variety of topics related to interpersonal, interpretive, and presentational modes, both in academic and professional contexts and in a culturally appropriate fashion.
- Critically analyze through cultural products such as film, literature and other media, cultural practices and historical contexts that have shaped the target culture.
- Develop an understanding of and respect for diverse values and perspectives as portrayed in the communities of the target culture.
- Engage in civic learning to gain insights into global and local citizenry.
- Reflect upon personal experiences in the target culture to transfer learning to new, complex situations.

In addition to the above outcomes, a student who successfully completes a major in Global Cultural Studies will be able to:

- Develop a broad interdisciplinary approach and generate informed perspectives, insights, and/or appreciations to various cultural products, such as films, literature, and media from the target culture.
- Engage societal issues in the context of the complex interdependent global systems and legacies and their implications for people's lives and the earth's sustainability.
- Gain the critical insights into how global processes affect communities differently and how power is unequally distributed.

REQUIREMENTS

Departmental majors are available as a Bachelor of Arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

The Department of Global Languages and Cultural Studies offers two tracks and three Interdisciplinary minors:

- Language and Culture-Track majors and minors are available in French, Japanese and Spanish for students interested in developing their language proficiency while studying in-depth the cultures associated with these languages. For these majors and minors students take courses primarily in the target language on campus and at study abroad sites.

The majors and minors under this track are: *French Language and Culture*; *Japanese Language and Culture* and *Spanish Language and Culture*.

- Global Cultural Studies-Track majors are interdisciplinary and combine language skills in French, Japanese, or Spanish with cultural study in areas of thematic interest such as the environment, gender, history, etc. For these majors students take courses in both the target language as well as in English in the GLCS department, at study abroad sites and with affiliate departments at Linfield.

The majors under this track are: *GCS: French and Francophone Studies*; *GCS: Japanese Studies*; *GCS: Latin American/Latinx Studies*.

- Three interdisciplinary minors are housed in the Global Languages and Cultural Studies Department: *Chinese Studies*, *Latin American/Latinx Studies*, and *Linguistics*. The faculty work closely with affiliate departments to meet the curricular needs of individual students. Students should consult with appropriate faculty for advising.

Double majors or a major and minor within the GLCS Department are encouraged and up to 13 credits may be applied to two majors and up to 8 credits may be applied to a major and a minor; however, the language for each program must be different.

Global Languages and Cultural Studies

The majors in the Global Language and Culture Studies Department are completed in 3 steps:

1. Preparation to effectively benefit from experiences abroad;
2. 1-2 semesters of study abroad;
3. Course(s) to reflect on and integrate those experiences upon return.

Students begin the first step by taking a placement exam and enrolling in appropriate language courses until they go abroad. In this step, they will also take an introductory methods course in English (GLCS 210) and a cross-cultural and linguistic skills course (GLCS 280) in the spring semester prior to studying abroad. While abroad in the second step, students will complete a portfolio (GLCS 380). Upon returning from abroad, they will complete the third step, which includes a capstone course (GLCS 483) in which they will reflect on the study abroad experience; develop a senior project; and explore career options. Early planning is key to be able to complete the majors in the GLCS department in a timely manner.

Courses that serve all language concentrations are labeled GLCS and are generally taught in English. Some of these courses have LC designations and are usually open to all students. Advanced courses may also have Linfield Curriculum designations. Up to two LC's may be met alongside major requirements taken at Linfield or a study abroad site with pre-approval. Experiential and service learning opportunities both locally and abroad may be available for students to put into practice their linguistic and cultural skills.

All students interested in studying a language who have prior experience in that language must take a Language Placement Exam. This includes bilingual and heritage learners of Spanish or any of the other languages we offer. For entering students who place into a 300-level course, the department will waive four of the 41 credits required for their chosen major track.

Study Abroad for Global Language and Cultural Studies Majors and Minors: All students majoring or minoring in the department are generally required to study abroad in order to have significant immersive language and cultural experiences. For majors in French, Japanese, and Spanish the requirement is typically one academic year depending on language proficiency and prior exposure to the target culture as determined by the departmental faculty. Students majoring in Global Cultural Studies study abroad for one semester, or a year if desired. All students pursuing a minor in the department also study abroad for one semester, with exception of the Latinx studies minor, which does not have a semester abroad requirement. In extenuating circumstances, the study abroad requirement may be waived, granted the student can demonstrate required proficiency as determined by the departmental faculty and completion of the major or minor is feasible at Linfield. Students must take an appropriate course at the 300-level (302 or above for Spanish) on the home campus after their study abroad. Students work closely with their language advisors especially in choosing the study abroad program and appropriate courses for their chosen major.

Grades: Courses in which a student has earned a grade less than C may not be applied toward a major or minor in the department. Study abroad programs may have specific GPA requirements.

For Oregon Preliminary Teaching Licensure in French or Spanish: a student majoring in French or Spanish must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

Language and Culture Track

The majors in French, Japanese and Spanish Language and Culture offer students opportunities to effectively develop cultural and linguistic abilities to function productively in the global, 21st century world in an array of fields where language and intercultural competencies are critical.

All department minors must take an appropriate 300 level class upon return to complete requirements. 20-22 credits are generally required for minors.

FRENCH

Language and Culture Track

The major and minor in French Language and Culture help students develop the linguistic and cultural tools to deal with diverse communities and develop intercultural skills highly sought in an array of careers. The major, with its study abroad components, exposes students to a rich history, diverse groups and linguistic variety throughout the French Speaking world—France, Europe, Africa, the Caribbean, and North America. Students with prior experience in French language must take a placement test before beginning French courses. Starting with 301, courses introduce students to cultural, linguistic, literary and artistic topics that allow them to develop communication skills at an advanced level.

For a major in French Language and Culture: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits):
 - A minimum of 8 credits from GLFR 202, 301, 302 (according to placement).
- Study Abroad and cultural studies courses: Take 20 credits to reach 41 required for the major.
 - Study abroad for one or two semesters in a Linfield approved program in France is normally required.
 - Up to 20 credits (in addition to GLCS 380) from a year abroad may be applied toward the major.
 - Up to 12 credits (in addition to GLCS 380) from a semester abroad may be applied toward the major.
 - Courses taken abroad must be related to French/Francophone literature, culture, and language, and chosen in consultation with major advisor and approved by Department Chair.
 - GLFR 215, 250, 350, 360, GLFA 230, or other appropriate GLCS courses (as approved by Department Chair).

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

Study Abroad: Candidates for the major who start at the level of 301 may study only one semester in France. For students with extenuating circumstances, the study abroad requirement may be waived provided they demonstrate advanced proficiency and significant contact with French-Speaking cultures. Because students take courses in the host language, they should complete course work up to the 301-302 level before undertaking foreign study. Students must consult with the French faculty early in the process, before choosing a study abroad site.

For a minor in French Language and Culture: Complete 20 credits in courses numbered 202 and above. Up to 12 credits taken during the semester abroad can be applied toward the minor. Students must consult with French faculty early in the process before choosing a study abroad site in France, because each program has specific requirements. Upon returning from

study abroad, students must take a 300-level or higher course to complete the minor.

JAPANESE

Language and Culture Track

The major and minor in Japanese Language and Culture focuses on developing proficiency in Japanese and the ability to communicate in a culturally appropriate fashion in various disciplines and social situations. The major requires a high level of language proficiency: generally three years of Japanese, or equivalent level of proficiency (ACTFL Intermediate High). Therefore, a year of study at a Linfield approved program in either Tokyo or Kyoto, typically during the third year, is necessary to complete the major unless student has significant prior experience with the language. Language experience is assessed through placement exam and Oral Proficiency Interview. Early planning is key to completing this major. Please consult with Japanese faculty early in the process, before choosing a study abroad site.

For a major in Japanese Language and Culture: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits):
 - A minimum of 8 credits from GLJP 202, 301, 302 (according to placement).
- Study Abroad and cultural studies courses: Take 20 credits to reach 41 required for the major.
 - Study abroad for one year in a Linfield approved program in Japan is normally required.
 - Up to 20 credits (in addition to GLCS 380) from study abroad may be applied toward the major.
 - Courses taken abroad must be related to Japanese literature, culture, and language, and chosen in consultation with Linfield advisor and approved by the Department Chair
 - One cultural study course on campus: GLJP 240 or other appropriate course. Highly recommended.
 - Other appropriate GLCS courses, (as approved by the Department Chair).

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

Study Abroad: Because students take courses in the host language, they should complete course work up to the 202 level before undertaking foreign study. Students must consult with the Japanese faculty early in the process, before choosing a study abroad site.

For a minor in Japanese Language and Culture: Complete 20 credits in courses numbered 202 and above. GLJP 240 (taught in English) may also count for the minor. Up to 10 credits taken during the required semester at Kanto Gakuin University (KGU) in Yokohama, Japan, can be applied toward the minor. Upon returning from study abroad, students must take a 300-level or higher course to complete the minor.

SPANISH

Language and Culture Track

The major and minor in Spanish Language and Culture helps students develop the linguistic and cultural tools to deal with diverse communities and develop intercultural skills highly sought in an array of careers. The major, with its study abroad components, exposes students to a rich history, diverse groups and linguistic variety throughout Latin America, the U.S. and in

Spain. Students with prior experience in Spanish language, must take a placement test before beginning Spanish courses. Starting with 302, courses introduce students to cultural, linguistic, and literary topics that allow them to develop communication skills at an advanced level.

For a major in Spanish Language and Culture: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits). Take one of the following:
 - A minimum of 8 credits from GLSP 202, 301, 302, 305 (according to placement).
 - A minimum of 8 credits from GLSP 290, 291, 305 for bilingual heritage speakers (according to placement).
- Study Abroad and cultural studies courses (Take 20 credits to reach 41 required for the major).
 - Study abroad for one or two semesters in a Linfield approved program in Chile, Ecuador, or Spain is normally required.
 - Up to 20 credits (in addition to GLCS 380) from a year abroad may be applied toward the major.
 - Up to 12 credits (in addition to GLCS 380) from a semester abroad may be applied toward the major.
 - Courses taken abroad must be related to the art, literature, culture, or language of the host country and chosen in consultation with Linfield advisor and approved by the Department Chair.
 - GLSP 311, 312, 350, 360, 362, 370, or other appropriate GLCS courses (as approved by the Department Chair).

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

Study Abroad: Candidates for the major who have significant experience with Spanish-speaking communities before coming to Linfield (as well as Spanish-English bilingual heritage students) may need to study only one semester in a Spanish-speaking country. This will depend on their proficiency level upon entering Linfield, to be determined by placement exam and oral proficiency interview. For students with extenuating circumstances the study abroad requirement may be waived provided they demonstrate advanced proficiency and significant contact with Spanish-Speaking cultures. If exempted from study abroad requirement, work with advisor to find suitable replacement for courses related to study abroad in multi or intercultural communication or internship in a Latinx community. Also complete needed credits from elective choices above. Early planning is key to be able to complete this major in a timely manner. Because students studying abroad take courses in the host language, they should complete course work up to the 301-302 level before undertaking foreign study. Bilingual heritage students should complete GLSP 290, GLSP 291, and other higher level appropriate courses. Students pursuing a major in the department must consult with Spanish faculty early in the process before choosing a study abroad site.

For a minor in Spanish Language and Culture: Complete 22 credits in courses numbered 202 and above, including GLCS 280. Up to 12 credits taken during the semester abroad may be applied toward the minor. Students must consult with Spanish faculty early in the process before choosing a study abroad site in either Chile or Ecuador because each program has specific requirements. Students are advised to take courses at the 301-302 level to ensure adequate preparation for study abroad. Upon returning from study abroad, students must take GLSP 302 or another appropriate higher-level course to complete the minor.

Global Cultural Studies Track

The Global Cultural Studies (GCS) major track affords students the opportunity to develop an area of specialization, connected to proficiency in a language (French, Japanese, or Spanish) and the study of literature, the arts, film, and other media and to situate those expressions in a global, transnational context. Through the GCS major students examine the cultural articulations of the growing interconnectedness of nations and peoples and develop the interpretive skills central to humanistic analysis. The GCS major provides opportunities for interaction in a non-English language environment while also carrying out in-depth academic work in English both within and outside the department. The Department of Global Languages and Cultural Studies works closely with affiliate departments to meet the curricular needs of individual students. Please consult with appropriate faculty for advising.

GCS Major Areas of Specialization:

- French and Francophone Studies (GLFR, GLFA).
- Japanese Studies (GLJP).
- Latin American/Latinx Studies (GLSP).

Study Abroad: Students spend one semester abroad in a program aligned with their regional specialization and language. Courses taken abroad include language and culture and can also fulfill elective requirements of the major. Up to 12 credits taken abroad can be applied to the major. Study abroad courses must be chosen in consultation with department advisor and must deal with the culture, environment, history, politics or other themes related to the host country or area of specialization identified in the GLCS 210 course.

Exceptions to study abroad requirement: Students seeking exceptions to the study abroad requirement must demonstrate an intermediate level in the chosen language as well as prior experience with the culture(s) associated with such language. An advisor in the department can help determine whether completion of the major is feasible without a semester of study abroad. If exempted from study abroad requirement, work with advisor to find suitable replacement for courses related to study abroad in multi or intercultural communication or internship in a community. Appropriate substitutions for coursework abroad include additional courses in the GLCS department from elective choices listed within each regional area of specialization.

Electives: To reach the 41 required credits interdisciplinary advanced coursework can be taken within the GLCS department when offered in English and with our affiliates, primarily in the History Department. A normal path is for students to work on their language of choice through the third year level. Concurrently, they choose elective courses in the GLCS department first, followed by appropriate courses in affiliate departments. Elective coursework can cover global thematic areas that cut across the arts/humanities and social sciences such as, environmental studies, gender and sexuality, international politics, legacies of colonialism, migrations and borders, religious and philosophical traditions. Students choose a thematic area or interrelated thematic areas in the GLCS 210 introductory class before going abroad. Through various types of texts and cultural products they will explore in elective courses questions of identity, values, power, equity, displacement and belonging. Elective courses must be chosen in consultation with GCS advisors who keep a list of appropriate courses according to thematic criteria, availability and language section specific requirements. Up to 12 credits taken outside of the GLCS department may be applied to the major.

FRENCH AND FRANCOPHONE STUDIES

Global Cultural Studies Track

French and Francophone Studies is available as an interdisciplinary area of emphasis under the Global Cultural Studies major. This option allows students to enhance their skills in French language and culture while learning about diverse French-speaking communities; their historical and environmental issues, world-views, legacies of colonialism and recent political struggles. This major option also aims to provide students with background on factors that account for the movements of peoples from France, West Africa, The Maghreb, The Caribbean, and North America and gain insights on the struggles, contributions and aspirations of Francophone groups in the world. All students take a placement test before undertaking a course of study in French. Starting with 301, courses introduce students to cultural, linguistic, literary and artistic topics that allow them to develop communication skills at an advanced level.

For a major in Global Cultural Studies with emphasis in French and Francophone Studies: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits):
 - A minimum of 8 credits from GLFR 201, 202, 301, 302 (according to placement).
- Study Abroad and cultural studies courses (Take 20 credits to reach 41 required for the major).
 - Study abroad for one semester in a Linfield approved program in France is normally required.
 - Up to 12 credits (in addition to GLCS 380) in areas such as culture, history, the environment, and politics from a semester abroad may be applied toward the major
 - GLFR 215, 230, 250, 350, 360, or other appropriate GLCS courses as approved by the Department Chair.
 - HIST 121, 207, 248, 251.

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

JAPANESE STUDIES

Global Cultural Studies Track

Japanese Studies is available as an interdisciplinary area of emphasis under the Global Cultural Studies major. This option encourages students to make connections between Japanese language and culture and coursework on East Asian countries across the Social and Behavioral Sciences and Arts and Humanities divisions. Thematic areas such as migrations, economics, and religious traditions are common as we study Japan in global perspectives.

For a major in Global Cultural Studies with emphasis in Japanese Studies: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits):
 - A minimum of 8 credits from GLJP 201, 202, 301, 302 (according to placement).
- Study Abroad and cultural studies courses (Take 20 credits to reach 41 required for the major).
 - One cultural studies course on campus: GLJP 240 or other appropriate course. Recommended.

- Study abroad for one semester in a Linfield approved program in Japan is normally required
- Up to 12 credits (in addition to GLCS 380) from study abroad in areas such as history, religion or philosophy may be applied toward the major.
- COMM 230, HIST 124, 210, PHIL/RELS 160, PHIL 375, 470, POLS 210, RELS 218.

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

LATIN AMERICAN/LATINX STUDIES

Global Cultural Studies Track

Latin American/Latinx Studies is available as a regional area of emphasis under the Global Cultural Studies major. This option allows students to enhance their skills in Spanish language and culture while learning about diverse Spanish-speaking communities; their historical and environmental issues, worldviews, legacies of colonialism and recent political struggles. This major option also aims to provide students with background on factors that account for the movements of peoples from Latin America and the Caribbean northward and gain insights on the struggles, contributions and aspirations of Latinx groups in the U.S.

For a major in Global Cultural Studies with emphasis in Latin American and U.S. Latinx studies: Complete 41 credits as follows:

- Departmental Core (13 credits):
 - GLCS 210 (4 credits) before going abroad
 - GLCS 280 (2 credits) before going abroad
 - GLCS 380 (2 credits) while abroad
 - GLCS 483 (5 credits) during the senior year.
- Language Courses (8 credits). Choose from the following (more advanced courses are available for students placing beyond these):
 - A minimum of 8 credits from GLSP 201, 202, 301, 302, 305 (according to placement).
 - A minimum of 8 credits from GLSP 290, 291, 305 for bilingual heritage speakers (according to placement).
- Study Abroad and Global Cultural Studies Electives (Take 20 credits to reach 41 required for the major).
 - One History of Latin America course on campus: HIST 154, 215. Required.
 - One U.S. Latinx communities and cultures course on campus: GLSP 270/370, 350, 360 362 (when topics deal with diasporic communities); HIST 304, 314, SOAN 270. Required
 - Study abroad for one semester at an approved site in Chile or Ecuador is normally required.
 - Up to 12 credits (in addition to GLCS 380) in areas such as culture, environment, history, politics or other themes related to the area of specialization during a semester abroad may be applied toward the major.
 - GLSP 312, 350, 360, 362, GLCS 487, or other appropriate GLCS courses as approved by the Department Chair.
 - HIST 153, 154, 215, 304, 315, 318, SOAN 270.

By departmental invitation, students may write a senior thesis: GLCS 490 (2 credits).

INTERDISCIPLINARY MINORS

CHINESE STUDIES MINOR

The Chinese Studies minor encourages students to make connections between Chinese language and culture and coursework on East Asian countries across the Social and Behavioral

Sciences and Arts and Humanities divisions. Disciplinary areas students engage include courses in religious studies and history.

For a minor in Chinese Studies: Complete 20 credits, including 2 semesters of Chinese language study GLCH 201 and above. Up to 10 credits of Chinese language and Chinese Studies coursework taken abroad may be applied to the Chinese Studies minor. Linfield programs in Beijing or Hong Kong are recommended. At least one Chinese Studies content course should be taken at Linfield after study abroad in consultation with the minor advisor.

LATIN AMERICAN/LATINX STUDIES MINOR

The Latin American and Latinx Studies minor recognizes the complex histories and identities of Latin American communities and U.S. based people of Latin American descent or with roots in the Hispanic Caribbean. The minor requires students to take coursework in Spanish, history and other areas of cultural and literary study. The history course, which is part of the core, will give students the analytical tools to gain insights into historical developments necessary to understand aspects of communities in the U.S. such as immigrant status. In elective courses students will be able to hone more critical thinking skills and gain a diverse understanding of various groups, their art forms or other key aspects of their history.

Study Abroad is not required for this program but if a student chooses a study abroad site in Latin America (Chile or Ecuador), up to ten credits may be applied toward the minor. The study abroad courses cannot replace the minimum of 8 credits in the Latinx communities requirement on campus.

For a minor in Latin American/Latinx Studies: Complete 20 credits including:

- 4 credits in Language. Students of Spanish as a second language must meet the minimum requirement of GLSP 201 Intermediate Spanish I; Students in the heritage/bilingual track must meet the minimum requirement GLSP 290 Spanish for Bilingual/Heritage Speakers I.
- One History of Latin America course: HIST 154, 215.
- Two U.S. Latinx communities and cultures courses: GLSP 305, 270/370, 350 (when topics deal with diasporic communities); HIST 304, 314, SOAN 270.
- Additional electives from the following: GLSP 360, 362, GLCS 487, HIST 304, 315, 318.
- Other courses in Latin American/Latinx Studies chosen in consultation with major advisor and approved by Department Chair.

Note: Advanced GLSP courses have a pre-requisite of either 290, 302, study abroad or consent of instructor; GLSP 211 and 270 are taught in English; all other GLSP courses are taught in Spanish. Courses from affiliate departments are taught in English. Other survey courses, such as GLSP 312 - Hispanic American Civilizations, with VP designation can also be accepted under the history category. Students are encouraged to take a variety of courses from affiliate departments whenever available.

LINGUISTICS

The Linguistics minor is interdisciplinary with requirements in Global Languages and Cultural Studies, Anthropology, Education, Psychology, and Religious Studies. Refer to the Linguistics section of the catalog for further information and the requirements for the Linguistics minor.

CERTIFICATE PROGRAMS

Language Proficiency Certificates (LPC's) require 16 credits. They differ from minors in that fewer credits are required and study abroad is not required. For fuller exposure to a language and to

Global Languages and Cultural Studies

develop intercultural skills the department recommends a minor or major. Certificates are designed to help students increase proficiency in a language and culture and introduce them to some specialized vocabulary. Certificates offer students the opportunity to showcase additional areas of their university education in preparation for the professional world. Language study adds value to a chosen field and gives students an edge in the job market. Through studying culture, embedded in language courses and in specific content courses, students prepare for active integration in a multi-cultural work setting.

Students with prior language experience must take a placement exam to be placed into the appropriate level of language courses. Four credits will be waived for students who place at 300 or 291 level. In order to complete a certificate, students must attain an intermediate-mid level or higher. Language proficiency target levels are set by the American Council on the Teaching of Foreign Languages (ACTFL). LPC's also require at least an introductory cultural studies course to help develop tools for working in multi-cultural or cross-cultural environments. To be granted a certificate, students also need to develop an individual project as determined by the Departmental Faculty. For the successful completion of a certificate, students must attain a minimum B average for all required courses.

Student Learning Outcomes

Upon successful completion of the certificate program students should be able to:

- Demonstrate an intermediate-mid level or higher language proficiency as defined by ACTFL.
- Demonstrate unbiased engagement with cultural groups of the target language.
- Use specialized vocabulary pertaining to a chosen profession.
- Apply language learning to a professional project.

FRENCH

For a certificate in French: Complete 16 credits including the following:

- A minimum of 8 credits in language courses, depending on placement; a maximum of four credits from 100 level language coursework can be counted towards the certificate.
- A minimum of 4 credits in language instruction must be taken at Linfield.
- One Francophone culture and literature course: GLFR 298, 302, 350, GLFA 215, 315, 230.
- Additional GLFR/GLFA courses as needed to complete 16 credits.
- A final project connecting an aspect of the French language or Francophone cultures to a career.
- Language proficiency assessment—must achieve Intermediate Mid or higher on the ACTFL Proficiency Guidelines.

Final project: To complete the requirements for the certificate, the student will develop an independent project connecting an aspect of the French language or Francophone cultures to the career of their choice. This can be met through research of an independent project related to professional plans (planning to join the Peace Corps, a Master's program in France, or applying for an English assistantship, for example) or a pre-approved internship experience. In some circumstances this project can be completed in an advanced culture class with prior approval. All students will have opportunity to present their final project in a poster session, a fair or student symposium.

SPANISH

For a certificate in Spanish: Complete 16 credits including the following:

- A minimum of 8 credits in language courses 201 or above (290 or above for bilingual heritage speakers), according to placement.
- A minimum of 4 credits in language instruction must be taken at Linfield.
- One 3-4 credit culture course about Spanish speaking communities: GLSP 302, 305, 312, 350, 360, 362, 270/370 or other appropriate courses. GLSP 400 (2 credits) may be substituted for native speakers and second language learners with advanced proficiency.
- Additional GLSP courses as needed to complete 16 credits.
- A final project connecting an aspect of the Spanish language or Spanish-speaking communities to a career.
- Language proficiency assessment—must achieve Intermediate Mid or higher on the ACTFL Proficiency Guidelines.

For advanced students, GLSP 302, 305 and 400 can apply under the language category. If so, a different class must be taken for the Culture requirement.

Final project: To complete the requirements for the certificate, develop an independent project connecting an aspect of the Spanish language or Spanish speaking communities to a career of choice. This can be met in several ways: through a specialized project in any GLSP class at 302 or above to be determined in conjunction with faculty; through GLSP 400-translation workshop for those with more advanced proficiency; through a Medical Spanish practicum; or, through a pre-approved internship experience or other appropriate professional activity. In some circumstances this project can be completed in an advanced culture class with prior approval. All students will have opportunity to present their final project in a poster session, a fair or student symposium.

HONORS

The Department of Global Languages and Cultural Studies recognizes outstanding students who demonstrate great progress in language acquisition, leadership, promotion of study abroad and cultural engagement beyond the study abroad experience. We honor such students with the Juliette Barber French Award, The Hildegard Kurz Cultural Ambassador Award and the Doña Marina Spanish Award. Linfield University also has a chapter of Pi Delta Phi, the French Honor Society, as well as the JNHS-CC Japanese National Honor Society.

PROFICIENCY GOALS

The ACTFL target levels referred to in the course descriptions below are those proficiency levels described in detail in the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages. These target levels imply the development of competencies 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 geared towards functional communication in professional and non-professional settings.

COURSES TAUGHT IN ENGLISH

The department also teaches a number of courses in English. They afford students, who do not have advanced proficiency in the language, the opportunity to become acquainted with the cultures associated with the languages we teach and expose them to interdisciplinary perspectives. All these carry Linfield Curriculum (LC) designations in areas such as Global Pluralisms, Creative Studies, Individuals Systems, Societies, and Vital Past. As with all departments, there is a limit of 2 courses from the GLCS department

that may be used toward LC credit. Sample courses include the following: GLCS 210, Language and Culture in Global Perspective; GLFA 215, Introduction to African Cinema; GLFA 230, Introduction to African Studies; GLJP 240, Japanese Culture Today; GLSP 211, Spanish Culture and Civilization; GLSP 270, Spanish in the U.S.; and classes offered during January Term abroad. Please check individual language sections for more detailed information.

PARACURRICULAR COURSES

GLCH/GLFR/GLJP/GLSP 030 Chinese/French/Japanese/Spanish Conversation Practice – \$5 fee. 1 credit. (EL)

GLCS 040 Community Service – Community service activity working with elementary and/or secondary teachers responsible for instruction of students learning English as their second language. Possible activities: assisting teachers in the development of appropriate English Language Learner (ELL) lessons and activities; directly instructing students; translating; and tutoring and assisting students who are not native English speakers. 1 credit. (EL)

GLCS 098 Senior Tutor – \$5 fee. 1 credit. (EL)

INTERDISCIPLINARY COURSES

GLCS 106 Introduction to Linguistics (also listed as ANTH 106) – An introduction to linguistics, the scientific study of human language. This course will consider languages as systems of sounds, forms, structures, meanings, and symbols. Attention will also be given to the biological, psychological, social, anthropological, and cultural aspects of language and language use. No prerequisites, and no background in languages other than English is required (although such background will be helpful and welcomed). \$20 fee. Offered spring of even years. 3 credits (IS)

GLCS 210 Language and Culture in Global Perspective – Introductory survey course for the Global Cultural Studies (GCS) interdisciplinary major and language and culture majors. Addresses the questions of what Global Cultural Studies are and why the study of culture and language in a global context is critical in our world today. Introduction to humanistic questions, concepts, frameworks, global themes and analytical skills necessary for the study of languages, literatures, cinema, and other media or cultural texts. Examination of past and present processes of globalization. Open to all students. Required for both language and Global Cultural Studies majors. Course fee \$20. Offered spring. 4 credits. (GP)

GLCS 280 Cross-cultural and Linguistic Skills for Study Abroad – Blended course in a series of training workshops, class discussions, and individual projects. Acquisition of analytical tools and practical skills necessary to productively develop linguistic and cultural proficiency in courses, interactions with host family, travel and any other activity involving cross-cultural interactions. Includes taking an intercultural development instrument prior to study abroad and upon return in GLCS 483. Required prior to travel abroad for all department majors and Spanish minors. Offered in English. \$25 fee. *May be taken concurrently with other language classes.* Offered spring. 2 credits.

GLCS 380 Abroad Portfolio – Preparatory work for GLCS 483, GLFR 485, GLJP 485, and GLSP 485. Construction of a portfolio during the year abroad including self assessment of progress in all skills and increased cultural understanding, representative coursework, and oral interviews. See *Majors Manual for specific requirements related to each language.* All required items must be turned in on time as a prerequisite for admittance to GLCS 483. 2 credits.

GLCS 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. May not be repeated for

credit. *Prerequisites: Application and consent of instructor.* 3 credits. (S/U) (EL)

GLCS 483 Advanced Cross-Cultural Seminar – Integration of experiences living in diverse communities in the U.S. or through study abroad with coursework completed for the chosen departmental major. Emphasis on the role of language, both verbal and non-verbal, in cross-cultural interactions. Discussion of global issues related to cultures of study. Reflection on application of the department majors in professional settings. Completion of a senior capstone project and final language proficiency assessment. \$30 fee. *Prerequisites: acceptance as a language or Global Cultural Studies major, and GLCS 380 or suitable substitution if exempted from study abroad.* 5 credits. (MWI)

GLCS 487 Internship – Practical experience in a work setting drawing upon the specialized skills developed by language students. Additional expertise as required for a given internship setting (marketing, communications, leadership potential, etc.). Preference given to language majors and minors. 40 hours on-site for each enrolled credit. *Prerequisites: Advanced language proficiency, complete preapplication, departmental approval.* 1-3 credits. (S/U) (EL)

GLCS 490 Senior Thesis – Opportunity to extend the senior capstone project into a publishable senior thesis in English or in the target language. A 25-page research paper pertaining to a literary, linguistic, or cultural aspect of the target culture or in global perspective. Discussion of theoretical approaches and frameworks used in both humanities and social science disciplines as they pertain to individual topics. Written in close contact with the thesis director. Culminates in an oral defense before the language faculty. By invitation from language faculty only. \$10 fee. Offered spring. 2 credits.

COURSES: CHINESE

GLCH 101 Elementary Chinese I – Chinese phonetics and Pinyin Romanization system. Development of vocabulary, structures and strategy essential to basic comprehension, speaking, reading, and writing. Situation-based practice in asking and answering questions; identifying and describing people and things; expressing wants and needs. Four class hours per week. \$20 fee. Offered fall. 4 credits.

GLCH 102 Elementary Chinese II – Continuation of 101. Practice in reading, writing, and talking about activities, making plans and inquiries, expressing wants and needs, and discussing experiences. Acquisition of vocabulary, sentence structures and patterns at an elementary level. Four class hours per week. \$20 fee. *Prerequisite: 101 or placement test.* Offered spring. 4 credits.

GLCH 201 Intermediate Chinese I – Review of skills and structures learned in 101 and 102. Emphasis on building a larger practical vocabulary and using it to describe and narrate. Acquiring new knowledge of grammar, sentence patterns and structures at an intermediate level. Four class hours per week. \$20 fee. *Prerequisite: 102 or placement test.* Offered fall. 4 credits.

GLCH 202 Intermediate Chinese II – Continuation of 201. Training in the areas of reading, speaking, writing, and comprehension at an intermediate level. Study in narration of present, past, and future events. Writing exercises including compositions on various topics. Preparation for living for an extended period in China. Four class hours per week. \$20 fee. *Prerequisite: 201 or placement test.* Offered spring. 4 credits.

GLCH 211 Introduction to East Asian Culture – Introduction to East Asian thought and culture. Critical appreciation of distinctive cultural achievements of China, Korea, Japan and Vietnam. Exposure to the visual arts, music, theater and literatures of the region. Focus on tradition vs. modernity, the role of the individual in society, and the role of gender in traditional culture. No background in an Asian language required. \$15 fee. 3 credits. (CS or GP)

COURSES: FRENCH AND FRANCOPHONE AFRICAN STUDIES

GLFR 101 Elementary French 1 – Development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Students practice asking and answering questions; identifying, comparing, and describing people and things; expressing wants and needs; and discussing plans. Preparation for living in a French-speaking culture. Four class hours per week. \$20 fee. *ACTFL target: Novice High. Offered fall. 4 credits.*

GLFR 102 Elementary French 2 – Continuation of 101. Continued practice in reading, writing, and talking about activities, making plans and inquiries, and expressing wants and needs. Some practice in narration of present, past, and future events. Four class hours per week. \$20 fee. *ACTFL target: Intermediate Low. Prerequisite: GLFR 101. Offered spring. 4 credits.*

GLFR 105 Intensive Elementary French – An accelerated one-semester course that covers the material of 101 and 102. Satisfies language requirement for BA degree. For students with some previous experience in the language but not enough to enroll in 201, and for students with superior language-learning ability. Five class hours per week. \$25 fee. *ACTFL target: Intermediate Low. Offered fall. 5 credits.*

GLFR 200 Sound Like a Native Speaker: French Pronunciation – Improves and perfects the pronunciation of modern standard French for students with at least a college semester of French. The course uses basic theory of French pronunciation and intonation under the culture and communication umbrella to help students develop and strengthen their conversational and listening skills. May be repeated once for credit if content is sufficiently different. *Prerequisites: at least a college semester of French or place at GLFR 301 or above. 2 credits.*

GLFR 201 Intermediate French I – Review of skills and structures described in 101 and 102. Emphasis on building a large practical vocabulary and on using it to describe and narrate. Reading and aural exercises that include authentic materials; writing exercises that include narration, exposition and dialogue. Preparation for living for an extended period in a French-speaking culture. \$20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 102 or 105, or placement test. Offered fall. 4 credits.*

GLFR 202 French Culture and Free Expression – Continuation of 201, with strong emphasis on French oral and written expression through exploration of a contemporary novel, the current press, videos, and other materials selected from coverage of recent events in France. \$20 fee. *ACTFL Target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. Offered spring. 4 credits.*

GLFR 211 Introduction to French Civilization I (in English) – Introduction to the history and civilization of France from the early renaissance period (twelfth century) to the fall of the Monarchy. History of the constitution of a national identity through the analysis of salient political and artistic movements. Study of cultural achievements and contributions to the world; consideration of special questions inherent in dealing with other European neighbors and the world beyond. Sources include literature, historical and political writing. Conducted in English. \$15 fee. *Offered fall. 3 credits.*

GLFR 212 Introduction to French Civilization II (in English) – Introduction to the recent history and civilization of the French-speaking countries from the revolution of 1848 to the present. Emphasis on the philosophical foundations of the French Republic, its evolution during the twentieth century, and the challenges that the Republican model had begun to encounter during the latter part of that century. Study of cultural achievements, artistic movements, and contributions to the world; consideration of special questions inherent in dealing with other European neighbors and the world beyond (colonialism); presentation of

the Francophone world. Sources include literature, the visual arts, and contemporary historical and political writing. Conducted in English. \$15 fee. *Offered spring. 3 credits. (CS or VP or GP)*

GLFA 215 Introduction to African Cinema – Survey of African cinema. Critical analysis of cinematic works from North Africa and Sub-Saharan Africa. Comprehensive exploration of films across different regions of Africa in order to capture their richness and diversities, as well as their struggles, in terms of aesthetic, sociopolitical, environmental, economic and cultural significance. Examination of African film institutions with particular attention to their impact on African societies and global cinema. Conducted in English. *Offered spring. 4 credits. (CS or GP)*

GLFR 215 Literature and Society: An African Perspective (in English) – Discussion, in a historical perspective, of issues of race, religion, and the human in precolonial, colonial, and postcolonial Africa. Analysis of the categories of difference and otherness in postcolonial African thought. Conducted in English. \$15 fee. *Offered spring. 3 credits. (CS or IS)*

GLFA 230 Introduction to African Studies – Interdisciplinary introduction to African studies. Survey of main figures of African Studies with a particular attention to historical periods and geographic particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity to understand “Africans” in their proper human historical and international contexts. \$20 fee. *4 credits. (CS or GP)*

GLFA 240 Modern African Thought (in English) – Critical analysis of tradition, colonial influences, and contemporary developments in modern African thought. Examination of the unique, sophisticated, and original conceptions of knowledge in African thought. Discussion of the particular character of an African philosophical/religious worldview through oral traditions, literature, and philosophy with a focus on African metaphysics. Conducted in English. \$20 fee. *4 credits. (CS or GP)*

GLFR 250 Topics in Francophone Literature and Culture in English – Study of a selection of literary texts and cultural products within a thematic framework related to either the Francophone world in general, a specific Francophone region, or a particular Francophone culture. Emphasis on the multifaceted relationship between literary writing and culture in today’s Francophone societies. Taught in English. \$20 fee. *Offered spring. 3 credits.*

GLFA 298 Discovering Martinique’s Creoleness – Exploration of Martinique with focus on the historical, artistic, and cultural development of the island’s creole identity. Field trip to Guadeloupe. Ability to speak French welcome but not required. May count toward the French minor or major with departmental permission. Conducted in English. *Prerequisites: GLFR 098. (VP or GP)*

GLFR 301 French Composition and Conversation – Guided practice in expository and narrative writing as well as in aural comprehension of Francophone films and documentaries. Discussion of a variety of cultural topics based on selections from various Francophone countries. Speaking and writing practice involving describing, comparing, hypothesizing, supporting opinions, and functioning in unfamiliar situations. Review of grammar as a tool to improve writing. May be repeated once for credit with a different instructor and content. \$20 fee. *ACTFL target: Intermediate High. Prerequisite: a grade of C or better in 202 or placement test. Offered fall. 4 credits. (GP, MWI)*

GLFR 302 Introduction to French and Francophone Studies – Introduction to Francophone literatures and cultures with main emphasis on acquisition of techniques and tools to analyze recorded oral tradition, texts, and film as cultural artifacts from various Francophone countries. May be repeated once for credit with a different instructor and content. \$20 fee. *ACTFL target: Intermediate high. Prerequisite: 301 or college equivalent. Offered spring. 4 credits. (CS or GP)*

GLFR 311 French Civilization I – Introduction to the major events and important periods of French history from the Middle Ages to 1789, including political, social, and artistic development which have marked French civilization. Examination of the way these historical periods have influenced life in contemporary France. Conducted in French. \$15 fee. *Prerequisite: 302 or equivalent. Offered fall. 3 credits. (CS or VP or GP)*

GLFR 312 French Civilization II – Examination of various aspects of French history and culture from 1789 to the present, including the structure of French society, its institutions, social categories, patterns of work, values, and attitudes. Study of the physical geography of France and its economic and social ramifications. Conducted in French. \$15 fee. *Prerequisite: 302 or consent of instructor. Offered spring. 3 credits. (CS or VP or GP)*

GLFA 315 Francophone African Cinema in Translation – Critical examination of questions of representation and reality in Francophone Africa. Analysis of the image of Africa and Africans in Western media and film. Discussion, in a postcolonial perspective, of issues of race, religion, and gender in pre-colonial, colonial, and postcolonial African cinema. Re-thinking of traditional conceptions of Africa and the African subject. Analysis of the categories of difference and otherness in African cinema. Conducted in English. \$20 fee. *Offered January term. 4 credits. (CS or GP)*

GLFA 330 Topics in African Civilization (in English) – Survey of African history from prehistoric times to the present through literature and philosophy. Analysis of African civilizations with a focus on African social, cultural and political history. Study Africa in the ancient world, medieval Africa, the era of European colonialism, the rise of nationalism and independence movements, and contemporary Africa. Conducted in English. \$20 fee. *4 credits. (CS or GP)*

GLFA 340 Topics in African Literature (in English) – Explore topics in the areas of orature, literature, performance texts, film and/or other media produced in Africa. Identify authors, major themes, and major periods and genres in African literature. In-depth analysis of a particular author or a particular theme in African literature through the examination of the basic literary conventions of plot, character, setting, point of view, and theme. Conducted in English. \$20 fee. *4 credits. (CS or GP)*

GLFR 350 Topics in French Literature – Study of selected topics in French literature through reading and discussion of major works. Study of literary genres and movements. Practice in literary analysis. Recent topics have included: Albert Camus' Novels, Contemporary Theater and Society, Annie Ernaux's Social Autobiography, and the Bosnian War in Fiction. Conducted in French. \$20 fee. GLFR 350 will be taught in conjunction with GLFR 250 but will require an additional hour taught in French. *Prerequisite: 302 or consent of instructor. 4 credits. (CS or GP)*

GLFR 360 Topics in French Civilization – Selected aspects of culture and cultural change that have been especially important in determining the nature of contemporary society associated with this language. Study and discussion of printed and broadcast sources from the various humanistic and social scientific fields. Recent topics have included Multiculturalism in Contemporary France, French Culture and Society through Films of the 1990s, and Contemporary France Through its Press. Conducted in French. \$15 fee. *Prerequisite: 302 or consent of instructor. 3 credits. (GP or IS)*

GLFR 480 Independent Study – A flexible course suited to the needs of the individual. Reading and research on a specific topic. \$15 fee. *Prerequisite: 302 and consent of instructor. 1-5 credits.*

GLFR 485 Senior Seminar – Reading, discussion, and writing on individual literary and/or cultural topics which will vary. Culminates in the writing of a long research paper. Recent topics have included Literature of the Occupation (1940-1944), The Francophone African and Caribbean Novel, and a collaborative

project on French contemporary society. Mandatory for all seniors majoring in French. \$15 fee. *Offered spring. 3 credits. (CS or GP, MWT)*

GLFA 486 Senior Seminar in African Studies – Analysis of a particular theme in Africana studies from multiple disciplinary perspectives. Reading and discussion of different material in African Studies. Selection of research topic by each student and writing of a major paper. \$20 fee. *Offered spring. 4 credits. (GP)*

COURSES: JAPANESE

GLJP 101 Elementary Japanese I – Development of vocabulary, structures and speaking strategies essential to basic language use. Situation-based practice in asking and answering questions, identifying and describing things, shopping and asking directions. Practical use of katakana and hiragana syllabaries. \$25 fee. *ACTFL target: Novice Mid. Offered fall. 4 credits.*

GLJP 102 Elementary Japanese II – Continuation of 101. Talking about activities, plans, and personal life, expressing wants and needs, basic conventions of social interaction with Japanese people, including appropriate use of formal and informal speech styles. Study of kanji characters with an emphasis on kanji most useful for daily life. \$25 fee. *ACTFL target: Novice High. Prerequisite: 101 or placement test. Offered spring. 4 credits.*

GLJP 201 Intermediate Japanese I – Review of skills described in 101 and 102. Vocabulary, expressions, and structures for more complicated interactions in social, business, and home environments. Preparation for living in Japan. Continued study of kanji. Four class hours per week. \$25 fee. *ACTFL target: Intermediate Low. Prerequisite: a grade of C or better in 102 or 106 or placement test. Offered fall. 4 credits.*

GLJP 202 Intermediate Japanese II – Continuation of 201. Practice in obtaining and giving detailed information, problem solving and expressing opinions and emotions in culturally appropriate ways. Continued study of kanji. Four class hours per week. \$25 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. Offered spring. 4 credits.*

GLJP 240 Japanese Culture Today – Selected aspects of culture and cultural change that have been especially important in determining the nature of today's Japanese society. Conducted in English. \$15 fee. *3 credits. (IS or GP)*

GLJP 301 Japanese Composition and Conversation I – Vocabulary building and kanji for reading and discussion of a wide variety of topics, narrative and descriptive compositions, listening practice and enhancement of cultural competence through viewing of videotapes from Japanese network television. Three class hours per week. \$20 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's study abroad program in Yokohama strongly recommended. 4 credits. (MWT)*

GLJP 302 Intermediate Japanese Conversation II – Enhancement of listening and conversational skills through situational role playing, watching the news, a television drama, and through in-class presentations. Three class hours per week. \$15 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. 3 credits. (MWT)*

GLJP 309 Intermediate Written Japanese – Development of reading and writing skills through magazine articles and short stories designed for native speakers. Writing of synopses and brief opinion pieces. Two class hours per week. \$10 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's Study Abroad Program in Yokohama strongly recommended. Concurrent enrollment in 302 and 309 is possible. 2 credits.*

GLJP 480 Independent Study – A flexible course suited to the needs of the individual. Reading and research on a specific topic. *Prerequisites: 202 and consent of instructor. 1-5 credits.*

GLJP 485 Japanese Senior Seminar – Examination and analysis of contemporary social and cultural issues in Japan and the ways in which traditional values affect contemporary culture. Utilizes both print and broadcast sources from various humanistic and social scientific fields. Substantial individual research project with topic drawn from Japanese social and cultural issues discussed in class. Conducted in Japanese. \$15 fee. *Prerequisite: GLCS 380 or equivalent. Offered spring. 3 credits. (IS or GP, MWI)*

COURSES: SPANISH

GLSP 101 Elementary Spanish I – Development of vocabulary, structures, and speaking/reading/ writing strategies essential to basic language use. Situation-based practice in asking and answering questions; identifying, comparing, and describing people and things; expressing feelings, wants and needs and discussing plans. Preparation for living in a Spanish-speaking culture. \$20 fee. *ACTFL target: Novice High. Offered fall. 4 credits.*

GLSP 102 Elementary Spanish II – Continuation of 101. Continued practice in reading, writing, talking about activities, making plans and inquiries, expressing wants and needs and discussing experiences. Some practice in narration of present, past and future events, and also in maintaining opinions. \$20 fee. *ACTFL target: Intermediate Low. Prerequisite: 101 or placement test. A grade of C or higher is required to continue to 201. A grade lower than C requires a repeat of 105 to progress to 201. Offered spring. 4 credits.*

GLSP 105 Intensive Elementary Spanish – An accelerated one-semester course that covers the material of 101 and 102, preparing students for intermediate-level work during the second semester. Satisfies language requirement for B.A. degree. For students with some previous experience in the language, but not enough to enroll in 201, and for students with superior language-learning ability. \$25 fee. *ACTFL target: Intermediate Low. A grade of C or higher is required to continue to 201. A grade lower than C means a repeat of 105. Offered fall and spring. 5 credits.*

GLSP 201 Intermediate Spanish I – Review of skills and structures described in 101 and 102. Emphasis on building a large practical vocabulary, and on using it to describe, narrate, and start building connected discourse. Reading and aural exercises that use authentic materials; writing exercises that reflect real-world tasks. Preparation for living for an extended period in a Spanish-speaking culture. Four class hours per week. \$20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 102 or 105 or placement test. 4 credits.*

GLSP 202 Intermediate Spanish II – Continuation of 201. Four class hours per week. \$20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. 4 credits.*

GLSP 211 Spanish Culture and Civilization – Study of the historical/cultural background of peoples of Spain from early beginnings to present day; focus on ethnic regional distinctions and issues of regionalism and nationalism; examination of the interplay of culture, religion, and politics in historical perspective and in contemporary society. Conducted in English. \$15 fee. *Taught concurrently with GLSP 311. 3 credits. (VP or GP)*

GLSP 270 Spanish in the US – Study of the language situation surrounding Spanish in the United States including sociolinguistic, historical, and political perspectives. Conducted in English. \$15 fee. *Taught concurrently with GLSP 370. Offered spring of odd-numbered years. 3 credits. (IS or US)*

GLSP 290 Spanish for Bilingual and Heritage Learners I – Exposure to formal uses of Spanish for native speakers of the language. Development of reading and writing skills at an advanced level; work on advanced structural concepts and expansion of vocabulary in various formal registers. \$20 fee. *Prerequisite: Placement exam or consent of instructor. Offered fall and spring. 4 credits.*

GLSP 291 Spanish for Bilingual and Heritage Learners II – Further exposure to formal uses of Spanish for native speakers of the language. Development of reading and writing skills at an advanced level; Emphasis on translation and community service. \$20 fee. *Prerequisite: GLSP 290, Placement exam or consent of instructor. Offered spring. 4 credits.*

GLSP 301 Spanish Composition and Conversation I – Study of advanced grammatical structures, idiomatic expressions, and more precise vocabulary. Discussion of a broad range of political, social, cultural and personal topics based on reading material. Speaking practice includes making more precise descriptions, narrating past events, hypothesizing, expressing and supporting opinions and functioning in unfamiliar situations. In Spanish. \$20 fee. *ACTFL target: Intermediate High. Prerequisite: a grade of C or better in 202 or placement test. 4 credits. (MWI)*

GLSP 302 Spanish Composition and Conversation II – Continuation of 301 with emphasis on more advanced grammar, vocabulary building, sentence connection, more informal and formal writing. Discussion of a broad range of political, social, cultural and personal topics based on reading material. Preparation of formal oral presentation. Reading and discussion of short novel. Recommended for students returning from Semester Abroad Program. In Spanish. \$20 fee. *ACTFL target: Advanced. Prerequisite: A grade of C or better in 301, equivalent course abroad, or placement test. 4 credits. (MWI)*

GLSP 305 Spanish for Health Professions – Linguistic and cultural tools to prepare future health care providers to communicate with Spanish-speaking patients in a medical setting and in culturally appropriate contexts. Acquisition of medical terminology, phrases, and questions to conduct patient interviews, physical exams and take medical history. Study of important cultural aspects of the Hispanic communities in the United States to understand their view of health care. Course Fee \$15. *Prerequisites: GLSP 202 or GLSP 290 or consent of instructor. Offered spring. 3 credits.*

GLSP 311 Spanish Culture and Civilization – Study of the historical/cultural background of peoples of Spain from early beginnings to present day; focus on ethnic regional distinctions and issues of regionalism and nationalism; examination of the interplay of culture, religion, and politics in historical perspective and in contemporary society. Class discussion conducted in English with readings, writing assignments, and one weekly discussion session in Spanish. \$20 fee. *Taught concurrently with GLSP 211. Prerequisite: 302 or consent of instructor. 4 credits. (VP or GP)*

GLSP 312 Civilization: Hispanic America – Study of the historical background of Latin American peoples, before and after the European conquest of the continent. Analyses of the most relevant cultural aspects such as: art, music, religion, ritualistic life, festivities, beliefs, traditions, ethnic issues. In Spanish. \$15 fee. *Prerequisite: 302 or consent of instructor. 3 credits. (IS or GP)*

GLSP 350 Topics in Literature – Study of selected topics in Latin American and Hispanic Caribbean literature through reading and discussion of various texts and genres. Focus on gender, class, ethnicity and other forms of difference in contemporary literary discourses. Practice in literary and cultural analysis. Recent topics have included Women's Writing, 20th Century Poetry and, Narratives of Migration. Repeatable for credit when the topic changes. In Spanish. \$15 fee. *Prerequisite: GLSP 302 or completion of semester abroad or consent of instructor. 3 credits. (CS or GP)*

GLSP 360 Topics in Cultural Studies – Study of salient aspects of culture and societal change in the performative arts and texts produced in Spanish-speaking communities in the U.S. Latin America, the Hispanic Caribbean and in transatlantic and global contexts. Examination of issues of identity formation through the lens of race, gender, class, language and ethnicity. Course topics in recent years have included Music and Cultural Identity, Visual

Cultures, and Revolutionary Women. Repeatable for credit when the topic changes. In Spanish. \$15 fee. *Prerequisites: 302, or completion of semester abroad, or consent of instructor. 3 credits. (IS or GP)*

GLSP 362 Latin American Cultures Through Film – Study of cultural identity in film through the lens of gender, class and race. Focus on marginal groups in different societies from Latin America, individual and collective history. Inquiry into relevant historical periods of countries studied. Screenings of films, student presentations, lectures and discussion. In Spanish. \$20 fee. *Prerequisite: 302 or consent of instructor. 4 credits. (IS or GP)*

GLSP 370 Spanish in the US – Study of the language situation surrounding Spanish in the United States including sociolinguistic, historical, and political perspectives. Class discussion conducted in English with GLSP 270 students. Additional 50 minute discussion session and readings in Spanish. Exams, class project also in Spanish. \$20 fee. *Taught concurrently with GLSP 270. Prerequisites: GLSP 302, or study abroad or consent of instructor. Offered spring of odd-numbered years. 4 credits. (IS or US)*

GLSP 400 Translation Workshop: English to Spanish – An introduction to the art of translation for specific professions according to student interest. Workshop format focusing on key

grammatical aspects of Spanish and on techniques essential to translate texts from English into Spanish. Discussion of issues in translation studies. Course fee \$10. *Prerequisites: GLSP 302 or GLSP 291. Offered fall. 2 credits.*

GLSP 480 Independent Study – A flexible course suited to the needs of the individual student. Reading and research on a special project. *Prerequisite: 302 or consent of instructor. 1-5 credits.*

GLSP 485 Senior Seminar – Reading, discussion, and writing on cultural topics of the Spanish-speaking world, culminating in the writing of a senior thesis paper. Topics chosen while abroad in consultation with advisor. Mandatory for all seniors majoring in Spanish or Latin American/Latino Studies. \$15 fee. *3 credits. (MWT)*

JANUARY TERM OFF-CAMPUS COURSES

GLXX 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Cityscapes and Cultural Encounters: Andalusian Spain and Morocco. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

GLSP 103 Beginning Spanish for the Professions – A two-semester introductory Spanish sequence of courses conducted online. Practice listening, speaking, reading, and writing in Spanish in order to gain comfort and increased proficiency in the basic communicative tasks needed in the workplace. Proficiency gained through exposure to linguistic and cultural communities in the online course platform, as well as virtual media and engagement with the greater community and world. Completion of GLSP 103 and GLSP 104 satisfies the B.A. language requirement. *Open to OCE students only. 4 credits.*

GLSP 104 Beginning Spanish for the Professions – A two-semester introductory Spanish sequence of courses conducted online. Practice listening, speaking, reading, and writing in Spanish in order to gain comfort and increased proficiency in the basic communicative tasks needed in the workplace. Proficiency gained through exposure to linguistic and cultural communities in the online course platform, as well as virtual media and engagement with the greater community and

world. Completion of GLSP 103 and GLSP 104 satisfies the B.A. language requirement. *Open to OCE students only. 4 credits.*

GLSP 111, 112 Elementary Spanish I and II – Development of vocabulary, structures, and speaking/ reading/writing strategies essential to basic language use. Situation-based practice in asking and answering question; identifying, comparing, and describing people and things; expressing feelings, wants and needs and discussing plans. Preparation for working in health care environment. *3 credits each. Does not satisfy B.A. requirement.*

GLFR 280 Your History, not Mine — Creolization in Martinique – Study of Creole culture in Martinique. Looks at issues of power in Martinique society and at Creole identity as the cohabitation of different races, cultures, languages, and economic forces. Emphasis on the rich Creole history and the ways in which Martinican Intellectuals have sought to emancipate French Caribbean identity from Euro-centered discourse. *Prerequisites: none. Offered summer. 3 credits. (VP or GP)*

HEALTH ADMINISTRATION

Faculty

Nancy Broshot, Ph.D. • Environmental Studies
Shaik Ismail, Ph.D. • International Programs
Janet Peterson, Dr.P.H. • Health, Human Performance and Athletics

Linfield's Health Administration minor is an ideal minor for those students who want a deeper and more current understanding of the basic and pervasive changes that are transforming health and reforming health systems in the US and globally. Pre-med, nursing, business, psychology, information sciences, and other health sciences students increasingly need and benefit from a broader and deeper understanding of how public health and health systems work, as well as which directions they are headed. Affordable Care Act is changing the focus, the financial incentives, and the required core competencies and skills necessary to lead and manage people and projects, and improve quality outcomes. The Health Administration minor responds to these 21st Century challenges with a curriculum and set of experiences that are now critical for key health care staff and management.

STUDENT LEARNING OUTCOMES

In successfully completing a minor in Health Administration, a student will:

- demonstrate an understanding of theories, concepts and practices of 21st Century Health Administration, including social determinants of health, population health, planning and policy, marketing, management, the use of digital information to improve prevention and health care delivery, leadership, integrated health systems, cultural and organizational behavior and how these concepts and theories are applied in various health and/or health care settings;
- identify the basic principles of management and apply them in a health or health care setting;
- examine the social and cultural significance of health in society, locally, in the US, and globally;
- analyze both health policy and practical management issues related to the field of health administration; and
- gain hands on practical experience through a health related internship or approved volunteer position.

For a minor: 20 credits consisting of: HSCI 250, 320, 420, 410, BNSS 250 or Business Core if student is a Business major and one of the following courses: PHIL 215, ECON 210, BNSS 340 or NURS 310.

REQUIREMENTS

This minor requires online courses and is available to all Linfield students regardless of campus.

HEALTH, HUMAN PERFORMANCE AND ATHLETICS

Faculty

Sarah Coste, Ph.D.
Larry Doty, M.Ed.
Greg Hill, M.S.
Laura Kenow, Ph.D. (Chair, spring 2021)
Jeff McNamee, Ph.D. (Chair, fall 2020; on Sabbatical spring 2021)
Janet Peterson, Dr.P.H.
G.F. "Cisco" Reyes, Ph.D.
Daniel Zajic, Ph.D.

Lab Coordinators

Elizabeth DeVisser
Emily Eaton

Instructional Associates

Emily Eaton
Bruce Patnoudes

Athletic Training Clinical Instructors

Duane Duey (Head Athletic Trainer)
Krista Francisco-Sluss (Asst. Athletic Trainer)
Greg Hill (Clinical Education Coordinator)
Laura Kenow (Program Director)

Curriculum and Degree Programs

The Department of Health, Human Performance, and Athletics offers undergraduate majors in Exercise Science and Public Health: Health Promotion, an interdisciplinary major in Sport Management, and a minor in Coaching.

The curriculum and instruction within the department's programs utilize an evidence-based model that fosters critical thinking in an experiential learning, hands-on environment. Programs provide foundational science and practical skills to prepare students for either further education and/or employment within all aspects of health, rehabilitation, human performance, and sport science. In addition, the programs provide students with opportunities to learn concepts needed to earn nationally recognized certifications within health, fitness, human performance, and rehabilitation.

Majors in Exercise Science and Public Health: Health Promotion are available as Bachelor of Arts or Bachelor of Science degrees, as defined in the section on degree requirements for all majors in this course catalog.

For Oregon Preliminary Teaching Licensure in Health Education or Physical Education: a student majoring in Public Health: Health Promotion or Exercise Science must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

New students are no longer being admitted to the athletic training major. The athletic training major is voluntarily withdrawing accreditation of the program and will be discontinued after students currently enrolled in the major have completed their coursework and graduated.

STUDENT LEARNING OUTCOMES

Exercise Science Major

In successfully completing a major in Exercise Science, a student will be able to:

- Demonstrate a comprehensive knowledge of the human body and its response to nutritional needs, physical activity and exercise.
- Utilize evidence-based assessment procedures in the area of health and fitness settings that guide the prescription of exercise and wellness programs for improved health and performance.
- Analyze factors associated with behavior change and motivation to initiate and persist in health-related goals.
- Apply principles of safety, injury prevention, and emergency procedures.
- Evaluate information using evidence-based practices that require critical evaluation, synthesis, and application of research literature.

Public Health: Health Promotion Major

Students completing The Bachelor of Public Health: Health promotion will be able to:

- Assess individual and community needs, assets and capacity for health promotion and education
- Collaborate with other professionals, staff, communities and consumers in the planning, implementation, and evaluation of health promotion and education programs.
- Conduct research and apply findings into practice settings.
- Administer and manage public health programs.
- Examine health disparities and design programs in health promotion after considering population characteristics.

- Examine public health through various lenses including environmental, local, national, and global.
- Communicate and advocate for health promotion and education.
- Encourage and promote public health within the framework of legal, ethical, moral and professional standards.
- Provide leadership within the public health profession.
- Successfully participate in the professional certification examination process (optional).

REQUIREMENTS

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

For a major in Exercise Science: 42-44 credits including: HHPA Core: 183, 250, 280, 284 or proof of current first aid and CPR certification at the time of graduation, 297, 350, 492; Exercise Science Required Courses: 352, 360, 495. Exercise Science Electives: an additional 18 credits from the following courses (at least 9 credits from 300 or above): 184, 210, 260, 287, 288, 289, 342, 375, 376, 384, 387, 395, 410, 412, 425, 445, 452, 455, 465, 482, 486, 487, 490 and other elective courses with pre-approval of advisor and HHPA Department Chair. Prerequisites: BIOL 212, BIOL 213, MATH 140, PSYC 101, and ONE of the following: ANTH 105, BIOL 108, BIOL 210, CHEM 201, CHEM 210, ENVS 201, or HHPA 112 (only if taken BEFORE BIOL 212 and BIOL 213). A grade of C- or better is required in all courses and prerequisites.

For Oregon Preliminary Teaching Licensure in Health Education or Physical Education: a student majoring in Public Health: Health

Health, Human Performance and Athletics

Promotion or Human Performance – Physical Education must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

For a major in Public Health: Health Promotion: 48-54 credits as follows: HHPA Core: HHPA 183, 250, 280, 297, 350, 442; Public Health Core: HSCI 250, 440, 450; HSCI 330 or SOAN 232; HHPA 422, 491; Health Promotion Electives: 6-8 credits (one course must be 300 level or higher) from BIOL 275; HHPA 100, 242, 301, 470, 487 (3 credits); HSCI 431; NURS 343, 372; Social Science and Humanities Electives: 6-8 credits from GENS/SOAN 205; HHPA 410; HSCI 320, 340; PHIL 215; PSYC 200, 203, 281, 347; RELS 110, 115, 435; SOAN 223, 265; Communications Electives: 3-4 credits from COMM 130, 140, 230, 233; JAMS 180, 347. Other elective courses may be pre-approved by advisor and department. Prerequisites: MATH 140, HHPA 112 and HSCI 098. Students must hold current Adult CPR/AED certification by graduation. A grade of C- or better is required in all Public Health: Health Promotion classes and prerequisites.

For a minor in Coaching – HHPA Major Track: 20 credits including 184, 284, 355, 486 or 487 (2 credits min.) and one coaching theory course from the following: 310, 315, 320, 335, 336, 340, 345, or an independent study in a sport not listed (minimum 2 credits); and a minimum of 7 elective credits from the following: 100, 210, 230, 287, 288, 390, 410, 425, 455, 465, or may take an additional coaching theory course from 310, 315, 320, 335, 336, 340, 345 and other elective courses with pre-approval of advisor and HHPA Department Chair. A grade of C- or better is required in all courses applied toward a coaching minor.

For a minor in Coaching – Non-HHPA Major Track: 20 credits including 184, 270, 284, 355, 486 or 487 (2 credits min.), and one coaching theory course from the following: 310, 315, 320, 335, 336, 340, 345, or an independent study in a sport not listed (minimum 2 credits); and a minimum of 3 elective credits from the following: 100, 112, 210, 230, 280, 287, 288, 350, 390, 410, 425, 455, 465, or may take an additional coaching theory course from 310, 315, 320, 335, 336, 340, 345 and other elective courses with pre-approval of advisor and HHPA Department Chair. A grade of C- or better is required in all courses applied toward a coaching minor.

For an interdisciplinary major or minor in Sport Management: Refer to the Sport Management section of the catalog.

For interdisciplinary minors in Global Health and Health Administration: Refer to those sections of the catalog.

ORGANIZATIONS AND HONORS

The HHPA department recognizes graduating seniors who achieve at least a 3.500 GPA and performed service in 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

Repeatable for credit. No more than four paracurricular courses from a single department may be counted toward graduation.

| | | |
|--|------|---|
| 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 (<i>\$70 fee is assessed for the following except where indicated.</i>) | | |
| 020 Badminton | 068 | Advanced Scuba (\$300 fee plus equipment and open dive costs) |
| 023 Tennis | | |
| 024 Power Lifting | | |
| 025 Weight Training | | |
| 028 Volleyball | 071a | Yoga: Mindfulness |
| 032 Aikido | 071b | Yoga: Vinyasa |
| 033 Pickleball | 071c | Yoga: Exploratory |
| 034 Personal Defense | 072 | Yoga: Mindfulness, daily practice |
| 035 Capoeira | | |
| 036 Downhill Skiing (\$250 fee) | 073 | Pilates |
| | 086 | Advanced Tennis |
| 040 Community Service | 088 | Backpacking (\$50 fee) |
| 042 Basketball Activity | | |
| 060 Aquatic Fitness | 091 | Winter Track & Field |
| 062 Aerobic Fitness | 093 | Rescue Diver (\$300 fee plus equipment and open dive costs) |
| 065 Speed, Agility, Quickness | | |
| 067 Scuba (\$400 fee plus equipment and open dive costs) | 099 | Topics in Health and Fitness |

COURSES: HHPA

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

HHPA 100 Drug Use in the United States – Overview of problems, issues, and research surrounding use and misuse of alcohol and other drugs in the United States. Emphasis on effective approaches toward prevention. *3 credits. (US)*

HHPA112 Introduction to Human Biology – Introduces normal human anatomy and physiological processes to students in the liberal arts curriculum. Emphasizes functional mechanisms of cells, tissues, organs and organ systems. Laboratory experience provides direct observation and participation. \$30 lab fee. *Offered spring. 4 credit(s). (NW)*

HHPA 164 Lifeguard Training – Skill acquisition and background content for lifeguards as prescribed by the American Red Cross, including water safety, artificial respiration, actions appropriate to choking, management of spinal injury, first aid and CPR. \$50 fee. *2 credits.*

HHPA 165 Water Safety Instruction – Swimming skills and aquatics teaching progressions as prescribed by the American Red Cross for Water Safety Instruction Certification. \$50 fee. *2 credits.*

HHPA 170 Peer Health Education Methods: Wellness – Information, methods, and resources for planning and implementing peer health education programs in wellness. *2 credits.*

HHPA 171 Peer Health Education Methods: Informed CHOICES – Information, methods, and resources for planning and implementing peer health education programs for alcohol and drug prevention. *1 credit.*

HHPA 172 Peer Health Education Methods: CATS – Information, methods, and resources for planning and implementing peer health education programs for sexual assault prevention. *Prerequisite: consent of instructor. 2 credits.*

HHPA 180 Personal Health Promotion – Health status assessed, information provided, and skills taught to optimize an individual's pursuit of a healthy lifestyle. Personal responsibility in managing one's mental health, fitness, nutrition and stress. *2 credits.*

HHPA 183 Seminar in Health and Human Movement – For students considering careers, fields or professions in areas relating to health and human performance including exercise science, athletic training, physical education and health education. Examination of the past, present and future of education, disciplines and careers that relate to health and human performance in contemporary society. *1 credit.*

HHPA 184 Prevention and Care of Athletic Injuries – Emphasis on study of etiology and mechanism of injury, pathology, and recognition of clinical signs and symptoms of athletic injury. Knowledge required for proper recognition, management, and prevention of athletic injuries. \$15 lab fee. *3 credits.*

HHPA 210 Aquatic Training and Conditioning for Fitness Specialists – Theoretical principles and practices of training and conditioning in an aquatic environment; introduction to basic fluid mechanics; basic water safety and rescue; aquatic skill development; emphasis on program and course development for fitness practitioners. Lecture and lab. Focus for human performance majors. *Offered spring. 3 credits.*

HHPA 221 Athletic Training Professional Experience I: Portfolio/Intro Skills – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$70 lab fee. *Prerequisites: 184, 284, 285, sophomore or junior standing, and consent of instructor. Offered fall. 2 credits.*

HHPA 230 Stress Management – Physiological response to stress, health consequences of unmanaged stress, models of effective stress management, and exposure to various stress management techniques. Applications to health education. *2 credits.*

HHPA 231 Professional Experience II: Taping, Bracing and Emergency Management – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 lab fee. *Prerequisites: 221, sophomore or junior standing, and consent of instructor. Offered spring. 2 credits.*

HHPA 242 Human Sexuality – An introductory overview of human sexuality topics as they relate to health including components of healthy sexuality, influences on sexuality, sexual structure and function, human sexual response, contraception, pregnancy and birth, sexually transmitted diseases, communication, love and intimacy, lifestyles, and sexual victimization. Emphasis on gender, sociocultural factors, and sexual orientation. *3 credits. (IS)*

HHPA 250 Prevention and Control of Disease – An introduction to epidemiological principles as they relate to the understanding of communicable and non-communicable diseases in humans. Special emphasis on prevention and control of diseases through health education and health promotion orientations and strategies. *Offered fall. 3 credits.*

HHPA 260 Fundamentals of Neuroscience (also listed as BIOL 260/PSYC 260) – Introduction to cellular, organismal and behavioral neuroscience. Examining principles of neurons, synapses, and brain systems; including structural and functional mechanisms of neurons in sensory systems, perception, movement and neural development. *Prerequisites: PSYC 101, BIOL 210 and 211. Offered spring. 4 credits.*

HHPA 263 Group Physical Activity and Fitness – Focus on developmentally appropriate physical activities and fitness for children and adults, scope and sequence of activities, planning and management in group contexts. Lab and lecture. 40 hours

co-instructing at local fitness facility or within Linfield paracurricular program. \$25 fee. *Prerequisite: 287. 3 credits.*

HHPA 270 Core Concepts of Health and Human Performance – An overview of the core concepts of health and human performance as they relate to a practitioner in the field of fitness, exercise, and athletics; laws and principles of human performance as they relate to movement and training of the human body; emphasis on the scientific foundations of training and conditioning for human performance and health from a practical perspective. Lecture and lab. Focus for non-majors. *Offered fall or spring and online. 4 credits.*

HHPA 280 Nutrition – Nutrients in foods and their relation to the physical well-being and behavior of people. Issues of current national and international concern. \$12 lab fee. *3 credits. (NW)*

HHPA 284 First Aid and CPR I – In-depth study and training in the techniques and procedures for giving emergency care to the suddenly ill or injured. Lectures, videos, demonstrations, and practice. Preparation for CPR and First Aid certification. Does not alone fulfill athletic training requirement. Not designed for Nursing majors. \$50 fee. *2 credits.*

HHPA 287 Foundations of Leadership in Physical Activity – Focus on evidence-based educational methods and adult learning strategies in physical activity environments. Effective leadership principles in schools, clinics and fitness facilities. *Prerequisite: 183. 4 credits.*

HHPA 288 Physical Activity for Children and Youth – Focus on developmentally appropriate physical activities for children and youth ages 5-17, scope and sequence of activities, planning and critical elements of movement. \$25 fee. *Prerequisite: HHPA 287. Offered spring. 4 credits.*

HHPA 297 Introduction to Research in Physical Activity – Techniques needed to examine, analyze, conduct and report research in the area of health and human performance. Emphasis on quantitative techniques and accompanying statistical analyses. Lecture and laboratory. *3 credits. (QR)*

HHPA 301 Food Science (also listed as CHEM 301) – General overview of the chemical and physical properties of food and beverage; quality and safety; preservation, fermentation and cooking methods; objective and subjective food evaluation, recipe modification. Fee \$35. *Prerequisites: Nutrition, Chemistry and/or Biology Recommended. Offered alternating January terms. 4 credit(s). (NW)*

HHPA 310 Football Coaching Theory – An examination of current defensive, offensive, and kicking game schemes and strategy. Analysis of common defensive fronts and popular offensive systems from integrated offensive and defensive perspectives. *2 credits.*

HHPA 315 Basketball Coaching Theory – System of offensive and defensive play, analysis of fundamentals, conditioning, game strategy, team travel, finance, care of equipment, officiating at contests, and public relations. *2 credits.*

HHPA 320 Track and Field Coaching Theory – Conditioning, development, and selection of individuals for events; planning, officiating, and conducting meets; strategy and psychology of individual and team competition. *Offered spring. 2 credits.*

HHPA 321 Professional Experience III: Injury Assessment and Evaluation – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 fee. *Prerequisites: 231, junior or senior standing, and consent of instructor. Offered fall. 2 credits.*

HHPA 331 Professional Experience IV: General Medical and Therapeutic Exercise – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 fee. *Prerequisites: 321, junior or senior standing, and consent of instructor. Offered spring. 2 credits.*

HHPA 336 Volleyball Coaching Theory – An examination of the current fundamental techniques and coaching strategies involved with successful performance in volleyball. *Offered fall. 2 credits.*

Health, Human Performance and Athletics

HHPA 340 Soccer Coaching Theory – Fundamentals, techniques, conditioning, game strategy, team travel problems, finance, care of equipment, officiating and conducting games, strategy and psychology of competition. *2 credits.*

HHPA 342 Junior Seminar – Initial stages of field or laboratory research on topics in Human Performance. Further development and refinement of research design and use of statistical analysis. Library work and extensive written report, including literature review and research design proposal. Oral presentation required. *Prerequisites: 297 and junior standing. Offered spring and fall. 3 credits (MWI).*

HHPA 350 Psychological Aspects of Sport and Physical Activity – Thoughts, feelings, and behaviors of people in physical activity contexts. Foundations approach to theory/research in sport and exercise psychology. Application in youth through adult age groups will be addressed. *Prerequisites: HHPA 297 (HHPA majors) or 30 credits at time of registration (for majors outside HHPA). 3 credits.*

HHPA 352 Kinesiology – Human movement related to anatomical structure and mechanical principles; kinesiological analysis by means of a motor skills classification system and an outline for a systematic analysis that includes description, evaluation, and prescription. *Prerequisite: BIOL 212. 3 credits.*

HHPA 355 Principles and Theory of Coaching – An examination of the fundamental coaching techniques and strategies involved with successful performance in interscholastic sports. A variety of topics will be discussed using the American Sport Educational Program stressing athletes first winning second. Topics include developing a coaching philosophy, communicating and motivating today's athletes, coaching technical and tactical skills, fitness, organizing a team, problem solving and developing personal skills when communicating with players, parents and colleagues. *Offered spring term. 4 credits.*

HHPA 360 Physiological Basis of Exercise, Training, and Conditioning – Laws and principles of exercise science as they relate to physical activity and training of the human body; emphasis on physiological foundations of training and conditioning for human performance and health from physiological perspective. Lecture and Lab. \$25 fee. *Prerequisites: 352, BIOL 212, 213; HHPA 280 recommended. 4 credits.*

HHPA 375 Pathophysiology and Therapeutic Exercise – Analysis of the physiological response to injury and the use of rehabilitative techniques for athletic injuries. Lecture, discussion and laboratory. \$10 lab fee. *Prerequisites: 376 or consent of instructor. 3 credits. (MWI)*

HHPA 376 Therapeutic Modalities – Principles of electrophysics and biophysics, specific physiological effects, and therapeutic indications and contraindications associated with use of therapeutic modalities. Lectures, discussion, and laboratory. \$25 lab fee. *Prerequisites: 184, BIOL 212 and 213, or consent of instructor. 3 credits.*

HHPA 381 School Health Programs – Policies and practices within the school program of health services, healthful environment, and health curriculum. Speakers and resources from various state and local health agencies; field experience in the public school health program. *3 credits.*

HHPA 383 Health Education Methods – Materials, resources, and methods for health instruction. Construction, organization and delivery of lessons in health education, including use of technology. Health Education standards and assessment training. Application of andragogical and pedagogical principles. *Prerequisites: 180, junior standing, and Health Major status, or consent of instructor. 3 credits.*

HHPA 384 Advanced Assessment of Athletic Injuries – Outlines the more common types of athletic injuries occurring to various anatomical structures. Advanced techniques in evaluation, recognition of clinical signs and symptoms, pathology, and management.

Lecture, discussion, and laboratory. *Prerequisites: 184 and BIOL 212, or consent of instructor. 3 credits.*

HHPA 387 Performance Enhancement for the Injured Athlete – Course will discuss psychological and sociological issues present in sport injury and sport injury rehabilitation. Antecedent factors, pain perception, athletic identity, psychosocial response to injury, and psychosocial intervention techniques included. *Prerequisites: 184 and PSYC 281, or instructor consent. 3 credits.*

HHPA 389 Topics in Athletic Training – Emphasis on contemporary issues in athletic training. Topics include organization and administration of athletic training, legalities, pharmacology, special populations, and medical practices in relation to the field of athletic training. *Prerequisite: 184 or consent of instructor. 2 credits.*

HHPA 390 Organization and Administration of Physical Education – Emphasis on the nature of administration and management in sport and physical education within intramural, interscholastic, and intercollegiate athletic programs; principles and practices of organizational leadership, policy, politics, and power; practicalities of program development, management, and supervision; issues of law, risk management, professionalism, and ethics. *3 credits.*

HHPA 395 Physical Activity and Fitness Assessment – Focus on valid physical activity and health-related physical fitness assessment practices. Emphasis placed on authentic assessments used by teachers and clinicians to evaluate student/client progress. *Prerequisite: 286. Offered fall. 3 credits. (MWI)*

HHPA 410 Gender Issues in Education and Sport – An overview of gender issues in education and sport, with special attention on understanding gender bias and evolving educative, legislative and legal efforts to overcome historic gender biases. *3 credits. (IS or US)*

HHPA 412 Human Anatomy II – Advanced regional study of human gross anatomy with dissection of upper limb and in-depth study of one area of the human body chosen by student. Recommended for students interested in health care professions. Lecture, discussion and laboratory with prosection of human cadaver. \$60 lab fee. *Prerequisite: BIOL 212 and consent of instructor. 3 credits.*

HHPA 421 Athletic Training Professional Experience V – Therapeutic Modalities – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 lab fee. *Prerequisites: 331, junior or senior standing, and consent of instructor. Offered fall. 3 credits.*

HHPA 422 Planning and Evaluation in Health Education – Principles of program planning, including needs assessment, health promotion planning models, intervention theories and approaches, elements of marketing, implementation strategies, and evaluation. Practical application of all aspects of the program planning process to address a selected health problem affecting groups. *Prerequisites: 180, junior standing, and Health Education or Public Health major status, or consent of instructor. Offered fall. 3 credits. (MWI)*

HHPA 425 Sport in American Society – The impact of sports on American society and the social order. The cultural response to sports in this country and abroad. *3 credits. (IS)*

HHPA 431 Professional Experience VI: Strength, Conditioning and Professional Preparation – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. \$50 fee. *Prerequisites: 421, junior or senior standing, and consent of instructor. Offered spring. 3 credits.*

HHPA 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. May be repeated for up to 5 credits. *Prerequisites: application and consent of instructor. 1-3 credits. (S/U) (EL)*

HHPA 442 Senior Seminar – Field or laboratory research on topics in Human Performance. Data collection, statistical analysis and discussion of results. Written report in scientific journal format and oral presentation required. Possibility for presentation at regional/national conferences and/or publication. \$55 fee. *Prerequisite: 297, 342 and senior standing. 1 credit. (MWI)*

HHPA 445 Motor Learning and Motor Development – An examination of fundamental motor learning principles and theory. Application of those principles toward physical education, coaching, and the therapeutic setting. Analysis of current motor developmental models and viewpoints. *Prerequisites: BIOL 212, 213; PSYC 101. 4 credits.*

HHPA 452 Applied Biomechanics of Sport and Exercise – Mechanical laws and principles applied to the human body; forms of motion, linear and angular kinematics and kinetics; quantitative and qualitative analysis of sport techniques. Lecture and laboratory. \$10 lab fee. *Prerequisite: 352. 3 credits.*

HHPA 455 Adapted Physical Education – Principles and practices of adapted physical activity programs emphasizing the nature and needs of exceptional persons. History, recent legislation, growth and developmental factors, assessments, and individualized education plans related to adapted physical activity programming. Service project in the community serving special needs populations. *3 credits.*

HHPA 465 Mental and Social Variables in Sport and Performance – Principles of the behavioral sciences applied to studying and enhancing human physical performance. Socialization, motivation, personality, anxiety and stress management, concentration and attention styles. Application to sport performance at all skill levels and to fitness, health, and rehabilitation. *3 credits.*

HHPA 470 Mental Health – Topics designed to lead students through a self-growth process. Lecture-discussion on individual personality traits, self concept, and learned defense mechanisms and coping devices. *2 credits.*

HHPA 480 Independent Study – Opportunity to pursue special interests, conduct research, or obtain work experience. Credit often dependent upon submission of a paper. *Prerequisite: departmental approval. 1-5 credits.*

HHPA 482 Applied Exercise Physiology – Study of acute and adaptive physiological responses to exercise in regard to nutrition, bioenergetics, cardiovascular, clinical and environmental effects on performance. Specific focus includes the study of hemodynamic function in diseased and stressed states, clinical exercise physiology and environmental influences. Laboratory components include electrophysiology, stress testing, and wellness programming. \$35 lab fee. *Prerequisites: 280, 360, 440, and PSYC 101 or 28X. Offered spring. 4 credits.*

HHPA 486 Practicum – Application of evidence-based practices. Firsthand experiences with feedback from a mentor. Reflection on implementation of specific evidence-based practices in physical activity and sport settings. *Prerequisite: consent of instructor. 2 credits.*

HHPA 487 Internship – Practical experience delivering programs in athletic training, health, exercise science, or physical education. Opportunities in private organizations (YMCA, Health/Fitness Centers), corporate education or fitness programs, or public organizations (schools, correctional institutions, hospitals, day care centers). Open to advanced students who have completed prerequisites including requirements for entrance into a teacher education program, if applicable. (\$60 fee for Athletic Training-HS only). *Prerequisites: junior or senior standing, internship contract and instructor approval. 1-10 credits, but a maximum of 5 credits may be applied toward the major. (S/U)(EL)*

HHPA 490 Senior Thesis – Intensive field or laboratory research on a topic in human performance. Requires a comprehensive written report and public oral presentation of the project. For the advanced, self-reliant student. *Prerequisite: 342, 442 (concurrent) and senior standing. 1 credit.*

HHPA 491 Senior Capstone in Public Health – The Public Health Capstone is an integrative experience in which students bring together the knowledge, skills and abilities acquired during their time in the Public Health – Health Promotion Major course of study. The theory learned is applied in a real world setting providing students opportunities to identify, assess and address current

public health issues. *Prerequisites: Senior Standing in Public Health: Health Promotion, HHPA 250, 422 or with Instructor Consent. Offered spring. 4 credits (MWT)*

HHPA 492 Senior Seminar in Health & Human Performance – This course is designed to bring together content covered throughout students' programs of study. Students will integrate overlapping health and human performance concepts and theories that are critical as they transition to professional careers and/or graduate studies. Various career tools will be explored and applied, including the creation of a professional portfolio for graduate school or professional career. *Prerequisite: Senior standing. Offered fall and spring. 1 credit.*

HHPA 495 Exercise Science Capstone – A capstone experience required of all Exercise Science majors. Students complete one of the following options: a) an original research study [Prerequisite: HHPA 342 – Research Seminar]; b) literature review; c) internship (90 hours) with an associated project; or, d) project. *Prerequisites Senior Standing or Instructor Consent. Offered fall and spring. 4 credits. (MWT)*

PARACURRICULAR COURSES: HEALTH SCIENCES

HSCI 098 Medical and Health Terminology – Instructor mentored, hybrid in-class/online course in medical and health care terminology. Lecture, workbook assignments, CD-ROM and Blackboard. Emphasis on origin, use, pronunciation, and spelling. Covers structures and human body systems. *2 credits.*

COURSES: HEALTH SCIENCES

HSCI 250 Introduction to Public and Community Health – Introduction to the field of public health. Focus on human biology, environmental health, lifestyle factors, and health care organizations as these four factors relate to one another and to the overall concept of health, health care, and health care delivery in the U.S. *3 credits. (IS or US)*

HSCI 310 Research Methods – Methods used in conducting research on problems arising in health care. Exploration of a research topic that includes collecting and analyzing data, writing a research report, and presenting results of research. *Prerequisite: MATH 140. 4 credits. (MWT)*

HSCI 320 Health and Social Policy – Examination of U.S. health and social policy. Analysis of the public policy process, major public social and health programs, special interests, and political differences. The role of federal, state, as well as local governments and the legal system in policy implementation. Understanding complex health and social problems as they are translated into standards of conduct. *3 credits. (MWT)*

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

HSCI 330 Global Health – A multi-disciplinary introduction to key public health issues in the developed world, the emerging world, and developing world. Intended for students from any major who want a foundation in global health issues from a science, social, political, economic and business perspective. *3 credits. (IS or GP)*

HSCI 340 Health Care in America – Exploration of the history, structure, economics, politics, and technology of health, health care, and health care delivery in the U.S. from the mid-1700s to the present. *Corequisite: 310. 3 credits. (MWT)*

HSCI 360 Science: A Candle in the Dark – Seminar examining how science has changed our view of our world and the universe in which we live through critical examination of some of our most fundamental beliefs and cultural practices. Possible

Health, Human Performance and Athletics

topics: science as a method of discovery; scientific discoveries that change the way humans perceive themselves, their world, and the universe; connections between natural sciences, social sciences, and humanities. Emphasis on historical conflicts between science and religion including evolution and creationism. *3 credits. (UQ)*

HSCI 410 Health Information and Quality Improvement – Theory course focusing on process management, systems improvement concepts, organizational research, objective decision making, problem solving, leadership for quality, program implementation and evaluation in health care organizations, and statistical process control (SPC) as an analysis tool. *Prerequisite: 310. 3 credits.*

HSCI 420 Health Administration – Introduction to concepts of health care administration. Focus on U.S. health care system, general concepts of health care management, and aspects of leadership as they apply to the health care system. Theories of motivation, budgeting concepts, strategic planning, quality improvement principles, control in health care service organization, health care reform, government regulations, and private, state, and local health care insurance structures. *3 credits.*

HSCI 431 International Health – Examines health, health care, and health care delivery in developed, developing, and newly developed countries and regions of the world. Diseases (old and emerging), disease processes, health care practices and beliefs, and international world health organizations. *Prerequisite: 340. 3 credits. (IS, GP, MWI)*

HSCI 440 Epidemiology (also listed at ENVS 440) – Introduction to epidemiology of disease. Acute and chronic diseases are discussed from a population point of view. Topics include

modes of transmission, outbreak of investigation, surveillance of acute infections and chronic diseases, and microbial and environmental causes. *Prerequisites: ENVS 201 or BIOL 210; BIOL 285 or MATH 140. Offered fall of odd-numbered years. 3 credits. (QR)*

HSCI 450 Environmental Health (also listed as ENVS 450) – Study of the effects of water and air pollution, food additives, pesticides, heavy metals, organic solvents, mycotoxins, and radiation. Examines concepts of toxicology, epidemiology, risk assessment, safety control, and environmental law. *Prerequisite: ENVS 201 or BIOL 210. Offered fall of even-numbered years. 3 credits. (IS or GP)*

HSCI 487 Internship – Intensive learning experience on-site in health-related organization. *Prerequisites: senior standing. 2-5 credits. May be repeated once. (EL)*

HSCI 490 Research/Thesis – Intensive research and writing on a topic of special interest to the student under the direction of a member of the faculty. Thesis and public oral presentation required. Required for honors thesis students. May be repeated, up to a maximum of 5 total credits. *Prerequisites: approval of supervising faculty member and department chair. 1-5 credits.*

JANUARY TERM OFF-CAMPUS COURSES

HSCI 198, 298, 398 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. The major topic offered in the past has been Traditional and Modern Health Care in Southeast Asia. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *Prerequisite: consent of instructor. 4 credits.*

OCE COURSES

HHPA 038 Sailing – *2 credits.*

HHPA 041 Advanced Tai Chi – *1 credit.*

HHPA 050 Stress Management Practice – *1 credit.*

HHPA 085 Quigong and Taijiquan – *1 credit.*

HHPA 215 Introduction to Yoga (also listed as RELS 215) – Overview of philosophy, history and practice of yoga; discussion of its progression and incorporation in the west over last 100 years; emphasis on benefits of yoga and mindfulness for the individual. Lecture. *Prerequisites: HHPA 071a or instructor consent. 2 credits.*

HHPA 281 Fundamentals of Food Science – Insights into the chemical and physical properties of foods and beverages; factors influencing food quality during processing, preparation and storage; safety concepts; preservation, fermentation and cooking methods; recipe modification; sensory and objective evaluation of foods; Includes laboratory (in home kitchen). *Prerequisites: HHPA 280 Nutrition. Offered spring and summer. 4 credits.*

HHPA 282 Food, Culture and Society – Explores the historical, cultural, economic and geopolitical interactions of food in a variety of cultures and examines the regional and environmental influences on taste and flavors. Topics include food related to nations, religions, class/caste, communities and other societal boundaries. Assignments, readings, and activities combined to facilitate understanding of commonalities as well as diversities in cuisines and cultures. *Offered January term and spring. 4 credits.*

HHPA 308 Health Care Field Experience in Kenya – Off-campus service learning experience focusing on health

care outreach in rural areas of Eldoret, Kenya with an Open Arms International medical team. In addition to health promotion activities, students gain cultural insights and understanding through collaboration with local partners; visit historical and cultural sites; and engage in integrative group discussions. *Prerequisite: consent of instructor. Offered summer. 3 credits. (IS or GP)*

HHPA 401 Nutrition in Health and Disease – Examines the role of nutrition in the prevention and treatment of chronic disease. Basic overview of the etiology of chronic disease through a nutrition lens. Critical analysis of popular and recommended eating patterns related to wellness and chronic disease. Topics include disease process and prevention, public health concerns and scientific progress in the role of nutrition in disease. Introduction to the role of nutrition in medical treatment. *Prerequisites: HHPA 280 Nutrition. Offered spring and summer. 4 credits.*

HHPA 402 Nutrition in Sport and Physical Activity – Presents the scientific basis for nutrition needs during physical activity and sport. Course topics include energy expenditure during physical activity and sport, weight control, nutritional supplements and ergogenic aids. Timing of meals and macronutrient composition to optimize performance will be explored. Special topics include making weight and eating disorders. Designed to provide evidence based information for competitive athletes and those engaging in regular physical activity as part of a healthy life. *Prerequisites: HHPA 280 Nutrition. Offered summer and fall. 4 credits.*

HISTORY

Faculty

Sharon Bailey Glasco, Ph.D.
John Sagers, Ph.D.
Rachel Schley, Ph.D.
Lissa Wadewitz, Ph.D. (Chair)

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.

STUDENT LEARNING OUTCOMES

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

- Critically analyze and assess historical causation and change;
- Develop an awareness of and sensitivity to the values and attitudes of diverse peoples in other times and places;
- Actively develop excellent research skills and evidence-based reasoning;
- Develop strong oral and written communication skills.

REQUIREMENTS

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

For a major: 41 credits including HIST 090, 285, 485, and at least one course (200 level or higher) in each of the following areas: (1) Europe and the Mediterranean; (2) Asia and the Pacific; (3) North America; (4) Latin America and the Caribbean.

For a minor: 20 credits including at least 12 credits at the 200 level or higher.

For Oregon Preliminary Teaching Licensure in Social Studies: a student majoring in History must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

ORGANIZATIONS AND HONORS

The Walter Irving Young History Award

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

Phi Alpha Theta

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

Thomas Branigar Award

A cash award to fund student travel to an archive to perform primary research.

PARACURRICULAR COURSES

HIST 090 Professional Development: History Majors and Minors – A paracurricular course designed to introduce newly declared History majors and minors about career and educational opportunities and to help students better master, articulate, and showcase their disciplinary skillset. Ideally taken sophomore year. *Offered fall. 1 credit.*

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

HIST 120 Western Culture to 1500 – Explores the history of the Mediterranean world and of central and western Europe from antiquity to 1500. Focus on the political, cultural, and intellectual history of ancient Greece, ancient Rome, and medieval Europe. *4 credits. (VP or GP)*

HIST 121 Western Culture since 1500 – Explores the culture and history of Europe from the age of exploration and conquest through the 20th century. Focus on the major events and developments that gave rise to the modern "West," such as the Atlantic slave trade, the Enlightenment, the French Revolution, new imperialism, industrialization, and the experience of total war in the 20th century. *4 credits. (VP or GP)*

HIST 122 History of World Civilizations to 1500 – The history of the world to 1500. Emphasis on early globalization and the emergence of and interactions between world civilizations. Topics include the development and organization of early human societies, the development of imperial systems, and regional/cross-cultural exchanges. *4 credits. (VP or GP)*

HIST 123 History of World Civilizations since 1500 – The history of the world since 1500. Emphasis on globalization and cross-cultural interactions between world civilizations, including resistance to the dominance of the industrial and enlightened West and globalization by the rest of the world. Topics include the Enlightenment, the Industrial Revolution, colonialization and imperialism, independence and decolonization, and total/global war. *4 credits. (VP or GP)*

HIST 124 East Asia Before 1800 – China, Japan, and Korea from earliest times to 1800. Topics include Chinese Confucian and Buddhist philosophy; the Japanese samurai; Korean family and social hierarchies; and developments in East Asian literature and art. *4 credits. (VP or GP)*

HIST 125 East Asia Since 1800 – China, Japan, and Korea from 1800 to the present. Topics include Western imperialism; nationalist and communist revolutions; the Second World War in the Pacific; rapid economic development and contemporary Asian popular culture. *4 credits. (VP or GP)*

HIST 150 Survey of U.S. History to 1877 – The history of what becomes the United States from the pre-contact period to 1877. Emphasis on social and cultural diversity and economic and political developments. *4 credits. (VP or US)*

HIST 151 Survey of U.S. History, 1877 to the Present – The history of the United States from 1877 to the present. Emphasis on social and cultural diversity and economic and political developments including the country's changing role in international affairs. *4 credits. (VP or US)*

HIST 152 Environmental History of the United States – Explores how humans have both thought about and interacted with the natural world throughout the history of the United States. Focus includes how the natural world/environment shaped historical events and available opportunities. Themes

History

include how the natural world and natural resources shaped patterns of life in the United States, the evolution of thinking about the natural world, and attempts to alter the landscape, with consideration of the political consequences of these actions. *4 credits. (VP or US)*

HIST 153 Latin America to 1810 – Explores the dynamics of Spanish and Portuguese conquest and colonization and the interaction between indigenous peoples, Africans, and Europeans in colonial society. Topics include church and state institutions; economic developments; forced labor systems; gender, sexuality, honor, and the family; race and ethnic relations; and resistance to colonial rule. *4 credits. (VP or GP)*

HIST 154 Latin America since 1810 – Explores the emergence and development of modern Latin American states and societies. Topics include movements for political independence, land and labor systems, slave emancipation, gender relations, urbanization and populism, social revolution, authoritarian dictatorships, and US-Latin American relations and foreign intervention. *4 credits. (VP or GP)*

HIST 200 Modern China – Chinese history from 1600 to the present. Topics include the Qing conquest; nineteenth century attempts to control the opium trade; China's wars with European powers and Japan; the Chinese Revolution; the Chinese Communist Party under Chairman Mao Zedong; rapid economic growth since 1978; and contemporary movements for women's rights and environmental protection. *4 credits. (VP or GP)*

HIST 201 Topics in U.S. History – Focus on special areas of importance in the complex and multifaceted history of the United States such as: party systems, social and demographic change, class politics, social movements, and foreign diplomacy. May be repeated with different topic and consent of the instructor. *4 credits. (VP)*

HIST 202 Topics in European History – Focus on special areas of importance in the complex and multifaceted history of Europe and the Mediterranean such as: Victorian England, History of London, French Imperialism. *4 credits. (VP or GP)*

HIST 207 Jewish-Muslim Relations in Modern Europe and the Mediterranean (also listed as RELS 207) – This course explores the history of relations between Jews and Muslims in Europe and the Mediterranean. Emphasis on the complex ties that evolved between them—cultural, commercial, intimate, political, etc.—through the experience of empire, world wars, Holocaust, Zionism, Arab nationalism, decolonization, and the Israel/Palestine conflict. Course also considers the contemporary state of Jewish-Muslim relations. *4 credits. (VP or GP)*

HIST 210 Modern Japan – Japanese history from 1600 to the present. Topics include samurai warriors during the Tokugawa shogunate; the Meiji Restoration and rapid modernization policies; women's rights; the Second World War in the Pacific; postwar economic recovery; and contemporary Japanese animated films in global popular culture. *4 credits. (VP or GP)*

HIST 215 Revolutions in 20th Century Latin America – A comparative analysis of the major revolutionary movements in Latin America during the twentieth century, especially those that seized power in Mexico, Bolivia, Cuba, and Nicaragua, seen alongside experiments in popular reform in other countries in the region and revolutionary movements that failed to seize state power. *4 credits. (VP or GP)*

HIST 230 Ancient Greece – From Minoan-Mycenaean origins to Alexander and the Hellenistic world, with major emphasis on classical Athens. The rise of democracy and imperialism; epic and dramatic literature; historical, philosophical, and scientific thinking. *4 credits. (VP)*

HIST 233 Ancient Rome – From the foundation of the city to the fall of the empire. Major emphasis on the late Republic and the Principate. Politicians and generals, matrons and slaves, poets and philosophers, pagans and Christians. *4 credits. (VP)*

HIST 242 History of England to 1707 – Study of historical events that impacted England from prehistoric times to 1707. Invasions

that defined “English” by the Early Modern period, Medieval English state formation, early English imperialism, impact of the Protestant Reformation, development of early constitutional democracy, emergence of Tudor and Stuart England as a major European state, and examination of life of common men and women of England during this historical period. *4 credits. (VP or GP)*

HIST 248 Europe in the Age of the French Revolution – Explores the political, social, and cultural transformations of Europe from the late 17th century to the end of the Napoleonic Wars in 1815. Topics include culture and practice of absolute monarchy, social structure of the Old Regime, promises and contradictions of the French and Haitian Revolutions, and global legacies of the Napoleonic era. *4 credits. (VP or GP)*

HIST 251 World War I: Experience, Identity, and Memory in the Modern World – Explores the history, memory, and legacies of World War I. Course examines historical debates about causes and consequences of the war, and the war's western, eastern, Ottoman, and home fronts. Principal focus on how identity—religion, race, nationality, gender, and legal status—shaped how the war was experienced and memorialized. Additional themes include trauma, technology, medicine, gender, generational divides, public memory, state-formation, and aesthetics of violence. *4 credits. (VP or GP)*

HIST 252 History of the US West – Survey of the history of the Trans-Mississippi US West from the pre-contact period through the present. Emphasis on shape of cultural contact and exchange, role of the federal government and capitalist development, and cultural expressions of the western experience. Special attention to race, class, and gender as modes of historical analysis. *4 credits. (VP or US)*

HIST 253 Fascism and the Holocaust in Europe and North Africa – Exploration of mass politics, nationalism, racism, and rise of fascism. Focus on the Holocaust in Europe and North Africa, and dilemmas of memory, justice, and reconstruction in the aftermath. *4 credits. (VP or GP)*

HIST 267 Introduction to US Women's History (also listed as GENS 267) – Survey of U.S. women's history from the pre-contact period through the present. Emphasis on the diversity of women's experiences based on region, class, sexuality, race, and ethnicity. Course themes include: how understandings of proper gender roles fluctuated and with what consequences, the nature of women's work, women's participation in politics, and how medical knowledge (or lack thereof) critically shaped women's lives. *4 credits. (VP or US)*

HIST 276 Native American History – Overview of Native American history from the pre-contact period to the present. Emphasis on the diversity of Native peoples in North America, the consequences of contact with incoming Europeans, and the ways in which indigenous people adapted to centuries of rapid change. Themes include cultural contact and exchange, shifting race relations, changing federal policies, and Native peoples' resilience over time. *4 credits. (VP or US)*

HIST 285 Methods of Historical Research – Training in the methods of researching and writing history. Required of all History majors and double majors; recommended for minors. *4 credits.*

HIST 301 Topics in European History – Focus on special areas of importance in the complex and multifaceted history of Europe and the Mediterranean such as: British manhood in wartime, military history of World War II, Scotland, and the rise of the Third Reich. May be repeated if topic differs. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 304 Topics in Latin American History – Focus on special areas of importance in Latin America's complex and multifaceted history such as: The Culture of Cities in Latin America, The Cuban Revolution, Contemporary Latin American History Through Film, Central America: From Colony to Revolution. May be

repeated if topic differs. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 310 History of Religion of the Middle East (also listed as RELS 310) – See RELS 310. *4 credits. (UQ or VP or GP)*

HIST 314 The U.S.-Mexico Border Region – Explores the historical experience of individuals and groups in the U.S.-Mexico border region. Overview of the Mexican colonial period and the historical background to the relationship between the United States and Mexico from the 19th century onward. Topics to be covered include the foundation of the border, border life and culture, labor issues, racial discrimination, immigration, border economics, the drug trade, environment, and the future of border relations. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 315 Modern Mexico – Examines the historical experience of modern Mexico as a nation from 1824 to the present. Key events covered include the Wars for Independence, the War of Northern Aggression, the Porfiriato, the Mexican Revolution, and the “Mexican Miracle” and its consequences for the 21st century. Special attention paid to the way in which race, class, and gender have shaped Mexican history, along with the continuities between the colonial and modern eras, regionalism in Mexican history, the ideological and practical struggles between tradition vs. modernity, and the contested project of shaping national identity. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 318 History of Women in Latin America (also listed as GENS 318) – Examination of the history of women in Latin America from the Conquest to the present. Emphasis on a series of concepts, institutions, and factors that have influenced the lives of Latin American women, and how women have reacted to and shaped these experiences. Special attention to the study of race and class, along with gender, as major categories of analysis. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 322 Gender and Social History of East Asia (also listed as GENS 322) – Historical development of Confucian, Buddhist, and other beliefs shaping conceptions of femininity, masculinity, and social status in China, Japan, Korea, and Vietnam. Effects of imperialism and globalization on diverse notions of progress and human rights. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 325 Colonial and Revolutionary America – The foundations of the United States, from its colonial beginnings to the establishment of a national government. Native Americans, European exploration and colonization, African-Americans, cultural life, revolution, and government in the new nation. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 330 History of Religion in America (also listed as RELS 330) – See RELS 330. *4 credits.*

HIST 335 The Civil War in Black and White – The rise of industrialism, examination of slave narratives, the Civil War as the central event in U.S. History. Significant attention to postwar race relations and socio-cultural life, including farm labor. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 345 The Emergence of Modern America – Analyses of the crisis of the 1890s, the New Imperialism, corporate reconstruction of American capitalism, the Progressives, liberal internationalism, the “Roaring ’20s,” the Great Depression, the New Deal, and World War II. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 353 How the West Fed the United States – Explores the history of what we eat, why, and how that has changed over time. Illuminates the critical role the U.S. West has played in the evolution of our national foodways. Topics include: the history of agriculture, the meat and fish processing industries, and the ethical and environmental issues surrounding where Americans have historically acquired their food. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 355 American Empire – Examination of major developments since World War II in politics, diplomacy, economics, and popular culture. Emphasis on the consequences flowing from the new American hegemony. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 360 History of Modern Britain – Study of the historical issues that have impacted the British Isles from 1700 to present. Includes development of Britain as industrial state, colonialism and imperialism, Britain at war, Celtic nationalism, and gender, race, and class in industrial society. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 362 History of Ireland – Study of Ireland from prehistoric times to present. Includes major social, cultural, political, and theological beliefs which have shaped experience of the Irish people, with special consideration given to English colonization, Catholic identity, and the conflict between modernization and the retention of Celtic culture. Examines Irish immigration to North America, including motives and experiences of immigrants. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 366 History of Irish America – Examines origins of Irish migration, history of Irish people and their descendants in America, and connections and interactions between the Irish at home and abroad. Major themes include migration and settlement, labor and class, race and gender, religion, politics, nationalism, culture and, encompassing all of these, the evolution of ethnic identity. *Prerequisite: sophomore standing or above. 4 credits. (VP or US)*

HIST 375 History of Baseball – Baseball as a reflection of American society. Origins of the game, player unions, deadball era, Golden Age, racial integration, and the modern period. Includes biographical project and statistical analysis. *Prerequisite: Sophomore standing or above. 4 credits. (VP or US)*

HIST 377 The Soviet Union, 1917-1953 – Soviet history from 1917 to the death of Stalin in 1953. Central problems include the formation of the characteristic ideology, practices, and institutions of the Soviet state; the Communist aspiration to build a socialist society and create a new Soviet person; the impact of the multinational structure of the Soviet state; and the experiences of ordinary Soviet citizens. *Sophomore standing or above. 4 credits. (VP or GP)*

HIST 378 The Soviet Union and the Cold War – Explores the Soviet side of the Cold War from the aftermath of the Second World War to the disintegration of the Soviet Union in 1991, devoting attention both to the Soviet Union itself and to the Soviet-dominated states in central and eastern Europe (principally the German Democratic Republic, Poland, and Czechoslovakia). Considers both the Cuban Missile Crisis and the Soviet war in Afghanistan in the 1980s, but otherwise focuses on the Cold War in Europe. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 390 Slavery in the Americas – Comparative study of slavery in the Americas. Attempts to discover what slavery was like in the American South, Brazil, and the insular Caribbean. Historiographical approach includes work with primary source documents. *Prerequisite: Sophomore standing or above. 4 credits. (VP)*

HIST 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. *1-5 credits.*

HIST 485 Senior Seminar – The capstone course in the History curriculum. Examination of method, interpretation, and philosophy of history via major research project. *Required for majors. 4 credits. (MWT)*

HIST 487 Internship – An experiential learning course offering practical experience in areas where the skills of research and writing and project management are in demand. Directed by faculty advisor with involvement and evaluation by an on-site supervisor.

History/Inquiry Seminars

May be repeated for credit. *Prerequisite: approval of faculty advisor.* 2-5 credits. (EL)

HIST 490 Research – An opportunity for students to pursue historical research under the direction of a member of the faculty. 3-5 credits.

JANUARY TERM OFF-CAMPUS COURSES

HIST 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Australia – From Colony to Asian Power; The Cold War; Sicily – Crossroads of History; Hong Kong in Transition; Emergence of Modern Ghana. Offered only as student interest and university resources permit. May be repeated for credit with different topics. 4 credits.

OCE COURSES

HIST 257 The Pacific Northwest – The development of the Pacific Northwest. Early exploration and settlements. Institutional growth, urbanization, resource development. The impact of national events and trends upon the region. 3 credits. (VP)

HIST 371 Race and Minority Cultures in the United States – Indian, Spanish-speaking, African-American, and Asian ethnic groups in United States history. Cross-cultural comparisons. 3 credits. (VP or GP or US)

INQUIRY SEMINARS

Director of Writing

Rachel Norman, Ph.D.

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

To help extend the conversation beyond the INQS classroom, students simultaneously enroll in a Writing Lab (INQS 125-L) led by a Writing Fellow. Writing Fellows are peer mentors who meet with INQS students to discuss the writing process, share revision strategies, and help with setting goals. Ultimately, though, INQS students and their Fellows do more than just talk about writing; they participate in a mutually beneficial exchange that allows them to shape their own education.

INQS 125 Alexa Play Despacito – From smart phone apps to the criminal justice system to self-driving cars, algorithms are shaping the way we live. In this course we'll explore the various ways algorithms are used, the impacts of their use, and where our increasing reliance on algorithms might take us. 4 credits.

INQS 125 Ballads, Bollywood, Brand Building: Advertising in South Asia – The universality of appeal of music is undeniable. Yet some cultures respond to songs and dances more than the others. Nowhere is the power of music more evident in marketing than in the South Asian countries of India, Pakistan and Bangladesh where Bollywood reigns. Drawing mostly from visual elements, current business reports and country facts, this course will try to understand the role and influence of music on brand building in the region of South Asia from historic, economic and societal perspectives. 4 credits.

INQS 125 Co-Opting the Margins: When Underground Music Goes Mainstream – This course follows different underground music subcultures and their dance with mainstream culture—including, but not limited to Rock'n'Roll, Punk, Goth, Riot Grrl, Hip Hop. Together, we will explore what constitutes a subculture and then investigate the idea of co-opting and appropriation of underground music cultures through the mainstream. Students will debate, question, and think critically about what it means to be on the margins and in the spotlight. 4 credits.

INQS 125 Cultural Identity Around the World - Identity Through World Cinematic Genres – Cultural Identity Around the World – Identity through Cinematic Genres will introduce you to the international cinematic world, broaden your curiosity and awareness of the many cultures around the world, and introduce you to the communicative nature of identity through art. Through film we will explore the cultural identities of different world cultures and address the comparisons and differences to your own, your peers', and those of your home country through guided discussion, free-writing, formal writing activities, and individual presentations. This Inquiry Seminar will be stimulating if you enjoy experiencing new cultures, new ideas and new viewpoints. Thus, you will begin watching film as an active participant and immerse yourself in the identity of the world around you. 4 credits.

INQS 125 Family Secrets – “Tell all the truth” advised Emily Dickinson one of her most famous poems. But in both literature and life, families keep secrets, “forget” important knowledge, and create zones of silence. Why do we keep secrets and what are the effects on individuals, families and communities? Who has the right to insist on silence? Who has the right to open a secret? How does locked-away knowledge press upon our minds and relationships? Using both contemporary news stories, fiction and literary nonfiction, students in this course will read and write their way toward a richer understanding of impulses and experiences that touch most of us at some point. Texts include periodicals like the *New Yorker* and *Atlantic* magazines, Tim O'Brien's novel *In the Lake of the Woods*, and Allison Bechdel's graphic memoir, *Fun Home*. 4 credits.

INQS 125 Feminism, Fantasy, and the 4th Wave – Feminism is an evolving theoretical construct deeply based in activism outside the traditional avenues used by prior generations. This course will examine how this new generation of feminism is influenced by, and reflected in, contemporary Young Adult Fantasy novels by authors like Tamer Pierce and Melinda Lo. 4 credits.

INQS 125 From the Beats to the Beatles – Throughout the 1960s, as the lines between the personal and the political became increasingly blurred, the lines between the nation's artists and activists began to blur as well. By the end of the decade, writers like Allen Ginsberg, Hunter S. Thompson, and Anne Sexton were as famous for their political activism and their personal escapades as they were for their writing. Indeed, it is impossible to fully understand the decade's literature without understanding its activism, and vice versa. The best way of understanding the 1960s is to bear these paradoxes in mind: democracy and separatism; personal and political; art and activism. And this will be the basic method for this course: to write our way to understanding how

social movements inform and are informed by literature, song, and oratory. *4 credits.*

INQS 125 *Hamilton: An American Musical* – Lin-Manuel Miranda’s musical *Hamilton* has captivated the popular imagination with its fresh approach to performing American stories. In this seminar, we will explore what makes *Hamilton* both revolutionary and traditional, and what questions it raises for us in the realms of theater, music, history, politics, race, gender, economics, and education. We will engage in debates about the musical, analyze specific parts of the show in great depth, and even write our own rap battles. “Who lives, who dies, who tells your story?” the musical asks; by the end of the course, you will become part of telling the story of *Hamilton*. *4 credits.*

INQS 125 *I Can’t Breathe: Race in America* – This course looks at race relations in the United States and asks what we can do beyond calls for inclusion and paying lip service to diversity. We will use writing to explore what actions we can take to show up and do more in order to change the material circumstances of how racism destroys lives in the United States. The texts we examine will include music, movies, newspaper articles, and academic essays that will challenge us and frequently make us uncomfortable. As we interrogate our unease, we will learn more about our own views on race, as well as how race and racism function in the contemporary United States. *4 credits.*

INQS 125 *In Search of The Good Life* – What is the “good life”? This is perhaps the deepest human question. It is not only a question we hope recipients of a liberal arts education will ask, it is also a question that permeates film and literature. Looking at thinkers as ancient as Aristotle and films as contemporary as *Hell or Highwater*, this class will discuss and evaluate different conceptions of a good life and provide a place for students to engage in their own inquiry. In short, we will ask big questions and answer them through thinking, reading, discussing, and writing. *4 credits.*

INQS 125 *The Invention of Whiteness: From Arthur to Alt-Right* – Like any other racial category, whiteness is both socially constructed and historically situated. Yet conversations about race tend to forget that whiteness itself is a racial category, shaped in response to shifting centers of power. This seminar will examine the long history of how whiteness came to be recognized as a category via reading about its earliest representations in British and American literature. Beginning with medieval Arthurian romance, through the literature of colonization, to present explorations of white identity politics in critical race studies, literature, and film, we’ll learn about the differences between critical white studies and white nationalism, how whiteness maintains its identity and privilege, its intersections with race, class, and gender, and its potential futures. *4 credits.*

INQS 125 *The Mexican Migrant Experience in the United States* – This course examines how Mexican migrants have shaped the relationship between Mexico and the United States since the 1920s. Students will consider both the historical context of the process of immigration, as well as contemporary issues surrounding immigration and the presence of Mexican migrants in the U.S. Topics include legal vs. illegal immigration; employment and labor rights; racial and cultural discrimination; education; security issues; use of resources; questions of citizenship. Particular emphasis is on helping students understand the historical and contemporary importance of Mexican immigrants to the U.S. economy and political system, as well as the role Mexican immigrants have played in the shaping of U.S. social and cultural identity. *4 credits.*

INQS 125 *Multicultural America: From Exclusion Acts, Covid-19 to George Floyd* – What does the term multiculturalism in America really mean? Have we always been a multicultural society (historically speaking)? What about the history of Oregon in terms of multiculturalism? What are some rewards and challenges of living in a multicultural environment? In this course, we will

read, write and discuss in a historical and in a contemporary sense America’s experience with multiculturalism and difference, from the Chinese Exclusion Act to the post September 9/11 terrorist attacks, the Black Lives Matter movement, and the Muslim ban. We will also actively engage in addressing the changing racial and ethnic landscape of the U.S. where by 2045 we will become what is being called a “minority white” or a “majority-minority” nation, while also asking throughout the course what does it mean to live in a racially just society? *4 credits.*

INQS 125 *Myth of The Wild West* – This course examines the myth of the wild west and its influence on US culture. It takes seriously the contested views of the wild west and implications for indigenous populations, constructions of whiteness, and gendered notions of individualism. By exploring speeches, written texts, and visual rhetoric, students will gain tools for understanding multiple communication practices. Emphasis is on communication within and across dominant U.S. cultures and we discuss privilege, marginalization, and social justice. The course will include lectures, discussions, and student presentations, with a strong emphasis on critical thinking and oral and written communication. *4 credits.*

INQS 125 *Nature and Nurture: How Traits are Shaped* – The topic of this course is often erroneously misrepresented, even by scientists, as Nature vs. Nurture, as if these two forces are fighting each other. Teasing out the Nature component (genes) and Nurture component (environment) for any given trait can be challenging, and often very surprising. *4 credits.*

INQS 125 *Path of Wisdom* – Do you ever wonder about the meaning of the life or the order of things in this world? What does a “happy” or “successful” life look like, and how might you pursue such a life? How do you make sense of suffering and injustice in the world? In this course, we will address these important and relevant questions in various “wisdom” traditions. We will consider ideas about wisdom, meaning and suffering through the study of the biblical books of Proverbs, Job, Ecclesiastes, Song of Songs and Psalms and by bringing in texts from other religions and contemporary voices. *4 credits.*

INQS 125 *Pirate Seas* – Over 90% of all global trade is shipped by sea. Yet most of the world’s oceans are beyond the reach of national governments and laws, creating an unregulated, ungoverned, and unenforced haven for lawlessness, thievery, and actual piracy. This course examines how the world’s governments manage the global ocean commons, and how lack of government at sea influences the world economy in shipping, fishing, transportation, and commerce. *4 credits.*

INQS 125 *Religious Narratives and Supernatural Fictions* – What are “religious narratives,” and how do we distinguish them from what we might call “supernatural fictions?” A fiction, we might say, is a “made-up story,” but many people believe that humans have also “invented” religion. Of course, many other people believe that religious stories are “non-fiction,” that is, they are based on facts or real events; but others may believe that “supernatural fictions,” like *Star Wars* or *Harry Potter*, also convey truths about the real world. In this course, we will explore the fuzzy boundaries between religious narratives and supernatural fictions, fiction and non-fiction, and thereby consider what we can learn about narrative, truth, meaning, and ourselves. *4 credits.*

INQS 125 *What Is A Good Citizen?* – Explores ideas and commitments to citizenship. Is being a good citizen merely the paying of taxes and casting of ballots? Has economic and cultural globalization undermined traditional ideas about citizenship? Are the duties, obligations, and privileges of US citizenship peculiar to its borders? Has information technology and social media undermined national solidarities and dissolved borders? This class will consider these questions and outline many forms of civic engagement and responsibility taking its cues from sociology, political activism, and history as seen through literature, film, and classroom debate. Students will be challenged to create their own

Inquiry Seminars/Intercultural Communication

agendas for critical assessments of the present conjuncture and build toward another possible nation and world. *4 credits.*

INQS 125 Witches, Wolves, & Fairy Tales – One of the first ways children learn to make sense of the world around them is through stories—often, fairy tales. These narratives get reinvented over and over again and examining different interpretations can help us understand how we as individuals and cultures have changed. This course examines how representations of race, gender, sexuality, class, age, nation, and power evolve by looking at reimagined fairy tales such as *Wicked*, *Once Upon a Time*, and *Mulan*. *4 credits.*

INQS 125 Writing History of Animation – Cartoons have entertained, educated, sold products and even offered a platform for dissent during the past one hundred years. How do cartoons communicate as art and as story? From the earliest stop-motion films to Wes Anderson's *Isle of Dogs*, from *The Flintstones* to *Bob's Burgers*, from Studio Ghibli to Pixar, this class will survey the history of animation to assess the degree to which cartoons mirror our global society. *4 credits.*

INQS 125L Writing Lab – Writing Labs help extend the conversation beyond the INQS classroom. Students enrolling in an INQS must simultaneously enroll in the Writing Lab, which will be led by a Writing Fellow. Writing Fellows are peer mentors who meet with INQS students to discuss the writing process, share revision strategies, and help with setting goals. Ultimately, though, INQS students and their Fellows do more than just talk about writing, they participate in a mutually beneficial exchange that allows them to shape their own education. Graded Satisfactory/Unsatisfactory. *1 credit. (EL)*

OCE

INQS 126 – The Inquiry Seminar for OCE students only. Topics vary, please see current course schedule for details. This course can serve as a prerequisite for courses with INQS 125 as a prerequisite. *4 credits.*

INTERCULTURAL COMMUNICATION

Coordinator

Jackson Miller, Ph.D. • Theatre and Communication Arts

The Intercultural Communication major offers students an interdisciplinary B. A. degree program that includes 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. They accomplish this by investigating issues of privilege, marginalization, opportunity, and social justice at the intersection of race, gender, class, and nationality. By placing them in both domestic and global communication sites, the major provides students with unique

opportunities to draw upon knowledge gained in the classroom as they experience those concepts in daily interaction. This program includes the following cognate areas: interpersonal communication, intercultural and multicultural communication theory, communication and diversity, gendered communication, small group communication, performance ethnography, and nonverbal communication. Students attain additional understanding of global and domestic cultures through course work in three or more of the following areas of study: anthropology, English, history, Global Languages and Cultural Studies, philosophy, political science, religious studies, and sociology.

For additional information about requirements for the major, see the Department of Theatre and Communication Arts.

INTERDEPARTMENTAL STUDIES

Coordinator

Janet Peterson, Dr.P.H.

Students at Linfield may pursue degrees in subject areas that span two or more academic disciplines, such as International Business. For descriptions of these programs, please see their pages in the catalog.

Linfield also provides students the opportunity to design their own interdisciplinary majors within carefully prescribed guidelines.

For further information on Individual Majors, see the Degrees and Requirements section of the catalog.

In its attempt to serve students' educational needs, Linfield offers some courses that do not fit readily into the established academic disciplines. These are taught as Interdepartmental Studies (IDST) courses, described below.

PARACURRICULAR COURSES

IDST 007 First Semester Seminar (First-Year Fall Start) –

Focus on the transition to Linfield's liberal arts environment, the resources of the Linfield community, and the process of setting goals and making intentional decisions. Faculty advising group and peer led laboratory. Must be taken by first-year students starting in the fall semester. Graded Satisfactory/Unsatisfactory. \$25 fee. *1 credit. (EL)*

IDST 009 First Semester Transfer Student Seminar – Focus on the transition to Linfield, the resources of the Linfield community, and the process of making sound academic and career choices. Faculty advising group meetings and peer led laboratory. Must be taken by transfer students in their first semester. Also must be taken by first-year students starting in the spring semester. Students entering Linfield with 45 or more transferable credits (or with an Associate Transfer Degree or equivalent) at the start of their first term are exempt from taking this course. Graded Satisfactory/Unsatisfactory. \$25 fee. *1 credit. (EL)*

IDST 010 Learning Skills – Focus on enhancing academic success by strengthening learning and study skills, developing more effective ways to communicate, and understanding how to locate and use relevant resources. Demonstration of effective approaches to learning through the application of newly acquired skills. *1 credit. (EL)*

IDST 012 Experiential Leadership Seminar – Seminar for students involved in any type of leadership position. Focus on learning styles, reflection on leadership experiences. Training for more effective leadership through application of skills and theories presented in course. Offered through the Office of the Dean of Students *1 credit. (EL)*

IDST 031 Intercultural Communication: Departure and Reentry – This course is required of all who study at one of Linfield's semester-abroad sites. *1 credit. (EL)*

IDST 035 Perspectives on Japan – Introduction to a wide range of perspectives on Japan through the arts and sciences, law, medicine, architecture, and engineering. For Linfield Semester Abroad students attending Kanto Gakuin University. *1 credit. (EL)*

IDST 040 Community Service Abroad – Community service activity designed to foster social responsibility among participants in Linfield-administered abroad programs. Focus on integrating the academic experience abroad with the larger world beyond the classroom in the host country. This course is required of students studying in select semester/year abroad programs. Only for semester abroad students. *Prerequisites: None. Offered every term. 1 credit(s). (EL)*

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

IDST 060 Resident Advisor Training – Skills and techniques required of Resident Advisors (RAs). Student personnel philosophy, student development theory including leadership development, multicultural understanding, communication skills, social responsibility and collaboration. *Prerequisite: Good Academic Standing. 1 credit. (EL)*

IDST 062 Resident Advisor In-Service Class – For current residence life staff members only. Focus on pro-active leadership, community development, and use of campus resources in the residence halls. Issues faced by student staff members coordinating their own education with the needs of their residents. Offered through the Office of the Dean of Students. *1 credit. (EL)*

IDST 070 Peer Advisor Development & Training – Focus on the knowledge, values, and skills to practice academic advising at Linfield University. Academic advising skills and techniques, the mission of Linfield, value of the liberal arts, academic programs offered, and student development theory will be covered. May be repeated for credit. For students who have secured Peer Advising positions for the next academic year only. *Prerequisite: Instructor consent. Offered spring. 1 credit.*

IDST 072 Peer Advisor In-Service Class – Focus on effective class facilitation, academic advising strategies, and use of campus resources in the First Semester/First Year Seminar and the advising relationship. Issues faced by student leaders managing their own educational needs with the needs of their advisees. May be repeated for credit. For current Peer Advisors only. *Prerequisite: Instructor consent. 1 credit.*

IDST 090 Global Issues Forum – Readings in contemporary global issues and events and weekly discussion in small seminar groups. Required of all International Studies minors. May be repeated. *1 credit. (EL)*

IDST 098 Orientation to International Study – Readings and presentations on selected topics related to program of study and cultural issues, preparation for international travel, and discussion in small seminar group. Offered fall semester in preparation for specific January term off-campus course. May be repeated. *Prerequisites: Acceptance in the associated January term course. Offered fall. 1 credit.*

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

IDST 110 Introduction to College Writing – Introduction to academic life at Linfield University: instructor-student course expectations, classroom interactions, course terminology, e-mail etiquette, and availability of learning resources. Development of facility in reading academic sources, note taking, synthesizing information, and using complex sentence structure to write academic reports, essays, and research papers. Building fluency in academic vocabulary, competence in classroom discourse and oral presentation skills. *4 credits.*

IDST 285 Service Learning Practicum – Interdisciplinary activity providing opportunity to partner closely with community-based project or program with supervised academic reflection, integration, and application. Active participation in civic service experiences that applies hands-on experience, knowledge, and skills to local, national, or international communities and

Interdepartmental Studies

organizations. Includes a minimum of 40 hours of service with a community partner. May be repeated once for credit. *2-4 credits.*

IDST 287 Career Exploration Internship – Internships specifically devoted to career exploration. A one-time work experience related to a student's major or career goal. Intern works in a professional setting with supervision and guidance from a practicing professional. Open to all students. Offered by the Office of Career Development. May be repeated for credit. *Prerequisite: approval of the Office of Career Development. 2-5 credits. (EL)*

IDST 290 Career Exploration Topics – Structured experiential process for learning more about careers via the perspective of a selected field. Development of goal setting, self-marketing, information gathering, and job and internship search strategies and skills. Site visits, informational interviewing, and guest speakers offering meaningful interaction with employers. Additional fee required. *Prerequisite: Consent of instructor. Offered January Term. May be repeated once for credit with different topic. 4 credits.*

IDST 295 Interdisciplinary Science and Mathematics Seminar – Discussions of scientific thinking and approaches originating from different disciplinary perspectives, including

interdisciplinary problem-solving that clearly recognizes and reflects the value of broadly-trained teams of scientists. *Prerequisite: BIOL 210 or CHEM 210 or PHYS 210 or MATH 170. 1 credit.*

IDST 387 Interdisciplinary Regional Internship – Capstone internship experience integrates coursework and knowledge which enables a student to demonstrate broad mastery of learning in a specific industry while working under the guidance of a practicing professional. Offered by the Office of Career Development. May be repeated for credit. *Prerequisite: approval of Office of Career Development. 2-5 credits. (EL)*

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

JANUARY TERM OFF-CAMPUS COURSES

IDST 298 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics include Career Exploration Experience. Fees may apply. *4 credits.*

OCE COURSES

IDST 008 Online First Year Seminar – Focus on Linfield's liberal arts curriculum and the resources specific to students in the online degree program. Must be taken within one year of enrollment in an online degree program at Linfield by all non-nursing students with fewer than 45 credits upon matriculation. Graded Satisfactory/Unsatisfactory. *1 credit. (EL)*

IDST 030 Digital Literacy: Consuming Information Responsibly in the Age of Post-Truth – An engagement with the world of digital information, fake news, and social media in an increasingly perilous online landscape using critical thinking skills, and evaluation techniques. *Offered every term. 2 credits.*

IDST 250 Writing the Portfolio – Instruction for OCE students identifying college level learning acquired in prior life experience and documenting that learning through a portfolio submitted for faculty evaluation. Completion of a learning autobiography and two course challenges (with remaining course challenges written independently). *Prerequisite: INQS 126 or equivalent. 3 credits. (S/U)*

IDST 320, 321 History of Western Thought I, II – Historical perspectives on the contributions that great works of literature and thought have made to our understanding of the world and the place of humankind in it. Great works from ancient and classical Greece and Rome, the Middle Ages, the Renaissance and Reformation, the modern and contemporary world. *3 credits each term. (UQ or VP or GP)*

IDST 485 Senior Seminar – First semester of capstone experience for senior-standing students in selected OCE majors. Theories and methods of analysis with a focus on preparing students for IDST 490. Leads to completion of proposal for senior project. *Prerequisite: Consent of instructor. 4 credits.*

IDST 490 Senior Project – Completion of project formulated and approved in IDST 485. Consultation with one or more faculty members. *Prerequisite: IDST 485. 4 credits. (MWI)*

INTERNATIONAL RELATIONS

Coordinator

Patrick Cottrell, Ph.D.

International Relations (IR) majors are world travelers, innovators, researchers, problem-solvers, diplomats, and advocates. They draw from their interdisciplinary knowledge to ask and analyze questions about power, economics, nationalism, culture, ethics, and identity. They speak different languages, study abroad, and learn to embrace multiple human perspectives. They analyze complex global issues like wealth or gender inequality, forced migration, climate change, nuclear weapons proliferation, and the rise of authoritarianism. They push their comfort zones and, in so doing, develop a dynamic skill set that not only equips them to adapt to the changing world, but to shape it.

IR graduates receive Fulbrights or serve in the Peace Corps, attend top graduate programs in diverse areas such as public policy, public health, and international affairs, and pursue careers ranging from government to business to law to non-profit advocacy to public relations to education to intergovernmental organizations and beyond.

STUDENT LEARNING OUTCOMES

In successfully completing a major in International Relations, students will be able to:

- think critically, systematically, and creatively about international issues by employing a variety of different disciplinary tools and perspectives;
- exhibit a fundamental grasp of the major problems facing the world today and their complexity;
- communicate in clear, cogent, and literate fashion to a range of audiences, both written and orally;
- achieve proficiency in a foreign language;
- apply their coursework to their own experiences through study abroad and beyond; and
- demonstrate an understanding of different global perspectives – social, cultural, political, and economic.

REQUIREMENTS

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

For a major: 44 credits distributed as follows (all courses are 4 credits unless otherwise specified):

Common Core: 18 credits including POLS 210; POLS 390; POLS 489 (3 credits), POLS 490 (3 credits); ECON 210. Foreign language proficiency through a second-year level and successful completion of a foreign study abroad program of at least one semester approved in advance for this purpose (relevant courses taken abroad may count toward IR electives).

At least 15-16 additional credits distributed as follows:

4-credit Methods requirement: POLS 230 or HIST 285 or SOAN 307 (subject to approval from HIST or SOAN for double majors).

4-credit History requirement: An upper division (300 level or above) international history course.

4-credit Theory and Practice of International Politics requirement from: POLS 315, 361, 362, 370, 371, 384, or 385, plus corresponding POLS 498 1-credit proseminar course.

3–4 credit Comparative Culture, Philosophy, and Ethics Requirement from: ANTH 111; COMM 230 (3 credits); GLCS 210; POLS 220; PHIL 160, 180, 365; RELS 111, 160.

At least 10 additional credits from the IR major elective list below, including at least one additional 300-level course or above.

Major elective courses: ANTH 111; COMM 230, 335; any other relevant COMM course; ECON 331, 332, 333, 341, 342, 461; ENGL 365; ENVS/SOAN 250; GLCS 210; any other relevant GLCS course; HIST 120, 121, 122, 123, 124, 125, 126, 127, 207, 253; Any other relevant HIST course; JAMS 150, 230, 340, 345, 347 (note JAMS courses subject to approval by IR coordinator); PHIL 150, 180, 185, 306, 360, 365, 375; any other relevant PHIL course; POLS 201, 220, 330, 361, 362, 370, 371, 384, 385; PSYC 101; RELS 111, 115, 140, 160, 310, 325, 342; any other relevant RELS course; any relevant SOAN course; SOCL 370; any relevant internship course; any relevant study in Washington, D.C. or abroad; or any relevant January term course abroad.

Given the interdisciplinary nature of international relations, other courses may be approved to count toward the major. The student may petition the coordinator of the International Relations program, expressing a rationale for the substitution. This rationale must include a signed agreement between the student and the relevant course instructor that the student's major project, counting for at least 1/3 of the course grade, will be devoted to an international relations issue. The IR coordinator must approve the petition before the Office of the Registrar will accept the substitution.

As noted above, courses taken while studying abroad may also be counted toward elective credit. To receive credit, students should retrieve the relevant form from the Office of the Registrar (or on the IR website), provide a course syllabus, and other supporting documentation for approval from the relevant department and/or IR major director.

Double majors with other disciplines are encouraged and three courses (up to 12 credits) may count toward both major requirements. Double majors in Political Science and International Relations, however, are not permitted. As with other majors, at most two courses can be counted toward Linfield Curriculum requirements.

For a minor: 24 credits, distributed as follows: POLS 210; ECON 210; at least 4 credits from POLS 361, 362, 370, 371, 384, 385, or 390; at least 4 credits from a relevant upper-division HIST course; 8 additional credits from the approved International Relations major elective list above; and one year of foreign language (see B.A. language requirement).

At most two courses counted for the minor may be double-counted toward major and Linfield Curriculum requirements.

INTERNATIONAL STUDIES

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 and European Studies are interdisciplinary minors which may be elected by students to complement or add international dimensions to their major fields of study.

The Asian Studies and European 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 or European Studies), and one member of the student's major department. Students should begin early to plan for the 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

Coordinator

John Sagers, Ph.D.

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

For a minor in Asian Studies: 27-29 credits and one semester of study abroad. Specific requirements include six credits abroad

in courses dealing with the history, culture, ecology, and/or politics of the country or region (satisfied by GLJP 306 and GLJP 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

Coordinator

Rachel Schley, Ph. D.

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

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

JOURNALISM AND MEDIA STUDIES

Faculty

Kevin Curry, Ph.D.
Jennifer Rauch, Ph.D. (Visiting)
Lisa Weidman, Ph.D. (Chair)

The media tell us most of what we know about the world today, yet few people truly understand the central role of the media in society. Students in Journalism and Media Studies are media creators and analysts who study the structures, functions and effects of the media during this exciting time of transformation. Whether they focus on news, entertainment or strategic communication, Journalism and Media Studies students gain special insight into the role of media in today's world.

Journalism and Media Studies students engage with media from multiple perspectives in the program's wide range of courses, which combine the theory and practice of mediated communication to complement Linfield's liberal arts education. Students customize the flexible Journalism and Media Studies curriculum to explore their individual interests in different media forms and related topics,

including journalism, entertainment, public relations and advertising. The senior capstone course offers the chance to create an in-depth, advanced project that integrates the student's experiences throughout the program.

Journalism and Media Studies students have opportunities to use in the professional world what they have learned in the classroom. Students who want a real-world taste of media and strategic communication careers can take internships for course credits that count toward the major. Journalism and Media Studies coursework comes to life through these experiences, and students make valuable connections with professionals. Students also have opportunities to apply their skills at the student media organizations, student media services and websites, and in various offices on campus.

Students in Journalism and Media Studies develop a powerful set of skills suited for careers in advertising, broadcasting, magazines, newspapers, online media, photojournalism, public relations, radio, television, and social media, as well as for graduate study. These skills are transferable to a wide variety of other businesses and enterprises.

STUDENT LEARNING OUTCOMES

In successfully completing a major in Journalism and Media Studies, students will:

- create entertaining, informative, and/or persuasive media content;
- analyze and evaluate media content;
- understand the effects of media on audiences; and
- understand the structures and functions of mediated communication.

The media studies minor is designed for students whose interests in communication are focused on the origins, structures and implications of the media in 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 Journalism and Media Studies major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Journalism and Media Studies: 40 credits, including the following:

- Core courses (23 credits): 150, 175, 180, 230, 321, and 485.
- Experiential learning (1 credit): from among 111, 112, or 113.
- Advanced writing (4 credits): from among 370, 375, 377, and 378.
- Media studies (12 credits): from among 327, 330, 335, 337, 340, 343, 347, 349, 351, 353, 357, 360, 450, and others as approved by department chair. One off-campus January Term course (398) offered by the department may be counted toward this requirement.
- Elective options: 187, 360, 425, 429, 487, and courses listed above.

While 111, 112 or 113 may be taken more than once, only one credit may be applied toward a Journalism and Media Studies major. Only courses in the major completed with a grade of C- or better may be used to meet prerequisite requirements or count toward the major.

For a minor in Media Studies: 20 credits including 8 credits from 111, 112, 113, 150, and 230; and 12 credits chosen from among 327, 330, 335, 337, 343, 345, 347, 349, 351, 353, 360, 450,

and others as approved by department chair. One off-campus January Term course (398) offered by the department may be counted toward the minor. Courses must be completed with a grade of C- or better to count toward the minor. The Media Studies minor is not available to Journalism and Media Studies majors.

HONORS

The department sponsors a chapter of the journalism and mass communication honor society Kappa Tau Alpha. The Greek letters mean "The Truth Will Prevail." The letters also suggest three English words: knowledge, truth and accuracy. Students are selected as seniors and must rank in the upper 10 percent of the graduating JAMS class based on their overall GPA. Students must have completed at least 5 semesters of coursework and at least 9 credits of professional skills courses in the JAMS department (e.g., media writing, media production, etc.), and they must have at least a 3.000 GPA in their upper-division JAMS courses. The Kappa Tau Alpha Top Scholar Award is given each year to the graduating senior with the highest GPA, and the honoree receives a plaque and a medallion. All KTA initiates receive honor cords, certificates, keypins, and lifetime membership in KTA, and these students are listed in the program at Commencement.

ORGANIZATIONS

Faculty in the Journalism and Media Studies department advise three student media organizations:

- The Linfield Review is the independent, student-operated news website.
- Wildcat Radio is the student-operated audio streaming and podcasting organization.
- Wildcat Productions is the student-operated video production organization.

The department encourages its students to participate in the activities of these organizations.

SCHOLARSHIPS

Each year the department awards the J. Richard and Evelyn Nokes Scholarship to an outstanding junior in journalism. The scholarship, designed to contribute to the funding of the senior

year of study, is awarded on the basis of a student's academic record and promise in journalism.

The Charlotte Filer Linfield University Journalism Scholarship is awarded annually to assist worthy Journalism and Media Studies students. Preference is given to students from Dayton, Oregon.

The John E. Buchner Endowed Scholarship is awarded annually to a student in good academic standing who demonstrates a commitment to student-body communication activities, such as the student newspaper, the student radio station, university social media, new media or other university-sanctioned campus communication involving writing, design or public relations.

PARACURRICULAR COURSES

JAMS 011 Journalism Practices – Application of journalistic skills through work on student media. *1 credit. (EL)*

JAMS 012 Electronic Media Practices – Introduction to electronic media programming, production, and distribution. Audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at Wildcat Radio or Wildcat Productions. *1 credit. (EL)*

JAMS 013 Sports Media Practices – Fundamentals of sports programming, production, and distribution for electronic media. Introduction to sports programming practices, audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at Wildcat Radio, Wildcat Productions, and/or Linfield Sports Information. *Prerequisite: Consent of Instructor. 1 credit. (EL)*

COURSES

JAMS 111 Journalism Practices – Application of journalistic skills through work on student media. *1 credit. (EL)*

JAMS 112 Electronic Media Practices – Introduction to electronic media programming, production, and distribution. Audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at Wildcat Radio or Wildcat Productions. *1 credit. (EL)*

JAMS 113 Sports Media Practices – Fundamentals of sports programming, production, and distribution for electronic media. Introduction to sports programming practices, audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at Wildcat Radio, Wildcat Productions, and/or Linfield Sports Information. *1 credit. (EL)*

JAMS 150 Living in a Media World – Introduction to social, political, and economic roles of the media in the United States. Discussion of development and technology of media industries, including online and social media, newspapers, magazines, books, music, television, film, video games, journalism, advertising and public relations. *3 credits. (IS or US)*

JAMS 175 Introduction to Media Writing – Introductory survey of writing styles used by media professionals, including print, broadcast, public relations, blogs, and social media. Emphasis on grammar, style, and structure. \$15 lab fee. *Prerequisite: consent of instructor. Recommended: 150. 4 credits.*

JAMS 180 Multimedia Storytelling – Fundamentals of storytelling for interactive multimedia channels, including blogs and social media. Introduction to a variety of story forms and structures, and how forms and structures change for different audiences and delivery systems. Work with basic production tools and techniques for creating and distributing text, image, audio, and video content. \$30 lab fee. *Prerequisite: consent of instructor. Recommended: 150. 4 credits.*

JAMS 187 Career Preparation – Training and preparation for internships and careers in the media and communication fields. Preparation of a resumé, cover letter and portfolio. Practice and preparation for interviews and networking. Research skills pertinent to searching for internships and jobs. For Journalism and Media Studies majors and Media Studies minors. *Prerequisites: 150 and INQS 125, or consent of instructor. 1 credit.*

JAMS 230 Media Theory and Criticism – Introduction to theoretical perspectives and analytical techniques used in the critique of media production, content, and audiences. Critical study of media organizations, media representations, the political role of media, media effects on audiences, and contemporary journalism. Development of research skills and use of scholarly texts. *Prerequisites: 150 and INQS 125. 4 credits.*

JAMS 321 Topics in Media Production – Selected topics in the production of media content for distribution through a variety of channels. Topics and media vary and may include print, photography, audio, video, or interactive multimedia. Lab and/or seminar format as appropriate to course topic. May be repeated once for credit with different topic. \$45 lab fee. *Prerequisite: 180 or consent of instructor. 4 credits.*

JAMS 327 Introduction to Film (also listed as ENGL 327) – The tools of visual literacy. Responding to and evaluating cinema as art and as mass media. The vocabulary of film-making and film criticism. Sample topics: genre analysis, directorial study, international film industry, film narrative. *Prerequisite: INQS 125. 4 credits.*

JAMS 330 Media History – The role of the media in the development of the American nation and culture. Includes history of newspapers, books, radio, video, film, advertising, and public relations and their interactions with political, social, and cultural institutions. *Prerequisite: INQS 125. 4 credits. (VP)*

JAMS 335 Media Ethics – Structures, concerns, and issues in media industries, including responsibility, confidentiality, privacy, attribution, objectivity, conduct codes, accountability, and the public interest. *Prerequisite: INQS 125. 4 credits. (UQ)*

JAMS 337 Media and the Law (also listed as POLS 337) – Legal, regulatory, and ethical issues involving print and broadcast media and the Internet, including libel, obscenity, invasion of privacy, shielding of sources, freedom of the press, copyright, and government regulation. *Prerequisite: INQS 125. 4 credits.*

JAMS 340 Media and Popular Culture – The role of the media in the origins, development, and dissemination of American popular culture. Consideration of elite critiques of popular culture. Analysis of popular cultural manifestations in films, television, comic books, recorded music, and other media. *Prerequisite: INQS 125. 4 credits.*

JAMS 343 Social Media Theory and Practice – Exploration of social media technologies, such as Facebook and Twitter, and their applications in journalism and public relations. Study of the history, function, economics, psychology, and sociology of social media as theorized by communication scholars. Hands-on experience in the planning and implementation of ethical and effective social media strategies for journalists and public relations practitioners. *Prerequisites: 150, INQS 125, and sophomore standing. 4 credits.*

JAMS 347 Principles of Public Relations – Development and role of public relations in mass communication discipline and professions. Contributions of mass communication, public opinion and persuasion theories to public relations. Importance of ethics and social responsibility in practice. Public relations research techniques, planning, strategic analysis and application in a variety of situations and organizations, including government, corporate, and not-for-profit. *Prerequisite: INQS 125. Offered fall. 4 credits. (IS)*

JAMS 349 Principles of Advertising – Introduction to field of advertising and its importance to mass communication. Research techniques, strategic planning, audience segmentation, creative development, media planning, implementation and evaluation of advertising effectiveness. Analysis of social effects of advertising, what makes an ad effective, and importance of ethics and social responsibility in advertising. *Prerequisite: 150 or consent of instructor. 4 credits.*

JAMS 351 Principles of Journalism – Overview of journalism theory and practice with particular emphasis on its role in a democratic society. Use of current issues as springboard for discussion of technological trends, economics and social responsibility of the news media. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (US)*

JAMS 353 Political Communication (also listed as POLS 353) – The uses and functions of communication in modern democracies. Exploration of dilemmas involved in communicating political information to the citizenry and the role of citizens in the broader political communication system. *Prerequisite: Sophomore standing or higher. 4 credits. (IS)*

JAMS 357 Environmental Communication and Advocacy (also listed as ENVS 357 and COMM 357) – See ENVS 357. *4 credits.*

JAMS 360 Topics in Journalism and Media Studies – Selected topics in media production, content, and sociocultural impact, which may include new innovations and involve advanced study. Topics will vary and may include Sports and the Media; Media, War, and Culture; Advanced Audio Production; or Advanced Photojournalism. Lecture, seminar, and/or lab format as appropriate to course topic. May be repeated once for credit with different content. *Prerequisite: INQS 125. 4 credits.*

JAMS 370 Public Relations Writing – Advanced-level laboratory and field course creating and producing written materials used in public relations, including press releases, public service announcements, brochures, newsletters and speeches. \$15 lab fee. *Prerequisites: 175, 230, and 347. Offered spring. 4 credits. (MWI)*

JAMS 375 Reporting – Advanced-level field experience course emphasizing story ideas, sources, ethics, and legal questions. Reporting for local paper, lectures and discussions, consultations. \$15 lab fee. *Prerequisites: 175 and 230. 4 credits. (MWI)*

JAMS 377 Feature Writing – Advanced-level laboratory and field course, researching and writing feature articles suitable for publication in magazines, newspapers and online news sites. Covers elements that distinguish feature articles from other kinds of writing, different types of feature articles, and the processes of researching, writing and selling articles. \$15 lab fee. *Prerequisites: 175 and 230. 4 credits. (MWI)*

JAMS 378 Electronic Media Writing – Advanced-level laboratory and field course. Theory and practice of writing for audio, video, and online channels. Covers techniques for writing news, features, commentary, and persuasive content for electronic media. \$15 lab fee. *Prerequisites: 175 and 230. 4 credits. (MWI)*

JAMS 425 Advanced Video – Advanced studies of critical and technical skills in video production. Students undertake

individual projects. Assist faculty members in the classroom and media production facilities as peer instructors. *Prerequisite: consent of instructor. 4 credits.*

JAMS 429 Advanced Interactive Multimedia – Advanced studies of critical and technical skills in interactive multimedia. Students undertake individual projects. Assist faculty members in the classroom and media production facilities as peer instructors. *Prerequisite: consent of instructor. 4 credits.*

JAMS 447 Public Relations Research and Campaigns – Advanced seminar combining theory, research, and practice in public relations. Development of a public relations program. Design, implementation, and analysis of social science research; public relations, mass communication, and public opinion theory; application of public relations principles, strategies, and techniques through experiential learning. *Prerequisites: 347 and 370, or consent of instructor. 4 credits.*

JAMS 450 Media Research Methods – Survey and practice of quantitative and qualitative social science research methods used by media scholars and professionals to answer theoretical and applied questions. *Prerequisites: 150, INQS 125, and sophomore standing; or consent of instructor. 4 credits.*

JAMS 480 Independent Study – Advanced study in the journalism and media studies disciplines. *Prerequisite: consent of department chair. 1-4 credits.*

JAMS 485 Senior Capstone – Capstone seminar for majors, integrating theoretical and practical aspects of the curriculum. Includes intensive examination of recurrent and new issues in journalism and media studies, self-assessment, preparation of a portfolio, development of an advanced media or research project tailored to the interests of the student, and oral presentations of the portfolio and project. *Prerequisites: senior standing and consent of instructor. Offered spring. 4 credits.*

JAMS 487 Internship – Supervised work at a newspaper, magazine, broadcast station, or public relations, marketing or advertising agency or department, or other approved media outlet. Arranged through the department by individual students. May be taken multiple times up to a cumulative 4 credits. *Prerequisite: consent of instructor. 1-4 credits.*

JANUARY TERM OFF-CAMPUS COURSES

JAMS 398 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Most recent topic offered has been media in the European Union. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

JAMS 015 Social Media Content and Strategies – Introduction to social media platforms, content, and strategies, including social media planning, distribution platforms, business practices, legal and policy issues, professional standards and methods. *1 credit. (EL)*

LAW, RIGHTS, AND JUSTICE

Coordinator

Nicholas Buccola, Ph.D. (on Sabbatical spring 2021)

The Law, Rights, and Justice major and minor encourage students interested in law to connect legal theory with legal practice, to explore law through the lenses provided by multiple disciplines, to think critically about the relationship between law, rights, and competing conceptions of justices, and to combine liberal learning with career aspirations.

STUDENT LEARNING OUTCOMES

In successfully completing the Law, Rights, and Justice major, a student will:

- exhibit a fundamental grasp of the major reasons that have been offered in defense of the rule of law, individual rights, and competing conceptions of justice;
- exhibit a fundamental grasp of the major reasons that have been offered in critique of the rule of law, individual rights, and competing conceptions of justice;
- think critically about the connections and tensions between the rule of law, individual rights, and competing conceptions of justice;
- learn how to ask meaningful questions about law, rights, and justice;
- communicate with clarity and precision in response to meaningful questions about law, rights, and justice.

In successfully completing the Law, Rights, and Justice minor, a student will:

- exhibit a fundamental grasp of the major reasons that have been offered in defense of the rule of law, individual rights, and competing conceptions of justice;
- exhibit a fundamental grasp of the major reasons that have been offered in critique of the rule of law, individual rights, and competing conceptions of justice;
- think critically about the connections and tensions between the rule of law, individual rights, and competing conceptions of justice;
- ask meaningful questions about law, rights, and justice;
- communicate with clarity and precision in response to meaningful questions about law, rights, and justice.

REQUIREMENTS

The Law, Rights, and Justice major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in the course catalog.

For a major in Law, Rights, and Justice: Completion of 12 courses, including PHIL 365, POLS 225 or 320, 230, 487, 489 and 490, 498; at least three electives from COMM 340, 455, ENGL 301, 304, 305, HIST 252, 267, 276, JAMS 335, PHIL 170, 180, 190, 210, 215, 306, 320, 360, 370 (with approval from program coordinator), 380, 460, POLS 310, 312, 313, 320, 330, 365, 380, RELS 120, 309, 342; at least three electives from BNSS 340, 435, 440, ECON 352, ENVS 202, 300, 325, HIST 120, 121, 124, 125, 152, 153, 154, 200, 201, 210, 215, 248, 249, 314, 318, 320, 322, 325, 335, 345, 353, 355, 379, 463, JAMS 337, POLS 201, 225, 315, 325, 326, 335, 360, 362, SOAN 265, 470, SOCL 201.

At least three of your elective courses must be at the 300 or 400 level. Students may not double major in Political Science and Law, Rights, and Justice. If a student believes a course not listed above might be an acceptable alternative, he or she should check with the coordinator of the program.

For a minor in Law, Rights, and Justice: Completion of 6 courses, including POLS 220 or PHIL 365, and POLS 225 or 320; at least one elective from COMM 340, 455, ENGL 260, 301, 304, 305, 365, HIST 252, 267, 276, JAMS 335, PHIL 170, 180, 190, 210, 215, 306, 320, 360, 370 (with approval from program coordinator), 380, 460, POLS 310, 312, 313, 330, 380 (subject to approval depending on the topic), RELS 309, 342; at least one elective from POLS 201, 225, 315, 325, 326, 335, 360, 362, BNSS 340, 435, 440, ECON 352, ENVS 202, 300, 325, JAMS 337, HIST 120, 121, 124, 125, 152, 153, 154, 200, 201, 210, 215, 248, 249, 314, 318, 320, 322, 325, 335, 345, 353, 355, 379, 463, SOAN 265, 470, SOCL 201. Elective credits for this minor may not count toward the student's major. No more than three courses from one department may be counted toward the minor. If a student believes a course not listed above might be an acceptable alternative, he or she should check with the coordinator of the program.

LEADERSHIP AND ETHICS ACROSS DISCIPLINES (LEAD)

Coordinators

M. Patrick Cottrell, Ph.D.
Virlena Crosley, D.B.A.

The LEAD minor draws from different disciplines—arts and humanities, social sciences, business—to help students develop versatile skills that will help them adapt to, and shape, the world of tomorrow.

Leadership is a values-driven, collaborative process defined by human interaction across a variety of contexts, from the personal to the professional and from the local to the global. The LEAD minor recognizes that although not everybody will readily identify as a leader, most will be confronted with ethical challenges and complicated problems, need to work well with people from a variety of different backgrounds, and require cross-disciplinary skills to thrive under conditions of complexity and uncertainty.

STUDENT LEARNING OUTCOMES

The LEAD minor equips students to:

- Identify core facets of leadership from different disciplinary and theoretical perspectives.
- Evaluate what it means to lead with integrity, compassion, and ethics in different contexts.
- Reflect on their own attributes as a leader, including examination of core values and identity as applied to the evolving practice of leadership.
- Communicate and collaborate effectively with others from different backgrounds in both individual and group settings.
- Conduct inquiry from multiple human perspectives (historical, cross-cultural, philosophical, creative, gender, scientific), with application to the practice of leadership.
- Apply core liberal arts skills and mindset to diagnose complex problems.

All LEAD minors will complete a course sequence that offers an interdisciplinary introduction to leadership, along with more specialized coursework in communication, ethics, diversity and cultural competency, and elective opportunities.

Minors also complete two practicums where they apply their leadership coursework and training, and a capstone where they construct a portfolio that will help prepare them for the job market.

Taken together, the LEAD requirements aim to prepare our graduates not just to get good jobs, but to make a difference in them. Not just to live full lives, but to find greater meaning in them. Not just to learn and question what makes an enlightened citizen, but to practice this citizenship in their own contexts.

REQUIREMENTS

For a minor: Completion of 6 courses (up to 24 credits) plus a 1-credit Leadership Capstone, and practicum requirements.

The LEAD curriculum consists of the following:

- Core courses (5 credits): 210, 490.

One course from each of the following areas (the same course cannot be used to fulfill the requirement in two different areas).

Communication skills requirement: COMM 140, 230, 233, 335, 340, JAMS/COMM/ENVS 357, POLS 353 or POLS 361.

Ethics requirement: BNMG 415, ENGL 380, JAMS 335, PHIL 180, 215, 365, POLS 220, 330, 362 or RELS 115.

Diversity and cultural competency requirement: ANTH 111, COMM 230, 233, 332, EDUC 302, ENGL 365, a relevant GLCS course with approval from department and minor coordinator, RELS 110, 111, 342, SOAN/GENS 205, SOAN 265 or a relevant course taken abroad with approval from department and minor coordinator.

At least two elective courses from the lists above not used to fulfill a minor requirement or from the following: BNMG 310, 409, 410, 411, ENVS 202, 207, an HHPA 300-level Coaching Theory course, HSCI 420, JAMS 357/COMM 357/ENVS 357, NURS 470, SOAN 470 or SOCL 101. Other courses from any discipline (including INQS and study abroad) may meet an elective requirement with approval from the coordinator of the program and the relevant department.

On-campus practicum (at least one of the following):

- One year of forensics (At least two of COMM 057, 058, 059, 157, 158, 159).
- One year of ASLU.
- One year as a writing fellow.
- One year as RA/RLA/RHA exec.
- Sustainability work (at least two of ENVS 030, 040, and 090).
- Community engagement through the Change Corps or other programs.
- JAMS 112.
- Multicultural center leadership.
- PLACE/Lacroute fellow or equivalent.
- Club/fraternity/sorority leadership.
- Other on-campus practicum experience may count, pending approval from LEAD coordinator.

Off-campus practicum (at least one of the following):

- Off-campus internship (IDST 287 or 397).
- IMPACT internship.
- Service learning practicum (IDST 285).
- Experiential leadership (IDST 012).
- Study abroad (with leadership development plan approved by minor coordinator).
- Major internship.

Note that clinical work would fulfill this requirement for nursing students.

To maintain curricular integrity, 12 credits must be discrete to the minor and cannot be used to fulfill any other degree requirement (major, minor, LC). A minimum of 7 credits must also be taken from upper-division (300-level or above) courses.

COURSES

LEAD 210 Leadership and Ethics Across Disciplines – Exploration of leadership and ethics across disciplines. Identify core facets of leadership from different disciplinary and theoretical perspectives. Evaluate what it means to lead with integrity, compassion, and ethics in different contexts. Activities may include: leadership self-assessment, seminars with guest speakers, skills-training, and self-reflection. *Offered spring. 4 credits. (EL) (IS)*

LEAD 490 Leadership and Ethics Across Disciplines (LEAD) Capstone – Capstone course for LEAD minors. Students reflect on and respond to prompts related to their personal leadership style, how they have applied it to a variety of situations, and how they plan to continue their growth in the future. Portfolio construction and presentation designed to document skill development and translate into professional settings. *Prerequisites: All LEAD minor requirements must be completed or in progress. Offered spring. 1 credit.*

LINGUISTICS

Coordinators

Hillary Crane, Ph.D. • Anthropology
Masayuki Itomitsu, Ph.D. • Global Languages and Cultural Studies

Faculty

David Fiordalis, Ph.D. • Religious Studies
Rachel Norman, Ph.D. • English
Sandra Elena Terra, Ph.D. • Global Languages and Cultural Studies
Jennifer Williams, Ph.D. • Religious Studies

The linguistics minor combines offerings from five departments in the Arts and Humanities and the Social and Behavioral Sciences divisions. Thus it provides an interdisciplinary concentration on the science of language, ranging from descriptive and historical linguistics to socio- and psycholinguistics, language acquisition, semantics, and more. Ideally, that will include at least one year of study in an ancient language and at least two years in a modern one, but linguistics is decidedly not, as is frequently assumed, “just learning lots of languages.” This minor, rooted firmly in the humanities and social sciences, is a rewarding addition to majors in a wide variety of academic disciplines.

STUDENT LEARNING OUTCOMES

Students completing a minor in Linguistics will:

- Learn to describe with some precision the sounds and forms of language as well as the rules that govern language
- Explore the social contexts in which human thought is given meaning through language and language is in turn influenced by those social contexts
- Understand how modern languages have evolved from their ancient forebearers
- Learn how language expresses systems of human interaction, including patterns of migration and settlement history
- Study how humans acquire language and what mechanisms can impair that acquisition
- Assess the viability of endangered languages and the development of pidgins and creoles
- Compare standard written English with its spoken analogues in slang and dialect

REQUIREMENTS

For a minor: Completion of 20-24 credits, including ANTH 111 and ANTH/GLCS 106; two courses chosen from ANTH 341, EDUC 245, and GLSP 270; one course from among RELS 200, RELS 202, RELS 204, and RELS 367; and one course from among GLCH 202, GLFR 202, GLJP 202, GLSP 202, GLSP 370, RELS 200, RELS 202, RELS 204, and RELS 367. At least one

course needs to be at 300- or 400-level. No more than 8 credits from the Linguistics minor may also count toward a student's major. No more than 4 credits from the Linguistics minor may also count toward another minor. Because not every course listed below is offered every year, students minoring in Linguistics must plan carefully in order to fulfill their requirements in a timely fashion.

COURSES

- ANTH 106 Introduction to Linguistics (also listed as GLCS 106) – 3 credits. (IS)
- ANTH 111 Cultural Anthropology – 4 credits. (IS or GP)
- ANTH 341 Language and Culture – 4 credits. (IS or GP)
- EDUC 245 Educational Linguistics and Language Acquisition for ESOL – 3 credits.
- GLSP 270 Spanish in the US – 3 credits. (IS or US)
- GLSP 370 Spanish in the US – 4 credits. (IS or US)
- RELS 200 New Testament Greek – 5 credits.
- RELS 201 Greek Readings – 3 credits.
- RELS 202 Hebrew I – 4 credits.
- RELS 203 Hebrew II: Readings in Biblical Hebrew – 4 credits.
- RELS 204 Elementary Sanskrit I – 4 credits.
- RELS 205 Elementary Sanskrit II – 4 credits.
- RELS 367 Scribes and Schools: Recording Ancient Wisdom – 4 credits. (UQ)

Faculty

Stephen Bricher, Ph.D. (on Sabbatical spring 2021)
 Malek Daaboul, M.S. (Visiting)
 Charles Dunn, Ph.D.
 Michael Hitchman, Ph.D. (Chair)
 Damon Hochnadel, M.S. (Visiting)
 Xiaoyue Luo, Ph.D. (on Sabbatical fall 2020)
 Jennifer Nordstrom, Ph.D.

"Born of [our] primitive urge to seek order in [our] 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.

STUDENT LEARNING OUTCOMES

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.

The data science programs are designed to provide students the mathematical, statistical and computer programming tools necessary to interpret an increasingly data-driven world. The minor is ideal for students from all disciplines who wish to develop strong quantitative skills which can be applied to their area of interest. It will provide a solid foundation that prepares students for further work, whether in graduate study or future employment. Students who complete either a mathematics – data science track major or a data science minor will:

- develop quantitative and analytical skills that are applicable to a wide range of disciplines;

- use data-driven solutions to make and defend informed judgments;
- apply data science to real world problems and communicate their solutions effectively; and
- develop teamwork skills.

REQUIREMENTS

Both the mathematics major and the mathematics – data science track major are available as a bachelor of arts or bachelor of science degree as defined in the section on degree requirements for all majors in this course catalog.

For a major in Mathematics: 42 credits, including 170, 175, 200, 250, 370, 485, and an additional 19 credits in courses numbered 200 or above, at least two courses (minimum 6 credits) of which must be numbered 300 or above. Students planning on graduate study in mathematics should plan their programs with their advisors to include more than the minimum indicated.

For a major in Mathematics – Data Science Track: 44 credits, including 170, 175, 190, 200, 250, 280, 340, 370, 485, COMP 160, one course from MATH 380 or 440, and one course from BIOL 340, COMP 260, PHYS 325, or other approved elective outside MATH, and the remainder of the credits in MATH courses numbered 200 or above.

For a minor in Mathematics: 20 credits, including 170, 175, and 12 credits in courses numbered 200 or above.

For a minor in Mathematics Education: 26 credits, including 135, 136, 140, 170, 230, and at least 6 additional credits in courses numbered 175 or above. Students may substitute 340 for 140 thus reducing the total number of credits needed for the minor to 23.

For a minor in Data Science: 22 credits, including 170, 190, 250, 280, COMP 160, one course from MATH 140 or 340, and the remainder of the credits from BIOL 340, COMP 260, MATH 380, MATH 440, or PHYS 325.

For Oregon Preliminary Teaching Licensure in Mathematics: a student majoring in Mathematics must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

STUDENT RECOGNITION

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

Pi Mu Epsilon (PME), the National Mathematics Honor Society, was founded in 1914 at Syracuse University for the purpose of promoting scholarly activity in mathematics among students. The Linfield University Oregon Epsilon chapter was installed in May 2007. New members are elected to the chapter each year from among those students who have (1) a minimum of 20 credits that count toward a major in mathematics, (2) at least a 3.300 GPA in mathematics major courses, and (3) a university GPA of at least 3.000.

PLACEMENT IN MATHEMATICS COURSES

Placement in mathematics courses is based on the students' previous study. During orientation students complete question-

Mathematics

naires regarding their background in mathematics. Based on the results of the questionnaire, students are guided to the correct course in which to begin their study of mathematics at Linfield. The faculty of the Mathematics Department is available for consultation and assistance in the process.

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

MATH 110 Great Ideas in Mathematics – The beauty and significance of mathematics in the history of human thought. Topics include primes, the pigeonhole principle, the Fibonacci sequence, infinity, chaos and fractals. *Prerequisites: High school algebra I and geometry, or equivalent. Offered spring of even-numbered years. 3 credits. (QR)*

MATH 120 Introduction to Game Theory – Topics in economic game theory including two-person zero-sum games, Prisoner's Dilemma, n -person competitive and cooperative games. Focus on concepts of strategy, fairness, cooperation and defection, utility and individual rationality. The social impact of individual choices. *Prerequisites: High school algebra I and geometry, or equivalent. Offered fall of even-numbered years. 3 credits. (QR)*

MATH 125 Introduction to Voting Theory – Study of voting and elections from a mathematical perspective; examination of preferential voting systems with focus on axioms of fairness; weighted voting systems and indices of power; methods of apportionment, paradoxes, and the Electoral College. *Prerequisites: High school algebra and geometry, or equivalent. Offered fall of odd-numbered years. 3 credits. (QR)*

MATH 135 Mathematics for Elementary School Teachers I – The mathematics of the elementary school. Problem solving, sets and logic, number and numeration systems, whole number operations and their properties, patterns among natural numbers, the art of guessing, fractions, decimals, ratios and proportions, integers, rational and irrational numbers, and the use of calculators. *Prerequisite: MATH 105 or equivalent. 4 credits. (QR)*

MATH 136 Mathematics for Elementary School Teachers II – A continuation of 135. Collection and treatment of data, concepts of probability, measurement, spatial concepts including one, two and three dimensional shapes, congruence, similarity, and transformations. *Prerequisite: 135 or consent of instructor. 4 credits.*

MATH 140 Introduction to Statistics – An introduction to probability and statistics including methods of summarizing and describing data, basics of probability, distribution of random variables and probability distributions including the normal curve, inferential statistics including hypothesis testing and decision making, linear regression and correlation. Additional topics may include chi-square analysis and analysis of variance. *Prerequisite: 105, or high school algebra I and II and geometry or equivalent. 3 credits. (QR)*

MATH 150 Precalculus – Topics in algebra and trigonometry beyond those covered in the second course in high school algebra. Emphasis on concepts, structures and technical competence. Solutions of algebraic equations and inequalities; functions and graphs; exponential, logarithmic, and trigonometric functions; elementary plane analytic geometry. *Prerequisite: 105, or high school algebra I and II and geometry, or equivalent. 5 credits.*

MATH 160 Finite Mathematics with Calculus – Review of algebra including equations, inequalities, functions, graphs, logarithms and exponentials. Topics in finite mathematics including matrix algebra and linear programming. Introduction to differential calculus and use in optimization. Applications in business, economics and the social sciences. *Prerequisite: 105 or equivalent. 5 credits.*

MATH 170 Calculus I – Differential and integral calculus of real functions of one variable. Differentiation, the chain rule, the mean-value theorem, the fundamental theorem, limits and

continuity, curve sketching. Integration by substitution. Application of the derivative and integral to physics and geometry. *Prerequisite: 150 or equivalent. 5 credits.*

MATH 175 Calculus II – A continuation of Calculus I to include further techniques of integration, Taylor approximations, sequences and series. Plane analytic geometry, parametric equations, including polar form. *Prerequisite: 170 or equivalent with a grade of C- or better. 3 credits.*

MATH 190 Data Science Seminar – Presentation and discussion of topics in data science including interdisciplinary problems and techniques, careers, and ethics. *Prerequisites: none. Offered fall. 1 credit.*

MATH 200 Vector Calculus – Functions of several variables; differentiability and continuity; arc length and differential geometry; Taylor's formula; extrema and Lagrange multipliers; multiple integration, line and surface integrals; the theorems of Green, Gauss and Stokes. *Prerequisite: 175 or equivalent. 5 credits.*

MATH 210 Ordinary Differential Equations – First-order equations, including separation of variables and integrating factors; second-order linear equations, including nonhomogeneous techniques, Laplace transforms and power series methods; linear systems, including eigenvalue methods and matrix exponentials; applications to mechanics, physics, chemistry, biology, and economics. *Prerequisite: 175 or equivalent. Offered spring. 4 credits. (QR)*

MATH 220 Introduction to Proofs – Fundamental concepts in abstract mathematics with an emphasis on learning to write mathematical proofs. Topics include logic, sets, relations, functions, proof by contradiction, proof by contrapositive, and mathematical induction. *Prerequisite: 170 or equivalent with grade of C- or better. Offered January term. 3 credits.*

MATH 230 Discrete Mathematics – Topics in the general area of discrete mathematical structures including sets, logic, relations, functions, induction, matrices, basic enumeration, graphs, and Boolean algebra. *Prerequisite: 170 or equivalent with grade of C- or better. Offered fall. 4 credits.*

MATH 250 Linear Algebra – Matrix theory and linear algebra, including real and complex vector spaces, linear transformations and their matrices, systems of linear equations, determinants, similarity, eigenvalues, symmetric and Hermitian matrices. *Prerequisite: 170 or equivalent with grade of C- or better. 4 credits.*

MATH 280 Mathematical Modeling Experience – Participation in the Mathematical Contest in Modeling sponsored by the Consortium for Mathematics and its Applications. Experience solving real world problems using mathematical methods. Formal presentation of project results. May be repeated for credit. *Prerequisite: Consent of instructor. Offered spring. 1 credit.*

MATH 310 Nonlinear ODEs and Dynamical Systems – Non-linear differential equations from a dynamical systems approach. Scalar autonomous equations; elementary bifurcations; linear systems and canonical forms; planar autonomous systems; stability near equilibria including Liapunov functions; periodic orbits and the Poincare-Bendixson theorem; Lorenz equations, chaos and strange attractors; one-dimensional maps including the logistical map. *Prerequisites: 200 and 210, or consent of instructor. Offered fall of even-numbered years. 3 credits. (QR)*

MATH 320 Higher Geometry – Modern exploration of geometries as the study of objects and functions that remain unchanged under allowable transformations. Mobius transformations and their properties; Euclidean, elliptic, and hyperbolic geometries; the geometry and topology of surfaces, including the Gauss-Bonnet Theorem; 3-manifolds and the shape of the universe; connections to topology and group theory will be made, though no background from those areas will be required for this class. *Prerequisites: 175 and at least one of 220, 230, or 250. Offered fall of even-numbered years. 4 credits.*

MATH 330 Combinatorics – Combinatorial theory with focus on techniques of enumeration. Topics include generating functions, recurrence relations, inclusion-exclusion, pigeonhole

principle. Advanced topics selected from posets, lattices, Polya counting, difference sequences, Stirling numbers, and Catalan numbers. *Prerequisites: 175 and at least one of 220, 230, or 250. Offered spring of odd-numbered years. 3 credits.*

MATH 340 Probability and Statistics I – Discrete and continuous random variables; descriptive statistics of a single random variable; the Central Limit Theorem; applications of confidence intervals and hypothesis testing; linear regression. *Prerequisite: 175. Offered fall. 4 credits. (QR)*

MATH 350 Number Theory – Properties of the integers. Divisibility, prime numbers, congruence. Chinese Remainder Theorem, Wilson's Theorem, Euler's Theorem. Emphasis on writing proofs in the context of number theory; mathematical induction. *Prerequisite: 220, 230, or 250. Offered fall of even-numbered years. 3 credits.*

MATH 365 Game Theory – The mathematics of economic game theory. Two-person matrix games and their solutions. The Minimax Theorem, linear programming and the simplex method, Nash equilibria. Topics from non-cooperative and cooperative game theory. *Prerequisites: 175 and 250. Offered spring of odd-numbered years. 3 credits. (QR)*

MATH 370 Elementary Analysis – The analysis of real-valued functions; sequences including Cauchy sequences; limits and continuity including uniform continuity; differentiation, the mean value theorem and Taylor's Theorem; the Riemann integral and the fundamental theorem of calculus. *Prerequisites: 175, at least one of 220, 230, or 250. 3 credits.*

MATH 380 Numerical Analysis – Numerical analysis involving mathematical and statistical methods, use of interactive mathematical software to solve such problems. Topics include: numerical solution of non-linear equations, numerical solution of systems of equations, numerical differentiation and integration, numerical solution of ordinary differential equations, interpolation, curve fitting, analysis of errors. *Prerequisites: 200, and 250 (may be taken concurrently). Offered spring of odd-numbered years. 4 credits.*

MATH 400 Topics in Mathematics – Selected topics not regularly offered at Linfield. *1-5 credits.*

MATH 410 Partial Differential Equations – Fourier series and the methods of separation of variables; Sturm-Liouville problems; Green's functions; the method of characteristics; Laplace, heat and wave equations, and selected applications. *Prerequisites: 200, 210. Offered fall of odd-numbered years. 3 credits.*

MATH 420 Topology – Basic topics in point set topology. Product, quotient and subspace topologies; metric spaces; closed sets and limit points; connectedness; compactness; the separation axioms; introduction to fundamental group and covering spaces. *Prerequisites: 200 and at least one of 220, 230, or 250. Strongly recommended: 370. Offered fall of odd-numbered years. 3 credits.*

MATH 430 Graph Theory – Topics in graph theory including trees, bipartite graphs, Eulerian and Hamiltonian graphs, matchings, connectivity, coloring, planar graphs. Advanced topics selected from Ramsey theory, pebbling, competitive coloring, and matroids. *Prerequisite: 220, 230, or 250. Offered spring of even-numbered years. 3 credits.*

MATH 440 Probability and Statistics II – Multivariate probability distributions; functions of random variables; point estimators; maximum likelihood estimators; theory of hypothesis testing and power; method of least squares. *Prerequisites: 200, 340. Offered spring of even-numbered years. 3 credits.*

MATH 450 Abstract Algebra – Basic algebraic structures; groups, rings, and fields. Cosets, normal subgroups, factor groups, ideals, factor rings, polynomial rings. Homomorphisms and isomorphisms. *Prerequisite: 220, 230, or 250. Offered fall of odd-numbered years. 4 credits.*

MATH 460 Complex Analysis – Complex numbers and functions; the complex derivative; complex integration; Taylor and Laurent series; residue theory; conformal mapping. Selected applications. *Prerequisites: 200, 370. Offered spring of odd-numbered years. 4 credits.*

MATH 470 Real Analysis – Infinite Series of Real Numbers; Infinite Series of Functions including Power Series and Analytic Functions; Topology of Euclidean Spaces; Differentiability on R^n ; Riemann Integration on R^n ; Measurable sets and functions; Introduction to Lebesgue integration and convergence theorems. *Prerequisites: 200, 250, and 370. Offered spring of even-numbered years. 4 credits.*

MATH 480 Independent Study – Study of selected topics under an instructor's guidance. For advanced mathematics majors with a high degree of self-reliance. Periodic written and oral reports and, in most cases, a comprehensive final paper. *1-5 credits.*

MATH 485 Senior Seminar – Department capstone course. Examination of the nature of mathematics and its role within the liberal arts. Focus on reading current mathematics, writing a survey article, and presenting results. *Prerequisites: 370 and senior standing, or consent of instructor. Offered spring. 3 credits. (MWI)*

JANUARY TERM OFF-CAMPUS COURSES

MATH 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Traversing the Eulerian Trail, and Capital Ideas: Mathematics and Culture in Dynastic China and Japan. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

MATH 105 Intermediate Algebra – Number systems and their properties, solving linear and quadratic equations, solving systems of equations, polynomials and factoring, graphing linear and quadratic equations, graphing inequalities, exponents and radicals, operations on rational functions. Should not be needed by students with high school algebra II. *Prerequisite: high school algebra I and geometry, or equivalent. 3 credits.*

MATH 161 Introduction to Finite Mathematics – Review of algebra including linear and quadratic equations, inequalities, functions, graphs. Applications in business,

economics, and the social and behavioral sciences. *Prerequisite: 105 or consent of instructor. 2 credits.*

MATH 162 Finite Mathematics with Calculus – A continuation of 161, including logarithmic and exponential functions, and topics in finite mathematics including matrix algebra and linear programming. An introduction to differential calculus and its use in optimization. Applications in business, economics and the social and behavioral sciences. Completion of both 161 and 162 is the equivalent of 160. *Prerequisite: 161 or consent of instructor. 3 credits.*

MUSIC (INCLUDING DANCE)

Faculty

Anton Belov, D.M.A.
Joan Paddock, D.M.
Andrea Reinkemeyer, D.M.A. (on Sabbatical spring 2021)
Johnandrew Slominski, D.M.A.
Anna Song, Ed.D. (Chair)

The Linfield College Department of Music, accredited through the National Association of Schools of Music, prepares undergraduate students for a lifelong engagement with music as performers, educators, conductors, composers, thinkers, listeners, and writers. Our students thrive in a vibrant intellectual and artistic community, and graduate as well-rounded musicians with a strong liberal arts education rooted in the humanities. Students

- Learn to be effective communicators through performance, analysis, critical thinking, and artistic engagement;
- Acquire proficiency in performance and academic approaches to music;
- Embrace inquiry into creative, expressive, and analytical issues;
- Serve others through music.

STUDENT LEARNING OUTCOMES

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

1. Develop musicianship skills that will serve to instill a lifelong appreciation of music. Students will:
 - a. Create (perform, compose, improvise);
 - b. Perceive (listen and internalize);
 - c. Conceptualize (think, understand, analyze);
 - d. Collaborate (chamber music, large ensembles, peer learning).
2. Investigate the role and significance of music in history and explore its intersection with other cultures and disciplines from a variety of perspectives. Students will:
 - a. Identify/describe styles and periods of western music and music cultures of the world within cultural, political, and socio-economic contexts;
 - b. Demonstrate critical thinking and analysis through written and oral presentations;
 - c. Develop an understanding and appreciation of significant musical accomplishments and contributions of diverse/marginalized groups.
3. With faculty guidance, complete a capstone project tailored appropriately to the student's area/s of interest and specialization. Capstones may include
 - a. A written thesis or significant research project and presentation;
 - b. A senior recital demonstrating competency in performing a broad range of styles;
 - c. A lecture-recital that combines elements of research, written thesis, and/or performance;
 - d. A composition portfolio presented publicly;
 - e. An interdisciplinary project.

REQUIREMENTS

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

For a major: 48 credits comprised of 210, 211, 310, 311, and 233. In addition, two music history courses from 354, 356, or 357, and one music history course from 251, 253, or 355; seven credits over seven semesters of required ensemble participation; six credits over six semesters of required applied lessons; a senior capstone; and four elective credits in music. The senior capstone is a 3-credit unit comprised of 490 (3 credits), or 491 (1 credit) concurrent with 403 (2 credits), or 492 (1 credit) concurrent with 403 (2 credits). Pass the second-year proficiency exam and a major standing jury prior to final admission to the music major. Also recommended is a demonstration of keyboard proficiency by passing the keyboard skills sequence of courses with grade of C or better.

For a minor: 22 credits comprised of 210, 211, 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.

For an Oregon Preliminary Teaching Licensure in Music a student majoring in Music must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

AWARDS

Outstanding music students are recognized at the annual award ceremony. Graduating seniors are also eligible for awards in leadership, performance, and scholarship.

PARACURRICULAR COURSES: DANCE

Repeatable for credit. No more than four paracurricular courses from a single department may be counted toward graduation.

MUSC 070 Linfield Dance Ensemble – Meets three hours each week. *1 credit. (EL)*

MUSC 071 Beginning Modern Dance Technique – Basic modern dance skills, concepts, and techniques. Awareness of movement, physical strength and coordination of the body and proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 072 Intermediate Modern Dance Technique – Continuation of studies begun in 071. Two hours each week. *Prerequisite: 071 or consent of instructor. 1 credit. (EL)*

MUSC 073 Beginning Tap Dance – Basic tap dance skills including flap, shuffle, pull back, riffs, time steps, and breaks. Analysis of rhythm through movement. Combining steps into phrases and short dances. Two hours each week. *1 credit. (EL)*

MUSC 074 Beginning Jazz Dance Technique – Basic jazz dance skills, concepts and techniques. Awareness of movement, physical strength and coordination of the body, and proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 075 Beginning Ballet Technique – Basic ballet skills, concepts and techniques. Awareness of movement, physical strength and coordination of the body, focus on proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 076 Intermediate Ballet Technique – Continuation of studies begun in 075. Two hours each week. *Prerequisite: 075 or consent of instructor. 1 credit. (EL)*

MUSC 079 Intermediate Tap Dance – Basic tap dance skills, concepts and techniques developing more complex skills and routines. Two hours each week. *1 credit. (EL)*

MUSC 080 African Dance – An introduction to specific dances from various countries in Africa. Introduces fundamental

movements and rhythms from many different styles of traditional African dance. Builds technique and flexibility. *1 credit. (EL)*

MUSC 084 Intermediate Jazz Dance Technique – Continuation of studies begun in 074. Two hours each week. *Prerequisite: 074 or consent of instructor. 1 credit. (EL)*

COURSES: DANCE

MUSC 102 Applied Lessons: Dance – Available to intermediate/advanced dance students seeking to continue and expand their dance education with focused attention to individual goals. Thirty minutes each week. \$50 fee. *Prerequisites: one dance class from MUSC 070-084 and permission of instructor. 1-2 credits. May be repeated for credit. Multiple sections may be offered.*

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 at www.linfield.edu/music/ensembles.html.

See the costs section for a full explanation of Applied Lesson fees.

For students taking applied instruction, one credit is given for each half hour of private lessons per week. Music majors generally take an hour lesson per week; other music students (including non-majors) take a half-hour lesson per week. Students in all performance areas meet regularly for a repertoire class in which they perform for each other.

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

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

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

PARACURRICULAR COURSES: MUSIC

MUSC 040 Beginning Class Piano – Skills on note reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation and sight-reading. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 041 Intermediate Class Piano for Non-majors – Performance of keyboard repertoire from folk to classical. Broadens skill development begun in 040. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 042 Beginning Class Voice – Basic vocal technique for beginning singers. Performance for other students in informal classroom setting. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 044 Beginning Class Guitar – Development of basic guitar performance skills; music notation and terminology; technique; performance and interpretation; repertoire in classical guitar. Two hours each week. Cannot be audited. *1 credit. (EL)*

MUSC/HHPA 095 Marching Band – Para-curricular course designed for students in any major. Marching band, consisting of dance team, color guard, drumline, twirlers, wind, and brass performers, is an athletic band meaning that there is a focus on both musical and physical performance. Performs at athletic events (football and basketball primarily), as well as special events on and off campus. Open to all students interested in performing in a collegiate level athletic band, no prior experience required.

MUSC 095 is not a substitute or equivalent for MUSC 110. *Consent of Marching Band director required. Offered every semester. (EL)*

COURSES: MUSIC

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

Applied Lessons

Applied lessons and usage fees are applied to the following: see the Costs section.

MUSC 101 Applied Music for Non-majors – Private, individual instruction in composition, voice, piano, brass, winds, guitar, or strings designed for non-music students. Open to all students. \$665/credit course fee. *1-2 credits (1 credit = weekly half-hour lessons; 2 credits = weekly hour lessons).*

MUSC 202 Applied Music for Minors – Private individual instruction for Music Minors in composition, voice, piano, brass, winds, guitar, or strings. Weekly half-hour lessons. Must register for and attend a co-requisite Applied Music Performance or Composition Seminar. This zero-credit lab meets weekly for one hour. Jury examination at the end of each semester during first four semesters of study. \$335 course fee. *1 credit.*

MUSC 203 Applied Music for First and Second Year Majors – Private individual instruction for first and second year Music Majors in composition, voice, piano, brass, winds, guitar, or strings. First and second year Majors preparing for Major Standing juries in the spring should register for 2 credits (weekly one hour lessons). Music majors studying secondary performance areas should register for 1 credit (half-hour lesson). Must register for and attend a co-requisite Applied Music Performance or Composition Seminar. This zero-credit lab meets weekly for one hour. Jury examination at the end of each semester. *1-2 credits.*

MUSC 403 Applied Music for Third and Fourth Year Majors – Upper Division Applied Music for Third and Fourth Year Music Majors. Must register for and attend a co-requisite Applied Music Performance or Composition Seminar. This zero-credit lab meets weekly for one hour. Jury examination at the end of each semester. *Prerequisite: passed Major Standing and Second-Year Proficiency Exam. (Students presenting a recital as their senior capstone must take 2 credits in their major area during that semester.) 1-2 credits.*

Courses

MUSC 100 Music Fundamentals – Elementary aspects of notation: pitch, scales, intervals, keys and key signatures, note value, meter, time signatures, triads and rhythm. *3 credits. (CS)*

MUSC 108 Wildcat Men's Glee Club – All-male chorus consisting of singers from across campus and community; performance of variety of musical styles written for male voices; focus on building healthy singing technique and ensemble musicianship. Most performances on or near campus. Full-year commitment in ensemble is recommended. No audition required. *1 credit.*

MUSC 109 Cascara Voce – Vocal ensemble comprised of treble singers from across campus; performance of variety of musical styles written for treble voices; focus on building healthy singing technique and ensemble musicianship. Most performances on or near campus. Full-year commitment in ensemble is recommended. No audition required. *1 credit.*

MUSC 110 Concert Band – *Prerequisite: advisory audition. 1 credit.*

MUSC 111 Jazz Choir – *Prerequisite: audition. 1 credit.*

MUSC 112 Jazz Band – *Prerequisite: audition. 1 credit.*

MUSC 113 Wind Symphony – *Prerequisite: advisory audition and corequisite 110. 1 credit.*

MUSC 115 Chamber Ensembles – Instruction in the art of small ensemble performance of established repertoire for brass,

Music

percussion, piano, strings, guitar, woodwind, and/or mixed chamber music. Fulfills ensemble requirement for Strings and Guitar majors/minors. *Prerequisite: audition. 1 credit.*

MUSC 117 Concert Choir – *Prerequisite: audition. 1 credit.*

MUSC 119 Opera Theatre – Performance of opera and musical theatre scenes. Rehearsal one hour per week, increasing to more intense schedule prior to performance. *Offered spring. 1 credit.*

MUSC 120 Ensemble Education – Rehearse and perform intermediate/advanced chamber music with professional mentor musicians. *Prerequisites: Audition. 1 credit.*

MUSC 131 Understanding Music – Materials, forms, and vocabulary used in music. Styles and genres of music literature. Representative composers from each historical period. Development of listening skills. *3 credits. (CS)*

MUSC 135 Understanding Jazz – The essence of jazz music. Knowledgeable listening. Historical and sociological background of jazz and the people who created it. *3 credits. (CS or US)*

MUSC 137 American Popular Music – Study and appreciation of American Popular Music through multicultural and social perspectives. African, European, Asian, Latin, and Native-American influences on American Popular Music of the twentieth and twenty-first centuries including Jazz, Rock, Ska, Reggae, Hip Hop, Rhythm & Blues, Salsa, Heavy Metal, etc. *3 credits. (CS or US)*

MUSC 140 Beginning Keyboard Skills – For music majors. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. *Prerequisite: consent of instructor. 1 credit.*

MUSC 141 Intermediate Keyboard Skills – For music majors. A continuation of 140 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. *Prerequisite: consent of instructor. 1 credit.*

MUSC 210 Musicianship I – First semester core requirement for all music majors and minors. Learning modules introduce essential musicianship skills in aural perception, sight singing, notation, theory, improvisation, keyboard playing and analysis. Preparation for first-year proficiency exam taken by music majors in spring semester. *Prerequisites: Knowledge of note names in treble and bass clef and ability to perform basic rhythms. 4 credits.*

MUSC 211 Musicianship II – Second semester core requirement for all music majors and minors. Continued study of musicianship skills in aural perception, sight singing, notation, theory, improvisation, keyboard playing and analysis. Beginning composition exercises. Preparation and review for first-year proficiency exam taken by music majors in spring semester. Must be taken in one-year sequence following MUSC 210. *Prerequisite: Grade of C or better in MUSC 210. 4 credits.*

MUSC 212 Songwriting – The craft of songwriting through collaboration on original music and lyrics. Examination of the role of song as an expression of modern life in the United States. *Prerequisites: MUSC 100 or MUSC 210. 3 credits. (US)*

MUSC 225 Music and Technology – Introduction to the practical application of computers, synthesizers and audio equipment in classical and popular music. *Prerequisite: MUSC 100 or MUSC 210, or consent of the instructor. 3 credits.*

MUSC 233 Music History and Literature: An Introduction – Primarily for music majors, minors, and students with strong backgrounds in music. In-depth as well as broad coverage of the following: materials, forms, and vocabulary used in music; styles and genres of music literature; representative composers from each historical period; development of listening skills. *Prerequisite: 210 or consent of the instructor. 3 credits. (CS or VP)*

MUSC 234 Lyric Diction – Phonetic study of Italian, French, and German. Emphasis on applying diction skills through per-

forming solo voice repertoire. *Corequisite: Applied Music – Voice. 3 credits.*

MUSC 240 Advanced Keyboard Skills I – For music majors. A continuation of 140/141 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. *Prerequisite: consent of instructor. 1 credit.*

MUSC 241 Advanced Keyboard Skills II – For music majors. A continuation of 240 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. *Prerequisite: consent of instructor. 1 credit.*

MUSC 243 Basic Conducting – Study of and experience with the basic techniques of choral and instrumental conducting. *Prerequisite: 211 or consent of instructor. 2 credits.*

MUSC 251 American Sense in Sound – A study of the three main areas of American contribution to the world's music: classical music, musical theatre, and jazz. *3 credits. (CS or US)*

MUSC 252 Drumwise: Historical, Sociological, Musical, and Wellness Perspectives on Drums, Drummers, and Drumming – Exploration of history of the drum and its uses in many cultures including Europe, Asia, Africa, Central America, South America, Oceania, and North America. Research of evidence-based use of drumming and drum circles in business contexts, education, community building, health and wellness, conflict resolution, reconciliation, and music therapy. Survey of materials and “hands-on” class participation for skill building in drumming and facilitation. Experience in planning, implementing, and facilitating a community drum circle. \$50 Course Fee. *Offered spring. 3 credits. (CS or GP)*

MUSC 253 Music Cultures of the World – An introduction to the study and appreciation of music in selected non-western cultures of the world. *3 credits. (CS or GP)*

MUSC 310 Musicianship III – Required second year Musicianship sequence for Music Majors. Continued study of harmony and introduction to formal analysis. Ear training, sight singing, improvisation, and keyboard playing. Intermediate exercises in composition. Preparation for Second-Year Proficiency Exam in spring. *Prerequisites: Grade of C or better in MUSC 211 and passing all portions of the First-Year Proficiency Exam. 4 credits.*

MUSC 311 Musicianship IV – Required for music majors. Advanced study of harmony and intermediate exercises in formal analysis. Ear training, sight singing, improvisation, and keyboard playing. Advanced exercises in composition. Preparation and review for second-year proficiency exam for music majors. *Prerequisites: Grade of C or better in MUSC 310. 4 credits.*

MUSC 312 Musicianship for Elementary Teachers – Background for planning enjoyable educational musical experiences in the classroom. Meets the Oregon Department of Education requirement for preparation of classroom teachers for music teaching. Should be taken prior to student teaching. \$30 lab fee. *3 credits. (CS)*

MUSC 349 Art Song – A detailed study of the art song repertoire including the German Lied; French melodie; Russian song of the Romantic Period; and contemporary American art song. *3 credits.*

MUSC 354 Music History: 20th Century Music – Musical style, forms, composers, and media. Performance practice of compositions from the 20th century. *Prerequisites: 310 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 355 Women in Music (also listed as GENS 355) – A study of art and popular music to create awareness and inform attitudes about women's contributions. Topics include performers and composers, characterizations of women in music literature,

current gender ideology, and past and present cultural values affecting women's participation in music. *3 credits. (CS or GP)*

MUSC 356 Music History: Medieval, Renaissance, and Baroque Eras – Music literature, style, forms, composers, media, and performance practices of music through 1750. *Prerequisites: 211 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 357 Music History: Classic and Romantic Eras – Musical styles, forms, composers, media, and performance practice of music from 1750 to 1900. *Prerequisites: 211 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 375 History of the Broadway Musical (also listed as THTR 375) – Historical, theatrical, musical, and movement analysis of Broadway musical theatre. Focus on plot, character, musical style, and movement. Examination of the ways race, ethnicity, gender, sexuality, and ability are represented and investigated in musicals. Offered spring of even-numbered years. \$45 fee. *Prerequisites: None. Offered spring of even-numbered years. 4 credits. (CS or US)*

MUSC 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. *Prerequisite: Application and consent of instructor. 1-3 credits. (S/U)*

MUSC 443 Advanced Conducting – Advanced techniques in choral and instrumental conducting. Score selection with in-depth analysis. Includes final conducting project with selected group. *Prerequisite: 243. 2 credits.*

MUSC 447 Vocal Pedagogy – Development and practical application of techniques for teaching voice/choir in the classroom and private studio. Research and observation, with experience teaching fellow students. Three hours each week. *Prerequisite: consent of instructor. Offered in alternate years. 2 credits.*

MUSC 480 Independent Study – Advanced study and/or research in theory, applied music pedagogy, musicology, or music education. *Prerequisite: consent of instructor. 1-5 credits.*

MUSC 487 Internship – *1-5 credits. (EL)*

MUSC 490 Senior Thesis – Advanced study on a topic of special interest to the student, generally in the form of research or musical analysis. *Prerequisite: consent of instructor. 3 credits. (MWT)*

MUSC 491 Senior Recital – Preparation and presentation of applied music or composition repertoire in the student's applied area, under the instructor's supervision. *Prerequisite: three years of prior applied study or equivalent. Recital subject to pre-recital jury examination before public presentation. 1 credit. (MWT)*

MUSC 492 Senior Project – Final culminating project for Music Composition-Theory students. May focus on a significant composition for multiple instruments and/or voice with a supporting paper, a set of pieces composed for a specific purpose with presentation and supporting paper, a theoretical issue in music theory with paper and presentation of findings, or a lecture-recital. *1 credit. (MWT)*

JANUARY TERM OFF-CAMPUS COURSES

MUSC 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. January Term music classes have been offered in the Middle East, Asia, Africa, Europe, and the Caribbean. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

NEUROSCIENCE

Coordinator

Chad Tillberg, Ph.D. • Biology

Faculty

T. Lee Bakner, Ph.D. • Psychology

Shanna Bowman, Ph.D. • Biology

Sarah Coste, Ph.D. • Health, Human Performance and Athletics

Kay Livesay, Ph.D. • Psychology

The Neuroscience minor is intended to introduce students to the rapidly expanding field that seeks in-depth understanding of the brain and nervous system. This minor is suitable for students in any field who wish to understand the neurological underpinnings of complex phenomena such as behavior, cognition, and emotion. Coupled with the student's major, the neuroscience minor will provide a solid foundation for further study or for application in a career setting.

STUDENT LEARNING OUTCOMES

In successfully completing a minor in Neuroscience, a student will:

- Understand the basic molecular, cellular, and anatomical structures of the nervous system;
- Relate these structural elements to their proximate functions, as well as to the emergent behavior of the whole nervous system;
- Integrate relevant theories from multiple fields within biology and psychology to construct a holistic understanding of the nervous systems;
- Explore modern experimental and analytical methodologies in biology and psychology with relevance to neuroscience;

- Relate their understanding of nervous systems to pertinent societal issues, such as neurodegenerative disorders, mental health, and drug use.

REQUIREMENTS

For a minor: 24-25 credits consisting of: PSYC 101, BIOL 210, 211, BIOL/HHPA/PSYC 260 and two of the following: BIOL 340, 400, 410, 420, 441, PSYC 282, 325, 382 or 389.

Biology and Biochemistry majors must take two elective courses outside of the Biology major.

Psychology majors must take at least one elective course outside of their major.

COURSES

PSYC 101 Survey of Psychology – 4 credits.

BIOL 210 Principles of Biology – 4 credits.

BIOL 211 Principles of Biology – 4 credits.

BIOL/HHPA/PSYC 260 Fundamentals of Neuroscience – 4 credits.

BIOL 340 Bioinformatics – 4 credits.

BIOL 400 Molecular Cell Biology – 5 credits.

BIOL 410 Animal Behavior – 4 credits.

BIOL 420 Animal Development – 4 credits.

BIOL 441 Biochemistry – 4 credits.

PSYC 282 Introduction to Biopsychology – 4 credits.

PSYC 325 Drugs and Behavior – 4 credits.

PSYC 382 Seminar in Biopsychology – 4 credits.

PSYC 389 Cognitive Neuroscience – 4 credits.

PHILOSOPHY

Faculty

Kaarina Beam, Ph.D.
Leonard Finkelman, Ph.D.
Jesús Ilundáin-Agurruza, Ph.D. (Chair)

A mind trained to view an issue with critical analysis, logical consistency, and creative problem-solving is indispensable in dealing with the complexities and ambiguities of contemporary society. A liberal arts education provides various avenues for achieving these proficiencies, but there is no more direct way to achieve them than through philosophical study. The student of philosophy acquires an appreciation of the history of ideas and the penetrating and perennial questions raised in philosophical works.

The Department of Philosophy provides opportunities to study works from the major schools of philosophical thought that have informed that way that we understand and engage the world around us. At the same time, a breadth of exposure to diverse and applied philosophical perspectives is emphasized in the curriculum.

The Department of Philosophy offers an engaging educational experience in which the emphasis is not on information retrieval but upon the dialectical processes through which students learn to critically read, listen, think, and question, as well as to identify and develop deliberately informed courses of action.

Course offerings in the department emphasize: the development of the capacity to think and write clearly, coherently, and creatively; the opportunity to explore both the diverse and shared philosophical ideas which constitute the intellectual heritage of the world; the development of a synoptic view of life through the integration of insight derived from studies in the sciences and humanities; and opportunities for students to formulate and develop their own deliberately informed positions in relation to the perennial questions and pressing concerns of contemporary life.

STUDENT LEARNING OUTCOMES

In successfully completing a major in philosophy, a student will:

- Develop a competence in principles of correct reasoning;
- Demonstrate competence in understanding at least two major historical periods in Western philosophy;
- Demonstrate competence in understanding at least two topical areas in philosophy;
- Develop competence in understanding major motifs in both Western and non-Western philosophy; and
- Demonstrate an ability to analyze and construct philosophical arguments through the writing of analytic and creative research papers and reflection essays.

REQUIREMENTS

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

For a major: 40 credits in the department, including 490 and either 190 or 170, and at least two courses in the history of philosophy series (230, 350, 370, 430, 460) and two in topics (210, 215, 245, 270, 280, 285, 306, 320, 360, 365, 375, 380, 470). Of the 40 credits required, no more than 24 can be from 100- and 200-level courses. At least one philosophy of science course (220, 285, 340, or 470) is strongly recommended for the bachelor of science degree.

For a minor: 20 credits in the department, including at least one course in the history of philosophy series (230, 350, 370,

430, 460) and one in topics (210, 215, 245, 270, 280, 285, 306, 320, 360, 365, 375, 380, 470). Of the 20 credits required, no more than 12 can be from 100 and 200 level courses. Either 170 or 190 is strongly recommended.

HONORS

Qualified students are invited to membership in Phi Sigma Tau, the national honorary society in philosophy. Known as Oregon Alpha, Linfield's chapter was the first in the Northwest. The Francis G. Nelson Award for Best Senior Thesis in Philosophy is also conferred yearly.

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

PHIL 150 Fundamentals of Philosophy – Philosophic ideas and problems at the root of human culture. Major Western views of self, conduct, and meaning. *Offered every year. 4 credits. (UQ)*

PHIL 160 Philosophy East and West (also listed as RELS 160) – Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion. *Offered every year. 4 credits. (UQ or GP)*

PHIL 170 Critical Reasonings – Introduction to logical and inductive reasoning emphasizing arguments in everyday contexts. Common informal fallacies and their relation to debates about current events and prominent philosophical arguments. Topics including emotive and ambiguous language, causation, common statistical mistakes, and how to read polls. *4 credits.*

PHIL 180 Moral Problems – General introduction to Western ethical philosophy with a focus on application of ethical theory to contemporary moral issues. Examination of classic and contemporary readings to gain working familiarity with central theories, issues, and moral dilemmas in ethics. Some comparative work in Non-western and/or divergent U.S. ethical traditions. Examination of issues in both normative and metaethics, including: the problems of relativism and skepticism; the nature and limits of moral obligations to others; religion and ethics; and ethical analysis applied to social and political issues relevant to 21st century U.S. life. *4 credits. (UQ or US)*

PHIL 185 Philosophy of Science – Introduction to philosophy of science, including such topics as verification and falsification of theories, laws in nature, objectivity, impartiality, theory versus description, and value commitments of scientists outside the framework of scientific explanation. *Offered in alternate years. 4 credits. (UQ)*

PHIL 190 Logic – Introduction to categorical logic, truth-functional logic, quantificational logic, induction, and the classification of logical fallacies. Includes translation of arguments in ordinary language into their logical equivalents as well as some study of the properties of logical systems. *4 credits. (QR)*

PHIL 210 Sport, Philosophy and Society (also listed as SOAN 210) – Examination of sport from philosophical and sociological perspectives. Topics may include metaphysics of sports and games, sports and technology, human embodiment and sports, issues of race, gender, and politics, unique ethical problems of sports (e.g. doping), sport and society, the connections between art, aesthetics, and sport, or the relation between sport, culture, and life. Readings from classical and contemporary sources. *Offered every year. 4 credits. (UQ)*

PHIL 215 Bioethics – Case studies and primary source readings highlighting central theories, issues, and problems in bioethics,

Philosophy

generally, and biomedical ethics, specifically. Bioethical concerns including the right to live and die, paternalism versus autonomy and the patient's bill of rights, biomedical experimentation and research, reproductive technologies, social and institutional justice, and health care duties, responsibilities, and relationships. Both normative ethics and metaethics considered. *Offered in alternate years. 4 credits. (UQ)*

PHIL 220 Dinosaur Philosophy – Introduction to contemporary philosophical themes through the study of dinosaurs. Questions addressed will include: what is a dinosaur? What did dinosaurs look like? How did the major dinosaur groups go extinct? Can dinosaurs be resurrected? *4 credits. (UQ)*

PHIL 230 Ancient Philosophy – Historical survey of ancient Western philosophy from the Presocratics to the Neoplatonism of Plotinus (6th Century BCE to 6th Century CE). Study of selected primary source readings to examine foundational Western questions and conceptions about the nature of being, the nature and limits of knowledge, and the nature and origin of politics and morality. *Offered in alternate years. 4 credits. (UQ)*

PHIL 245 Aesthetics – Survey of aesthetic theories that engages issues such as definition of art, relationship between art and truth, role of expression, nature of aesthetic experience, artistic creation, relevance of beauty, autonomy of art, women and art, and non-Western conceptions of art. Selections from classical and contemporary aestheticians may include figures such as Plato, Kant, Hume, Nietzsche, Danto, Dewey, Margolis, Weitz, besides others. *Offered in alternate years. 4 credits. (UQ or CS)*

PHIL 270 Philosophy of Education – Examination of educational philosophies operative in and/or relevant to the U.S. educational tradition. Designed to bring into focus the often unexamined ways in which educational goals, policies, procedures, methods, etc. are founded upon particular conceptions of the nature, purpose, and interrelations of human beings. Primary source readings are utilized to critically interrogate selected educational theories, practices, and outcomes through an examination of the philosophical and cultural assumptions and practices of their respective theorists and practitioners. *Offered in alternate years. 4 credits. (UQ or US)*

PHIL 280 Philosophy and Literature – Examination of imaginative literature as a vehicle for philosophy, examining those philosophical problems best suited to literary expression. Variable content where philosophical and critical pieces work in conjunction with works ranging from novels and short stories to plays or poems. Considers such issues as truth and literature, interpretation, authorship, ontology of fictional characters, and the definition of literature. *Offered in alternate years. 4 credits. (UQ)*

PHIL 306 Environmental Ethics – Moral and aesthetic readings applied to questions of value about land, air, water, and non-human species. Particular attention to issues surrounding human disruption of ecosystems. *4 credits. (UQ)*

PHIL 320 Ethical Theory – Study of systematic approaches to moral philosophy from virtue ethics to deontology to utilitarianism to human rights theory. Considers both the normative conclusions of ethical theory and the metaphysical basis for those conclusions. *Prerequisite: one previous philosophy course or consent of instructor. Offered in alternate years. 4 credits. (UQ)*

PHIL 340 Philosophy of Biology – Study of historical and theoretical trends in philosophy of biology. Discussion emphasizes contemporary work, but includes historical context provided by important figures such as Aristotle, Linnaeus, Darwin. Topics include natural selection and intelligent design, extinction and evolutionary transitions, species realism and taxonomy, "selfish gene" theory, and the naturalization of ethics. *Prerequisite: One previous philosophy or biology course, or consent of instructor. 4 credits. (UQ)*

PHIL 350 Modern Philosophy – Historical survey of modern philosophy, emphasizing but not limited to rationalism and em-

piricism. Primary readings including key representatives such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, and/or others. *Offered in alternate years. 4 credits. (UQ)*

PHIL 365 Social and Political Philosophy – Examination of major topics in social/moral and political philosophy, such as: freedom and liberty, order and revolution, peace and justice, rights and representation, power and authority, individual and community. Concepts and issues will be studied via an examination of selected primary source texts, both classical and contemporary. *Offered in alternate years. 4 credits. (UQ)*

PHIL 370 Twentieth Century Philosophy – Historical survey of twentieth-century philosophy, including pragmatism, positivism, ordinary language philosophy, process philosophy, and post-modern philosophy. *Offered in alternate years. 4 credits. (UQ)*

PHIL 380 Existentialism – Examination of interrelated movements of Existentialism and Phenomenology, beginning with Dostoyevsky or Nietzsche as introduction to existentialist themes. Primary source readings include texts from selection of movements' most influential thinkers: Kierkegaard, Nietzsche, Husserl, Heidegger, Arendt, Sartre, DeBeauvoir, and/or Merleau-Ponty. Some analysis and/or reading of contemporary issues or texts. *Offered in alternate years. 4 credits. (UQ)*

PHIL 398 Moral and Civic Literacy and the Cultivation of Sustainable Happiness – Comparative social philosophy course examining the concepts of moral and civic literacy in Bhutan and, by contrast, the U.S. Bhutan, known for its policy of Gross National Happiness, is a new democracy in pursuit of greater development while sustaining its unique cultural identity and its goal of sustainable happiness. Traveling to the ancient Himalayan kingdom of Bhutan, and based on the campus of Royal Thimphu College, we will engage with texts, lectures from Bhutanese experts, seminars, site visits, and treks to better understand the moral and civic worldview of this ancient culture and how it is adapting to the contemporary globalized world. Students will develop their own projects, based upon their major interests, in relation to the general themes of the course. *Prerequisites: IDST 098 and at least one philosophy course or consent of instructor. (UQ or GP)*

PHIL 430 Topics in Contemporary Philosophy – Senior-level seminar focusing on key issue(s), current topic(s), and/or exploring some school(s) of thought from the last forty years of philosophical scholarship. Topical content variable, according to discretion and expertise of instructor. May be repeated for credit with different content. *Prerequisite: at least one lower-level philosophy class or consent of instructor. Offered in alternate years. 4 credits. (UQ)*

PHIL 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. *Prerequisites: Application and consent of instructor. 1-4 credits. (S/U)(EL)*

PHIL 460 American Philosophy – Examination of the historical emergence and nature of classical U.S. American Philosophies, including Puritanism, Transcendentalism, and Pragmatism, with concentration on American Pragmatism. Primary source readings include contemporary American perspectives, including one or more of the following: Neo-Pragmatist, Native American, African American, and/or Latin American perspectives. *Prerequisite: at least one lower-level philosophy course or consent of instructor. Offered in alternate years. 4 credits. (UQ or US)*

PHIL 470 Philosophy of Mind – Examination of issues arising when we think philosophically about the mind, with consideration of advances in neuroscience, cognitive science, and artificial intelligence. Questions include: what is mind?, what counts as a thinking being?, what is consciousness?, could a robot or computer ever be considered a person? Topics include dualism, materialism, the nature of consciousness, the nature of thought, and others. *Prerequisite: at least one lower-level philosophy class or consent of instructor. Offered in alternate years. 4 credits. (UQ)*

PHIL 480 Independent Study – Program of directed tutorial reading on some topic or problem of special interest to the student. 1-5 credits.

PHIL 487 Internship – Individualized learning in applied philosophy through work in an approved business, government agency, or community organization. *Prerequisites: junior standing or higher, and consent of instructor. 3-4 credits. (EL)*

PHIL 490 Research/Thesis – Intensive research on a topic of special interest to the student, culminating in a senior thesis on an advanced topic in philosophy. Seminar includes course readings, discussions, and presentations, along with research guidance and collaborative writing support. Required of majors in their senior

year. Minors may enroll with instructor consent. *Offered every fall. 4 credits. (MWI)*

JANUARY TERM OFF-CAMPUS COURSES

PHIL 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Recent courses include Environmental Ethics in the Galapagos and Comparative Philosophy: Asian Thought in China. Offered only as student interest and university resources permit. May be repeated for credit with different topics. 4 credits.

PHYSICS

Faculty

Michael Crosser, Ph.D.
Jennifer Heath, Ph.D. (Chair)
Joelle Murray, Ph.D.
Tianbao Xie, Ph.D.

Laboratory Coordinator

Luis Barajas Lopez

Physics explores the underlying rules that describe the behavior of the universe in all its complexity, including objects ranging in size from smaller than an atom to larger than a galaxy. By increasing our understanding of the physical world around us, physics has been the driving force for many advances in technology including electronics, medical imaging techniques, microscopy, and communications.

The Department of Physics maintains a history of successfully training students through two majors: physics and applied physics. The curriculum for both majors is organized to provide a strong, research oriented background. Because of its fundamental nature, physics is closely intertwined with other sciences and engineering, and physics students pursue a wide variety of directions after graduation.

The physics major trains students more generally in physics, and graduates often continue to graduate programs in physics, medical physics, applied math, or electrical engineering; to teaching; or to medical school. The applied physics major is for students who wish to continue in more applied fields, usually mechanical or civil engineering, materials science, or employment in technology related industry. Linfield also offers a 3-2 pre-engineering program designed to accommodate those students wishing to transfer to a school of engineering after three years (see Pre-Professional Programs).

STUDENT LEARNING OUTCOMES

The Department of Physics aims for ongoing assessment of its programs by the faculty of the department. The department measures student achievement of desired learning objectives through performance in formal course exams, labs, projects, presentations, and a senior thesis based on independent research. To the extent possible, students are tracked and surveyed after leaving Linfield University, to determine how their experience in the department has helped them establish careers. These data are helpful in maintaining high-quality programs and in keeping our focus on research involvement for all students.

In successfully completing a major in physics or applied physics, students will:

- demonstrate knowledge of the foundational principles and methods in physics,
- understand that physics is a process, not just a body of knowledge, and implement the process of scientific inquiry
- communicate scientific knowledge effectively both orally and in writing, and
- leave Linfield with an appreciation for the power and elegance of physics and the ability to achieve science-related goals.

REQUIREMENTS

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

For a major in Physics: 43 credits in the department, consisting of 37 credits in the core courses of PHYS 210, 211, 215, 220, 385, 386, 420, 440, 441, 475; PHYS 489 or ENGR 489;

PHYS 490; and six elective credits chosen from the following list: ENGR 025; PHYS 303, 307, 315, 316, 325, 370. The Physics major also requires MATH 170, 175, 200; and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

Material Science Focus: 48 credits in the department, consisting of the core courses for the physics major and PHYS 303, 315, and 316. In addition, the material science focus requires MATH 170, 175, 200, 210, and 250; and CHEM 210, 211, and 350. Courses must be completed with a grade of C- or better to count toward the major.

For a major in Applied Physics: 43 credits in the department, consisting of 35 credits in the core courses of PHYS 210, 211, 215, 220, 385, 386; ENGR 025, 252, 253, 315; PHYS 489 or ENGR 489; PHYS 490; and eight elective credits chosen from the following list: ENGR 303, 310, 316; PHYS 307, 325, 370, 420, 440, 441, 475. The Applied Physics major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

Engineering Focus: 48 credits in the department, consisting of the core courses for the applied physics major and ENGR 303, 310, 316; and PHYS 325. In addition, the following courses are required outside the department: ECON 210; IDST 387; MATH 170, 175, 200, 210, and 250; and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

For a minor in Physics: 20 credits in the department including PHYS 210, 211, and 10 credits in courses in the department that apply to either the Physics or Applied Physics major. Courses must be completed with a grade of C- or better to count toward the minor.

For Oregon Preliminary Teaching Licensure in Physics: a student majoring in Physics or Applied Physics must also complete a

Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking courses no later than their sophomore year. The student must be advised by faculty in both majors.

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 University 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 3.000 overall and 3.200 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

ENGR 025 Laboratory Techniques: Machine Shop – \$30 lab fee. *1 credit. (EL)*

PHYSICS COURSES

PHYS 100 How Things Work – Introduction to physical concepts behind modern technology. Studies of science of every day phenomena considered, including how electricity is generated, how refrigerators operate, and how CDs and DVDs contain information. Lecture, readings, writing, and discussion. *Recommended: MATH 105 or equivalent. 3 credits. (NW)*

PHYS 101 Descriptive Astronomy – The solar system, stars and their evolution, galaxies and cosmology. Emphasis on observational evidence. Lecture, discussion, and occasional evening observing sessions. *3 credits. (NW)*

PHYS 102 The Physics of Art and Music – Ways that artistic expression are explained through physical mechanisms. Studies of light, color, and sound will be explored. Lecture, discussion, and occasional evening trips. \$50 lab fee. *3 credits. (NW)*

PHYS 207 Energy and Sustainability (also listed as ENVS 207) – Introduction to the scientific principles of energy technologies with a focus on assessing sustainability including environmental, climate, and life-cycle analysis. A wide range of renewable and non-renewable energy sources will be studied, along with our use of energy for applications including electricity, transportation, heat, materials, and food production. Quantitative methods for making comparisons will be emphasized. The outlook for various renewable energy technologies will be discussed. Offered as stacked course with PHYS/ENVS 307. May not take both PHYS/ENVS 207 and PHYS/ENVS 307 for credit. *Offered fall of even-numbered years. 3 credits. (QR)*

PHYS 210 Introduction to Mechanics – Introduction to the various ways in which the mechanical universe is described, using the concept of particles, waves, and flows. Extensive treatment of Newtonian mechanics, including motion, forces, energy, and

waves. The special theory of relativity and basic ideas of quantum mechanics are introduced. Lecture, discussion, and laboratory. \$15 lab fee. *Prerequisite: MATH 170 (may be taken concurrently). 5 credits. (QR)*

PHYS 211 Introduction to Electromagnetism – Introduction to the study of electromagnetic force, including the basic laws of electricity and magnetism, the concept of a field, Maxwell's equations, basic circuits, electromagnetic radiation, and optics. The relationship of electromagnetism to the special theory of relativity. Lecture, discussion, and laboratory. \$15 lab fee. *Prerequisites: 210 and MATH 170. Recommended: MATH 175 concurrently. 5 credits. (QR)*

PHYS 215 Modern Physics – Developments since 1900; relativity, the nature of radiation and matter and their interaction, radioactivity, elementary quantum mechanics, introductory atomic and nuclear physics. Lecture and discussion. *Prerequisites: 211 and MATH 175. Recommended: 385 and CHEM 210 concurrently. Offered fall. 4 credits. (NW)*

PHYS 220 Thermal and Statistical Physics – Study of solids, liquids, and gases at the atomic level to develop appreciation for and mathematical understanding of their thermal properties. Topics derive from thermodynamics, statistical mechanics, and solid state physics including transport processes, energy distributions, classical and quantum statistical development. *Prerequisites: 211 and MATH 175. Recommended: CHEM 210. Offered spring. 3 credits.*

PHYS 303 Introduction to Materials Science (also listed as ENGR 303) – Introduction to the science of materials (metals, ceramics, polymers, composites, and semiconductors). Crystal structures and designations. Techniques of materials characterization. Mechanical, thermal, electrical, and magnetic properties. Forming and materials processing. Problem solving, lecture, discussion, and field trips. *Prerequisite: 215. 3 credits.*

PHYS 307 Energy and Sustainability (also listed as ENVS 307) – Introduction to the scientific principles of energy technologies with a focus on assessing sustainability including environmental, climate, and life-cycle analysis. A wide range of renewable and non-renewable energy sources will be studied, along with our use of energy for applications including electricity, transportation, heat, materials, and food production. Quantitative methods for making comparisons will be emphasized. The outlook for various renewable energy technologies will be discussed. This course will include higher level scientific modeling and analysis than ENVS 207, and is recommended for science and mathematics majors. May not take both PHYS/ENVS 207 and PHYS/ENVS 307 for credit. *Prerequisites: One of MATH 175, PHYS 210, CHEM 210, ENVS 201, or consent of instructor; a year-long laboratory science course is recommended. Offered fall of even-numbered years. 4 credits. (QR)*

PHYS 315 Circuits and Electronics I (also listed as ENGR 315) – Electrical concepts and measurements. Circuit laws and theorems. Analysis of dc and ac steady state circuits, including phasor analysis techniques and Bode plots. Operational amplifiers and diodes. Digital combinational and sequential logic circuitry. Lecture, discussion, and laboratory. *Prerequisite: MATH 170. Recommended: 211, junior standing. Offered fall of even-numbered years. 4 credits. (NW)*

PHYS 316 Circuits and Electronics II (also listed as ENGR 316) – Semiconductor materials and solid-state devices. Diode and transistor circuits. Selected topics such as magnetism, inductors, and transformers; second-order ac and dc circuit analysis; Laplace and Fourier transforms; analog to digital conversion; and electronic system design. Completion of an independent project. Lecture, discussion, and laboratory. *Prerequisite: 315. Offered spring of odd-numbered years. 4 credits. (QR)*

PHYS 325 Computational Physics – Use of computers in scientific problem-solving using MATLAB, algorithm development,

numerical differentiation and integration, sorting, data analysis, simulation development. Laboratory and lecture. *Prerequisite: 211 or consent of instructor. 3 credits. (QR)*

PHYS 370 Advanced Topics in Physics – Selected advanced physics topics. *Prerequisite: 215 or consent of instructor. 3 credits.*

PHYS 385 Great Experiments in Physics – Experiments in modern physics, thermal physics, and electricity and magnetism. Introduction to planning and executing physics experiments. Introduction to writing reports in the standard journal style. *Prerequisite: 215 (may be taken concurrently). 1 credit.*

PHYS 386 Exploration in Experimental Physics – Design and execution of physics experiments. Most projects will be drawn from topics in modern physics, thermal physics, and electricity and magnetism. Results will be reported using standard journal style. *Prerequisite: 385. Offered spring. 1 credit.*

PHYS 420 Classical Mechanics – Classical theories and analytical methods of statics and dynamics: kinematics, vectors and tensors, potential theory, moving coordinate systems and generalized methods. Lecture and discussion. *Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 4 credits.*

PHYS 440 Electricity and Magnetism I – Review of vector analysis, electrostatic and magnetostatic theory, field properties in matter. Lecture and discussion. *Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 3 credits.*

PHYS 441 Electricity and Magnetism II – Electrodynamics, Maxwell's equations, electromagnetic waves, radiation, relativity. *Prerequisite: 440. Offered spring. 3 credits.*

PHYS 475 Quantum Physics – Quantum mechanics and its application in studies of atomic systems and nuclei. Lecture and discussion. *Prerequisites: 215 and MATH 200. Recommended: 420, MATH 210, 250, and junior standing. Offered spring. 4 credits.*

PHYS 480 Independent Study – Supplemental work for students with advanced standing in physics. *By permission. 1-5 credits.*

PHYS 485 Physics Colloquium – Presentations of topics of current interest by visiting speakers, faculty, and students. May be repeated for credit. *1 credit.*

PHYS 488 Research – Individual research projects for Physics and Applied Physics majors. Work done in collaboration with faculty. Departmental permission required. May be repeated for credit. *1-5 credits.*

PHYS 489 Thesis Research – Develop research skills and complete an independent research project sufficient for writing up as a senior thesis. *Prerequisite: 386. 1-5 credits.*

PHYS 490 Senior Thesis – Comprehensive written report on advanced level individual investigative project. Also requires public oral presentation of project and participation in Physics Colloquium. Baccalaureate thesis required of all Physics and Applied Physics majors. *Prerequisites: 489 or ENGR 489 and senior standing. Offered spring. 3 credits. (MWI)*

ENGINEERING COURSES

ENGR 252 Engineering Statics and Dynamics – Newtonian mechanics with emphasis on problem-solving and engineering applications: force, mass, and acceleration; force systems; free-

body diagrams; distributed forces; particle kinematics; motion of rigid bodies; conservation of energy; translational and angular momentum; systems of particles; applications of vector algebra and calculus. Lecture and discussion. *Prerequisites: PHYS 210 and MATH 200 (may be taken concurrently). Offered fall of odd-numbered years. 4 credits.*

ENGR 253 Strength of Materials – Continuation of study of engineering mechanics following 252. Equilibrium and geometric compatibility in devices and structures; Hooke's Law, stress and strain in variously loaded members; deformation and deflection; theory of failure. Lecture and discussion. *Prerequisites: 252 and PHYS 210. Offered spring of even-numbered years. 3 credits.*

ENGR 303 Introduction to Materials Science (also listed as PHYS 303) – Introduction to the science of materials (metals, ceramics, polymers, composites, and semiconductors). Crystal structures and designations. Techniques of materials characterization. Mechanical, thermal, electrical, and magnetic properties. Forming and materials processing. Problem solving, lecture, discussion, and field trips. *Prerequisite: PHYS 215. 3 credits.*

ENGR 310 Engineering Design and Graphics – Engineering drawing standards, projection theory, visual thinking, free-hand sketching, pictorial sketching, solid modeling (including operating 3-D printer), and tolerance concepts. Introduction to drafting using computer-aided design programs and other tools. Lecture and laboratory. \$50 lab fee. *Prerequisite: 025, PHYS 210, MATH 170. Offered spring of odd-numbered years. 3 credits.*

ENGR 315 Circuits and Electronics I (also listed as PHYS 315) – Electrical concepts and measurements. Circuit laws and theorems. Analysis of dc and ac steady state circuits, including phasor analysis techniques and Bode plots. Operational amplifiers and diodes. Digital combinational and sequential logic circuitry. Lecture, discussion, and laboratory. *Prerequisite: MATH 170. Recommended: PHYS 211, junior standing. Offered fall. 4 credits. (NW)*

ENGR 316 Circuits and Electronics II (also listed as PHYS 316) – Semiconductor materials and solid-state devices. Diode and transistor circuits. Selected topics such as magnetism, inductors, and transformers; second-order ac and dc circuit analysis; Laplace and Fourier transforms; analog to digital conversion; and electronic system design. Completion of an independent project. Lecture, discussion, and laboratory. *Prerequisite: 315. Offered spring of odd-numbered years. 4 credits. (QR)*

ENGR 489 Engineering Design Project – Design an engineering solution to a specified need, incorporating appropriate engineering process and standards and meeting multiple realistic constraints. Research prior knowledge; identify clear design specifications; create prototypes; conduct appropriate experimentation, modeling, and theoretical analysis; and analyze and interpret results. Each student's individual contribution will address a unique project component or system and be appropriate and sufficient for writing up as a senior thesis. *Prerequisites: ENGR 310, and consent of instructor. Recommended: an 8-9 credit sequence to develop practical engineering and science skills, such as: 025, 252, 253; or 315, 316; or COMP 160, 161, 262. Offered fall. 4 credits.*

POLITICAL SCIENCE

Faculty

Nicholas Buccola, Ph.D. (on Sabbatical spring 2021)
M. Patrick Cottrell, Ph.D. (Chair)
Shaik Ismail, Ph.D.
Dimitri Kelly, Ph.D.
Dawn Nowacki, Ph.D.

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

While Political Science is one of the most flexible and diverse majors at Linfield, it is also one of the most challenging and rigorous.

Above all, the Political Science curriculum is intended to help students acquire the tool set and knowledge they need to excel in an increasingly interconnected world.

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

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

For a major: 40 credits in the department, including 201, 210, 220, 230, 487, 489, 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 senior project (POLS 489) in the fall of their senior year and the senior seminar (POLS 490) in the spring of their senior year.

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

For Oregon Preliminary Teaching Licensure in Social Studies: a student majoring in Political Science must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors

INTERNATIONAL RELATIONS MAJOR

The International Relations major is housed in the Political Science Department. Because of the overlapping major requirements in Political Science and IR, students are not permitted to double major in these disciplines. However, they are encouraged to double major in either Political Science or IR, and other disciplines. Unlike Political Science, the IR major requires language proficiency (at least two years) and a semester study abroad. Refer to the International Relations section of this catalog for further information and the major requirements.

LAW, RIGHTS, AND JUSTICE MAJOR AND MINOR

The Law, Rights, and Justice major and minor are housed in the Political Science Department. The major and minor are interdisciplinary with requirements in Political Science, Business, Economics, English, Journalism and Media Studies, Philosophy, and Sociology. Refer to the Law, Rights, and Justice section for further information and requirements.

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

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

POLS 201 American Politics – How our national government is supposed to work and how it does work. Problems and tensions. Contemporary issues and controversies. *4 credits. (IS or US)*

POLS 210 Introduction to International Politics – Examines historical context and theoretical foundations central to understanding international politics and the exercise of power in a global era. Applies knowledge to current issues such as climate change, human rights, poverty, and nuclear proliferation. *4 credits. (IS or GP)*

POLS 220 Great Political Thinkers – Unchanging and continuing themes and issues of politics and political philosophers. Original works of selected major political theorists including Plato, Aristotle, Machiavelli, the contract theorists, and Marx. *4 credits. (UQ)*

POLS 225 The Study of Law – The nature, functions, uses, and operations of the legal process. Types of law (civil, criminal, equity) courts, judges, and other legal actors. Specific current problems to illustrate the legal process. *4 credits. (IS)*

POLS 230 Research Methodology – Qualitative and quantitative approaches to the study of politics and public policy. The logic, assumptions, goals, and limitations of the scientific approach to the study of politics, with emphasis on quantitative methods and the use of computers in research. *Prerequisite: 201, 210, or 220, or consent of instructor. 4 credits. (QR)*

POLS 240 State and Local Government – State and local government structures, processes, and policies. Problems of local-state cooperation and relations with specific policy areas of concern to these governmental levels, including pollution, law enforcement, taxation, and education. *4 credits.*

POLS 310 American Political Thought – American political thought from colonial times to the present. Consideration of how the political theories of early American thinkers addressed the problems of their age and relate to modern problems and issues. Theories of change and resolution. Application of contemporary theories from various areas in society to evolutionary trends in American thought. *4 credits. (UQ or US)*

POLS 312 Rebels, Thugs, and Skeptics: Twentieth-Century Political Theory – Examination of original works of twentieth-century political theory. Consideration of alternative views of central political concepts such as power, liberty, equality, and resistance. *Prerequisite: 220 or PHIL 365, or consent of the instructor. 4 credits. (UQ)*

POLS 313 What is Freedom? – Exploration of how the concept of freedom has been understood throughout human history. *4 credits. (UQ)*

POLS 315 Politics and Religion (also listed as RELS 315) – Examination of the relationship between politics and religion in varying contexts: theories of the role of religion in government and society, religious social movements, contemporary political controversies involving religion. *Prerequisite: one of 201, 210, 220, RELS 110, 115, or consent of instructor. 4 credits. (UQ)*

POLS 320 Law, Rights, and Justice – Examination of rights and justice in the United States. Analysis of law in society. The concepts of obligation, authority, disobedience, and punishment. Focus on contemporary legal controversies. *4 credits. (UQ)*

POLS 325 U.S. Supreme Court – Exploration of the role of the Supreme Court in the American political system. Examination of debates over the Court's proper role in the system, empirical research on judicial behavior, and the role of the executive and legislative branches in the judicial nomination and confirmation process. *4 credits. (IS)*

POLS 326 The American Presidency – Analysis and discussion of the various roles of the President, including constitutional status and powers, nomination and election, administrative

responsibilities, legislative and political leadership, and conduct of foreign relations. *Prerequisite: sophomore standing. Offered fall of even-numbered years. 4 credits. (IS)*

POLS 330 Politics and the Arts – Exploration of what can be learned about politics from other disciplines, including literature, film, and the fine arts. *4 credits. (CS)*

POLS 335 Topics in Public Policy – The making, content, and consequences of public policies in American, cross-national and/or international contexts. Analysis of the policy making process in general and the study of specific types of public policies. Health care, education, energy, environmental protection and social welfare. *Prerequisite: sophomore standing or higher. Offered every two years. 4 credits. (IS)*

POLS 337 Mass Media and the Law (also listed as JAMS 337) – Legal, regulatory, and ethical issues involving print and broadcast media and the Internet, including libel, obscenity, invasion of privacy, shielding of sources, freedom of the press, copyright, and government regulation. *Prerequisite: INQS 125. 4 credits.*

POLS 353 Political Communication (also listed as JAMS 353) – The uses and functions of communication in modern democracies. Exploration of dilemmas involved in communicating political information to the citizenry and the role of citizens in the broader political communication system. *Prerequisite: Sophomore standing or higher. 4 credits. (IS)*

POLS 360 Politics of Inequality – Examination of the empirical evidence underlying social, political, and economic inequalities in the United States, their causes and consequences, and their intersection with politics. *Prerequisites: Junior standing or higher, or consent of the instructor. 4 credit(s). (IS or US)*

POLS 361 Current Debates in U.S. Foreign Policy – Formal debate course on the current problems in US foreign policy. Possible topics included: US military intervention abroad, US foreign economic policy, climate change, humanitarian intervention, weapons proliferation, immigration, democracy promotion, and regional issues. *4 credits. (IS or GP)*

POLS 362 International Law, Ethics, and Global Governance – Provides introduction to international public law and the global governance arrangements that aim to address many of the world's most urgent problems, including use of force, climate change, poverty, and human rights violations. Special emphasis on moral and ethical dimensions of these issues. *Prerequisite: 210 strongly recommended. Offered fall. 4 credits. (IS or GP)*

POLS 365 Topics in American Politics – Topics important to the study of the American political system, for example, the American Presidency, American Politics and the Culture Wars, and Why Americans Hate Politics. *Strongly Recommended Prerequisite: 210. Offered every two years. 4 credits. (IS)*

POLS 370 Topics in International Politics – Exploration of various areas of international politics. Possible topics include globalization, international environmental politics, women and war, international law and human rights, advanced study of theories of international relations, U.S. foreign policy. *4 credits. (IS or GP)*

POLS 371 Political Psychology – Explanation of political attitudes and behavior based on individual and group psychology. Various psychological theories explaining political behavior are examined, as well as a wide variety of issues including war, terrorism, leadership, voting behavior and differences in elite and mass decision making. *Prerequisite: junior standing or higher, or consent of instructor. Offered every 2-3 years. 4 credits. (IS)*

POLS 380 Topics in Political Theory – Advanced seminar in political theory. Varying topics such as concepts of justice, order, authority, ethics, and other subjects central to political theory. *Offered fall. 4 credits. (UQ)*

POLS 384 U.S. Foreign Policy – History, conduct, and politics of U.S. foreign policy. Specific current problems used to highlight connections between past and present, illuminating domestic political

Political Science

determinants of foreign policy and promoting civic engagement.
Strongly recommended: 210. 4 credits. (IS or VP)

POLS 385 Topics in Comparative Politics – Comparison of the major political institutions and processes of nations in the same region, or of one nation with those of the United States and other nations with which a student is familiar. Possible foci: Britain, Canada, Germany, Latin America, Africa, and Western Europe.
Prerequisite: 390 or consent of instructor. 4 credits. (IS or GP)

POLS 390 Comparative Politics – Domestic political systems of countries in various world regions, including Western Europe, former communist countries, and developing countries in a framework of comparative analysis. Attention to understanding how modern political systems try to resolve domestic and international problems.
Prerequisite: sophomore standing or higher. 4 credits. (IS or GP)

POLS 450 January term in Washington, D.C. – Opportunities to learn how Washington works, including site visits to key institutions, briefings with members of the media, study of legislative and executive branches of government, and research projects. 5 credits.

POLS 480 Independent Study – For students wanting to investigate further topics of interest developed in regular courses or desiring to study material not specifically addressed in other courses. 1-5 credits.

POLS 487 Experiences in Politics: Internship – Apply coursework to the “real world” in an area of potential career interest, develop professional skills, gain expertise in policy analysis, and begin developing a professional network for after graduation. Strongly recommended during junior year. 4 credits. (EL)

POLS 489 Senior Seminar – First part of year-long senior sequence designed to bring together Linfield experience and ensure smooth transition to post-undergraduate life. Includes research on

a topic of special interest as preparation for senior capstone, skills workshops, application of coursework to current political problems, and critical self-reflection as a scholar, citizen, and leader. Required during the senior year. *Prerequisite: 230 or equivalent. Offered every fall. 3 credits.*

POLS 490 Senior Capstone – Second part of year-long senior sequence. Capstone course in Political Science, with primary focus on completion of student portfolio, including integrative thesis paper. Course culminates in public oral defense of research and celebration of accomplishments. *Prerequisites: 489; senior standing and Political Science or International Relations major status. Offered spring. 3 credits (MWT)*

POLS 498 Proseminar – Further investigation of topics developed in regular elective departmental courses that students elect to pursue as proseminars (registration required in both the course in question and the pro-seminar). *Prerequisites: concurrent enrollment in corresponding lecture and junior standing or higher, or consent of instructor. 1 credit. (MWT)*

JANUARY TERM OFF-CAMPUS COURSES

POLS 198, 298, 398 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included From Colonialism to Globalism: Political Change in Southeast Asia from World War II to the Present; Religion and Politics in Turkey; Politics and the Past in Post-Soviet States; Comparative Women’s Politics in Europe; Politics and Religion in Ireland. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

PRE-PROFESSIONAL PROGRAMS

To further the professional aims of many of Linfield's students, the university has developed a number of programs that prepare them for specialized study at other institutions while ensuring them strong backgrounds in the broad spectrum of liberal arts. Some of Linfield's pre-professional programs are cooperative in nature, enabling students to earn Linfield degrees while taking courses in their specialties at other schools. Other programs help students meet entrance requirements for professional schools that they might attend following graduation from Linfield. In all cases, students are urged to consult with their advisors as soon as possible after deciding to seek specific professional training.

COOPERATIVE PROGRAMS

Engineering

Coordinator – Joelle Murray, Ph.D.

Under an agreement with the engineering schools at Oregon State University, the University of Southern California, and Washington State University, students may attend Linfield for three years, pursuing courses in mathematics and the sciences in addition to the general education program in the humanities and social sciences, then apply for entrance into the professional engineering program (junior year) at the cooperating engineering school. In a minimum of two additional years, they complete all of the requirements both for the B.A. or the B.S. degree from Linfield (with an appropriate major), and for the B.S. in Engineering degree from the cooperating university. Special arrangements can be made for students wishing to enroll at other schools of engineering.

Since most four-year B.S. programs at engineering schools now take many students more than four years to complete, however, the cooperative program, often referred to as "3-2," may take the student more than five years to complete.

Courses in the Linfield portion of the program include PHYS 210/211 and 252; CHEM 210/211; MATH 170, 175, and 210; a selection of advanced courses depending on the particular engineering field of interest; and general education requirements. Students considering the engineering program must consult with a program coordinator.

PREPARATORY PROGRAMS

Health Professions – McMinnville Campus

Pre-Professional Advisors

Dentistry: John Syring Ph.D. (Biology)

Dietetics: Janet Peterson, Dr.P.H. (Health and Human Performance)

Medical Technology: Janet Peterson, Dr.P.H. (Health and Human Performance)

Optometry: Janet Peterson, Dr.P.H. (Health and Human Performance)

Occupational Therapy: Sarah Coste, Ph.D. (Health and Human Performance)

Pharmacy: Chad Tillberg, Ph.D. (Biology)

Physical Therapy: Greg Hill, M.S., A.T.C. and Janet Peterson, Dr.P.H. (Health and Human Performance)

Pre-Medicine: Timothy Sullivan, Ph.D. (Biology)

Veterinary Medicine: J. Christopher Gaiser, Ph.D. (Biology)

Students at the McMinnville Campus may choose courses to prepare for further study in health-related fields such as medicine, dentistry, optometry, veterinary medicine, pharmacy, occupational therapy, and physical therapy.

Linfield has a long tradition of preparing students for the health professions. A large number of practicing physicians, surgeons, and dentists serving in all parts of the world began their scientific and liberal arts work at Linfield, and continued through some of the finest health professions training programs.

Students interested in health professions may declare any major. Students will work with the pre-health advisors to ensure they are also working towards completing the appropriate prerequisites for their chosen field. The basic science courses required for entrance to the health professions listed are offered at Linfield. These requirements are slightly different for each profession, but generally include one year each of biology, general chemistry, organic chemistry, physics, and mathematics.

Students in these programs have access to the expertise of both a pre-professional advisor and their major advisor. Students should consult both of these faculty members early in their academic careers to receive up-to-date information.

Engineering and Business Administration

Coordinator – Joelle Murray, Ph.D.

A substantial number of prospective students who indicate an interest in pre-engineering also have an interest in business administration. Some of these students may be attracted to a program which prepares them for graduate study leading to a master's degree in technical management.

Graduate programs in technical management are offered at a number of high quality institutions under the names of technology management, industrial engineering, or operations research. At least three preparatory options are available to Linfield students: (1) the Applied Physics major; (2) the Chemistry major with additional courses in business; (3) the 3-2 Pre-engineering program. Students should expect to take MATH 170 and 175, as well as COMP 160.

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

Law

Coordinator – Denise Farag, J.D.

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, research, and analytical thinking.

There is no prescribed pre-law curriculum or major. Students are admitted to law school from almost every academic discipline, from the more traditional pathways (history, English, philosophy, political science, economics, or business) to the more diverse (art, music, science, mathematics, nursing, and education). Students should plan to major in a discipline that they enjoy and will challenge them. Many of Linfield's law-related course offerings are listed in the Law, Rights, and Justice section of this catalog.

Pre-Medicine Interdisciplinary Concentration

Coordinator – Timothy Sullivan, Ph.D. (Biology)

In addition to the informal pre-med programming, Linfield has a formal program to help guide students toward successful medical school applications. The coursework covers the subjects needed for the MCAT and generally meets medical school pre-requisite requirements, though these requirements vary. In addition, declaring this concentration gives you direct access to the pre-med academic advisor, who will guide you through the entire medical school admissions process. To complete the pre-med concentration, you must:

Take **all** of the following courses: BIOL 210/211 and 487, CHEM 210/211 and 321/322, MATH 170, and PHYS 210.

Take any **three** of the following courses, with no more than two from any one department: BIOL 212, 441, CHEM 440, any ENGL course at the 200 or 300 level, PHYS 211, PSYC 101, any PSYC course at the 200 level, SOCL 101, or any SOAN course at the 200 level.

Take any **one** course of the following: BIOL 213, 270, 361, 400, 420, 432, MATH 140, or PHIL 215.

PSYCHOLOGY

Faculty

T. Lee Bakner, Ph.D. (Chair)
Megan Kozak Williams, Ph.D. (on Sabbatical 2020-21)
Jennifer R. Linder, Ph.D.
Kay Livesay, Ph.D.
Tanya Tompkins, Ph.D.
Yanna Weisberg, Ph.D.
Judith Zatkin, M.S. (Visiting)

Instructional Associate

Cara Ray, Ph.D.

The science of psychology explores behavior, mental processes and experience. Psychologists apply research, knowledge and expertise to an array of human concerns. The psychology department's goal is to provide a diversity of courses to meet the range of interests and professional aspirations of students majoring in psychology. The psychology faculty have backgrounds and interests in a variety of areas to assist students as they progress through the major.

Students are encouraged to participate in experiential learning opportunities offered by the department. For students interested in human-relations oriented areas of the discipline, experiences are available through community service and internship programs. For those interested in research, the department has well-equipped facilities where students may conduct independent and/or collaborative student-faculty research.

STUDENT LEARNING OUTCOMES

Students who successfully complete the psychology major will have:

- Developed a basic understanding of major areas of psychology such as development, personality, social, cognition, biopsychology, abnormal psychology; including knowledge of psychology as an evidence-based, scientific discipline.
- The ability to read and comment on primary research in psychology.
- The ability to design, carry-out, and evaluate research in psychology;
- Gained knowledge in personally identified and selected specialties in psychology;
- The ability to effectively communicate (oral and written) discipline-specific content.
- Learned to apply ethical standards to evaluate psychological science and practice.
- Explored potential professional opportunities beyond graduation.

REQUIREMENTS

The psychology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. Courses must be completed with a grade of C- or better to count toward the major.

For a major: A total of 41 credits including: 090, 101, 251, 252 and 485;

- one introductory course from each concentration for a total of 12 credits:
 - social/personality (option A): 284 or 287
 - developmental/abnormal (option B): 281 or 286
 - biopsychology/cognition (option C): 282 or 283
- one seminar from one of the concentrations and one other upper-division course (may be another seminar) from a different concentration for a total of 8 credits:
 - social/personality (option A): 347, 384, 387
 - developmental/abnormal (option B): 341, 381, 386
 - biopsychology/cognition (option C): 325, 382, 383, 389
- an additional 4 credits of electives in Psychology

For a minor: At least 20 credits including the following: 101; three 200-level (or higher) courses, one from each of the three concentrations (A, B and C) for a total of 12 credits; one elective (200-level or higher) from any concentration, excluding PSYC 439 and PSYC 485.

For Oregon Preliminary Teaching Licensure in Social Studies: a student majoring in Psychology must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

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 3.500 GPA in Psychology.

PARACURRICULAR COURSES

PSYC 040 Community Service Activities – Applied learning experience in psychology involving volunteer work in a variety of community social service agencies. *1 credit. (EL)*

PSYC 080 Research Assistantship in Psychology – Applied learning experience in psychology involving an introduction to research through assisting with a psychology faculty member's ongoing research program. May be repeated once for credit. *Prerequisite: consent of instructor. 1 credit. (EL)*

PSYC 090 Professional Development: Psychology Major – Paracurricular course designed to inform psychology majors and minors about post-undergraduate career options. Involves meetings with academic advisors and office of career development, crafting a career road map, attending career/research panels and doing an informational interview. Ideally taken sophomore year. *Prerequisite: declared major in psychology. Offered fall and spring. 1 credit.*

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

PSYC 101 Survey of Psychology – The study of human behavior. Neurological mechanisms, individual differences, learning, dysfunctional behavior, and social processes. Lecture and discussion. *Typically offered fall and spring. 4 credits. (IS or NW)*

PSYC 203 Aggression and Children – Study of aggression and violence in the lives of children and adolescents. Exploration of the development of aggression, including relevant theories and research, and the effects of family and community violence on development. Lecture and discussion. *Prerequisite: 101. 4 credits.*

PSYC 251 Quantitative Methods for Psychology – Study of data as used in quantitative social science research, including interpretation, analysis, and communication of findings. Techniques will cover quantitative methodology for categorical and continuous variables as found in survey and experimental designs, including correlation, regression, mean differences, and tests of fit and independence. Practical application via laboratory exercises, both by hand and using computer software. *Prerequisites: 101 and at least one of 281, 282, 283, 284, 286, 287 or instructor approval. 4 credits. (QR)*

PSYC 252 Research Methods in Psychology – Research methods in the discipline: reading/critiquing psychological studies, reviewing a range of research designs including: correlation and descriptive, basic experimental, factorial, and quasi-experimental. Conduct a collaborative empirical study: review the related literature, formulate a hypothesis, evaluate a range of possible designs, collect data in accord with professional ethics, analyze data, interpret and present results in a manner consistent with professional standards. *Prerequisites: 251. 4 credits.*

PSYC 260 Fundamentals of Neuroscience (also listed as BIOL 260/HHPA 260) – Introduction to cellular, organismal and behavioral neuroscience. Examining principles of neurons, synapses, and brain systems; including structural and functional mechanisms of neurons in sensory systems, perception, movement and neural development. *Prerequisites: PSYC 101, BIOL 210 and 211. Offered fall. 4 credits.*

PSYC 281 Introduction to Abnormal and Community Psychology – Introduction to the classification, causes, and treatment of dysfunctional behavior, with emphasis on phenomenology, theoretical issues, and research. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (IS)*

PSYC 282 Introduction to Biopsychology – Introduction to the physiological, biochemical, and neuroanatomical foundations of

behavior and mental processes. Attention to central nervous system function and psychoactive drug effects, sensory/perceptual processes, sleep and dreaming, learning phenomena, memory mechanisms, human communication disorders, and abnormal behavior. *Prerequisite: 101. Typically offered spring. 4 credits. (NW)*

PSYC 283 Introduction to Cognition – Exploration of theory and approaches to the study of thinking, memory, problem solving, concept formation, and related areas. *Prerequisite: 101. Typically offered fall. 4 credits. (NW)*

PSYC 284 Introduction to Social Psychology – The individual in social settings. Social cognition, attitudes, attributions, aggression, altruism, affiliation, conformity. Research, theory and application. *Prerequisite: 101. Typically offered spring. 4 credits. (IS)*

PSYC 286 Introduction to Developmental Psychology – Study of the cognitive, physical, emotional, and interpersonal development of an individual from birth through adolescence. Issues posed by life stages and transitions, including infancy, childhood, and adolescence. Students may not receive credit for both 155 and 286. *Prerequisite: 101. Typically offered fall. 4 credits. (IS)*

PSYC 287 Introduction to Personality Psychology – Introduction to contemporary and historical perspectives in personality psychology. Topics include trait, social-cognitive, and motivational approaches to personality; personality consistency, stability, change, and development; origins and outcomes of personality. *Prerequisite: 101. Typically offered fall. 4 credits. (IS)*

PSYC 288 Psychology of Language – Introduction to the psychological study of language representation, development and processing. Examines issues involved in ordinary language use from a psycholinguistic point of view; including how individuals comprehend, produce and acquire language, social rules involved in language use, and the effects of second language learning on language representation. *Typically offered spring semester of odd-numbered years. 4 credits.*

PSYC 325 Drugs and Behavior – General principles of drug effects with attention to neural mechanisms of drug action, addiction, tolerance, and drug classification. Drug use in the treatment of psychopathologies, and drug effects on learning, cognitive, and social processes. Laboratory exposure to experimental research techniques in behavioral pharmacology and descriptive research techniques in psychopharmacology. \$20 lab fee. *Prerequisites: 252 and any one of the following: 101, 281, 282, 283, 284, 286, 287 or consent of instructor. Typically offered fall of odd-numbered years. 4 credits.*

PSYC 340 Topics in Psychology – Specialized focus on new developments, advanced topics, or subjects of current interest in psychology. Lecture/lab or seminar format. May be repeated once for credit with different content. *Prerequisite: 252 or consent of instructor. 4 credits.*

PSYC 347 Psychology of Women and Gender – Current theory and research regarding the psychology of gender. Exploring psychological implications of gender in relation to biology, sexuality, and culture. Topics include (but are not limited to) research methods, achievement, the workplace, parenting, relationships, happiness, and health. *Prerequisites: 101 and an area course (281, 282, 283, 284, 286, 287), or consent of instructor. 4 credits. (IS)*

PSYC 362 Theories of Counseling and Psychotherapy – Comparisons of major contemporary theories including: psychodynamic, behavioral, humanistic, cognitive, and family system theories. Emphasis on components of each theory, similarities and differences among theories, and application of theories described in current professional psychology literature. *Prerequisite: 281 or 287. 4 credits. (IS)*

PSYC 381 Seminar in Abnormal Psychology – Advanced topics in the phenomenology, classification, and integration of theory and research in the study of dysfunctional behavior, etiology, and treatment. *Prerequisites: 252 and 282, or consent of instructor. Typically offered spring of odd-numbered years. 4 credits. (MWT)*

Psychology

PSYC 382 Seminar in Biopsychology – Physiological, biochemical, and neuroanatomical foundations of behavior and mental processes. Primary resources in basic and applied research. Laboratory experience with histological techniques for imaging the nervous system. Research into structure-function relationships in the CNS. Use of classical and operant conditioning techniques to study biological bases of learning. \$20 lab fee. *Prerequisites:* 252 and 282, or consent of instructor. Typically offered spring of odd-numbered years. 4 credits. (MWI)

PSYC 383 Seminar in Cognition – Advanced study of major theories and findings of cognitive science. Topics include attention and visual search, memory, language, reasoning, expertise, problem solving, creativity, intelligence, problems in everyday living, contemporary issues in cognitive science. *Prerequisites:* 252 and 283, or consent of instructor. Typically offered spring of even-numbered years. 4 credits.

PSYC 384 Seminar in Social Psychology – Advanced study of topics in social psychology. Social cognition and attribution theory, attitudes and cognitive consistency theories, impact of the group on the individual, self-awareness. *Prerequisite:* 252, 284, or consent of instructor. Typically offered fall. 4 credits. (MWI)

PSYC 386 Seminar in Developmental Psychology – Examination of biological processes, cognitive processes, psychosocial processes, and their functional vs. dysfunctional components across infancy, childhood, and adolescence. *Prerequisites:* 252 and 286, or consent of instructor. Typically offered spring. 4 credits. (MWI)

PSYC 387 Seminar in Personality Psychology – Advanced study of research and theory in personality psychology. Focus on topics in current personality research from trait, social cognitive, and motivational perspectives. *Prerequisites:* 252 and 287, or consent of instructor. Typically offered spring. 4 credits. (MWI)

PSYC 389 Cognitive Neuroscience – Introduction to the neural bases of cognitive functioning. Examination of both lower-order functions such as perception and encoding, and higher-order functions such as memory and language, at both a cellular and

systems level of analysis. *Prerequisite:* any one of the following: PSYC 101, 282, 283, or BIOL 212, 213. 4 credits. (NW)

PSYC 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom and laboratory. Focus on course content and pedagogy. *Prerequisites:* junior or senior standing, application, and consent of instructor. 3-5 credits. (S/U) (EL)

PSYC 480 Independent Study – For students wanting to investigate further topics of interest developed in regular courses or desiring to study material not specifically addressed in other courses. *Prerequisite:* consent of Psychology major instructor. 1-5 credits.

PSYC 485 Senior Seminar: Issues in Psychology – Topics vary with instructors. Psychology staff and other faculty as resource people. *Prerequisite:* Senior psychology major or consent of instructor. Typically offered fall and spring. 4 credits. (MWI)

PSYC 487 Internship – Individualized learning in applied psychology through work in a community service agency. May be repeated once for credit. *Prerequisite:* consent of internship supervisor. 3-5 credits. (EL)

PSYC 490 Advanced Research or Thesis in Psychology – Collaborative research experience in an area of psychology. Discussion of research literature, refinement and implementation of a specific research question or proposal, data collection, analysis and presentation of outcomes. Project developed in close consultation with psychology department faculty member providing students with hands-on experiential learning conducting research. Research projects may involve independent or team investigations. *Prerequisites:* 252, at least one seminar in an area or approved upper-division course, and approval of the faculty member supervising the research. No more than 10 credits to be taken as 490. 1-5 credits.

JANUARY TERM OFF-CAMPUS COURSES

PSYC 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. 4 credits.

OCE COURSES

PSYC 155 Lifespan Developmental Psychology – Study of biosocial-developmental processes in the context of individual psychological development from conception to death. Emphasis on life transitions and their multi-determined influences in human development. Applied science orientation. Does not count towards the psychology major or minor. Students may not receive credit for both 155 and 286. 4 credits. (IS)

PSYC 200 Social Psychology – The individual in a variety of social settings at the inter-person, intra-group, and

inter-group levels. Social interaction, attitudes, attributions, aggression, altruism, affiliation, conformity, environment, nonverbal communication. Research, theory, and application. *Prerequisite:* 101 or consent of instructor. 3 credits.

PSYC 355 Learning, Memory, and Behavior – Human adaptation to environmental and social situations. Principles and theories of learning and memory. *Prerequisite:* 101 or consent of instructor. 3 credits.

RELIGIOUS STUDIES

Faculty

David V. Fiordalis, Ph.D. (Chair)

David L. Massey, D.Min.

Jennifer J. Williams, Ph.D.

The academic study of religion at Linfield University embodies the core values of a comprehensive, liberal arts education. It does not espouse any particular religious perspective, but rather seeks to understand religion in its manifold dimensions. Since our field of inquiry touches upon many different aspects of human existence, we necessarily combine many different methods of analysis, drawn from numerous academic disciplines in the humanities and social sciences, including history, language, art, literature, philosophy, anthropology, psychology, and cultural studies. What sets our field apart is our sustained focus on religion as an historical and cultural phenomenon, or complex of phenomena, worthy of specific analysis. Our courses serve as a platform for students to think carefully and critically about religion, and then go beyond the classroom to test what they have learned through firsthand experiences of cultural and religious diversity, both locally and around the world. In this way, students can learn to reflect in both critical and constructive ways upon their own ideas, beliefs and practices in a rigorous, supportive and respectful environment.

STUDENT LEARNING OUTCOMES

In successfully completing a major in Religious Studies, apart from the general objectives of a liberal arts education (including strong oral and written communication skills, problem-solving ability, and familiarity with various methods for conducting academic research), a student will:

- Demonstrate critical thinking about religion, drawing upon various scholarly understandings of religion and its place in human life;
- Provide evidence of exposure to some of the historical and cultural diversity of global religious traditions;
- Show depth of study in either one religious tradition (at least) or the religions of one geographically, culturally or historically circumscribed area (for instance, Biblical studies, Buddhist studies, American religions, Asian religions, etc.);
- Engage, at least once, a “constructive” approach to the study of religion, such as religious ethics, practical theology or comparative philosophy of religions;
- Take opportunities (one or more) for personal growth and reflection through experiential learning.

In successfully completing a minor in Religious Studies, a student will demonstrate some familiarity with academic approaches to the study of religion, provide evidence of exposure to some of the historical and cultural diversity of religion and satisfy in a partial way some combination of the remaining objectives listed above.

REQUIREMENTS

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

For a major: 40 credits, including 110, 485 and 490. (Ideally students should take 110 sometime during their first two years. The courses 485 and 490 together constitute the Departmental capstone experience taken in Fall and Spring of the senior year. Other courses

should be selected in consultation with a member of the Religious Studies faculty in order to fulfill all the goals of the major.)

For a minor: 20 credits, including 110. (Other courses should be chosen in consultation with a member of the Religious Studies faculty in order to fulfill the goals of the minor.)

COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

RELS 110 Approaches to Religion – Introductory course in the academic study of religion. Required for majors and minors. *4 credits. (UQ or GP)*

RELS 111 Judaism, Christianity and Islam – Introduction to the academic study of the three main Abrahamic religions. Themes include historical and contemporary interrelations among Muslims, Christians and Jews; their core beliefs and practices; sacred literature; gender and the body. *4 credits. (UQ or GP)*

RELS 115 Religious Ethics – Formation and meaning of religious ethics in contemporary life. Human responsibility, community, racism, sexism, violence, war. *4 credits. (UQ or GP or US)*

RELS 120 Old Testament – Literature of the Old Testament: its form, content, historical development, and interpretation. *4 credits. (UQ or VP)*

RELS 130 New Testament – Literature of the New Testament: its form, content, historical development, and interpretation. *4 credits. (UQ or VP)*

RELS 140 The Holy Qur'an – Literature of the Qur'an: its form, content, historical development, and interpretation. Course designed especially for students with some familiarity with Old and New testament narrative. Provides students an opportunity for further study of the major world faith that is Islam. *4 credits. (UQ or VP or GP)*

RELS 160 Philosophy East and West (also listed as PHIL 160) – Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion. *4 credits. (UQ or GP)*

RELS 200 New Testament Greek – Study of Greek grammar; readings from the New Testament; use of exegetical tools. With 201, meets the language requirement for the B.A. *Offered as needed. 5 credits.*

RELS 201 Greek Readings – Greek from the New Testament, Stoic authors, Hellenistic Jewish texts, and early church fathers. *Prerequisite: 200. Offered as needed. 3 credits.*

RELS 202 Hebrew I – Elements of Hebrew grammar. Language tapes and class exercises to give the student experience in spoken, elementary, Modern Hebrew; readings from prose sections of the Hebrew Bible. With 203, meets the language requirement for the B.A. *4 credits.*

RELS 203 Hebrew II: Readings in Biblical Hebrew – Selected passages from the prose and poetry of the Hebrew Bible. *Prerequisite: 202. 4 credits.*

RELS 204 Sanskrit I – Introduction to Sanskrit language: Reading, writing, pronunciation, basic grammar. Fulfills BA language requirement when completed with RELS 205. *Prerequisite: consent of instructor. 4 credits.*

RELS 205 Sanskrit 2 – Continuation of first-year Sanskrit. Continued study of basic grammar necessary to begin reading Sanskrit literature. Fulfills BA language requirement when completed with RELS 204. *Prerequisite: RELS 204 or consent of instructor. 4 credits.*

RELS 207 Jewish-Muslim Relations in Modern Europe and the Mediterranean (also listed as HIST 207) – This course explores

the history of relations between Jews and Muslims in Europe and the Mediterranean. Emphasis on the complex ties that evolved between them—cultural, commercial, intimate, political, etc.—through the experience of empire, world wars, Holocaust, Zionism, Arab nationalism, decolonization, and the Israel/Palestine conflict. Course also considers the contemporary state of Jewish-Muslim relations. *4 credits. (VP or GP)*

RELS 218 Buddhism – Selective introduction to prominent Buddhist traditions of Asia and contemporary West. Introduction to basic Buddhist doctrines, practices, institutions and material culture. Analysis of Buddhist sacred literature with attention to historical context and contemporary lived realities. *4 Credits. (UQ or GP)*

RELS 219 Hinduism – Introduction to the Hindu tradition in South Asia and beyond. Analysis of representative selections of literature and film alongside ethnographic accounts of contemporary practice. Basic doctrines and practices; institutions and identity formation; tradition and modernity; nationalism and globalization. *4 credits. (UQ or GP)*

RELS 220 Christianity – Prominent people, movements, and doctrines within Christianity. Special attention to primary source materials and biographies. *4 credits. (UQ or VP)*

RELS 221 Religion, Society and Culture (also listed as SOAN 221) – Examines religion and religious belief as a social phenomenon. Focuses on the relationship between society and religion, and the role that religion plays in individuals' lives, with special emphasis on the larger social and cultural context of religious belief and expression in the United States. Topics to be considered include: belief and its institutionalization, religion as a social form, forms of religious organization, religion and social change, politics and religion, fundamentalism, religion in popular culture, secularization, and the shifting boundaries of religious and non-religious activity. *4 credits. (IS or UQ)*

RELS 230 Religious Thinkers – Exposition of contemporary theologians through primary reading sources. *4 credits. (UQ)*

RELS 306 Religion and Nature (also listed as ENVS 309)– Examination of how people have conceived the relationship between humanity and the natural world, and how people have found religion in nature. Topics include historical, ethical, and philosophical questions, as well as contemporary environmental and ecological concerns. Selections may be drawn from Asian religions (Buddhist, Hindu, Daoist, Shinto, etc.), Abrahamic religions (Christianity, Judaism, Islam), indigenous (native American, African) traditions, or other traditional or non-traditional selections. Opportunities for experiential learning and for students to articulate and evaluate their own perspectives. *4 credits. (UQ or GP)*

RELS 309 Old Testament Prophets – Historical and critical analysis of selected Old Testament Prophetic literature, focusing on form, content, historical development and interpretation. May focus on a single Prophet, like Isaiah, or introduce several Prophets. Special attention to primary source materials. *4 credits. (UQ or VP)*

RELS 310 History of Religion of the Middle East (also listed as HIST 310) – Prominent periods and events in the formation and development of the three major religious traditions of the Middle East: Judaism, Christianity, and Islam. Historical context, the prophet, conquest and empire, crisis and disaster, Holy Text. *Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or GP)*

RELS 315 Politics and Religion (also listed as POLS 315) – Examination of the relationship between politics and religion in varying contexts: theories of the role of religion in government and society, religious social movements, contemporary political controversies involving religion. *Prerequisite: one of 201, 210, 220, RELS 110, 115, or consent of instructor. 4 credits. (UQ)*

RELS 325 Forgiveness and Reconciliation – A study of the theology, role and practices of forgiveness in four major religious traditions: Buddhism, Judaism, Islam, and Christianity. Includes examination of forgiveness, revenge, reconciliation and restorative justice. Case studies will focus on individuals, group/cultures,

and national contexts. Relevance for personal practice will be explored. *4 credits. (UQ)*

RELS 330 History of Religion in America (also listed as HIST 330) – History of prominent religious experiences in America. Protestant empire, Native American presence, minority appropriation, post-Christian responses. *Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or US)*

RELS 340 Monks and Mystics – Study of western monasticism and the way of the mystic. Focus on Trappists, their community and spiritual disciplines. Visits to Trappist Abbey, dialogue with monks. Additional trip to Brigittine monastery and Benedictine convent. Academic reflection and personal exploration. *4 credits. (UQ)*

RELS 342 Women in Religion (also listed as GENS 342) – Examination of the depictions of women and roles that women play in selected religious traditions. May focus on the depiction of women in a religious tradition's sacred literature or the practices and roles of women in particular historical or contemporary religious contexts. Special attention to primary source materials. *4 credits. (UQ)*

RELS 360 Dead Sea Scrolls – The discovery, content, and historical context of the Dead Sea Scrolls. What the Scrolls tell us about Second Temple Judaism, the origins of Christianity, the history of the biblical text, the Qumran community. Making the scrolls available to the general public. Not open to those who have taken INQS 125: The Dead Sea Scrolls. *4 credits. (UQ or VP)*

RELS 367 Scribes and Schools: Recording Ancient Wisdom – The invention of the alphabet. How the Bible became a book. The Canaanite origin of the Biblical God. How to read a Northwest Semitic inscription. The ancient world of the patriarch Abraham. *4 credits. (UQ)*

RELS 373 Buddhist Literature – Reading Buddhist texts as literature; understanding the nature, purposes, and forms of Buddhist literature; Buddhist narrative genres; Buddhist past-life stories; Buddhist miracle tales; traditional and modern Buddhist poetry; Buddhist literature and philosophy. Specific textual focus may vary from semester to semester. Topics may include narrative and identity; gender dynamics in Buddhist literature; narrative and ritual performance; narrative and practices of self-cultivation. *4 credits. (CS or UQ or GP)*

RELS 382 Mahayana Buddhism – Origins and historical development of Mahayana Buddhism. Close reading and analysis of Mahayana Buddhist literature. *Prerequisite: Previous coursework in Religious Studies recommended. 4 credits. (UQ or GP)*

RELS 383 Tibetan Buddhism – Introduction to Buddhism of Tibet and the Tibetan diaspora communities, particularly in India and the Himalayan region (Nepal, Bhutan, etc.), as well as that of westerners (Americans, Europeans, Australians, etc.) who identify themselves as Buddhist within a specifically Tibetan tradition. Basic Tibetan Buddhist doctrines and practices, institutions and identity formation, historically and in a contemporary context. *4 credits. (UQ or GP)*

RELS 435 Death and Dying – American ways of death and dying. Cultural immorality, obscenity, confrontation, technicalities, realities, living. *4 credits. (UQ)*

RELS 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom. Typically involves tutoring in a language course or introductory content course. Focus on course content and pedagogy. *Prerequisites: application and consent of instructor. 1-4 credits. (S/U) (EL)*

RELS 480 Independent Study – Independent study for students of advanced standing under the supervision of departmental faculty. *Prerequisite: consent of instructor. 1-5 credits.*

RELS 485 Senior Seminar – First course of departmental capstone sequence. Examination of academic approaches to the understanding of religious phenomena. Focus on theories and methods of analysis. Leads to completion of a proposal for the senior thesis. *Prerequisite: consent of department. 4 credits.*

RELS 487 Internship – Individualized learning in applied religion through working in a church, synagogue, temple, or other institution related to a denomination or ecumenical group. Letter grades. *Prerequisite: consent of department. 4 credits. (EL)*

RELS 490 Senior Thesis – Second course of departmental capstone sequence. Advanced research and writing in consultation with one or more members of the department. *Prerequisites: 485 and senior standing. 4 credits. (MWI)*

JANUARY TERM OFF-CAMPUS COURSES

RELS 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Old Testament in Israel; New Testament in Israel and Jordan; New Testament in Rome. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

RELS 215 Introduction to Yoga (also listed as HHPA 215) – Overview of philosophy, history and practice of yoga; discussion of its progression and incorporation in the west over last 100 years; emphasis on benefits of yoga and mindfulness for the individual. Lecture. *Prerequisite: HHPA 071a or instructor consent. 2 credits.*

RELS 320 Pilgrimages: Sacred Journeys – A study of the role and practices of pilgrimages in major religious traditions. Exploration of symbolic pilgrimages including the use of labyrinths. Relevance for personal practice and sacred journeys. *4 credits. (UQ or GP)*

SOCIOLOGY AND ANTHROPOLOGY

Faculty

Hillary Crane, Ph.D. (on Sabbatical spring 2021)
 Robert Gardner, Ph.D. (Chair)
 Amy Orr, Ph.D.
 Jeff Peterson, Ph.D.

Sociology is the historical, comparative study of society, including social relations, institutions, and practices. To possess a sociological imagination is to see the strange in the familiar – to analyze the taken-for-granted, common sense understanding of our social worlds. The department emphasizes social research methods and social theory as core building blocks of the sociological enterprise. The department has several areas of expertise, such as: race and ethnicity; political sociology (social movements, rural and urban society); environmental sociology; community; and sociology of education. The core concepts of inequality and stratification (in the United States and from a global perspective) are emphasized across the curriculum.

Social Work/Human Services Track: Sociology is a great major for those who want to pursue a career in social work or other human services professions. Our graduates can be found in a wide range of human service career areas, including, but not limited to, social work, counseling, public health, social policy, social services, education, health care, criminology, victim’s services, and law enforcement. This track allows students to cater the sociology curriculum to their specific needs and career interests. For further information, please visit: linfield.edu/soan/social-work/human-services.

The study of humanity, anthropology is both broad in its approach and global in its scope. Drawing on a wide variety of subdisciplinary 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 symbolic anthropology, museums and material culture, archaeology, language and culture, gender and sexuality, anthropology of religion, and medical anthropology.

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

MISSION STATEMENT

The mission of the Department of Sociology and Anthropology is to assist our students in and out of the classroom in developing their ability to think and act critically and responsibly about the world and the place of humans as social beings within it. The ability of department faculty to do this hinges on our active development of teaching, research and service ideals and commitments.

STUDENT LEARNING OUTCOMES

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

- the ability to see how individual lives are connected with wider social and cultural processes and forces;
- fundamental understanding of the relationship between theory and method in the historical context of their discipline;
- the ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings;
- oral and written skills for effective communication in a variety of contexts; and

Sociology and Anthropology

- the ability to work both independently and cooperatively in application of sociological or anthropological ideas.

REQUIREMENTS

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

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

For a major in Sociology: 40 credits in Sociology (SOCL) and Sociology/Anthropology (SOAN) courses, including SOAN 040; SOAN 085; SOCL 101; SOAN 307; SOAN 385; one other 300-level course; SOAN 485/486. Seniors are required to take a 400-level seminar (SOAN 404, 454, 456, 460, or 470) in addition to the SOAN 485/486 sequence. Students may elect to count ANTH 111 for major credit.

For a major in Anthropology: 40 credits in Anthropology (ANTH) and Sociology/Anthropology (SOAN) courses, including SOAN 040, SOAN 085, ANTH 111; either ANTH 105, ANTH 106 or ANTH 112; one semester of study abroad; SOAN 307; SOAN 385; one other 300-level course; SOAN 485/486. Seniors are required to take a 400-level seminar (SOAN 404, 454, 456, 460, or 470) in addition to the SOAN 485/486 sequence. Students may elect to count SOCL 101 for major credit. Under certain circumstances, the study abroad requirement may be waived or adapted for students unable to travel internationally.

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

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

The following core courses in the major must be completed with a grade of C- or higher: ANTH 111 or SOCL 101 (for the respective major), SOAN 307, SOAN 385, SOAN 400-level seminar, SOAN 485/486. Seniors are required to take a 400-level seminar (SOAN 404, 456, 454, 460, or 470) in addition to the SOAN 485/486 sequence. These seminars serve as a capstone experience in which majors build on their four-year course sequence and draw on both theory and methods training to produce original thesis research on a topic of sociological and/or anthropological significance.

For Oregon Preliminary Teaching Licensure in Social Studies: a student majoring in Anthropology or Sociology must also complete a Secondary Education major with Licensure. In order to complete the Secondary Education major with Licensure, students should begin taking education courses no later than their sophomore year. The student must be advised by faculty in both majors.

AWARDS, HONORS, AND ORGANIZATIONS

Sociology Awards

The Howd Sociology Award was made possible through a gift of Dr. Cloice Howd, Class of 1912, in honor of his wife, Martha Wilson Howd, B.A. in Sociology, Class of 1931. The award is given annually to an outstanding sociology senior.

Anthropology Awards

The Gebauer Anthropology Award was created in 1971 to honor Dr. Paul Gebauer, B.A. Linfield, 1943, DD Linfield, 1952, for 30 years a missionary in the British Cameroons and former profes-

sor of Anthropology at Linfield. The award is given annually to an outstanding anthropology senior.

Departmental Honors

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

Alpha Kappa Delta

The Department of Sociology and Anthropology maintains an active chapter of the international sociology honor society. Membership is open by invitation to any interested student in sociology or anthropology with appropriate academic qualifications.

Lambda Alpha

The Department of Sociology and Anthropology maintains an active chapter (Oregon Delta) of the international anthropology honor society. Membership is open by invitation to any interested student in anthropology or sociology with appropriate academic qualifications.

Pi Gamma Mu

Pi Gamma Mu is an international honor society that recognizes academic achievement among juniors and seniors in the social sciences. Membership is open to students who have completed at least 20 hours in the social sciences and meet the specified requirements for GPA and class ranking.

PARACURRICULAR COURSES

SOAN 040 Community Service – Community service activity, helping with such social services as nursing home care, tutoring, family recreation programs, juvenile corrections, special day schools. Requires 40 hours of service. May be repeated for credit. *Prerequisite: consent of instructor. 1 credit. (EL)*

SOAN 085 Exploring Sociology & Anthropology – Paracurricular course designed for newly declared sociology and anthropology majors. Discussion of opportunities available to students, career options, meetings with SOAN faculty and senior majors, and attendance at Voices. Course taken during first fall semester after declaring the major (preferably in the sophomore year). *Prerequisites: declared major in sociology or anthropology; consent of instructor. 1 credit.*

DEPARTMENTAL COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

SOCL 101 Understanding Our Social World – An introduction to the sociological perspective. Emphasis on major concepts, theories and methods used by sociologists to understand human groups and societies. Explores how individuals shape and are shaped by interactions and large scale social forces, including deviance, crime, inequalities of race, class, and gender, education and social change. *Prerequisite: freshman or sophomore standing or consent of instructor. 4 credits. (IS or US)*

ANTH 105 Introduction to Human Evolution and Adaptation – Introduction to the hominid evolution, genetics, physiology, and behavior of humans and other primates. Emphasis on the study of the relationships between biology and culture. Particular focus on the theory of evolution, its application to humans, and recent discoveries in the field of human prehistory. Lecture, readings, films, essays, and discussion. Laboratory component included: genetics, bipedalism, human migration, tool making techniques, field methods. *4 credits. (NW)*

ANTH 106 Introduction to Linguistics (also listed as GLCS 106) – An introduction to linguistics, the scientific study of human language. This course will consider languages as systems of sounds, forms, structures, meanings, and symbols. Attention will also be given to the biological, psychological, social, anthropological, and cultural aspects of language and language use. No prerequisites, and no backgrounds in languages other than English is required (although such background will be helpful and welcomed). \$20 fee. *Offered spring of even years. 3 credits (IS)*

ANTH 111 Cultural Anthropology – Anthropological study of culture and society; world cultures and their variation in social, political, and economic organization, belief systems and world view, material culture and the arts, patterns of adaptation. Assumptions, concepts, and methods of anthropologists. *Prerequisite: freshman or sophomore standing or consent of instructor. 4 credits. (IS or GP)*

ANTH 112 Archaeology and World Prehistory – Introduction to archaeological practice, as well as a survey of past cultures and socio-cultural development from the Paleolithic through more recent complex societies; from the earliest tool use and symbolic behavior, through the development of agriculture, to the emergence of complex societies around the world. Key issues and sites in prehistoric archaeology and the role of these discoveries in understanding humanity's collective past. *4 credits. (VP)*

SOCL 201 Crime, Deviance, and Social Control – A sociological approach to the study of crime and deviance. Emphasis on the social construction of crime/deviance, social causes of criminal/deviant behavior, and mechanisms used to control and punish those who break laws and violate social norms. Exploration of issues such as violent behavior, white- and blue-collar crime, drug use, gangs, and disparities in the criminal justice system. *4 credits. (IS or US)*

ANTH 203 Human Adaptive Strategies (also listed as ENVS 203) – Social scientific findings and ways of understanding humanity's place in nature and our current ecological predicament; causes and consequences (environmental, demographic, economic, political and cultural) of humankind's transition from food foraging to Neolithic and now industrial adaptive strategies; scientific, policy and cultural implications and aspects of these changes and interactions through case studies at global, regional and local scales. \$60 lab fee. *4 credits. (IS or GP)*

SOAN 205 Gender and Society (also listed as GENS 205) – Comparison of historically and culturally situated conceptualizations of gender, gender identity, and gender inequality. Significance of gendered meanings and their symbolic representation in society and social institutions regarding distributions of social, economic, and political power. *4 credits. (IS or US)*

SOAN 210 Sport, Philosophy and Society (also listed as PHIL 210) – Role of sport in contemporary political, economic, and social issues; sport as cultural representation; sport and deviance; sport and socialization; sport and the reproduction of social inequality (race, class, gender, and sexual orientation); sport and imperialism. *4 credits. (UQ)*

SOAN 221 Religion, Society and Culture – Examines religion and religious belief as a social phenomenon. Focuses on the relationship between society and religion, and the role that religion plays in individuals' lives, with special emphasis on the larger social and cultural context of religious belief and expression in the United States. Topics to be considered include: belief and its institutionalization, religion as a social form, forms of religious organization, religion and social change, politics and religion, fundamentalism, religion in popular culture, secularization, and the shifting boundaries of religious and non-religious activity. *4 credits. (IS or UQ)*

SOAN 222 Mexico, Central America, and the Caribbean: Societies and Cultures – Social organizations and cultures of Mexico, Central America, and the Caribbean. Patterns of economic, political, and social organization, including ethnicity, gender, race, class, and other social cleavages. Migration to the United States and

effects on U.S. society, including Latinas and Latinos, Rastafarian influences, and U.S. migration policy. *4 credits. (IS or GP)*

SOAN 225 Peoples and Cultures of North America: The Native Americans – Indigenous people of North America: prehistory and patterns of adaptation, culture areas and the diversity of cultural configurations prior to European colonization, history of Indian-white relations, Native Americans today. *4 credits. (VP)*

SOAN 226 South America: Peoples and Cultures of the Least Known Continent – Social organization, cultures, and histories of the diverse peoples of South America. Current patterns of economic, political, and social organization, including countryside and cities; ethnic, class, and other social cleavages; local, national, and international levels of integration. *4 credits. (IS or GP)*

SOAN 229 Contemporary Chinese Societies – Overview of Chinese society, drawing on insights from anthropology, sociology, history, political science, religion, gender studies, and economics. Continuity and change in Chinese cultural traditions and the unity and diversity of Chinese culture both within Chinese national borders and with overseas Chinese. Orientalism, religion, marriage, kinship, gender, ethnicity, traditional medicine, understandings of the body, the usefulness of a "timeless Chinese" concept, and the possibility of a "Chinese sense of self." \$40 fee. *4 credits. (IS or GP)*

SOAN 232 Medicine and Culture – Cultural bases of illness and curing; ethnographic examination of how non-Western societies perceive and treat illness and how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. Meanings of sickness, nature of relationships between patients and healers, and effects of culture on health. *4 credits. (IS or GP)*

SOAN 240 Utopias and Dystopias: Sociology of Science Fiction – Exploration of theory of utopic and dystopic thought, social theory and their representation in works of science fiction. Specific areas of focus include gender and sex, sexual orientation, race, societal structure, war, terrorism, peace, inequality and political theory. *4 credits. (IS or UQ)*

SOAN 244 The Other Europe – Marginalized populations of the European subcontinent and their cultures in historical and anthropological perspective: East Europeans, Basques, Roma, Jews, Irish, recent Asian and African immigrants, and European underclasses. Views of pre-modern and modern European Civilization from core and periphery. Other Europeans and the U.S. *4 credits. (IS or GP)*

SOAN 250 Environment, Society, and Culture (also listed as ENVS 250) – Relationship between social groups and natural and human-built environment, human-induced environmental decline, sustainable alternatives, environmentalism as social movement, public environmental opinion, environmental racism and classism. Social dimensions of built environment including urban sprawl, development, place, space, community, and urban design. *4 credits. (IS)*

SOAN 251 Music Subcultures, Scenes, and Communities – Sociological and Anthropological investigation of music subcultures in modern society. Focus on the social and cultural significance of popular and folk music genres with a particular emphasis on sociological theories of representation, identity, community, subculture, tradition, authenticity, and social change. Emphasis on social institutions, social interaction, and their interrelationship. \$35 fee. *4 credits. (CS)*

ANTH 255 Museums: Objects and Artifacts – Introduction to the modern museum and museum work. Historical context and types of museums. Collecting, interpreting, and preserving objects of artistic, cultural, and scientific value. Field trips to museums and laboratory training in association with the Linfield Anthropology Museum. Includes laboratory. *3 credits. (CS)*

SOAN 265 Race and Ethnicity – Racial and ethnic minorities in the United States. Historical knowledge of role of race in

formation of U.S.; current state of dominant-minority relations. *4 credits. (IS or US)*

SOAN 270 Latinas and Latinos in the U.S. – Examination of major Latina/o subpopulations, including immigration history, population trends, general socio-cultural tendencies. Specific topics of migration and border studies, gender and family, labor and gender, Latina/o politics and policy, poverty, identity and citizenship issues arising among various Latina/o subgroups as they experience and affect U.S. society and culture. *4 credits. (IS or US)*

SOAN 275 Topics: Other Americans – A field-based topics course submerging students in a marginal or counter-cultural community. Methodological training in field research. May be repeated with consent of instructor. \$75 fee. *4 credits. (IS or US)*

SOAN 280 Families in Comparative Perspective – Examines the family as a social institution, both domestically and globally. Addresses historical and cultural perspectives, with emphasis on family diversity, variations in family form and life style, and the interdependence between family and other institutions. Analysis of major family issues, as well as forces for change in the family. *4 credits. (IS or US)*

ANTH 290 Plants and Society (also listed as BIOL 290) – See BIOL 290. \$60 fee. *4 credits. (NW)*

SOCL 297 Topics in Applied Sociology and Social Work – Introductory-level course focusing on key issues in social work and applied sociology, such as addictions, homelessness, domestic violence, and poverty. May be repeated once for credit with different content. *3 credits. (IS)*

SOAN 307 Social Research Methods – For future researchers and consumers of research. Designs for research on social behavior, data collection, and analysis; reporting results; funding of research; uses of research in social work, government, and management. Four hours of lecture and three hours of lab each week. Includes laboratory. *Prerequisite: SOCL 101 or ANTH 111. 5 credits. (QR)*

ANTH 326 Archaeological Field Methods – Theories and methods of archaeology. On-site training in methods of survey, excavation, laboratory analysis, and report writing. Integration of archaeological data within a larger anthropological and environmental framework. Includes laboratory. *Fee may apply. Prerequisites: 112, SOAN 307, and 385. 5 credits.*

SOAN 330 Community and Society – Examines the social science concept of community and its context in rural life. Focus on the intersection of rural and urban cultures. Issues covered include racial and cultural diversity, globalization and rural communities, urban-rural migration, community identity and change, community building, and community survival. Experiential component focusing on local region. *Prerequisites: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOCL 335 Sociology of Education – Examines the sociological principles that relate to education in the United States. Topics include theoretical approaches to education, educational inequality (class, race/ethnicity, and gender), adolescent behavior and subcultures, the relationship between education and other institutions, and educational reform. *4 credits. (IS or US)*

SOAN 350 Global Political Economy: Social and Cultural Perspectives – Understanding economic behavior in nonindustrial societies by locating it in its wider social and cultural setting. Survey of major theoretical positions and review of concrete cases; issues arising from ongoing incorporation of formerly autonomous economies into dominant world system. *Prerequisite: SOCL 101 or ANTH 111 or consent of instructor. 4 credits. (IS or GP)*

ANTH 355 Museums: Exhibiting Cultures – Anthropology museums in their historical and sociological context. Critical examination of artifact collections, exhibits, and exhibiting theories as representative of cultural values and social conflicts. Museums and the politics of culture. Field trips to Northwest museums and preparation of Linfield Anthropology Museum exhibits. \$50

lab fee. Includes laboratory. *Prerequisite: 111. Recommended: 255. 4 credits. (CS)*

SOAN 360 Contemporary Culture – Major perspectives in the study of culture: culturalism, structuralism, post-structuralism, Marxism, feminism, postmodernism; theoretical and empirical scholarship of contemporary culture with emphasis on the U.S.; methodological issues for studying culture. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS or US)*

SOAN 365 Urban Society and Culture – Historical emergence of the pre-industrial city; pre-modern experiments in city systems; modernization, industrialization and urbanization; structure of the modern city; urban politics, urban social problems, semiotics and interpretation of urban space. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOAN 375 City and Countryside in Transition – Local socio-cultural organization in state societies, using ethnographic field methods to explore such topics as ethnicity and tribalism, patron-client relations and brokers, the interrelation of formal institutions and informal social relations, and the tension between urban and rural societies. \$50 lab fee. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOAN 385 Seminar: Social Theory – Junior-level seminar focusing on the major intellectual currents leading to the development of the sciences of culture, society, and human social behavior. Four hours of lecture and two hours of lab each week. *Prerequisites: SOCL 101 or ANTH 111, and junior standing. 5 credits.*

SOAN 404 Social Movements, Citizenship, and Dissent – Social movements in cross-cultural perspective ranging from microsociological to macrosociological. Political, economic, gender, religious, racial, and lifestyle issues that have been a focus of collective activity in promoting or resisting change on a sociocultural level. Resource mobilization, the J-curve theory of revolution, class conflict, urban social movements, identity construction, new social movements, and issues of citizenship and dissent. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWT)*

SOAN 439 Peer Instruction – Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit. *Prerequisites: Application and consent of instructor. 3-5 credits. (S/U) (EL)*

SOAN 454 Symbols in Society and Culture – Study of world cultures as systems of symbols and the process by which people give meaning to their world and their action in it. Critical examination of theoretical models used in the analysis of a variety of semantic domains: ritual, myth, media, popular culture, folklore, politics, and the self. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307, and 385. 4 credits. (MWT)*

SOAN 456 Socio-cultural Change: Transformation, Collapse, Rebirth – Understanding transformations underway in late modernity which may presage collapse; survey of major theoretical positions and concrete cases to discern patterns and processes involved in transformation, collapse and rebirth of complex societies; causes and consequences of societal collapse, including what actually “collapses” when collapse happens. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWT)*

SOAN 460 Gender, Sexuality and the Body (also listed as GENS 460) – Gender, sexuality, and the body as focus for both independent and interrelated areas of scholarship using several theoretical perspectives; examination of ethnographic materials from a wide variety of cultural contexts. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWT)*

SOAN 470 Society, State and Social Policy – Analysis of the complexities of social policy in the U.S. Strategies for examining social policy; role of government and outside forces in forming policy. Several current policies discussed. *Prerequisite: SOCL 101 or ANTH 111, SOAN 307, and 385. 4 credits. (IS or US, MWT)*

SOAN 480 Independent Study – Study of special topics not available as courses. For advanced students. *Prerequisites: approval of supervising instructor and department chair. 1-5 credits.*

SOAN 485, 486 Senior Proseminar I, II: Theory and Practice – Capstone course for graduating seniors focusing on the practice of sociology and anthropology. Work includes preparation of portfolios, self-assessment on the meeting of departmental goals, research into graduate school opportunities and other career options, organization of SOAN Tables, teaching in other classes and public presentations, discussion of the relationship between social theory and practice and independent theoretical readings. *Prerequisites: SOCL 101 or ANTH 111, SOAN 385, and senior standing or consent of instructor. Offered fall, spring. 4 credits (2 per semester).*

SOAN 487 Internship – Student participation in an organization whose activities relate to vocations requiring preparation in sociology, social work, or anthropology. Supplemented with appropriate readings and reports. May be repeated for credit. *Prerequisite: approval of departmental internship supervisor. 2-10 credits. (EL)*

SOAN 490 Research/Thesis – Intensive research on a topic of special interest to the student, leading to a thesis. Projects undertaken by individuals or small teams of students. Honors thesis students required to register for this course. May be repeated for credit. *2-5 credits.*

JANUARY TERM OFF-CAMPUS COURSES

SOAN 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Down and Out in America; Prehistory and History of Ireland; Tradition and Change in Romania; Nepal – Sustainable Development and Social Change; City and Countryside in Transition – Nicaragua; Strangers in Strange Lands; City and Countryside in Transition – India; How Children Learn: Scandinavian Schools, Society, and Culture. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE & PORTLAND COURSES

OCE offers many of the courses described above. It also offers the following courses not available on the McMinnville campus:

SOAN 223 Cultural Environment of Health – The relation of health to cultural background, cultural setting, and cultural adaptation. Anthropological knowledge, theory, and observational methods as the means of understanding health behavior and sharpening cognitive and practical skills. *3 credits.*

SOAN 308 Social Research Methods – For future researchers and consumers of research. Designs for research on social behavior, methodology, quantitative and qualitative data collection and analysis, discipline standards, and ethics of research. Resources for and development of research proposals. *4 credits.*

ANTH 332 Medical Anthropology – A biocultural approach to problems of health and illness. Integrated understanding through empirical research on ritual and belief systems, health practitioners, curing techniques and delivery systems; nutrition; fertility and population control; environmental factors in disease; evolutionary perspective on disease and human adaptability. *3 credits. (IS or GP)*

ANTH 341 Language and Culture – Anthropological study of the relationship between language and culture, sociolinguistics (situating language in cultural context), and language patterns that shape culture. *Prerequisite: ANTH/GLCS 106 or ANTH 111. 4 credits. (IS or GP)*

THEATRE AND COMMUNICATION ARTS

Faculty

Janet Gupton, Ph.D.
Una Kimokeo-Goes, Ph.D. (Visiting)
Derek Lane, M.F.A. (Visiting)
Lindsey Mantoan, Ph.D.
Brenda DeVore Marshall, Ph.D.
Jackson Miller, Ph.D. (Chair)

Instructional Associates

Laurel Peterson, M.F.A.
Robert Vaughn, M.F.A.

The programs in the Department of Theatre and Communication Arts seek to connect learning, life, and community by exploring human interactions. Whether expressed creatively from the theatrical stage, rhetorically from the speaker's platform, or interpersonally within diverse social relationships, appreciating and reflecting upon these interactions are essential to an understanding of a multicultural society and ourselves. Faculty, staff, and students seek this understanding by integrating creative and intuitive skills, imagination and scholarship, public presentation and private introspection. Through such individual and collaborative engagement in scholarly and creative research communities, the department demonstrates its strong belief in integrated teaching and learning and the centrality of its disciplines within the liberal arts.

Beyond service to students enrolled in courses, the department contributes to the broader community through its public performances and community discussions, engagement with local, regional, and global

organizations, and participation in professional associations. Such events and activities promote thoughtful dialogue about the human condition in a climate of mutual respect and genuine commitment to varied ways of learning and understanding.

More specifically, the various programs in theatre arts endeavor to develop students who understand the multi-disciplinary facets of the theatre process within the context of the broader liberal arts; to help students learn the various theatrical skills and integrate those skills in public theatre presentations; and to prepare students for entry-level positions in theatre and the entertainment industry, for graduate school if they so choose, or for a life-long avocational but informed activity in theatre.

The communication arts and forensics programs strive to develop students who realize that the ability to use symbols to interact with one another is one of the defining characteristics of humans; that through this symbolic process self and social reality are created; and that if humans are to realize their potential, they must be able to produce and receive those symbols in meaningful and responsible ways with respect for both similarities and differences among people and cultures.

Course work and experiential learning opportunities in paracurricular and co-curricular activities, the department's internship program, and its community service opportunities provide students with theoretical perspectives, practical skills, and flexibility that prepare them to be engaged citizens as they pursue careers or graduate work in theatre, communication arts, intercultural communication, and related fields.

The department offers a major and a minor in theatre arts, a major and a minor in communication arts, and serves as the home department for an interdisciplinary major in intercultural communication.

STUDENT LEARNING OUTCOMES

Through the pursuit of a major in theatre arts, students will have opportunities to:

- Obtain knowledge of a broad range of theatrical disciplines and experiences, each of which is important to an understanding of the whole as demonstrated by 1) describing the key terms, concepts and theatre artists in each major area of the theatre discipline; 2) employing the basic skills required in selected major areas of the theatre discipline
- Comprehend the interrelationships among the theatrical disciplines by analyzing and solving problems in most practical areas of theatre production as demonstrated by 1) articulating the relationships among the various facets of the theatre discipline, developing and defending artistic concepts, and collaborating within the theatre production process; 2) analyzing and creating solutions to specific challenges in the theatrical process
- Achieve adequate preparation to accept post-graduate internships or entry-level positions in theatre, to enter graduate school, to adapt theatre knowledge and skills to other careers, and to adopt creative approaches to life-long learning as demonstrated by 1) presenting the appropriate skill sets to enter a specific theatre entry-level position or graduate program in theatre; 2) identifying theatre skills that can be applied in other areas of life or careers; 3) communicating clearly in written and spoken English and conducting basic research in the theatrical discipline
- Acquire the skills necessary to function as mindful, creative, and responsible individuals who appreciate the diversity and ambiguity of theatrical experiences and the role of theatre in society as demonstrated by 1) applying conceptual thinking to

critically evaluate text, performance, and production; 2) explaining production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces; 3) articulating critical awareness of one's position within a complex society.

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

Through the pursuit of a major in communication arts, students will have opportunities to:

- Learn to create and deliver articulate, reasoned, and ethical messages as demonstrated by 1) employing critical thinking skills in the formation of arguments; 2) using competent verbal and nonverbal communication skills; 3) applying high ethical standards in their conduct as senders and receivers of messages
- Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts as demonstrated by 1) explaining the nature and process of theoretical inquiry; 2) critically analyzing messages using a theoretical framework; 3) describing and using principles and techniques that may be employed to improve communication effectiveness
- Explore the multicultural dimensions of communication by investigating communication practices across cultures as well as culture specific communication patterns as demonstrated by 1) explaining the contingent nature of cultural patterns and value orientations; 2) analyzing cultural differences as they affect and are affected by the process of communication
- Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations as demonstrated by 1) articulating an under-

standing of one's identity within a complex society; 2) employing engaged listening skills in a variety of social contexts; 3) explaining empathy and applying this concept in social interactions.

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

Through the pursuit of a major in intercultural communication, students will have opportunities to:

- Adopt multiple worldviews in the creation and delivery of articulate, reasoned, and ethical messages as demonstrated by 1) employing critical thinking skills in the formation of arguments; 2) using culturally competent verbal and nonverbal communication skills; 3) applying culturally appropriate ethical standards in their conduct as senders and receivers of messages
- Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts as demonstrated by 1) explaining the nature and process of theoretical inquiry; 2) critically analyzing messages using a theoretical framework; 3) describing and using principles and techniques that may be employed to improve communication effectiveness
- Explore the multicultural dimensions of communication within and across contemporary U.S. and global societies as demonstrated by 1) explaining the contingent nature of cultural patterns and value orientations; 2) analyzing cultural differences as they affect and are affected by the process of communication
- Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations as demonstrated by 1) articulating an understanding of one's identity within a complex society; 2) employing engaged listening skills in a variety of social contexts; 3) explaining empathy and applying this concept in social interactions
- Develop interdisciplinary perspectives on the multicultural dimensions of U.S. and global societies through coursework and experiential learning activities as demonstrated by 1) applying communication theories and skills in varied cultural contexts through study abroad, internships, community service, and service learning experiences; 2) analyzing how disparate disciplines investigate and explain diversity and inclusion.

REQUIREMENTS

The theatre, communication arts and intercultural communication majors are available as bachelor of arts degrees only, as defined in the section on degree requirements for all majors in this course catalog.

The Department of Theatre and Communication Arts offers coursework in two distinct disciplines, which are identified accordingly: those supporting Theatre (THTR) and those supporting Communication Arts (COMM). Courses serving both areas are labeled TACA.

For Theatre Arts Major: 47 credits including 162, 181, 185, 270, 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.

All Linfield Theatre majors participate as a performer in the required course, THTR 181 Acting. Additionally, majors complete a public presentation as part of THTR 489 Senior Capstone Seminar. Theatre Arts majors earn 12 points through their work on Linfield Theatre productions by completing jobs in the following areas: Front of House, Production Crews, Production Team, and Creative Team. Students may receive academic credit for these production assignments by enrolling in appropriate practicum

courses. A listing of the jobs in each area and their corresponding points is available from theatre faculty.

Majors must maintain a minimum overall GPA of 2.500 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 Theatre Arts Minor: 25 credits including 162, 181, 185, 270, 470 or 473; at least one additional THTR 300 or 400 level course; remaining credits selected from available theatre courses in consultation with the student's theatre arts advisor. Minors must also complete performance and crew requirements explained below.

All Linfield Theatre minors participate as a performer in the required course, THTR 181 Acting. Theatre Arts minors earn 6 points through their work on Linfield Theatre productions by completing jobs in the following areas: Front of House, Production Crews, Production Team, and Creative Team. Students may receive academic credit for these production assignments by enrolling in appropriate practicum courses. A listing of the jobs in each area and their corresponding points is available from theatre faculty.

Minors must maintain a minimum overall GPA of 2.500 in order to enroll in practicum courses and participate in production activities. In addition, students must earn a grade of C- or higher in courses meeting minor requirements.

For a Communication Arts major: 39 credits, including 130, 140, 220, 230, 255, 340, 455, and 476. In addition, students select two courses from among 233, 332, 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.

For a Communication Arts minor: 23 credits including core courses 140, 255, 340; one course from among 130*, 230*, 233*; one course from among 130*, 230*, 233*, 332, 335, 430; one course from among 220, 353, 355, 420, 455; and one additional COMM elective from among those courses outside the core with at least three COMM courses at the 300 or 400 level. Students must earn a grade of C- or higher in courses meeting minor requirements.

*None of these courses may fulfill more than one requirement within the minor.

For an Intercultural Communication major: 49-54 credits including 31-32 credits in Communication Arts courses 130, 220, 230, 233, 255, 335, 476, and 140 or 340, and 332 or 353, and 420 with cultural content or 430 with cultural content. In addition, students complete ANTH 111 (4 credits) and select four cultural courses (14-18 credits) in other disciplines including two courses selected from among courses providing disciplinary perspectives on culture including ANTH 341, ENGL 305 or 365, HIST 267 or 370, PHIL 160 or 375, POLS 210, RELS 140 or 310, SOAN 265 or 375; one course selected from among courses providing contemporary social and cultural perspectives including GLFR 312, GLSP 312, SOAN 222, 225, 226, 229, 230, or 244; and one course selected from among courses providing historical social and cultural perspectives including HIST 315, 318, 322, GLFR 311. Semester Abroad with public presentation upon return. U.S. Community Diversity Project with public presentation. With approval of advisor, students may substitute an appropriate class taken abroad for one of the cultural courses focused on contemporary perspectives or for one of the cultural courses focused on historical perspectives. Students must earn a grade of C- or higher in courses meeting major requirements. Intercultural Communication majors are encouraged to take language courses beyond those required for the B.A. degree.

Notes: 1) As appropriate, students may elect to earn community service or internship credit for the community diversity project. 2) Given the fluidity of the curriculum, including the frequent addition of one-time special topics courses, students, with the approval of the Communication Arts faculty, may make course substitutions.

ORGANIZATIONS, HONORS AND PRIZES

Alpha Psi Omega, Sigma Cast, is a national theatre honor society.

Pi Kappa Delta, Oregon Alpha Chapter, is a national forensics honorary.

Lambda Pi Eta, Iota Beta Chapter, is a national communication honor society.

The Outstanding Senior in Communication Arts award may be presented annually to a student who has demonstrated scholarly excellence in and beyond the classroom.

The Outstanding Senior in Intercultural Communication award may be presented annually to a student who has demonstrated scholarly excellence in and beyond the classroom.

The Outstanding Senior in Theatre Arts award may be presented annually to a student who has demonstrated excellence in both academic and production endeavors.

SCHOLARSHIPS

The Roy "Hap" Mahaffey Memorial Merit Scholarship for forensics and theatre students

The Donald and Nelda Balch Endowed Scholarship for Theatre Arts Majors

The Ballenger Scholarship for theatre arts students

The Singletary Communication Arts Scholarship

Speech Achievement Awards

Theatre Achievement Awards

Theatre Talent Awards

Forensics Talent Awards

PARACURRICULAR COURSES

Majors and minors enroll in 100-level versions of the courses cited below and receive letter grades; see academic courses sections. Non-majors enroll in the paracurricular versions as listed and receive Satisfactory/Unsatisfactory grades.

THTR 010 Theatre Practicum: Production 1 – Paracurricular version of 110. *1 credit. (EL)*

THTR 012 Theatre Practicum: Production 2 – Paracurricular version 112. *1 credit. (EL)*

THTR 013 Theatre Practicum: Production 3 – Paracurricular version of 113. *1 credit. (EL)*

THTR 014 Theatre Practicum: Production 4 – Paracurricular version 114. *1 credit. (EL)*

THTR 015 Theatre Practicum: Costuming 1 – Paracurricular version 115. *1 credit. (EL)*

THTR 016 Theatre Practicum: Costuming 2 – Paracurricular version 116. *1 credit. (EL)*

THTR 017 Theatre Practicum: Costuming 3 – Paracurricular version 117. *1 credit. (EL)*

THTR 018 Theatre Practicum: Costuming 4 – Paracurricular version 118. *1 credit. (EL)*

THTR 020 Theatre Practicum: Acting 1 – Paracurricular version of 120. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

THTR 021 Theatre Practicum: Acting 2 – Paracurricular version of 121. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

THTR 022 Theatre Practicum: Acting 3 – Paracurricular version of 122. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

THTR 023 Theatre Practicum: Acting 4 – Paracurricular version of 123. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

COMM 027 Performance Events Practicum 1 – Paracurricular version of 127. *1 credit. (EL)*

COMM 028 Performance Events Practicum 2 – Paracurricular version of 128. *1 credit. (EL)*

COMM 029 Performance Events Practicum 3 – Paracurricular version of 129. *1 credit. (EL)*

COMM 051 Public Speaking Events Practicum 1 – Paracurricular version of 151. *1 credit. (EL)*

COMM 052 Public Speaking Events Practicum 2 – Paracurricular version of 152. *1 credit. (EL)*

COMM 053 Public Speaking Events Practicum 3 – Paracurricular version of 153. *1 credit. (EL)*

COMM 057 Debate Practicum 1 – Paracurricular version of course 157. *1 credit. (EL)*

COMM 058 Debate Practicum 2 – Paracurricular version of 158. *1 credit. (EL)*

COMM 059 Debate Practicum 3 – Paracurricular version of 159. *1 credit. (EL)*

TACA 040 Community Service – Community service activity at an appropriate organization as arranged through the department by individual students. *Prerequisite: consent of instructor. 1 credit. (EL)*

COURSES: THEATRE ARTS

THTR 110 Theatre Practicum: Production 1 – Laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 112 Theatre Practicum: Production 2 – Second-level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 113 Theatre Practicum: Production 3 – Third level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 114 Theatre Practicum: Production 4 – Fourth level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 115 Theatre Practicum: Costuming 1 – Laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 116 Theatre Practicum: Costuming 2 – Second-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 117 Theatre Practicum: Costuming 3 – Third-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 118 Theatre Practicum: Costuming 4 – Fourth-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 120 Theatre Practicum: Acting 1 – Participation in experiential activity of acting in major Linfield University theatre production. Application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble.

Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit (EL)

THTR 121 Theatre Practicum: Acting 2 – Participation in experiential activity of acting in major Linfield University theatre production. Second-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit (EL)*

THTR 122 Theatre Practicum: Acting 3 – Participation in experiential activity of acting in major Linfield University theatre production. Third-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

THTR 123 Theatre Practicum: Acting 4 – Participation in experiential activity of acting in major Linfield University theatre production. Fourth-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *Prerequisite: Successful casting in a production by participating in the audition process and consent of instructor. 1 credit. (EL)*

THTR 162 Fundamentals of Theatre Design and Drawing – Exploration of design elements common to scenic, costume, and lighting design and the visual processes necessary for communicating these elements, including sketching, drafting, and rendering. \$60 fee. *Offered fall. 3 credits. (CS)*

THTR 171 Playing and Making – Exploration of concepts of creativity, imagination, and improvisation as they facilitate “playing” and “making” both on and off the stage. Examination of role these three concepts have world-wide in both “making plays” and in the “maker culture.” Particular emphasis placed on elements of theatre from performance, design, technology, and business. *Offered fall. 3 credits. (CS)*

THTR 181 Acting – Fundamentals of acting, including techniques that free the actor, basic skills needed to communicate inner truth, analysis of roles, interdependence of all people on stage. Public performance of final scenes. Appropriate for both majors and non-majors. *3 credits. (CS)*

THTR 185 Stagecraft – Principles and methods of stagecraft as used in theatre and other productions. Two- and three-dimensional scenery, production organization, and safety. Lecture, discussion, and laboratory work. \$40 fee. *Offered spring. 3 credits. (CS)*

THTR 210 Theatre Practicum: Production 5 – Advanced laboratory experience in theatre production focusing on design and technical theatre. Participation on one or more production crews for major theatre presentations. May include crew head or assistant technical director responsibilities. *Prerequisite: one 100-level theatre production practicum course. 1 credit. (EL)*

THTR 211 Theatre Practicum: Production 6 – Second-level advanced laboratory experience in theatre production focusing on design and technical theatre. Participation on one or more production crews for major theatre presentations. May include crew head or assistant technical director responsibilities. *Prerequisites: one 100-level theatre production practicum course and 210. 1 credit. (EL)*

THTR 212 Theatre Practicum: Theatre Production Staff Assistant 1 – Participation as assistant director or assistant dramaturg on theatre production staff for one major theatre presentation. Application of principles from 370. Intense experiential activity that also requires research and creative contributions appropriate to the role and in support of director. *Prerequisites: 370 and consent of instructor. 1 credit.*

THTR 213 Theatre Practicum: Theatre Production Staff Assistant 2 – Participation as assistant scenic designer, assistant lighting designer, assistant costume designer, or assistant sound

designer on theatre production staff for one major theatre presentation. Application of principles from 380, 385, 390 and/or 466. Intense experiential activity that also requires research and creative contributions appropriate to role and in support of designer. *Prerequisites: 380, 385, 390 or 466 (Topics: Sound Design) as appropriate, and consent of instructor. 1 credit. (EL)*

THTR 270 Play Reading – Directed reading of classical and contemporary plays. Provides an introduction to dramatic literature and various approaches to play analysis. \$40 fee. *3 credits. (CS)*

THTR 272 Theatre in Portland (also listed as ENGL 272) – Introduction to contemporary dramatic literature and theatrical performance. Activities include reading and discussing plays, creating and performing original work, attending professional productions, meeting theatre artists, writing reviews, and using the Portland Campus as a hub to explore the city’s culture. Special attention to underrepresented artists and methods of increasing diversity and inclusion in contemporary theatre. Only offered on the Portland Campus. \$120 fee. *Prerequisite: INQS 125 or consent of the instructor. Offered January Term. 4 credits. (CS,US)*

THTR 281 Intermediate Acting – A second acting course to broaden and polish performance skills. Emphasis on motivation, physicalization, development of vocal instrument and use of dialects, auditioning and beginning media acting skills. Public performance required. Open to all students. Three lecture/lab sessions per week. \$40 fee. *Offered spring of even-numbered years. Prerequisite: 181. 3 credits. (CS)*

THTR 290 Stage Makeup – Makeup for stage, including materials and procedures, character interpretation, design creation and application, and creation and presentation of final electronic portfolio. Lecture, discussion, and laboratory work. \$75 fee. *Offered spring. 3 credits.*

THTR 295 Theatre Business and Promotions – Managerial theory and practices of professional and not-for-profit theatre operations, including organizational structure, financial practices, promotions (including social media), front of house operations, box office, season selections, grant writing and institutional advancement, and legal concerns. \$45 fee. *Offered spring of odd-numbered years. 3 credits.*

THTR 314 Theatre Practicum: Stage Managing 1 – Participation as stage manager on theatre production staff for one major theatre presentation during semester. Application of principles from 365. Intense experiential activity that also requires research and creative contributions. *Prerequisites: 365 and consent of instructor. 1-2 credits.*

THTR 315 Theatre Practicum: Stage Managing 2 – Participation as stage manager on theatre production staff for one major theatre presentation during the semester. Second-level application of principles from 365. Intense experiential activity that also requires research and creative contributions. *Prerequisites: 365 and consent of instructor. 1-2 credits.*

THTR 316 Theatre Practicum: Design – Participation as scenic designer, lighting designer, costume designer, or sound designer on the production staff for a major theatre presentation. Application of principles from 380, 385 and/or 390. Intense experiential activity for the exceptional student with demonstrated talent in design. *Prerequisites: 380, 385, or 390 as appropriate, 213, and invitation of the faculty. 2-3 credits.*

THTR 317 Theatre Practicum: Directing – Participation as director for a major theatre presentation. Application of principles from 370 and 371. Intense experiential activity for the exceptional student with demonstrated talent in directing. *Prerequisites: 212, 370, 371 and invitation of the faculty. 2-3 credits.*

THTR 320 Theatre Practicum: Advanced Acting – Participation as actor in a “major” role (as determined by the faculty) in a main stage presentation. Application of principles from 181 and 281. *Prerequisites: 181, 281, invitation of the faculty, and successful casting in a production by participating in the audition process. 2-3 credits.*

Theatre and Communication Arts

THTR 351 Shakespeare: Script, Stage & Screen (also listed as ENGL 351) – Exploration of Shakespeare's tragedies and tragicomedies as works of dramatic literature and as scripts for performance in theatre and film. Consideration of historical, critical, and performance contexts, along with questions of gender, genre, and global adaptations. \$40 lab fee. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP)*

THTR 365 Stage Management – Theory and practice of procedures used to organize, mount, run, and strike a production, including responsibilities during rehearsals for crew assignments, scheduling, and performance operations. Requires final prompt book and digital portfolio with presentations. *Offered spring even-numbered years. 3 credits.*

THTR 368 Producing and Touring Educational Theatre – Exploration of the process of developing both educational theatre workshops and a one-act play production that tours to local and regional schools during the term. Participants serve as performers, crew, and 'teachers' in this collaborative process and particular emphasis is placed upon crafting workshops that the participants will lead at each school. \$55 Fee. *Offered January term. 4 credits. (CS)*

THTR 370 Play Directing – The director's tasks in preparing, rehearsing, and mounting a show. Play analysis, casting, scheduling, blocking, business, picturization, and polishing. Three lecture/lab sessions per week. \$45 fee. *Prerequisites: 181, Theatre Arts major or minor status, or consent of instructor. Offered fall of odd-numbered years. 3 credits.*

THTR 371 Advanced Directing – Practical application of principles from 370. Examination of advanced directing theory and practice, including varied stylistic approaches and conventions. Includes public performance integrating theatrical production elements. Three lecture/lab sessions per week. \$75 fee. *Prerequisites: Theatre major, successful completion of 370 (course work and final project), application, and consent of theatre instructors. Offered spring of even-numbered years with sufficient student interest and departmental resources. 4 credits.*

THTR 375 History of the Broadway Musical (also listed as MUSC 375) – Historical, theatrical, musical, and movement analysis of Broadway musical theatre. Focus on plot, character, musical style, and movement. Examination of the ways race, ethnicity, gender, sexuality, and ability are represented and investigated in musicals. Offered spring of even-numbered years. \$45 fee. *Prerequisites: None. Offered spring of even-numbered years. 4 credits. (CS or US)*

THTR 380 Scene Design – Visual interpretation of play scripts and thematic ideas, including concept development, advanced drafting and rendering techniques, and model building. Designs for proscenium, thrust, and arena stage. Lecture, discussion, lab. \$220 fee. *Prerequisites: 162 and 185, or consent of instructor. Offered spring of odd-numbered years. 3 credits. (CS)*

THTR 385 Lighting Design – Principles of design, electricity, lighting instrument function and maintenance, script analysis and concept development, control systems, drafting and lighting theory for stage performances. Lecture, discussion and laboratory work. \$50 fee. *Prerequisites: 162 and 380, or consent of instructor. Offered spring of even-numbered years. 3 credits. (CS)*

THTR 390 Costume Design – Theories and techniques of design for visual interpretation of the playscript, including study of principles of line, silhouette, texture. Study of relationships among historical context, characterization and costume. Lecture, discussion and laboratory work. \$125 fee. *Prerequisite: 162 or consent of instructor. Offered fall of even-numbered years. 3 credits. (CS)*

THTR 466 Topics in Theatre Design and Technology – Advanced design and technology studio course for majors and minors. Developing specialized scenographic talents and techniques through topics such as scene painting, model-making in theatrical design, sound, and computer technology in the theatre. Offered every 2-3 years as resources permit. May be repeated

once for credit with different content. \$30 fee. *Prerequisites: 162 and consent of instructor. 3 credits.*

THTR 470 Theatre History and Literature I – Development of Western and major non-Western theatre traditions to 1700, including sociological, philosophical, and cultural foundations of each major period; dramatic literature; physical stage and production techniques; major critical theories. \$45 fee. *Prerequisite: junior standing or higher. Offered fall of even-numbered years. 4 credits. (CS or VP, MWI)*

THTR 473 Theatre History and Literature II – Development of Western and major non-Western theatre traditions from 1700 to the present, including sociological, philosophical, and cultural foundations of each major period and aesthetic movement; dramatic literature; physical stage and production techniques. \$45 fee. *Prerequisite: junior standing or higher. Offered spring of odd-numbered years. 4 credits. (CS or VP, MWI)*

THTR 481 Topics in Theatre Performance – Advanced studio acting for majors and minors. Focus on specialized acting styles and techniques through topics such as acting Shakespeare, farce, ancient tragedy, mime, performance art, and improvisation. Three lecture/lab sessions per week. Offered every 2-3 years as resources permit. May be repeated once for credit with different content. \$45 fee. *Prerequisites: 181 and 281, or consent of instructor. 3 credits. (CS)*

THTR 489 Senior Capstone Seminar – Capstone course focusing on the holistic and collaborative practice of theatre. Includes self-assessment, preparation of portfolios, research into graduate school opportunities, internships and other career options, development of an article of "publishable" quality tailored to the interest of the student, public demonstration of skills through formal oral presentation of electronic portfolio. *Prerequisite: senior standing. Offered fall. 3 credits.*

COURSES: COMMUNICATION ARTS

COMM 127 Performance Events Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

COMM 128 Performance Events Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

COMM 129 Performance Events Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

COMM 130 Interpersonal Communication – Theory and application of skills in relational communication. Emphasis on self-awareness, listening, verbal and nonverbal codes, role competency, conflict management. *3 credits. (IS)*

COMM 140 Public Speaking – Effective and ethical presentation of ideas to an audience. Issues of First Amendment rights and responsibilities and the role of persuasive discourse in effecting individual and societal change. Theory and practice of audience adaptation, message organization, language use, and delivery. Classroom speeches and evaluation. *3 credits. (IS)*

COMM 151 Public Speaking Events Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

COMM 152 Public Speaking Events Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two public speaking competition at intercollegiate

tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

COMM 153 Public Speaking Events Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

COMM 157 Debate Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

COMM 158 Debate Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

COMM 159 Debate Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

COMM 220 Performing Literature – Performance studies approach to performing literature. Analysis and performance of selections from various literary genres with emphasis on works of diverse voices in U.S. literature. *Offered spring semester. 3 credits. (CS or US)*

COMM 230 Intercultural Communication: Global Perspectives – Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on social and cultural contexts of communication. Emphasis on perception, values, enculturation, acculturation, verbal and nonverbal language systems, strategies for effective intercultural interaction. Strongly recommended for students planning to participate in Linfield's Study Abroad programs. *3 credits. (IS or GP)*

COMM 233 Multicultural Communication in the United States – Theory and practice of human communication in a multicultural world. Emphasis on dynamics of human interaction within and across co-cultures in the United States. Development of communication skills to deal effectively with cultural identity and diversity. *Offered spring. 3 credits. (IS or US)*

COMM 234 Diverse Voices Across the Wine Industry (also listed as WINE 234) – Emphasis on communication within and across dominant cultures and co-cultures in the wine industry. Discussion of privilege, marginalization, opportunity, and social justice at the intersection of race, gender and class. Acquisition of foundational knowledge and skills to create understanding and effective communication among individuals from diverse backgrounds. Up to \$20 course fee. *Offered fall of even-numbered years. 4 credits. (US)*

COMM 255 Communication: Interaction and Advocacy – Introduction to theoretical study of how humans use symbols to convey information, develop and maintain relationships, influence attitudes and beliefs, and engender action. Focus on understanding connections between communication and thought, including the nature of knowledge, the nature of being and reality, and the nature of ethics. Application of theory to political and social phenomena. *Offered fall. 4 credits. (UQ)*

COMM 332 Gendered Communication (also listed as GENS 332) – Current scholarship and controversies in communication and gender research. The interdependence of gender, communication, and culture. Focus on lived experience within U.S. culture through interactive course format. *Offered spring of odd-numbered years. 3 credits. (IS or US)*

COMM 335 Nonverbal Communication – The processes and effects of nonverbal communication. Research about communication by means of body movement, spatial relationships, vocal cues, touch, and physical appearance. Focus on impact of nonverbal cues in specific communication contexts such as interviews,

doctor-patient interactions, and the courtroom. *Offered fall of odd-numbered years. 3 credits. (IS)*

COMM 340 Persuasion and Social Influence – Rhetorical, psychological, and social principles used to influence behaviors of individuals and groups. Focus on logic and reasoning, structure of arguments, symbols, credibility, motivation, attitude change and ethics. Study of persuasion in public relations and political campaigns, interpersonal contexts and social movements. Includes oral and written projects. *Offered fall. 4 credits. (IS)*

COMM 353 Topics in Women's Rhetoric (also listed as GENS 353) – Women's public discourse, including survey of significant female speakers in political, social, and religious contexts. The role of women's public discourse in the process of social change through topics such as Rhetoric of the Women's Movement – 1770-1920, Women's Public Voices – 1960 to present, and Women's Political Campaign Discourse. May be repeated once for credit with different content. *Offered spring of even-numbered years. 3 credits. (US or GP or IS or VP depending on topic)*

COMM 355 Topics in U.S. Public Address – Study of U.S. public address, including significant speakers in political, social, and religious contexts. The role of public discourse in promoting and accommodating social change through topics such as the discourse of war and peace; presidential discourse, discussion of human rights in the United States, protest rhetoric in the 1960s. May be repeated once for credit with different content. *Offered spring of odd-numbered years. 3 credits. (IS or US or VP depending on topic)*

COMM 357 Environmental Communication and Advocacy (also listed ENV 357 and JAMS 357) – See ENV 357. *4 credits.*

COMM 420 Topics in Performance Studies – Methodological approaches to performance studies and the objects or sites of performance those methods presume, construct, and privilege. Techniques for scripting, directing, and presenting public performances in topics such as Performing Ethnography, Performance and Popular Culture, Group Performance, and Performing Gender. May be repeated once for credit with different content. *Prerequisite: junior standing or higher. Offered fall of odd-numbered years. 3 credits. (CS or GP or US)*

COMM 430 Topics in Human Communication – Human communication theories and how they explain and influence human interaction. Topics such as Organizational Communication, Intercultural Conflict Resolution, Theories of Intercultural Communication, Small Group Communication, Theoretical Perspectives in Relational Communication. May be repeated once for credit with different content. *Prerequisite: junior standing or higher. Offered fall of even-numbered years. 3 credits. (IS or GP or US depending on topic)*

COMM 455 Rhetorical Theory and Criticism – Examination of major writers, works, and paradigms in the discipline of rhetoric from the Greeks to postmodernists. Rhetorical perspectives that focus on societal values and ethics, the nature of knowledge, and the nature of being and reality. Theory, methods, and varied practices of rhetorical criticism. *Prerequisite: junior standing or higher or consent of instructor. Offered spring of even-numbered years. 4 credits. (UQ, MWI)*

COMM 476 Senior Seminar – Capstone course integrating theoretical and practical issues of the curriculum. Includes self-assessment; research into graduate school opportunities, internships and other career options; development of research project of "publishable" or "performative" quality with public presentation. *Prerequisites: 255 and senior standing. Offered fall. 3 credits. (MWI)*

COURSES SHARED BY BOTH PROGRAMS

TACA 287 Internship – Supervised work at an appropriate organization as arranged through the department by individual students. Theatre internships in production, front-of-house, or

Theatre and Communication Arts

performance activities. Communication Arts internships in the areas of intercultural, interpersonal, political, organizational, or public communication. *Prerequisite: consent of instructor. 1-5 credits. (EL)*

TACA 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. May be repeated in different subject matter. *Prerequisites: application and consent of instructor. 2-3 credits. (S/U) (EL)*

TACA 480 Independent Study – Advanced study in Theatre or Communication Arts arranged with a professor and approved by the director of the area of study. *Prerequisite: consent of department chair. 1-3 credits.*

TACA 487 Capstone Internship – Supervised work at an appropriate organization as arranged individually through the department. Theatre internships in production or performing activities. Communication Arts internships in the areas of intercultural, interpersonal, political, organizational, or public communication. Includes reflective paper. Elective experience for exceptional students. May not be repeated. *Prerequisites: Junior or Senior standing and consent of instructor. 2-5 credits. (EL)*

JANUARY TERM OFF-CAMPUS COURSES

TACA or COMM or THTR 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Politics and Theatre in Ancient Greece, British Theatre, The Ancient Art of Oratory in Italy, and Theatre and Oratory in Italy and Greece. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

COMM 257 Communication Theory – Examination of traditional and contemporary theoretical underpinnings of human communication as symbolic activity. Focus on the role of theory in facilitating the understanding and practice of communication within and at the intersections of multiple professional contexts and communication mediums. *3 credits*

SCHOOL OF BUSINESS

Dean of Business

Jennifer R. Madden, Pd.D.

Business Faculty

Virlena Crosley, D.B.A.

Christopher Dahlvig, M.B.A., C.P.A.

Denise Farag, J.D.

Amber Gribbons, M.Acc. (Visiting)

Michelle Nelson, Ph.D.

Russ Paine, M.B.A. (Non-tenure track)

Kyle Putnam, Ph.D.

Madeleine Romero, M.B.A. (Non-tenure track)

Gayatree Sarma, M.B.A. (Non-tenure track)

Rainer Seitz, Ph.D.

Sharon Wagner, Ph.D.

Natalie Welch, Ph.D.

Wine Studies Faculty

Gregory V. Jones, Ph.D.

The mission of the School of Business is to cultivate future leaders who will positively impact business and society. We are inspired to foster integrity, ethical behavior, intellectual curiosity, business-relevant knowledge and skills, and a mindset that is both inclusive and global.

Students may pursue a business major in Accounting, Finance, International Business, Management or Marketing. Business minors are offered in Entrepreneurship and Management. The interdisciplinary major and minor in Sport Management also include a business core and are housed in the School of Business. Graduates typically enter graduate study or professional careers in business, government, or non-profit institutions.

The School of Business also houses the interdisciplinary major and minor in Wine Studies.

BUSINESS

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

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

Students may earn only one business major (accounting, finance, management, marketing, international business, or sport management). Students who earn the OCE business information systems major may not also earn an accounting, finance, management, marketing, international business, or sport management major. The management and entrepreneurship minors are open to all Linfield degree-seeking students except management majors.

Business requires that 15 credits in the major in courses numbered 341 and above be taken at Linfield.

For a major in Accounting: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495, BNAC 361, 362, 461, 466, 468, and 469. The Accounting major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

For a major in Finance: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, 444, 447, BNSS 495, and one of the following: BNFN 441, 443, 448 or 449. The Finance major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

For a major in International Business:

(a) BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495. The International Business major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

(b) Three of the following: BNMG 410, BNMK 426, BNSS 435, BNFN 443, BNSS 480, 487; ECON 331 or 333. The location and topic for BNSS 487 must be approved in advance for

IB major credit. Only one of the two ECON courses may count toward this requirement.

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

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

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

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

For a major in Management: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNMG 405, BNSS 495, and two courses selected from the following: BNMG 380, 409, 410, 411, 415, 423, 436 (may be repeated for credit with different content), BNSS 440, 480, 485, 486 (if the topic is closely related to management as determined by the supervising instructor), 487 (if the internship is closely related to management as determined by the supervising instructor), COMM 340. Only one of BNSS 480, 485, and 486 may count toward the major. The Management major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

For a major in Marketing: Completion of BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495, and three courses selected from the following: BNMK 420, 421, 426, 427 (may be repeated for credit with different content), BNSM 451, BNSS 480, 485, 486 (if the topic is closely related to marketing as determined by the supervising instructor), 487 (if the internship is closely related to marketing as determined by the supervising instructor). Only one of 480, 485, and 486 may count toward the major. The Marketing major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

For a minor in Management: Completion of 20 credits consisting of BNSS 250, BNMG 310, 405, and two of the following:

BNMG 380, 409, 410, 411, 415, 423, 436, BNSS 440, or COMM 340. Students who complete a major in accounting, finance, marketing, international business, or the OCE business information systems major may not count BNSS 250 toward their minor and must substitute a course from the “two of the following” list. International Business majors may not count BNMG 410 toward the minor.

For a minor in Entrepreneurship for students not earning a business major: Completion of 20 credits consisting of: BNSS 250, BNAC 260, BNMG 310, and BNSS 340; BNMG 423 OR BNSS 486; and two approved* elective courses (6-8) credits in one’s major field of study, for a total of 26-28 credits. An approved* business course (including BNMG 423 or BNSS 486), or COMM 340 may be substituted for one elective course.

*For a minor in Entrepreneurship for Accounting, Finance, International Business, Marketing, and Sport Management majors**:* Completion of business core (BNAC 260, BNAC 261, BNMG 310, BNMG 321, BNSS 340, BNFN 341, and BNSS 495); and BNMG 423 OR BNSS 486; BNMG 405, one approved course in one’s major, and two approved* business courses outside one’s major (including BNMG 423 or BNSS 486), or COMM 340. *Approved by major and minor advisors **Due to course overlap, students who major or minor in Management may not earn the entrepreneurship minor.

Policy on Prerequisites

The school 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 School of Business Dean must also be secured.

SPORT MANAGEMENT MAJOR AND MINOR

The Sport Management major and minor are housed in the School of Business. The major and minor are interdisciplinary, with requirements in Business, Communication Arts, Economics, Health, Human Performance, and Athletics, Journalism and Media Studies, and Philosophy. Refer to the Sport Management section for further information and requirements.

HONORS

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

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

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

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

STUDENT ORGANIZATIONS

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

The Linfield Association of Business Students (LABS) plans, promotes, and provides opportunities for student engagement and learning. Open to declared majors and minors in business.

INTERNSHIPS

The School of Business 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 or senior standing with 12 credits in business courses, completed or in progress. Second, business students must have an overall GPA of 3.000 or higher in their major courses. Students who do not meet these two requirements may want to explore an internship with Career Development. Finally, students need approval of the internship coordinator and their regular academic advisor prior to beginning their internship. They make their own arrangements (experience in job hunting being one of the benefits of the program) and work with Linfield faculty advisors and the participating businesses to establish a contract for the internship. Michelle Nelson is the coordinator.

COURSES: GENERAL BUSINESS

BNSS 041 Personal Finance – Financial techniques of the household in allocating resources and planning expenditures. Lifetime perspective in financial management, encompassing financial budgeting and planning; credit management; Federal tax preparation and planning; home and automobile purchasing; automobile, homeowners, health insurance planning; and stock, bond, and mutual fund investing. Not applicable toward a major. 2 credits. (EL)

BNSS 098 Senior Tutoring – Service as tutors and review-session leaders for introductory courses and other projects by senior students with sufficient course backgrounds and superior academic achievements. *Prerequisites:* 3.000 GPA overall, 3.500 GPA in major, and selection by the School of Business Dean. 1 credit. (EL)

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

BNSS 250 Contemporary Business – Introduction to the basic functions of management and business. Business as an integrated entity, both in the U.S. and global environments. Forms of business ownership, business ethics, production, human resources, marketing, accounting, and finance. *Not open to declared accounting, finance, international business, management, or marketing majors. Not open to students with 8 or more credits in business courses.* 4 credits.

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

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

BNSS 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or

laboratory. Focus on course content and pedagogy. *Prerequisites: senior standing, application and consent of instructor. 1-4 credits. (S/U) (EL)*

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

BNSS 480 Independent Study – Advanced study in a particular topic of business chosen by the student and supervised by member of the business faculty. Repeatable as long as the subject matter is different. *Prerequisites: cumulative GPA of at least 2.750 and approval of both the supervising instructor and the School of Business Dean. 1-5 credits.*

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

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

BNSS 487 Internship – Intensive learning experience in a business firm or other organization using accounting, business and finance techniques. *Prerequisites: GPA of at least 3.000 or higher in business major courses; junior or senior standing with 12 credits in business courses completed or in progress; and approval of advisor and business internship coordinator before starting the internship. One internship of at least 3 credits may be counted toward a business major. 2-5 credits. (S/U)(EL)*

BNSS 490 Research – Individual research, reading, and study in business under the guidance of a faculty member. Open to advanced students. *Prerequisites: approval of the supervising instructor and the School of Business Dean. 2-5 credits.*

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

BNSS 495 Strategic Management – Integrated study of business strategy formulation and implementation. Value chain and case analyses used to explore environmental factors, resource allocation, and competition. Role of a management team in a competitive simulated business: developing strategic plan, devising strategies to gain competitive advantage, using analytic tools and feedback, communicating outcomes. Capstone course for business majors. \$10 fee. *Prerequisites: Senior standing, BNMK 321 and BNFN 341. 4 credits. (MWT).*

COURSES: ACCOUNTING

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

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

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

BNAC 362 Intermediate Accounting II – Continuation of BNAC 361. Liabilities, shareholders' equity, dilutive securities,

and investments. Issues related to income determination and the preparation and analysis of financial statements. *Prerequisite: BNAC 361. 4 credits.*

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

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

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

BNAC 466 Advanced Accounting – Advanced topics in financial reporting, including partnerships, business combinations, consolidated financial statements, and segment and interim financial reporting. Essential characteristics of financial operations and accounting for state and local governments, private not-for-profit entities, estates, and trusts. Includes audit and financial management requirements of these entities. *Prerequisite: BNAC 362. Offered spring. 4 credits.*

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

BNAC 468 Federal Income Tax – Theory, policies, and procedures regarding federal taxation of individuals, corporations, partnerships, and fiduciaries. *Prerequisites: BNAC 261, MATH 140, 160, and junior standing. Offered fall. 4 credits.*

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

COURSES: FINANCE

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

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

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

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

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

BNFN 448 Seminar in Corporate Finance – Advanced seminar in principles and practices of corporate finance. Tenets of finance; financial analysis; operational control; capital budgeting; enterprise valuation; and ethics. Emphasis on the study and extensive discussion of contemporary cases to assess operational control, financial and investment decision-making, and corporate strategy, all within the framework of cash-flow valuation models. Excel financial spreadsheet modeling and data management will be integral to case analysis, conclusions, and presentations. *Prerequisites: Senior standing, BNFN 444, and consent of instructor. 4 credits.*

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

COURSES: MANAGEMENT

BNMG 310 Organizational Behavior and Management – Introduction to human behavior in organizations, and management of business and organizational behavior within global and ethical contexts. Management theory; attitudes and values; communication, motivation, planning, decision making, evaluation, and feedback; leadership and power; group and team dynamics; organizational culture and change. Not open to students who have completed BNMG 301 with a passing grade. *Prerequisites: BNSS 250 or BNAC 260, and sophomore standing. 4 credits.*

BNMG 380 Industrial and Organizational Psychology – Psychological principles applied to business. Employee attitudes, job analysis, employee recruiting and selection, performance evaluation, design and evaluation of training systems, and organizational change and development. *Prerequisite: BNMG 310 or PSYC 101. 4 credits.*

BNMG 405 Human Resource Management – Administration of human resource strategies in the attainment of organizational goals. Staffing, employee and labor relations, safety and health, compensation, training and organization development, career planning, and performance management functions. Culture, values, ethical issues, and global influences on staff and organizations. Statistical analysis of compensation issues. *Prerequisites: BNMG 310, MATH 140. 4 credits.*

BNMG 409 Leadership – Advanced seminar in leadership studies. Views on leadership from management and behavioral science theories; historical, political, philosophical, and literature-based perspectives; and the study of leaders in action. Self-assessment, skill development and production of a leadership development plan. *Prerequisite: BNMG 310. 4 credits.*

BNMG 410 International Management – Examination of cross-cultural issues in the management of the multinational firm. Sociocultural context, broad environmental issues, legal and political aspects, operational and strategic considerations, social responsibility and ethical issues. *Prerequisite: BNMG 310. 4 credits. (GP)*

BNMG 411 Team Dynamics – Development and functioning of groups and teams in organizations. Characteristics of successful teams; group and team processes; team leadership, power, and social influence; facilitation of team success, organizational and cultural contexts. Emphasis on analyzing the functioning of teams in work settings. Experiential work to self-assess and develop skills in teamwork and team facilitation. *Prerequisite: BNMG 310. 4 credits.*

BNMG 415 Business, Ethics, and Society – Ethical concepts relevant to resolving moral issues in business. Analytic skills for

applying ethical concepts to business decisions. Moral issues in management related to social and environmental issues. *Prerequisites: BNMG 310 and BNSS 340. 4 credits.*

BNMG 423 Entrepreneurship – Understanding the skills and motivation required for entrepreneurial success. Examination of start-up requirements; organization structure; legal, financial and human resources considerations. Emphasis on formulation of an effective business plan in a small business environment. *Prerequisites: BNMG 310, BNMK 321, and MATH 140. 4 credits.*

BNMG 436 Topics in Management – Selected topics in management designed to provide a more detailed examination of a specific facet of management studies. Course uses small group discussion and intensive class participation. Open to juniors and seniors pursuing a major or minor in business. May be repeated with consent of instructor when the management topic is substantially different. *Prerequisite: BNMG 310. 4 credits.*

COURSES: MARKETING

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

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

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

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

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

COURSES: SPORT MANAGEMENT

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

BNSM 450 Sport Law – Legal concepts in a sports context. Tort law, risk management, agency law, contract law, constitutional law, gender equity (including Title IX), employment and labor relations, intellectual property law, and antitrust law in the sports environment. *Prerequisite: BNSS 340. 4 credits.*

BNSM 451 Sport Marketing – Marketing techniques and strategies applied to sport industry. Uniqueness of sport marketing, sport industry segmentation, market research in identifying sport consumer, data-based sport marketing plans, and development of sponsorship and endorsement packages. *Prerequisite: BNMK 321. 4 credits.*

BNSM 457 Topics in Sport Management – In-depth exploration of special topics, current issues, and trends in sport management. May be repeated once for credit with different content.

Prerequisite: BNSM 350, junior standing, and consent of instructor. 4 credits.

JANUARY TERM OFF-CAMPUS COURSES

BNSS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary. May be repeated for credit with different topics. *4 credits.*

OCE COURSES

The School of Business regularly offers many of the above classes through programs offered by Online and Continuing Education. Descriptions of those programs appear in the OCE section of this catalog.

SPORT MANAGEMENT

Coordinator

Natalie Welch, Ph.D. • Business

Faculty

Denise Farag, J.D. • Business

Randy Grant, Ph.D. • Economics

Jesús Ilundáin-Agurruza, Ph.D. • Philosophy

Jeff McNamee, Ph.D. • Health, Human Performance, and Athletics

Lisa Weidman, Ph.D. • Journalism and Media Studies

The Sport Management major and minor are interdisciplinary programs designed to allow students the opportunity to obtain

theoretical knowledge in the fields of business, economics, journalism and media studies, philosophy, and health and human performance and apply it to the study of sport management. Courses encourage critical analysis of the cultural and social significance of sport, the need for ethical and moral decision-making and the role of sport as business.

Students who complete a major or minor in Sport Management will be prepared for graduate studies in sport management or athletic administration. They will also be well positioned to pursue careers in the areas of sport business and the management of sport.

STUDENT LEARNING OUTCOMES

In successfully completing a major in Sport Management, a student will:

- Demonstrate an understanding of theories of marketing, management, and organizational behavior and how these theories are applied to sports enterprises;
- Identify the basic principles of economics and finance and apply them to the sport industry;
- Examine the social and cultural significance of sport in society;
- Analyze legal, ethical, and philosophical issues related to the field of sport management; and
- Demonstrate the ability to synthesize information and engage in strategic planning and decision making.

In successfully completing a minor in Sport Management, a student will:

- Demonstrate an understanding of theories of marketing, management, and organizational behavior and how these theories are applied to sports enterprises;
- Identify the basic principles of economics and finance and apply them to the sport industry;
- Examine the social and cultural significance of sport in society; and
- Analyze legal, ethical, and philosophical issues related to the field of sport management.

REQUIREMENTS

The major in Sport Management is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. To provide interdisciplinary breadth, for both majors and minors a minimum of two courses must be taken from outside the School of Business. Due to overlap in content, students will not be able to double major with other majors housed in the School of Business (accounting, finance, management, marketing, and international business or an OCE major in Business Information Systems). The Management minor and Entrepreneurship minor are open to Sport Management majors.

For a major in Sport Management:

(a) Required Core Courses: BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSM 350, 451, and BNSS 495. The Sport Management major also requires MATH 140 (or above) and 160 (or above), and ECON 210.

(b) Required Experiential Learning Course (choose one from the following, minimum 3 credits): BNSS 480, 485, 486; ECON 480, 487; HHPA 480, 490, 487; JAMS 480, 487; PHIL 480, 490; TACA 487. The topic of the experiential learning course must be closely-related to sport management and be approved by the Sport Management (“SMG”) coordinator.

(c) Elective Courses (choose two from the following): BNSM 450, 457; COMM 233, 340; ECON 321, 322, 323; HHPA 350, 390, 410, 425; JAMS 347, 349, 360, either 370 or 375; PHIL/SOAN 210 (note COMM and JAMS courses subject to approval by SMG coordinator).

For a minor: Completion of 6 courses, distributed as follows: BNSM 350; BNSS 250; ECON 210; and three courses from the following: BNSM 450, 451, 457; ECON 321, 322, 323; COMM 233, 340; HHPA 350, 390, 410, 425, 487, JAMS 347, 370, 375; PHIL/SOAN 210 (note COMM and JAMS courses subject to approval by SMG coordinator). Students who complete a major in accounting, finance, management, marketing, international business, or the OCE business information systems major may not count BNSS 250 toward their minor and must substitute a course from “three courses from the following” list. A minimum of 12 credits shall be discrete to the minor and cannot be used to fulfill any other degree requirements (other major, other minor, or LC).

For either a major or a minor, to receive credit for BNSS 495, COMM 233, 340, JAMS 347, 370, and 375, students must petition the SMG coordinator and provide a signed agreement between the student and the relevant course instructor stating that at least 1/3 of the course grade was devoted to sport or sport-related issues. The SMG coordinator must approve the petition before the Office of the Registrar will accept the elective credit. With the permission of the SMG coordinator, one-time offerings may be substituted for courses already approved.

For course descriptions, see BNSM courses in the Business section and other courses in the relevant sections.

Coordinator

Gregory V. Jones, Ph.D. • Wine Studies, Environmental Studies

Instructional Associate

Toni Ketrenos, B.A./dipWSET

Faculty

Nancy Broshot, Ph.D. • Environmental Studies
 Virlena Crosley, D.B.A • Business
 Bill Fleeger, Ph.D. • Environmental Studies
 Rob Gardner, Ph.D. • Sociology
 Brian Gilbert, Ph.D. • Chemistry
 Brenda DeVore Marshall, Ph.D. • Theatre and Communication Arts
 Russell Paine, M.B.A. • Business
 Jeff Peterson, Ph.D. • Sociology and Anthropology

Thomas Reinert, Ph.D. • Chemistry
 Sharon Wagner, Ph.D. • Business
 Lisa Weidman, Ph.D. • Journalism and Media Studies
 Jeremy Weisz, Ph.D. • Biology

Wine Studies is an interdisciplinary program designed to allow students the opportunity to obtain knowledge about the history, culture, production, business, science and appreciation of wine. Courses in this major encourage understanding and critical analysis of the cultural, social and economic significance of wine in Oregon and around the world. Students who complete a major in Wine Studies will be better prepared for graduate studies in viticulture, enology or wine business. They will also be well positioned to pursue careers in the wine industry or the hospitality industry.

STUDENT LEARNING OUTCOMES

Students completing a major in Wine Studies will:

- Demonstrate an interdisciplinary understanding of the wine industry;
- Apply their understanding to the unique aspects of the wine industry in our state and region;
- Demonstrate knowledge of the global to regional climates, soils, and landscapes that are associated with growing grapes and producing wine;
- Explain how wine is made, evaluated through sensory analysis, and represented in marketing of the product;
- Communicate to the public about wine through public speaking, interpersonal communication, advertising, public relations, social media, and online resources;
- Describe wine distribution methods and wine markets, pricing structures, and demonstrate operating knowledge of global retail wine sales;
- Articulate the cultural significance of wine and the social/societal aspects of the wine industry;
- Employ specialized skills in (and to) the wine industry through experiential learning or in-depth research.

REQUIREMENTS

To be awarded the Wine Studies major, students must complete:

1. The course requirements listed below, 45 credits of which cannot be used to fulfill any other degree requirement (other major, other minor or LC),
2. A minor or a second major or an approved study abroad program (see below), and
3. The Linfield University requirements for a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: a minimum of 54 credits distributed as follows:

Common Core: 41 credits including WINE 101, 211, 212, 213, 214, 290, 325, 326, and 480 or 487; COMM 140; JAMS 150; ENVS 201; and BNSS 486.

Electives: a minimum of 13 credits, 9 credits of which must be 300 level or higher, from WINE 112, 234, 298, 325, 326, 398, 485, 490; BIOL 285, 290; BNAC 260, 261; BNMG 310; BNMK 321, 420, 421; CHEM 300; COMM 340; ENVS 304, 357, 360, 450; JAMS 343, 347, 349.

All courses taken for the major must be completed with a grade of C- or better. Some courses in the elective list may have additional prerequisites or may be cross-listed in other departments.

Additional Requirements: students must complete a minor or a second major or an approved semester or yearlong study abroad program. Minors or second Majors can come from one of several academic areas that complement the student's interest area and career goals. The semester or yearlong study abroad program must be approved by the Wine Studies coordinator. All study abroad students are required to give a presentation to a Wine Studies class or during a seminar upon their return.

To be awarded the Wine Studies minor, students must complete the course requirements listed below, 18 credits of which cannot be used to fulfill any other degree requirement (other major, other minor or LC).

For a minor: a minimum of 22 credits distributed as follows:

Common Core: 16 credits including WINE 101, 211, 212, 213, 214, and 234 or 325 or 326.

Electives: a minimum of 6 credits, 4 credits of which must be 300 level or higher, from WINE 112, 234, 298, 325, 326, 398, 485, 490; BIOL 285, 290; BNMG 310; BNMK 321, 420, 421; BNSS 486; CHEM 300; ENVS 304, 357, 360, 450; JAMS 343, 347, 349; COMM 340.

All courses taken for the minor must be completed with a grade of C- or better. Some courses in the elective list may have additional prerequisites or may be cross-listed in other departments.

COURSES

WINE 101 The Geography of Wine – This complex commodity will be examined through its economic, social, political and ideological impacts in different parts of the world through-out history, and up to the present. Particular emphasis will be focused on place as an agent in defining and developing regional traditions in the production and consumption of wine. Introduction to geographic origins, diffusions, distributions, and patterns of global viticulture and wine production. Up to \$20 course fee. *4 credits. (GP)*

WINE 112 Microbiology of Grapes and Wine (also listed as BIOL 112) – Role of microorganisms in the growth of grapes and production of wine. Exploration of both beneficial and harmful microbes, and the mechanisms by which microbes interact with their hosts and each other. For the non-science major; assumes no biology or chemistry. Up to \$20 course fee. *3 credits. (NW)*

WINE 205 Fundamentals of Wine – Introduction to the multifaceted world of wine, including cultural and business aspects. A liberal arts perspective involving theory and application to the Oregon wine industry within a global context. Focus on developing research skills and examination of scholarly texts,

as related to the wine industry. Discussion of wine history, viticulture, winemaking, marketing, sales, and wine appreciation. \$20 fee. *4 credits.*

WINE 211 Introduction to Viticulture – This seminar course is designed to introduce students to where and how grapes are grown. Emphasis will be given to understanding the types of varieties of grapes, their general biology and physiology, and the environmental factors required to grow grapes including climate, geology, soil, and landscapes. In addition, the course will cover basic aspects of vine growth development and training, trellis systems, and vineyard management. Up to \$20 course fee. *2 credits.*

WINE 212 Introduction to Wine Making – This seminar course is designed to introduce students to the science of wine-making, including history and geographical distribution of wine production, types of grape varieties and wine styles, and the influence of climate and soil. The student will acquire knowledge on the basics of fermentation of wine, handling, storage and bottling methods, and the general legal framework for wine production. Up to \$20 course fee. *2 credits.*

WINE 213 Introduction to Wine Business – This seminar course is designed to help students develop an appreciation of the realities of wine production as a business and come to understand the steps required for getting from the vineyard and into the consumer's glass. The student will acquire a general background on wine business principles and strategies applicable to the growing of grapes and the making, distribution, and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation, and social responsibility. Up to \$20 course fee. *2 credits.*

WINE 214 Introduction to Wine Sensory Evaluation – This seminar course is designed to introduce students to wine sensory evaluation, including different wine types and styles; sensory distinctions, sensory testing techniques; identification of wine traits and food and wine combinations. Sensory evaluation of representative wines will be done. Students must be at least 18 years of age. Up to \$20 course fee. *Prerequisites: must have completed or in progress at least two of 211, 212, and 213. 2 credits.*

WINE 234 Diverse Voices Across the Wine Industry (also listed as COMM 234) – Emphasis on communication within and across dominant cultures and co-cultures in the wine industry. Discussion of privilege, marginalization, opportunity, and social justice at the intersection of race, gender and class. Acquisition of foundational knowledge and skills to create understanding and effective communication among individuals from diverse backgrounds. Up to \$20 course fee. *Offered fall of even-numbered years. 4 credits. (US)*

WINE 290 Career Exploration in the Wine Industry – Structured experiential process for learning about careers in the wine industry. Development of goal setting, self-marketing, information gathering, and job and internship search strategies and skills. Site visits, informational interviewing, and guest speakers offering meaningful interaction with employers in the wine industry. Up to \$250 course fee. *4 credits.*

WINE 325 Topics in Wine and Sustainability – Selected topics in the wine industry that focus on scientific areas of current interest in the wine industry. Topics may include numerous aspects of environmental issues, viticulture, or enology. May be repeated with consent of coordinator when the topic is essentially different. Up to \$20 course fee. *Prerequisites: must have completed and/or have in progress at least three of 211, 212, 213, and 214. 4 credits. (MWT)*

WINE 326 Topics in Wine Culture and History – Selected topics focused on social, cultural and historical aspects of wine. Topics may include wine as a cultural phenomenon in the past and present, wine and food traditions, wine in art and literature, social sustainability of the wine industry (e.g., cultivating consumers and industry workers), wine sales and hospitality, and communicating about wine. May be repeated with consent of coordinator when the topic is essentially different. Up to \$20 course fee. *Prerequisites: must have completed and/or have in progress at least three of 211, 212, 213, and 214. 4 credits. (MWT)*

WINE 439 Peer Instruction – Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit. *Prerequisites: application and consent of instructor. 1-4 credits. (EL)*

WINE 480 Independent Study – Supplemental work in wine-related studies for advanced students with adequate preparation for independent work. *Prerequisite: application and consent of instructor. 1-3 credits. Repeatable up to 6 credits.*

WINE 485 Seminar – Group study and discussion of contemporary issues in wine, food and beverages. May be repeated for up to 6 credits with a different topic. Up to \$20 course fee. *Prerequisites: junior or senior standing with 12 credits in Wine Studies completed or in progress; and approval of advisor and program internship coordinator. 1-3 credits. Repeatable up to 6 credits.*

WINE 487 Internship – Opportunity to gain practical experience in a wine-related business. *Prerequisites: junior or senior standing with 12 credits in Wine Studies including WINE 290 completed or in progress; and approval of advisor and program internship coordinator. 3 credits. Repeatable once.*

WINE 490 Research/Thesis – Intensive research and writing on a wine-related topic of special interest to the student under the direction of a member of the faculty. Thesis and public oral presentation required. *Prerequisites: application and approval of supervising faculty member and program coordinator. 4 credits. Repeatable once.*

JANUARY TERM OFF-CAMPUS COURSES

WINE 298, 398 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Offered only as student interest and university resources permit. May be repeated for credit with different topics. *4 credits.*

LINFIELD GOOD SAMARITAN SCHOOL OF NURSING

Dean of Nursing

Kimberly Dupree Jones, Ph.D.

Associate Dean of Nursing

Paul Smith, Ph.D.

Director of Clinical Education

Julie Fitzwater, Ph.D.

Faculty

Linda Anzalone, M.S.N. (Visiting)

Susan Bell, D.N.P.

Jennifer Bransfield, M.S.N. (Non-tenure track)

Henny Breen, Ph.D.

Virginia Connell, M.S.N. (Non-tenure track)

Kathryn Crabtree, M.S.N. (Non-tenure track)

Sandra Davis, Ph.D.

Jordan Ferris, M.S.N. (Non-tenure track)

Julie Fitzwater, Ph.D.

Ingrid Flanders, M.N. (Non-tenure track)

Kiki Fornero, M.S.N.

Marcella Gowan, Ed.D.

Monica Haj, M.S.N. (Non-tenure track)

Kimberly Kintz, D.N.P.

Kathryn Kuskie, M.S.N. (Non-tenure track)

Cheryl Langford, M.S.N.

Gary Laustsen, Ph.D.

Patrice O'Donovan, M.L.S.

Naomi Pitcock, D.N.P. (Non-tenure track)

Paul Smith, Ph.D.

Elizabeth Straus, M.N. (Visiting)

Morgan Torris-Hedlund, Ph.D.

Ericka Waidley, Ph.D.

Pam Wheeler, Ph.D.

Mindy Zeitzer, Ph.D. (Non-tenure track)

Experiential Learning Clinic

Christina Untiet, Manager

To meet the needs of diverse populations seeking the B.S.N. degree, Linfield University and the School of Nursing offer three programs which are based on the same foundational principles and have the same student outcomes. Two of these are pre-licensure programs. The generic pre-licensure program comprises a 4-semester curriculum intended for students who have not completed a bachelor's degree and come to the School of Nursing as undergraduate transfer students. The accelerated pre-licensure program is designed for students who have completed a baccalaureate degree and is offered over the span of 15 calendar months – summer term, fall semester, spring semester and summer term. The R.N. to B.S.N. online program admits licensed registered nurses. The program may be completed in four semesters.

The Leadership in Healthcare Ecosystems Master of Science in Nursing (M.S.N.) prepares nurses to engage as a leader in promoting an ecological view of the dynamic relationships between healthcare systems, the environment, and individuals, communities, and populations. This emerging field in systems relationships is characterized by interprofessionalism, public engagement, and systemic thinking linking ecological and social phenomena. Healthcare Ecosystems integrates diverse methods of inquiry to promote a socially equitable process of learning to enhance the health and well-being through analysis of social, ecological, and financial interactions. This program advances nursing practice to address the challenges of current and future human health while advocating for a sustainable and just healthcare and global ecosystem. The accelerated M.S.N. program, offered in an all online format, will consist of eight core courses (32 credits) divided into 4 ten-week semesters that provides a foundation for pursuing numerous options for advancement in nursing.

ACCREDITATION

- Linfield University is accredited by the Northwest Commission on Colleges and Universities.
- The baccalaureate degree program in nursing at Linfield University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
- The Linfield Good Samaritan School of Nursing is approved by the Oregon State Board of Nursing.

ADMISSION REQUIREMENTS: PRE-LICENSURE PROGRAMS

Linfield University offers admission into the Linfield Good Samaritan School of Nursing as a transfer student either from Linfield's College of Arts and Sciences or directly from another institution. All applicants must apply directly to the School of Nursing. Admission is competitive. Students holding a baccalaureate degree have the option of applying for the accelerated pre-licensure program. The traditional program begins in either a fall or spring semester and is normally completed in four fall and spring semesters. The accelerated program begins in the summer semester and is normally completed in four semesters: summer, fall, spring, summer.

For admission consideration, applicants must meet all the following criteria:

1. Completion of all prerequisite course requirements by the final materials deadline posted on the application calendar for each cohort: BIOL 210, 211; CHEM 201, 202 or CHEM 210, 211; BIOL 212, 213; BIOL 275 or 361; HHPA 280; INQS 125; MATH 140; PSYC 155 (McMinnville course offerings). Note: CHEM 210 is a prerequisite for BIOL 361. BIOL 212, 213; 275 or 361; and HHPA 280 must be taken within seven years of application to the program. Transferable prerequisites from other Oregon and Washington colleges are listed on the School of Nursing admission website.
2. At the time of application and the final materials deadline posted on the application calendar, a minimum grade of C in all prerequisite course requirements except INQS 125. The INQS requirement must be successfully completed according to the university standards.
3. At the time of application and the final materials deadline posted on the application calendar, a minimum 3.000 GPA for all transferable prerequisite course requirements (Linfield curriculum, paracurricular, and elective courses excluded).
4. At the time of application and the final materials deadline posted on the application calendar, a minimum 3.000 GPA in all prerequisite science courses (includes Biology/ Chemistry, Anatomy, Physiology, and Microbiology).
5. At the time of application and the final materials deadline posted on the application calendar, a minimum 2.670 GPA in Anatomy and Physiology courses.

6. Students may attempt each course in the Anatomy and Physiology sequence no more than twice. In the case where a student has more than one repeat of a course, only the grade from the first repeat will be used in the GPA calculation. A withdrawal (W) from either an Anatomy or Physiology course will be counted as an attempt under this rule. If a student withdrew from one of these courses for reasons other than poor academic performance, the student may consult with the Office of the Registrar on how to petition for an exception.
7. By the final materials deadline posted on the application calendar, a minimum 62 semester credits or 93 quarter credits of transferable coursework completed.

Additional provisions:

- For students who are progressing towards completion of academic requirements, admission decisions are contingent upon successful completion of all requirements prior to the final materials deadline posted on the application calendar.
- Linfield students currently enrolled on the McMinnville Campus or the Online and Continuing Education (OCE) Program will be admitted to the nursing major pending space availability if they are in good standing at the university and meet all nursing admission requirements. Admission will be competitive, based on college academic record and supporting application materials if there are more applicants than spaces available. McMinnville Campus/OCE students are required to submit a Linfield University Intercampus Nursing Application by the nursing application deadline. Students who transferred to the McMinnville Campus/OCE from another program must show that 30 semester hours will be completed at Linfield in order to be considered a resident Linfield student.
- Students transferring from other institutions may obtain application information from the School of Nursing admission website.
- Students applying to transfer from another institution who have been denied admission to the School of Nursing are not eligible to gain entry to the nursing major by establishing resident student status through enrollment at the McMinnville Campus or OCE programs. Such a student may only reapply for admission to the nursing major as a transfer from another institution.
- A prospective student previously enrolled in any nursing program may apply for admission to the Linfield Good Samaritan School of Nursing, by submitting the regular application, all regular supplementary materials, course syllabi of all completed nursing courses, and a letter or email directly from the dean/director of the previous school stating the student was in good standing and would be allowed to continue enrollment in the nursing program. Only those from an accredited baccalaureate institution with regional accreditation and national professional accreditation as recognized by the U.S. Department of Education, such as the National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE), will be evaluated for possible nursing transfer credit. Credit earned at non-accredited institutions is not transferable. Admission will be dependent on space availability.
- Prospective applicants holding a baccalaureate degree from a regionally accredited college or university (or through a recognized college or university in another country) may apply for the accelerated pre-licensure program.

After admission to the nursing major, students must submit the following documentation:

1. ACEMAPP documentation of learning assessment, health assessments, immunizations and all clinical site specific requirements prior to starting the program by the date specified in the calendar and at all times in the nursing program.
2. Required immunizations that must be current at all times are:
 - a. Annual TB screening test that is either a 2-step TB skin test or Quantiferon Gold Test or a Chest x-ray if results of TB test is positive reactive and review of symptoms form.
 - b. Diphtheria/Tetanus/Pertussis (every 10 years).
 - c. Measles/Mumps/Rubella: Dates of vaccinations (Note 2 doses required) or laboratory evidence of MMR immunity by titers for each.
 - d. Hepatitis B status: Hep B surface antibody with positive results after completion of vaccine series OR history of Hepatitis B disease with Anti-HBc titer with positive results.
 - e. Chickenpox (Varicella): Dates of vaccinations (Note 2 doses required) OR Varicella titer with positive results.
 - f. Annual Influenza Vaccine.
3. Current CPR is required at all times: American Heart Association Basic Life Support for health care providers is the only one accepted.
4. Criminal background check and drug screen through an approved vendor prior to the program start date (refer to Linfield Good Samaritan School of Nursing (LGSSON) Student Manual for further information).
5. Signed Essential Functions document.
6. Proof of health insurance or annual purchase of such insurance through the university.
7. Professional liability insurance is required through Linfield University. An annual renewable fee is due each year at the time of registration. This insurance only covers individuals in their clinical practice as students in nursing courses.

APPLICANTS WITH CRIMINAL CONVICTION HISTORIES

The Oregon State Board of Nursing may deny nurse licensure to persons with criminal arrest or conviction histories. Contact the Board for information at (971) 673-0685.

ADMISSION REQUIREMENTS: R.N. TO B.S.N. PROGRAM

The R.N. to B.S.N. program is designed for Registered Nurses (R.N.s) seeking a B.S.N. degree.

Admission process and requirements:

1. A current unencumbered nursing license.
2. A 2.750 overall GPA.
3. Completion of prerequisite courses, with a minimum grade of C.
 - Natural or Life Sciences (minimum of 12 semester credits or 18 quarter credits)
 - Social or Behavioral Sciences (minimum of 3 semester credits or 4 quarter credits)
 - College Writing (minimum of 3 semester or 5 quarter credits)
 - Statistics (minimum of 3 semester credits or 4 quarter credits)
 - Nutrition
4. Prospective students should contact Online and Continuing Education (OCE) to discuss program prerequisites with an academic advisor. Prospective students may apply for admission while completing prerequisite courses through OCE.

After admission to the nursing major (R.N. to B.S.N.), and before beginning NURS 308, students must:

School of Nursing

1. Provide proof of current unencumbered registered nurse license in the state where service learning experience will occur.
2. Complete a criminal background check through an approved vendor prior to the program start date. (Refer to the LGSSON Student Manual for further information.)

ADMISSION REQUIREMENTS: M.S.N. PROGRAM

See Admissions Policies section for additional information. For admission consideration, applicants must meet all the following criteria:

1. Bachelor of Science (BSN) in Nursing from a Regionally Accredited College/University and from a nationally accredited nursing program, or from a recognized international institution and program.
2. 3.0 GPA in Nursing courses.
3. 2.5 GPA overall.
4. Unencumbered Registered Nurse (RN) license in the state where clinical experiences will occur.
5. International students residing outside the United States are eligible to apply for and enroll in the program. International students residing within the United States on F-1 Visa are not eligible to enroll. Eligible international students must also provide the following.
 - International applicants whose first language is not English must demonstrate English proficiency by either:
 - Having successfully completed two years full-time coursework at an English language institution or
 - Submitting a Test of English as a Foreign Language (TOEFL) exam (preferred) with scores of 550 and above (paper-based exam) or 213 and above (computer-based exam). Linfield also recognizes scores from other standardized tests such as IELTS, GTEC and EIKEN.
 - Students submitting international transcripts must have their transcripts officially evaluated by a NACES or AICE member organization and the official evaluation submitted through NursingCAS, at the student's expense.

UNDERGRADUATE PROGRAMS

STUDENT LEARNING OUTCOMES

Outcomes for the nursing major:

- Integrates knowledge from liberal arts, sciences and nursing science as a basis for professional practice.
- Applies clinical reasoning, reflective practice and evidence-based practice in the provision of safe, quality holistic client-centered care.
- Communicates effectively and collaboratively in a professional practice.
- Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making to achieve health care outcomes for clients.
- Provides effective nursing care that considers diverse values, cultures, perspectives and health practices.
- Demonstrates accountability for the delivery of standards-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, humanistic and social justice principles.
- Uses principles of stewardship and leadership effectively and efficiently to influence the practice environment and improve health outcomes.
- Demonstrates awareness of and responsiveness to the larger context of the health care system, and effectively call on system resources to provide care that is of optimal quality and value.

- Demonstrates commitment to the nursing profession through the comportment of professional values and standards.

The curriculum leads to the degree of Bachelor of Science in Nursing. The nursing program is fully approved by the Oregon State Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

REQUIREMENTS FOR THE PRE-LICENSURE PROGRAMS

Required Courses for the Pre-licensure Programs: 54 credits earned in 305, 315, 320, 335, 355, 365, 375, 395, 425, 435, 455, 460, 470, and 475. Students must attain a nursing major GPA of 2.000 and a grade of C or better in all required nursing courses in order to graduate.

Progression in the Pre-licensure Programs: A student's progression through the nursing program requires achieving appropriate grades in courses and retaining approval by the nursing faculty that the student is qualified in all relevant respects to practice nursing safely and competently. Students may not be admitted to or progress in the nursing major if they are on academic probation with the university.

Students must earn a grade of C or better in 305, 315, 320, and 335 to progress to 355, 365, 375, and 395.

Students must earn a grade of C or better in 355, 365, 375, and 395 to progress to 425, 435, and 455.

Students must earn a grade of C or better in 425, 435, and 455 to progress to 460, 470, and 475.

- Progression is contingent upon satisfactory completion of prescribed prerequisites. A grade of "incomplete" in any prerequisite course will make the student ineligible for enrollment in succeeding courses until the "incomplete" is converted to a satisfactory passing grade.
- Any student earning a grade of C- or below in a required nursing course on two separate occasions, whether as a second grade of C- or below upon repeating a required nursing course, or a grade of C- or below in two different required nursing courses, will be dismissed from the nursing major.
- For more information, please see the School of Nursing student manual.

REQUIREMENTS FOR THE R.N. TO B.S.N. PROGRAM

Nursing major (R.N. to B.S.N.) requirements:

1. Complete the R.N. to B.S.N. orientation module.
2. 55 credits distributed as follows:
 - a. NURS 308
 - b. NURS 335, 355, 365, 375, 395, 425, 435, 455. (Credit for prior learning earned after successful completion of 308. CPL fees apply.)
 - c. NURS 310, 321, 462, 472, 476.
3. Pass each course in the nursing major with a grade of C or better.
4. Achieve a nursing major GPA of 2.000 minimum.

**R.N. to B.S.N. students are exempt from taking IDST 008 Online First Year Seminar.

HONORS AND AWARDS

The R.N. to B.S.N. Senior Honors in Nursing Award and The Senior Honors in Nursing Award are given to graduates who excel academically and in clinical practice. The Wilma Pope Alumni Award is presented to a graduate who demonstrates caring, clinical competence and leadership. The Professional Excellence in Nursing Award may be given to a graduate who excels in leadership, scholarship and the human science of caring.

The Linfield Good Samaritan School of Nursing sponsors the Xi Mu chapter of the International Honor Society of Nursing; Sigma Nursing. Nursing students who meet the membership criteria are invited to join the chapter after completion of half of the nursing program. Induction to Sigma Nursing is held annually.

PRE-LICENSURE NURSING STUDENT EXPENSES

Students must purchase uniforms, nursing equipment and the immunization tracker. Students are responsible for providing their own transportation to and from clinical sites. Parking fees associated with clinical practice are the responsibility of the student. In addition, students must purchase assessment exams and nursing exams at each level as well as an electric health record subscription and pay a high fidelity simulation fee each semester. Students are responsible to cover costs incurred for post bloodborne pathogen exposure follow-up.

GRADUATE PROGRAM

STUDENT LEARNING OUTCOMES

Outcomes for the Leadership in Healthcare Ecosystems M.S.N.:

- Integrate nursing and interprofessional sciences to transform current systems.
- Analyze healthcare ecosystems.
- Advance nursing practice through policy changes, advocacy strategies, and use of technology.
- Demonstrate nursing leadership in the synthesis of health determinants in ecosystems toward improving human health.

REQUIREMENTS FOR THE M.S.N. PROGRAM

Required Courses for the M.S.N. Program: 32 credits earned in NURS 500, 501, 510, 511, 520, 521, 530, and 531. Students must earn a 2.70 GPA or higher in M.S.N. courses and demonstrate safe, ethical, and professional behavior that is within the scope of nursing practice, at all times.

Academic Standing: Academic Standing is monitored at the end of each semester by the Registrar, who notifies the student and the academic advisor when the student's performance is found to be unsatisfactory. Progression in the M.S.N. Program is dependent upon a student's ability to master appropriate learning content in courses as demonstrated by achieving minimum evaluation standards. In order to progress in good standing, a student must maintain a minimum 2.700 GPA across the M.S.N. Program of Study.

Academic Probation: Academic Probation indicates that a student's performance is unsatisfactory. A student will be placed on probation if they:

- earn a single final course grade in the C range (C+ to C-).
- have two unresolved incomplete grades.
- fail to maintain a minimum 2.700 cumulative GPA.

Academic Dismissal: A student will be dismissed from the M.S.N. Program if they:

- earn two or more final course grades in the C range (C+ to C-).
- earn a single final course grade below C-.
- have three unresolved incomplete grades.
- fail to meet conditions stipulated in a probation letter.

Professional Dismissal: A student will also be dismissed from the program for reasons including but not limited to:

- Loss of their Registered Nurse license for any reason.
- Evidence of unsafe nursing practice, unethical behavior that

violates the ANA code of ethics, unprofessional behavior with patients, patient family members, agency or clinical staff, faculty, Linfield staff, student peers, or others, illegal behavior that results in a situation in which a student may not participate at a clinical site, presents a potential danger to others, or is outside the scope of nursing practice. For more information, please see the School of Nursing M.S.N. Student Manual.

M.S.N. TUITION AND FEES

- Tuition: \$690 per credit.
- Fees:
 - Online Fee: \$150/semester
 - NURS 531 Practicum Fee: \$150.
- Refund deadlines for tuition and fees can be found at inside.linfield.edu/student-accounts/refund-policies.html.

NURSING COURSES

PARACURRICULAR COURSES

NURS 030 Spanish Health Care Terminology – Spanish vocabulary and discursive structures utilized in health professions for basic communication and client assessment. Previous knowledge of basic Spanish language vocabulary and structures recommended. Course may be repeated for credit. *1 credit*

NURS 060 Graduate Career Opportunities in Nursing – Exploration of career opportunities in nursing practice, education, administration, and research available with graduate degrees in nursing. *1 credit.*

NURS 099 Introduction to Professional Nursing – Introduction to the profession of nursing. Professional values, standards, socialization, critical thinking, culture, research, health care delivery systems and roles of nurses explored at a beginning level. Course fee applies. *1 credit.*

PRE-LICENSURE AND R.N. TO B.S.N. COURSES

A list of the department's infrequently taught courses can be found on the Registrar's webpages.

NURS 305 Foundations of Community-based Nursing Practice – Foundational concepts of community-based nursing across the lifespan in preparation for reflective professional practice. Lecture/Discussion. Fees may apply. **Pre-licensure Programs: Semester 1.** *Prerequisite: Admission to the School of Nursing. Corequisites: 315, 320, 335. 4 credits.*

NURS 308 R.N. to B.S.N. Transition to Professional Nursing Practice – A transition to baccalaureate nursing practice for the Registered Nurse student. Builds on previous knowledge and skills applicable to the practice of professional nursing. Fees may apply. **R.N. to B.S.N. Program: Semester 1.** *Prerequisite: Admission to the School of Nursing. 6 credits.*

NURS 310 R.N. to B.S.N. Professional Communication in Health Care – Prepares students for professional practice and effective working relationships in interdisciplinary setting through the use of evidence-based communication strategies. Includes a focus on diverse clients and communication across the lifespan. Lecture/Discussion. Fees may apply. **R.N. to B.S.N. Program: Semester 2.** *Prerequisite: 308. 3 credits.*

NURS 315 Professional Communication in Health Care – Preparation for professional practice and effective working relationships in interdisciplinary settings through the use of evidence-based communication strategies. Includes a focus on diverse clients and communication across the lifespan. Lecture/Discussion. Fees may

apply. **Pre-licensure Programs:** Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 320, 335. 3 credits.

NURS 320 Evidence-Based Nursing – Concepts necessary to engage in evidence-based nursing practice. Develop an attitude of inquiry in nursing practice. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 315, 335. 3 credits.

NURS 321 R.N. to B.S.N. Evidence-Based Nursing – Concepts necessary to engage in evidence-based nursing practice. Develop an attitude of inquiry in nursing practice. Lecture/Discussion. Fees may apply. **R.N. to B.S.N. Program:** Semester 2. Prerequisite: 308. 3 credits. (MWI)

NURS 335 Integrated Experiential Learning I – A knowledge integration course that prepares the student to use sound clinical reasoning in providing safe and effective nursing care with clients across the lifespan. Experiential learning in clinical and simulated laboratory settings that promote the integration of the Semester One concepts. Lecture/Discussion/Lab. \$931 fee. **Pre-licensure Programs:** Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 315, 320. 4 credits (lab).

NURS 355 Nursing Care of Clients and Families Across the Lifespan Living with Chronic Conditions – Essential knowledge of concepts, theories and clinical practice necessary to make sound clinical judgments when providing nursing care to persons across the lifespan with chronic conditions, their families and caregivers. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 365, 375, 395. 3 credits.

NURS 365 Clinical Pathophysiology and Pharmacology for Nursing Practice – Application of concepts of pathophysiology and pharmacology within the context of nursing care of clients with mental and chronic conditions across the lifespan. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 375, 395. 3 credits.

NURS 375 Integrated Experiential Learning II – A knowledge integration course that prepares the student to use sound clinical reasoning in providing safe and effective nursing care with clients across the lifespan experiencing chronic mental and health conditions in a variety of settings. \$395 fee. **Pre-licensure Programs:** Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 365, 395. 5 credits (lab).

NURS 395 Nursing in Mental Health and Illness Across the Lifespan – Examine promotion of mental health, disease prevention, treatment and nursing care management of mental illness in diverse populations across the lifespan. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 365, 375. 3 credits.

NURS 425 Transitions in Health and Illness – Explores essential concepts, knowledge and skills to care for clients and families across the lifespan during major health and illness transitions. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 435, 455. 3 credits.

NURS 435 Integrated Experiential Learning III – Integrates knowledge of acute nursing care into planning and delivering safe and effective evidence based nursing care that prioritizes needs and goals, demonstrates skill proficiency, and considers ethical and cultural implications. \$405 fee. **Pre-licensure Programs:** Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 425, 455. 6 credits (lab).

NURS 455 Nursing Care of Clients and Families Across the Lifespan with Acute Conditions – Essential concepts, theories and clinical practice necessary to make safe and effective clinical judgments when providing care to persons with acute conditions and their families. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 425, 435. 4 credits.

NURS 460 Population-Based Nursing – Health care issues and nursing interventions from multicultural, domestic and global perspectives. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** Semester 4. Prerequisites: 425, 435, 455. Corequisites: 470, 475. 3 credits.

NURS 462 R.N. to B.S.N. Population-Based Nursing – Health care issues and nursing interventions from multicultural, domestic and global perspectives. Lecture/ Discussion. Fees may apply. **R.N. to B.S.N. Program:** Semester 3. Prerequisites: 310, 321. 3 credits.

NURS 470 Nursing Leadership – Nursing leadership in health care organizations, policy and management. Lecture/ Discussion. Fees may apply. **Pre-licensure Programs:** Semester 4. Prerequisites: 425, 435, 455. Corequisites: 460, 475. 3 credits. (MWI)

NURS 472 R.N. to B.S.N. Nursing Leadership – Nursing leadership in health care organizations, policy and management. Lecture/Discussion. Fees may apply. **R.N. to B.S.N. Program:** Semester 3. Prerequisites: 310, 321. 3 credits.

NURS 475 Integrated Experiential Learning IV – Immersion experience in nursing. Experiential learning that incorporates simulation and practice in leadership, management and population-based nursing care. \$375 fee. **Pre-licensure Programs:** Semester 4. Prerequisites: 425, 435, 455. Corequisites: 460, 470. 7 credits (lab).

NURS 476 R.N. to B.S.N. Integrated Experiential Learning – Immersion experience in nursing. Experiential learning that incorporates simulation and practice in leadership, management and population-based nursing care in a multi-cultural and global society. \$160 fee. **R.N. to B.S.N. Program:** Semester 4. Prerequisites: 462, 472. 6 credits (lab).

NURSING ELECTIVE COURSES

Note: Not all courses offered every semester.

NURS 223 Nursing Care of Clients in the Hispanic Community – Professional nursing care of Hispanic population. Focus on topics such as religion, access, communication, economics, and politics in relation to health care. Application in a local Hispanic community setting. Enrollment limited by practicum space. Prerequisites: 355, 365, 375, 395. Spanish language skills useful, but not required. 2 credits.

NURS 245 Evolution of Nursing – Exploration of selected aspects of nursing history, including the contributions of religious orders and culturally and ethnically diverse nurses, and their effects on contemporary nursing. 3 credits. (VP)

NURS 343 Health Disparities – Culture and socioeconomic status are the foundation for exploring the health of social, ethnic, cultural, and other vulnerable populations. Influences that dictate access to and utilizing of health care resources that contribute to health disparities are explored through critical analysis and dialogue. 3 credits. (IS)

NURS 362 Palliative Care Nursing – Overview of palliative nursing as a scientific and humanistic approach to caring for individuals experiencing life-limiting illness. Examines approaches to care that combine compassion with quality care measures that address physical, psychological, social, spiritual, cultural, and existential aspects of holistic care of the individual and family across the lifespan. Prerequisite: 355 or R.N. to B.S.N. major. 3 credits. (UQ)

NURS 372 Trauma Informed Care – Adverse childhood experiences, exposure to toxic stress, and trauma experiences that can lead to physical and mental health disparities, higher risk behaviors, and learning challenges are examined. Trauma Informed Care and other models such as the Recovery Model are used to explore ways educators and health care professionals can intervene to help develop hardiness and resilience. Systems, institutions, communities,

and policies are examined to address those marginalized by trauma. Offered Fall. 3 credits. (US)

NURS 480 Independent Study – For students with advanced standing who want to continue to investigate topics of interest developed in required nursing courses or to study material not specifically addressed in other nursing courses. *Prerequisite: consent of instructor. 1-5 credits.*

JANUARY TERM OFF-CAMPUS COURSES

NURS 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Offered only as student interest and university resources permit. May be repeated for credit with different topics. 4 credits

GRADUATE COURSES

NURS 500 Nursing and the Healthcare Ecosystem – Provides a foundation for understanding the concept of healthcare ecosystem, its relationships with nursing, and the role of nursing leaders. Using a multidisciplinary perspective, core concepts of the healthcare ecosystem are explored and analyzed as they relate to the nurse clinician, educator, and leader. Also provides foundational content in graduate level evidenced based practice and scholarship. *Prerequisite: Admission to the Master of Science in Nursing Program or Admission as a M.S.N. non-degree-seeking student. 4 credits.*

NURS 501 Policy, Advocacy, and Social Justice – Explores policies (internal and external) in the healthcare ecosystem that impact the delivery of quality health care outcomes of populations. Learners will utilize professional advocacy to incorporate social, economic, cultural, and political considerations into the care of populations. Application of theories and models of policy making are examined to ascertain progress towards promoting social justice, ethical principles, and empowerment of self and others within the Healthcare Ecosystem. *Prerequisite/Corequisite: 500. 4 credits.*

NURS 510 Health Care Finance and Business Concepts – Introduces the concepts of economic theory and analysis within the health services industry. Focus on healthcare consumption, supply and demand, healthcare resource allocation, and the impact of health policy on the delivery of health care in the U.S. Includes fiscal data monitoring and management and marketing impacts on the healthcare ecosystem. *Prerequisite: 500. 4 credits.*

NURS 511 Leading through Change – Explores organizational & systems leadership skills such as: systems thinking, ethical and

critical decision making; interprofessional team development and leadership; succession planning and change management. Emphasizes and develops effective leadership skills including the ability to work with diversity, influence behavior, communicate, and be skilled at collaborative negotiation to ensure high quality outcomes. *Prerequisite: 500. 4 credits.*

NURS 520 Emerging Healthcare Trends in Wellness and Chronic Conditions – Explores the concept of health across the wellness-illness spectrum with a focus on emerging therapeutic modalities including integrative health. Emphasizes effective management of multiple stakeholders, interprofessional and community resources and optimizing health behavior modalities to improve physical function and symptom management. *Prerequisite: 500. 4 credits.*

NURS 521 Informatics and Healthcare Technology – Evaluation and application of emerging technologies to improve coordination, management, and delivery of care. Advanced skills will be developed in applying health information systems (e.g. EHR) for evidence-based care and education. Includes using informatics and healthcare technology to inform change, improve safety and quality of care, advance patient health literacy and communication, and improve healthcare systems. *Prerequisite: 500. 4 credits.*

NURS 530 Health Implications of the Dynamic Environment – Examines the broad impact of the dynamic built and natural environments on individual and population health. Explores preferred futures that build communities promoting physical and mental wellbeing and looking for upstream solutions to environmental challenges. Health implications related to the natural environment for different populations are explored along with studies in ecological sciences. Basics concepts of ecology are used to support the need for health professionals to expand interprofessional collaboration with experts in other fields: architects, planners, policymakers, social scientists, traffic engineers, developers, law enforcement officers, economists, social marketers, and others to assist in building communities and environments that enhance and promote health. *Prerequisite: 500. 4 credits.*

NURS 531 Integrated Practicum – Practice-focused interventions with both direct and indirect experiences. Precepted hours are designed to integrate experiential learning and course content at the advanced nursing practice level with a focus on leadership & population health. Practicum activities are a collaborative effort between faculty and learners to individualize experiences based on program focus and each learner's goals. \$150 fee. *Prerequisites: 500, 501, 510, 511, 520, 521, 530. 1-4 credits.*

ONLINE AND CONTINUING EDUCATION

Online and Continuing Education (OCE) offers students the opportunity to earn a Linfield bachelor's degree, certificate, or minor in a variety of fields. Majors are available in Accounting, Business Information Systems, Computer Information Systems, Global Studies, History (B.A. only), International Business, Management, Marketing, and Project Management. Most majors are available in a B.A. or a B.S. degree program. Students may also elect a minor in Creative Writing, Environmental Studies, Global Health, Health Administration, or Management. An online R.N. to B.S.N. program is open to registered nurses with active R.N. licenses.

Certificates are available in Accounting (post-baccalaureate), Coaching, Communication and Diversity, Computer Information Systems, Creative Writing, Cybersecurity and Digital Forensics, Database Administration, Global Health, Health Administration, Human Resource Management, Marketing, Nutrition and Wellness, Professional Communication, Project Management, Software Engineering, Web Application Development, Wine Management, Wine Marketing, and Yoga Instructor.

Linfield University offers summer classes through Online and Continuing Education to meet the needs of students enrolled in McMinnville, Portland, and OCE programs.

WASHINGTON AUTHORIZATION

Linfield University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Linfield University to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

ACADEMIC POLICIES AND PROCEDURES

Except when the contrary is explicitly indicated, all provisions of the Academic Policies and Procedures section of this catalog are applicable to the degrees offered through Online and Continuing Education. Some of these exceptions are repeated below.

Linfield Online First Year Seminar (IDST 008)

This one-credit online course is required within a degree-seeking student's first year of class attendance. Topics focus on academic and personal issues with emphasis on how to be a successful Linfield Student. R.N. to B.S.N. students are exempt from IDST 008. See course description under IDST.

Financial Aid

Students seeking to receive Title IV financial aid must have a high school diploma or a recognized equivalent under federal regulations. Alternatively, students may have completed a minimum of 60 transferable semester credits at the college level. Official transcripts must be provided in order to determine transferable credits. Transferable credits are ones that may be transferred according to Linfield University policy toward a Linfield degree.

Students may contact the Financial Aid Office for further information about eligibility and application procedures for financial aid.

Costs 2020-2021

| | | |
|---|-----------------|------------------|
| Tuition - Degree students | | \$495 per credit |
| Tuition - Post Baccalaureate Accounting Certificate | | 495 per credit |
| Tuition - other certificate programs | | 250 per credit |
| Audit | | 250 per credit |
| Online Fee - fall, spring, summer | | 220 per term |
| Online Fee - January | | 110 per term |
| Application Fee | | 50 |
| Credit by Examination | | 700 |
| Evaluation Fee (CPL, ACE) (per semester credit) | | 50 |
| Mini Portfolio | (3-5 credits) | 75 |
| Portfolio Submittal | (0-15 credits) | 325 |
| | (16-24 credits) | 425 |
| | (25-31 credits) | 525 |

R.N. to B.S.N. Program

| | |
|---|-----|
| Credit for Prior Learning Fee | 525 |
| NURS 476 clinical placement fee (applied as a course fee) | 100 |
| NURS 476 Malpractice Insurance (applied as a course fee) | 60 |

Refunds

Official withdrawals must be made using the online add/drop form, and are calculated by the date of submission. Tuition and the online course fee will be refunded based on the dates and percentages below. Other course fees are not refundable.

| Term | Dates | 100% | 75% | 50% | 25% |
|--------------|-------------|------|------|------|-------|
| Fall 2020 | 9/8 – 12/18 | 9/20 | 9/27 | 10/4 | 10/11 |
| January 2021 | 1/4 – 2/3 | 1/9 | | 1/15 | |
| Spring 2021 | 2/15 – 5/27 | 2/27 | 3/5 | 3/12 | 3/19 |
| Summer 2021 | 6/21 – 8/20 | 6/25 | | 7/5 | 7/9 |

DEGREE PROGRAMS

To earn a B.A., B.S., or B.S.N. degree, a candidate must complete the degree requirements for all campuses listed in the Degrees and Requirements section of this catalog.

Degree programs offered through OCE 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 university to deliver the quality education long associated with the traditional residential program of Linfield.

BUSINESS MAJORS

ACCOUNTING
MANAGEMENT
MARKETING
INTERNATIONAL BUSINESS

Student Learning Outcomes

In successfully completing a major in the department of business,

students should be able to:

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

Requirements

For majors in business: see School of Business section of this catalog.

BUSINESS INFORMATION SYSTEMS

The major in Business Information Systems is an interdepartmental program combining studies in computer information systems from the Department of Computer Science with business courses from the Department of Business. The curriculum, based on the Data Processing Management Association model, places strong emphasis on business problem solving through systematic analysis and management of the system development process.

Student Learning Outcomes

In successfully completing a major in business information systems (BIS), students should be able to:

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

Requirements

For a major in Business Information Systems: COMP 101, 152, 250, 302, 310, 382, 400, 404, 484; ECON 210; BNAC 260, 261; BNMG 310; BNMK 321; BNFN 341. At least 12 credits of computer science course work and 9 credits of business course work must be taken from Linfield. Students majoring in BIS must also meet the Business Department mathematics and statistics proficiency requirements.

COMPUTER INFORMATION SYSTEMS

The major in Computer Information Systems is designed to educate graduates who are prepared to enter the workforce equipped with the knowledge and skills in the following core areas of computer information systems and technology:

1. Foundations of Information Systems,
2. Data and Information Management,
3. Enterprise Architecture,
4. IS Project Management,
5. IT Infrastructure, Security and Risk Management,
6. Systems Analysis & Design,
7. IS Strategy, Management, and Acquisition, and
8. Application Development.

The curriculum for the major is based on the Curriculum Guidelines by Association for Information Systems (AIS) and Association for Computing Machinery (ACM)

Student Learning Outcomes

In successfully completing a major in computer information systems a student will be able to:

- Explain of the fundamental principles and concepts of computer science;
- Demonstrate how enterprise systems integrate functional areas into one enterprise-wide information system.
- Demonstrate in-depth knowledge of software development, networks and systems development and administration, and information management;
- Plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group;
- Work in multiple programming environments, software development languages, and design paradigms;
- Orally present information and write clearly;
- Demonstrate in-depth understanding of at least one specialty area of computer science through independent research and, wherever possible, internships;
- Function well in an industrial or commercial environment through attachments or internship; and
- Develop personal skills, planning and time management skills, problems solving and decision-making skills.

Requirements

For a major in Computer Information Systems: At least 40 credits consisting of COMP 101, 152, 153, 250, 252, 291, 302, 310, 382, 404, 430, 484, 490.

For a minor in Computer Information Systems: At least 21 credits including: COMP 101, 152, 153, 250, 310 and at least 6 credits from courses numbered 200 and above.

GLOBAL STUDIES

The Global Studies major aims to educate students about particular regions around the world, including the United States, from a global perspective, through the examination of historical and contemporary trends of global society and events. Using different disciplinary perspectives, including History, Religious Studies, Political Science and Communication Studies, students majoring in Global Studies will be exposed to diverse historical, cultural, religious, social, and political dimensions of various geographic regions, and prompted to consider their broader significance to the world.

Student Learning Outcomes

In successfully completing the major, students should be able to:

- Demonstrate some familiarity with diverse historical, socio-cultural, religious and political contexts around the globe, including the United States, Latin America, Europe, and Asia.
- Demonstrate sustained engagement, from one or more disciplinary perspectives, including history, religious studies, political science, communication studies, or other disciplines, with the ideas, value systems, practices, and social formations of a particular culture or region, historically or contemporarily (or both).
- Demonstrate an appreciation for the contribution of different disciplinary perspectives to the understanding of local and global issues and their complexities.
- Demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.
- Develop the skills necessary to examine critically a broad range of historical, cultural, and religious traditions and to assess how the values associated with those traditions shape people's lives.
- Demonstrate proficiency in research and communication skills, both oral and written, which promote critical thought and personal growth.

Requirements

For a major in Global Studies: completion of 43 credits,

Online and Continuing Education

distributed as follows. In mapping out the shape of their particular Global Studies major, students will demonstrate a high level of agency and responsibility in the development of their plan of study.

1. Foundational Courses (11 credits) – RELS 110 (4 credits), COMM 230 (3 credits), and HIST 122 or 123 (4 credits).

2. Capstone Requirement (8 credits) – IDST 485, 490.

At least 24 additional credits, as follows. Students can take no fewer than 4 credits from any grouping; at least 8 credits must be at the 300 level or above. Given the interdisciplinary nature of Global Studies, students may select additional coursework from several different disciplines. At minimum, students must take 4 credits from each of the following groupings; thereafter, students should work closely with their academic advisor to ensure a focused course of study. For example, if a student is interested in foreign language study or studying abroad, and opportunities are available for pursuing such studies, then the advisor will help the student to integrate such coursework into a personalized curriculum. The courses listed below represent only an indication of those currently offered in OCE, and are not inclusive; where appropriate, students may, in consultation with the Global Studies coordinator, petition to include other coursework taken (either through OCE or elsewhere) to count toward the major requirements:

Historical and Cultural Studies: HIST 154, 200, 210, 302 (can be repeated if topic differs), 304 (can be repeated if topic differs), 314, 360, 362, 390; GLCH 211, 212.

Religious Studies and Philosophy: RELS 120, 130, 140, RELS/PHIL 160, 218, 309, 310, 360, 365, 367.

Political Science: POLS 210, 315, 330, 372, 384, 386.

HISTORY

Student Learning Outcomes

In successfully completing a major in history, a student will:

- Critically analyze and assess historical causation and change;
- Develop an awareness of and sensitivity to the values and attitudes of diverse peoples in other times and places;
- Actively develop excellent research skills and evidence-based reasoning;
- Develop strong oral and written communication skills.

Requirements

For majors in History, please see the History section of this catalog.

PROJECT MANAGEMENT

The Project Management major aims to provide students with a comprehensive overview of the project management field according to the Project Management Institute (PMI), the leader in project management practice and scholarship. Students will study the main areas of competency as outlined by the PMI: project integration, scope and planning, scheduling, costs, quality, human resources, communication, monitoring and procurement.

Student Learning Outcomes

In successfully completing a major in Project Management, a student should be able to:

- Plan and manage complex projects using appropriate technologies and tools.
- Demonstrate an understanding of and ability to apply project management principles and best practices to plan, execute and complete a project.
- Demonstrate the ability to manage change throughout the life of the project.
- Effectively communicate with diverse groups and populations within an organization.
- Demonstrate an ability to plan for human capital needs, acquire and develop skills needed for projects, motivate the

project team, and measure the project team's performance

- Employ successful project team development and management strategies.
- Explain how project management practices can support organizational effectiveness.
- Demonstrate an understanding of how scheduling, budgeting, procurement, risk management and personnel management impact the success of a project.
- Learn the latest Project Management Body of Knowledge (PMBOK® Guide) to prepare for the PMP® or CAPM® certification exams.

Requirements

For a major in Project Management: 31 credits consisting of COMP 291, 382, 392, 393, 404, 480, 484, 490, COMM 230, 233. Prerequisites include BNMG 310, BNSS 250, ECON 210, MATH 140, 160.

R.N. TO B.S.N.

The R.N. to B.S.N. Program is designed for Registered Nurses (R.N.s) who are seeking the B.S.N. degree. See the Nursing section of the catalog for details.

MINORS

COMPUTER INFORMATION SYSTEMS

See the Computer Information Systems section of the catalog for details.

CREATIVE WRITING

See the English section of the catalog for details.

ENVIRONMENTAL STUDIES

See the Environmental Studies section of the catalog for details.

GLOBAL HEALTH

See the Global Health section of the catalog for details.

HEALTH ADMINISTRATION

See the Health Administration section of the catalog for details.

MANAGEMENT

See the School of Business section of the catalog for details.

CERTIFICATE PROGRAMS

Certificates offer the opportunity for students to focus on one thematic or disciplinary area of study. 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.

To earn a certificate a candidate must have achieved a cumulative GPA of at least 2.000. In addition, a student must obtain a cumulative GPA of 2.000 in courses contributing to the certificate.

Students enrolled in degree programs on the McMinnville or Portland campus are not eligible for OCE certificates.

ACCOUNTING (post-baccalaureate only)

The Post-Baccalaureate Accounting certificate meets the needs of professionals seeking to augment their existing bachelor's degree with specialized knowledge in the field of accounting, and prepares students to qualify for positions in non-profit and government accounting, public accounting, and corporate accounting.

Student Learning Outcomes

Upon successful completion of the program, students will be able to:

- Apply accounting principles of valuation of assets and liabilities.
- Identify issues related to income determination and preparation of financial statements.
- Learn theories, policies, and practices of the federal income taxation of individuals, corporations, partnerships, and fiduciaries.
- Gain knowledge about accounting standards and practices for not-for-profits.
- Learn the essential characteristics of auditing financial statements and reporting the results.
- Synthesize financial information to be able to assess audit risk.

For a certificate in Accounting (post-baccalaureate only): 24 credits consisting of BNAC 361, 362, 461, 466, 468, and 469. Prerequisites for this program include a bachelor's degree from a regionally accredited college (in any major), Financial Accounting (BNAC 260) or equivalent, and Managerial Accounting (BNAC 261) or equivalent.

COACHING

The coaching certificate equips individual with the skills to coach children, youth or adults in a formal school, club or recreational setting. Appropriate for new coaches and those seeking to further develop and refine their skills.

Student Learning Outcomes

Upon successful completion of the program, students will be able to:

- Explain the different methods of coaching.
- Explain the major theories on adolescent psychology and development.
- Identify principles of psychology related to sports.
- Demonstrate an understanding core concepts of health and physical activity as they relate to coaching children and youth.
- Identify preventative methods and treatments of sport injuries
- Create an age-appropriate athletic experience that supports the mission of a particular program.

For a certificate in Coaching: Completion of 16 credits consisting of HHPA 270, 305, 485, 486, 487 (at least 5 credits) and proof of current certification in first aid and CPR.

COMMUNICATION AND DIVERSITY

The Communication and Diversity Certificate offers students opportunities to gain knowledge about communicating with individuals from diverse backgrounds in multiple settings. The curriculum includes a foundational course in interpersonal communication combined with courses focusing on communication within and across a variety of global and domestic cultural contexts. Students also complete an experiential learning component and select an elective from a discipline outside communication arts.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Describe the process of human communication;
- Explain individual and cultural similarities and differences, including the ways in which diverse perspectives influence communication;
- Articulate one's own cultural standpoint and how it affects one's world view and communication;
- Adapt one's communication to facilitate effective and inclusive interaction in diverse cultural contexts.

For a certificate in Communication and Diversity: Completion of 16-17 credits. 13 credits from: COMM 130, 230, 233, 333, TACA 040 or TACA 287 and an additional 3-4 elective

credits chosen from: BNSS 141 or EDUC 303 or HHPA 410 or NURS 343.

CREATIVE WRITING

The certificate in creative writing offers students in all disciplines the opportunity to advance their communication and critical thinking skills, qualities employers seek, through the analysis and writing of fiction, poetry, literary nonfiction, and scripts.

Student Learning Outcomes

Upon successful completion of the program, the student will be able to:

- Demonstrate stronger communication and critical thinking skills through analysis and writing of fiction, poetry, literary nonfiction, and scripts.
- Explain major traditions / genres, such as women's literature, postcolonial literature, world literature, or Native American literature.
- Demonstrate an understanding of texts in the appropriate cultural and historical contexts.
- Demonstrate coherent writing in multiple genres (literary analysis and creative writing) as well as an awareness of critical and interpretive methods.
- Analyze literature using appropriate terminology and common rhetorical figures.
- Perform competent close readings of texts.

For a certificate in Creative Writing: 20-21 credits consisting of ENGL 200, 395 and three of the following: 316, 317, 318, 319, 421, 485; plus one of the following literature courses: 250, 270, 300, 301, 304, 305, 307, 325, 330, 385.

CYBERSECURITY AND DIGITAL FORENSICS

Cybersecurity and Digital Forensics focuses on the theoretical and practical applications of computer systems security and cyber security. This program is valuable to those who are interested in the theoretical foundations of cybersecurity and the eventual application of it to challenging real-world needs. The program will adopt a hands-on approach to develop, deploy, and maintain a secure computing environment. The program also prepares students for the various certifications in Security+ and Certified Ethical Hacker, and Cybersecurity Forensic Analyst (CSFA) Certification.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Identify the different categories of network threats and attacks.
- Identify the appropriate defense mechanism(s) and its limitations given a network threat
- Isolate threats that can and cannot be protected against using secure communication channels.
- Summarize defenses against network censorship and diagram a network for security
- Define the architecture for public and private key cryptography and how public key infrastructure (pki) supports network security.

For a certificate in Cybersecurity and Digital Forensics: 16 credits consisting of COMP 101, 252, 301, 430, and 490.

DATABASE ADMINISTRATION

Database Administration focuses on the specific skills required to administer an enterprise database such as Microsoft SQL Server or Oracle Server and will prepare students for professional certification exam in Oracle or Microsoft SQL Database administration. This program is valuable to those involved in the management of enterprise databases, including administrators, consultants, analysts, engineers, designers and developers.

Online and Continuing Education

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Install and configure a relational database server and nosql database server
- Maintain and secure databases
- Monitor and troubleshoot database performance
- Implement high availability and disaster recovery of commercial databases
- Support data consumers
- Pursue various database administration certification programs

For a certificate in Database Administration: 17 credits including COMP 101, 152, 250, 450 and 490.

GLOBAL HEALTH

Linfield's Global Health certificate is an exciting interdisciplinary program for those students who want international health perspective, understanding, and genuine experience. Students may elect this certificate as a means of adding both a global and a health perspective to their major field of study. Pre health professionals, international business and marketing students, and others who aspire to do some health or health-related work outside the US may find this certificate an exciting and practical complement to their current major field of study.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Explain how economic, social and environmental factors determine the health of a population.
- Discuss communicable and non-communicable diseases at the global level.
- Demonstrate awareness of the non-clinical determinants of health including social, political, economic, environmental and gender disparities.

For a certificate in Global Health: 19 - 20 credits consisting of: HSCI 330, 431, 440, 450, PHIL 215 and one of the following: ECON 341, ANTH 332, SOAN 223 or POLS 362. This is also offered as a minor.

HEALTH ADMINISTRATION

Linfield's Health Administration certificate is an ideal program for those students who want a deeper and more current understanding of the basic and pervasive changes that are transforming health and reforming health systems in the US and globally. Pre-med, nursing, business, psychology, information sciences, and other health sciences students increasingly need and benefit from a broader and deeper understanding of how public health and health systems work, as well as which directions they are headed. Affordable Care Act (ACA, also known as ObamaCare) is changing the focus, the financial incentives, and the required core competencies and skills necessary to lead and manage people and projects, and improve quality outcomes. The Health Administration certificate responds to these 21st Century challenges with a curriculum and set of experiences that are now critical for key health care staff and management.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Identify the structure and role of delivery systems within the health care industry, with emphasis on the Affordable Care Act.
- Recognize business and organizational skills to effectively manage health components of care systems.
- Examine the need for flexibility to adapt to changing policies, economics or social realities in the field.

For a certificate in Health Administration: 20 credits consisting of: HSCI 250, 320, 420, 410, BNSS 250 or Business Core if student is a Business major and one of the following courses: PHIL 215, ECON 210, BNSS 340 or NURS 310.

This is also offered as a minor.

HUMAN RESOURCE MANAGEMENT

The Human Resource Management certificate equips individuals with practical knowledge and skills pertinent to the human resource management function, including strategic human resource planning, employee and labor relations, compensation, training and organization development, and performance management. Ideal for individuals who are currently in management, a member of a human resources team, or interested in gaining expertise in human resource management. Not open to students who are pursuing or have completed management majors or management minors.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Demonstrate practical knowledge and skills pertinent strategic human resource planning.
- Critically assess methods for recruiting and hiring of staff.
- Analyze how organizations maintain compliance with labor and employment laws.
- Evaluate methods of for setting performance standards and performance evaluations.
- Explain the influence of culture, ethics and global influences on staff and organizations.
- Use statistical analyses to develop compensation strategies.

For a certificate in Human Resource Management: 20 credits consisting of BNMG 310, 405 and three of the following: BNMG 380, 410, 415, 436. Prerequisites for this program are: BNSS 250 or BNAC 260 and MATH 140.

MARKETING

The Marketing certificate equips students with the knowledge and skills related to business marketing: in such areas as sales, promotions management, consumer behavior, and international marketing. Ideal for individuals who work in sales or marketing, or who wish to develop their knowledge and skills in this area. Not open to students who are pursuing or have completed general business or marketing majors.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Understand and apply marketing concepts like consumer behavior, segmentation, positioning, and sales.
- Apply the elements of the marketing mix (Target Market, Product, Price, Place, and Promotion) to achieve customer and organizational satisfaction.
- Leverage qualitative and quantitative marketing research.

For a certificate in Marketing: 20 credits consisting of BNSS 250, BNMK 321 and three of the following: BNMK 420, 421, 426 and 427. Prerequisites for this program are: BNAC 261, ECON 210, MATH 140 and 160.

NUTRITION AND WELLNESS

The Nutrition and Wellness certificate program provides students with an understanding of the role of nutrition in promoting healthy lifestyle and longevity. Students are equipped with knowledge and skills needed to thrive in health-related careers as they explore human nutrition; food science; nutrition-related policies and practices; cultural factors and environment and research on balanced diets, weight management, disease prevention, exercise and sports.

Student Learning Outcomes

Upon successful completion, the student shall be able to

- Apply foundational food and nutrition knowledge.
- Critique evidence-based nutrition interventions for health, wellness, physical activity, sport and disease.
- Discuss diets, menu plans, nutritional supplements, caloric intake, and how they affect exercise performance and recovery
- Apply and integrate person-centered principles supporting access to services, and promotes health and wellness of an individual and community.
- Apply cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.
- Apply effective communication techniques to achieve common nutrition health goals
- Critique nutrition information and facilitates appropriate referrals.

For a certificate in Nutrition and Wellness: 19 credits consisting of HHPA 280, HHPA 281, HHPA 282, HHPA 402, HHPA 401

PROFESSIONAL COMMUNICATION

Hone your professional writing skills, learn to negotiate conflict, and develop sensitivity to intercultural communication scenarios. You will also gain experience communicating for a variety of situations: grant writing and proposals, social media and web, and other workplace contexts.

Student Learning Outcomes

Upon successful completion, the student shall be able to

- Demonstrate the ability to write, edit, and revise proficiently
- Explain the traditional and contemporary theoretical underpinnings of human communication as symbolic activity
- Explain the theory and practice of human communication in a multicultural world both in terms of interpersonal interaction as well as larger scale contact between cultures
- Write effectively for social media, specifically blogs, Twitter and Facebook
- Demonstrate an understanding of the persuasive, rhetorical nature of proposal and grant writing

For a certificate in Professional Communication: 18 credits consisting of ENGL 271, 372, 373, 474, COMM 230 and 257.

PROJECT MANAGEMENT

The Project Management Certificate provides students and professionals from all disciplines the skills required to manage projects within an organization, including the process related to planning, implementation, reporting, and completion. The program will focus how scheduling, budgeting, procurement, risk management and personnel management impact success. Students will learn the latest Project Management Body of Knowledge (PMBOK® Guide) to prepare for the PMP® or CAPM® certification exams.

Student Learning Outcomes

Upon successful completion of the certificate students will be able to

- Demonstrate the ability to plan, implement and complete a project within an organization
- Demonstrate an understanding of how scheduling, budgeting, procurement, risk management and personnel management impact success.
- Prepare for the PMP® or CAPM® certification exams.

For a certificate in Project Management: 16 credits consisting of COMP 120, 291, 392, 393, 490.

SOFTWARE ENGINEERING

The certificate in Software Engineering focuses on software development skills such as program design, code, development,

systems analysis and design, project management and client interaction. The program provides practical skills in the latest Object Oriented Analysis and Design methods utilizing commercial CASE tools and current programming languages. The major concepts and components of object technology in the context of the various phases of Software Development Life Cycle using the Unified Modeling Language (UML) standard will be the main focus on this certificate.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Broaden existing software design and programming skills using current methodologies.
- To present a technical material to a group.
- Write a formal technical or professional report that organizes a systems documentation for each stage of software development
- Understand the importance of quality assurance and reliability of software systems.
- Understand the process of graphic user interface(gui) and dialogues design
- Prepare and use various information gathering techniques for eliciting user information requirements and system expectations.
- Develop a better plan for becoming a better systems professional or user/manager of systems, by understanding personal strengths and weaknesses and matching those with the ethical success factors of a modern business manager.

For a certificate in Software Engineering: 16 credits consisting of COMP 101, 152, 250, 302 and 400.

SUSTAINABILITY

The Certificate in Sustainability is an interdisciplinary program designed to provide students with the knowledge and skills to advance sustainability goals and practices within large and small business, non-profit organizations and public sector institutions. The program provides a strong foundational understanding of the social, ecological, and economic imperatives providing the foundation for sustainability theory. The certificate also focuses on sustainable practices in major areas such as waste reduction, alternative transportation, renewable energy, green architecture and landscape design. Students who complete the certificate will have a firm understanding of how the sustainability of human and environmental systems is interrelated as well as how to take practical steps to help organizations and businesses achieved sustainability related goals and objectives.

Student Learning Outcomes

Upon successful completion of the program students should be able to:

- Demonstrate how the sustainability of human and environmental systems are interrelated
- Identify practical steps to help organizations and businesses achieve sustainability related goals and objectives
- Apply and use concepts related to sustainability:
- Analyze policy decisions on the basis of their impacts on social and ecological systems
- Describe and interpret sustainability issues from local, regional and global perspectives

For a certificate in Sustainability: 22 credits consisting of ENV5 200 or ENV5 201, ENV5 202, ENV5 210, ENV5 410 and one of the following: ENV5 301, ENV5 302, ENV5 304, ENV5 305 or ENV5/HSCI 450 and one of the following: PHIL 306, ECON 341 or RELS 306.

WEB APPLICATION DEVELOPMENT

The certificate in Web Application Development focuses on the technologies, formats, standards, tool products, and other

Online and Continuing Education

elements in Web Application Development, with emphasis on Web systems for electronic-commerce (e-commerce), corporate support, entertainment, intranet, and extranet. This program offers extensive hands-on exercises to provide students with practical experience in developing enterprise Web applications using Visual Studio.net, XML and Web service. The program is valuable for those who wish to work in the Web production field involved in establishing, developing or maintaining a Web site, including application developers, Web developers, Web developers client-server programmers and technical managers and staff.

Student Learning Outcomes

Upon successful completion of the certificate students will be able to

- Apply markup and styling languages for processing, identifying, and presenting information in web pages.
- Use an appropriate design technology and web services to transfer data and add interactive components to web pages.
- Apply interface design principles to produce layout and organization of websites that effectively communicate appropriate business models and web technologies.
- Combine multiple web technologies to create advanced web components.
- Design secured websites using appropriate security principles

For a certificate in Web Application Development: 17 credits consisting of COMP 101, 152, 250, 310 and 490.

WINE MANAGEMENT

The Wine Management certificate provides fundamental building blocks for a career in the growing wine industry. Ideal for small winery owners, individuals considering a career in the wine industry or winery employees preparing for advancement. The curriculum includes a basic foundation course on aspects of wine production and distribution, combined with courses focused on business fundamentals, and organizational behavior, human resource management, leadership, and a seminar on wine management. Not open to Linfield University management majors or management minors.

Student Learning Outcomes

Upon successful completion of the program, students will be able to

- Describe the functions of business, with an emphasis on wine business.
- Apply knowledge of human behavior in organizations to the management of wine-related businesses.
- Demonstrate basic knowledge of historical, cultural, and aesthetic aspects of wine.
- Demonstrate detailed understanding of a specific area of wine management, such as human resource management or company leadership.

For a certificate in Wine Management: 22 credits consisting of WINE 205, BNSS 250, BNMG 310, BNSS 485 and two of the following: BNMG 405, 409, or 436. Prerequisites apply for BNMG 310, 405, 409, and 436.

WINE MARKETING

The Wine Marketing certificate provides an overview of the marketing discipline with a specific focus on the wine industry. The program is designed to prepare students for a career in the growing field of wine marketing and promotion. Ideal for small winery owners, individuals considering a career in the wine industry or winery employees preparing for advancement. The curriculum includes a basic foundation course on aspects of wine production and distribution, combined with courses focused on business fundamentals, marketing management, communications, sales management, and a seminar on wine marketing. Not open to Linfield University marketing majors.

Student Learning Outcomes

Upon successful completion of the program, students will be able to

- Describe the functions of business, with an emphasis on wine business.
- Apply elements of the marketing mix and other marketing concepts to wine-related businesses.
- Demonstrate basic knowledge of historical, cultural, and aesthetic aspects of wine.
- Demonstrate detailed understanding of a specific area of wine marketing, such as sales management or social media.

For a certificate in Wine Marketing: 22 credits consisting of WINE 205, BNSS 250, BNMK 321, BNSS 485, and two of the following: JAMS 343, BNMK 420, BNMK 427. Prerequisites apply for BNMK 321, JAMS 343, BNMK 420, and BNMK 427.

YOGA INSTRUCTOR

As interest in yoga continues to grow, students and studios are requiring teachers with professional training. Students will learn to teach safe and informative yoga classes as well as understand the history, philosophy and incorporation of yoga into Western culture.

Student Learning Outcomes

Upon successful completion of the program, students will be able to:

- Teach and practice the major yoga techniques, and provide guided practice of the techniques
- Demonstrate how to plan and deliver a well-designed yoga program
- Demonstrate a basic understanding of human anatomy and physiology (bodily systems, organs, etc.) with their application to yoga (benefits, contra-indications, healthy movement patterns).
- Be able to explain yoga philosophies, lifestyle, ethics for yoga teachers, and the value of teaching yoga as a service

For a Yoga Instructor certificate: 16 credits consisting of HHPA 071a, 071b, 071c, 215 (also listed as RELS 215), 270, 486 and 487 (at least 5 credits).

HONORS

Alpha Sigma Lambda

Founded in 1945, Alpha Sigma Lambda is a national honor society which recognizes the achievements of adults who accomplish academic excellence while balancing competing interests of home and work. The Linfield University Pi Lambda chapter was chartered in April 2012. New members are elected to the chapter each year from among those students seeking a bachelor's degree in Online and Continuing Education who (1) have earned a minimum of 24 credits at Linfield, (2) are in the top 20% of all OCE students who meet the 24 credit criterion, and (3) have a Linfield GPA of at least 3.500.

FINANCIAL AID

The mission of the Office of Financial Aid is to provide financial assistance for students to enroll at and graduate from Linfield University. Over ninety percent of the students attending Linfield receive some form of financial assistance. Seventy percent of the students attending receive financial assistance based on their financial need.

Academic scholarships are available to the best-qualified applicants each year. Linfield offers several different academic scholarships, explained in the section headed "Academic Scholarships for First-Year Students or Transfer Students." Athletic participation is not considered in the awarding of any financial aid.

Financial aid is available after determining a student's financial aid eligibility. These financial aid types are explained in the section headed "Need-Based and Non Need-Based Financial Aid." Eligibility for and packaging of need-based and merit financial aid will be comparable for students admitted under Early Action and Regular Decision admission programs.

The Office of Financial Aid is located on the McMinnville campus and processes financial aid for all three Linfield campuses – McMinnville, Online and Continuing Education, and the School of Nursing.

Linfield Legacy Awards of \$500 will be awarded to new students (first-year or transfer) who list family members who attended Linfield University on their application for admission. Linfield Legacy Awards of \$1,000 will be awarded to new students (first-year or transfer) who currently have a sibling enrolled at Linfield University. For the remainder of the sibling's enrollment he/she will also receive the Linfield Legacy Award of \$1,000 per academic year.

ACADEMIC SCHOLARSHIPS FOR FIRST-YEAR STUDENTS

Linfield offers a number of academic scholarships to entering first-year students attending full time. The scholarships are for undergraduate study only, and are awarded on a semester-by-semester basis for the first eight semesters of a qualified student's full-time attendance, as defined by a minimum of 12 credits per semester. These scholarships are awarded regardless of financial need. Eligibility begins at a 3.200 high school weighted GPA and is determined at the time of admission. To receive priority consideration for all merit scholarships, the student's application for admission must be complete by the priority deadline. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the section headed "Satisfactory Academic Progress."

Linfield Merit Award

Students who are Finalists in the National Merit Scholarship Corporation Program, and who list Linfield as their first choice college, and are eligible for a college sponsorship through National Merit, will be awarded a Linfield Merit Award. The amounts range from half tuition on a no-need basis, to full tuition with sufficient financial need. The award is guaranteed through the sophomore year, and renewed for the junior and senior years if the student maintains a 3.350 Linfield cumulative GPA, is a full-time student, and applies for renewal of financial aid in a timely manner.

Linfield Scholarships

Linfield Scholarships are available for a selected number of outstanding incoming first-year students attending full time, at least 12 credits per semester. Scholarship decisions are based on the student's academic record including grades, test scores and

strength of schedule. Information submitted on the Application for Admission to Linfield is used to determine scholarship eligibility. A separate application is not required. At its discretion, the University may change this award to a Linfield Endowed Scholarship for the same award amount and with similar renewal criteria. A portion of Linfield's institutional dollars are funded by over 200 endowed scholarships.

Linfield Academic Competitive Scholarships

Department-sponsored competitions for prospective first-year students are held on the McMinnville Campus. Participation is by invitation only. For students applying fall 2020, the completed application for admission and must be submitted by December 1, 2019. Invited students can compete with the opportunity to win a scholarship, ranging from \$12,000 - \$20,000. Each award is distributed equally over eight semesters of full-time attendance. For example, for a \$20,000 award, a student will receive \$5,000 for the first year and each of the following three years. A Competitive Scholarship may be received in combination with one of the other academic scholarships. Students who participate in the Linfield Scholarship and Visit Weekend and enroll at Linfield will receive a \$1,000 Visit Weekend Participation Award for their first year.

The Linfield First Scholarship is designed to address challenges faced by first generation college students and build upon the skills and experience they bring to campus. This scholarship is for first year students attending full time. The Linfield First Scholarship is automatically renewable as long as the student is meeting satisfactory academic progress. Linfield defines "first generation" as a student whose parents did not complete a bachelor's degree, OR a student from a single parent home whose parent did not complete a bachelor's degree.

Music Scholarships

The Music Department offers scholarships available by audition for music majors and minors (Music Achievement Awards) and majors, minors and non-majors (Music Participation Awards) who attend full time. Auditions enable the Music Department to recognize and provide scholarship assistance to students who have had successful participation in music. Eligible applicants must have applied for admission. Students intending to major or minor in music will be considered for both Music Achievement and Participation Awards. Students not intending to major or minor in music will be considered for Music Participation Grants only. Music Participation Awards are \$2,000 per year for students with special talent in music upon the recommendation of the Music Department. Music Achievement Awards range from \$5,000-\$6,000 annually and are renewable based on continued participation in music performance and a recommendation from the Department of Music. Interested students will be required to audition either in person or by CD/DVD by February 15, of each year. The Music Achievement Awards are distinct and separate from the Linfield Competitive Scholarships offered by the Department of Music, and students are encouraged to apply for both. For more information, please contact the Linfield University Department of Music at 503-883-2275. Please note that the Music Achievement Awards are only available to students attending the McMinnville Campus and will not be replaced if a student moves to the Portland Campus.

ACADEMIC SCHOLARSHIPS FOR TRANSFER STUDENTS

Transfer Scholarships

Admitted transfer students with at least a 3.000 transferable GPA will automatically be considered. Transfer Scholarships are awarded to selected McMinnville campus students who have attended two- or four-year regionally accredited colleges and universities. No separate application is required.

Information submitted in the Application for Admission to Linfield is used to determine scholarship eligibility. Semesters attended at another college count towards the eight semester maximum eligibility for this scholarship. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the section headed "Satisfactory Academic Progress."

Honor Society Scholarships

Members of Phi Theta Kappa (two-year college honor society) or Alpha Gamma Sigma (California Community College honor society) are eligible for an honor society scholarship up to \$3,000.

Consideration for the honor society scholarship is given to admitted transfer students with at least a 3.000 cumulative college GPA. No separate application is required; however, please notify the Office of Admission or Financial Aid that the honor society membership is current. Entering first-year students are not eligible to receive this scholarship.

The honor society scholarship is renewable each year at the same dollar amount if the student maintains a 3.000 Linfield cumulative GPA and applies for renewal in a timely manner.

Students are not eligible to receive multiple honor society scholarships if they are members of more than one honor society. Students receiving either a Transfer scholarship or a Chemeketa Scholars at Linfield scholarship are eligible to receive an honor society scholarship.

Chemeketa Scholars at Linfield Scholarship

Students participating in the Chemeketa Scholars program at Chemeketa Community College will be considered for a Chemeketa Scholars at Linfield Scholarship. Consideration for the Chemeketa Scholars at Linfield Scholarship is given to admitted transfer students with at least a 3.000 cumulative college GPA. No separate application is required; however, the Office of Admission or the Office of Financial Aid will verify participation in the Chemeketa Scholars program. The award is renewable at the same dollar amount for two years of continuous full-time enrollment at Linfield. Up to 10 Chemeketa Scholars at Linfield Scholarships are available annually. Students are only eligible to receive either a Transfer Scholarship or a Chemeketa Scholars at Linfield Scholarship.

NEED-BASED AND NON NEED-BASED FINANCIAL AID

Financial aid is available from sources other than scholarship aid. Many students who do not qualify for academic scholarships still receive financial aid in the forms of grants, loans, or work opportunities.

To apply for financial aid at Linfield students must complete the Free Application for Federal Student Aid (FAFSA), available online at studentaid.gov, and release the results to Linfield by listing the Federal school code, 003198.

The FAFSA form collects information to determine and calculate the Expected Family Contribution (EFC). The EFC is a dollar amount that is an evaluation and estimation of the family's financial strength. The student's EFC is subtracted from the student's Cost of Living (COA) to determine the student's "eligibility"

for need-based financial aid. Linfield, the U.S. Government, and the State of Oregon all offer sources of financial aid that Linfield can award if the student meets the eligibility requirements. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the section headed "Satisfactory Academic Progress."

Linfield Sources of Financial Aid

Talent Awards

Awarded, based on need, to full-time undergraduate students with special talents in activity areas of theatre, forensics and journalism.

Linfield University Grants

Awarded to full-time undergraduate students based on financial need. The Linfield University Grant is renewed for up to nine semesters provided the student has financial need.

International Student Scholarships and Grants

A limited number of scholarships and grants are available to full-time undergraduate international students. Each applicant is considered individually on the basis of prior academic achievement, financial need, and anticipated contribution to Linfield's campus and community life.

International Trustee Scholarships are awarded to superior first-year students who meet Linfield's highest academic standards. Financial need is also considered in the awarding of these scholarships.

International Faculty Scholarships are awarded to first-year students with an excellent academic record. Financial need is also considered in the awarding of these scholarships.

International Tuition Grants may be awarded to first-year students who apply for financial aid if they are also able to provide documentation of good academic achievement.

International Transfer Scholarships may be awarded to academically well-qualified students who have completed some college-level coursework elsewhere and now intend to complete the Bachelor's degree requirements at Linfield.

Endowed and Special Scholarships

Endowed and other scholarships are sources of student financial aid made possible through the generosity of friends of the university. Scholarships are awarded from the annual income of funds donated in perpetuity, often as a memorial or recognition of a special person. They are administered by the Director of Financial Aid. These scholarships have been made possible by alumni and other friends closely related to Linfield. It is hoped that some recipients of this generosity, later and when circumstances permit, will decide to aid others by continuing such scholarships for the benefit of students of future generations. No separate application forms are required for these scholarships. All students who apply for financial aid are automatically considered for each of the scholarships, in accordance with the wishes of the donors and university policies relating to financial aid. At some point Linfield may replace a Linfield Scholarship or Linfield University Grant with these funds.

Federal Sources of Financial Aid

The Federal Pell Grant, Iraq and Afghanistan Service Grant (IASG), Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal TEACH Grant (TEACH Grant) are all grants that are awarded to eligible undergraduate students at Linfield, who do not have their first bachelor's degree, that meet the student eligibility criteria based upon completion of the Free Application for Federal Student Aid (FAFSA), studentaid.gov, and other student eligibility criteria that Linfield will confirm upon enrollment. Grants are often called "gift aid" because they are free money – financial aid that does not have to be repaid.

Federal Pell Grant

Eligibility for this need-based federal grant program is determined upon submission of the FAFSA. Award amounts are determined by federal law. The Federal Pell Grant amount is contingent on federal legislative funding. You will be notified on your Free Application for Federal Student Aid (FAFSA) output document if you are eligible for a Federal Pell Grant. The final amount of your Federal Pell Grant offered from Linfield is calculated each semester based upon your Expected Family Contribution (EFC) that is calculated from your FAFSA, the number of credits you are taking each semester at the census date, your program, and Linfield's cost of attendance. You are not eligible to receive Federal Pell Grant from more than one college for the same period of time. The Office of Financial Aid will utilize information from the federal government to monitor annual and maximum Federal Pell Grant eligibility. The annual amount must not exceed 100% of the scheduled award and the maximum lifetime eligibility used must not exceed 600%. The Office of Financial Aid will review transfer students Federal Pell Grant history to ensure that the student stays within the annual and aggregate maximum eligibility when determining award amounts per semester.

Iraq and Afghanistan Service Grant (IASG)

Eligibility for this non-need based federal grant program is determined upon submission of the FAFSA and whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001. Award amounts are determined by federal law and additional conditions apply. Student must not be Federal Pell Grant eligible.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Eligibility for this need-based campus-based federal grant program is determined upon submission of the FAFSA and federal funds awarded to Linfield. These grants are administered through Linfield according to government standards and are awarded to students who have exceptional financial need as determined by the Office of Financial Aid.

Federal Teacher Education Assistance for College and Higher Education Grant (TEACH Grant)

This non-need based grant is available to Linfield education and pre-education majors who plan to become elementary or secondary teachers. Students who receive a TEACH Grant must complete a service obligation by serving as a highly-qualified teacher in a designated high-need field at a low-income school for four years within eight years of completing a TEACH Grant eligible program. Failure to complete teaching service will result in the TEACH Grant being converted to a Direct Unsubsidized Stafford Loan with retroactive interest, which would then require repayment. Students must complete a FAFSA, maintain a 3.250 GPA, complete TEACH Grant Initial and Subsequent Counseling, and TEACH Grant Agreement to Serve (ATS) annually. The TEACH Grant amount is up to \$4,000 annually.

Federal Work Study (FWS)

Eligibility for this need-based campus-based federal program is determined upon submission of the FAFSA and federal funds awarded to Linfield. FWS is a federally funded program allowing student participants to work and earn money towards their educational expenses. The FWS program encourages community service work and work related to the recipient's course of study. On-campus employment opportunities include jobs such as library assistants, laboratory and research assistants, clerical assistants, dining hall personnel, and campus maintenance workers. Off-campus employment opportunities will usually be in a pri-

vate nonprofit organization or a public agency, and the work performed must be in the public interest. Individual award amounts are made by the Office of Financial Aid. A student must obtain a job and are responsible to their work supervisors for hours and performance, and required to stay within award limits.

Federal Direct Stafford Loans (Subsidized/Unsubsidized)

Eligible students may borrow Federal Direct Stafford Loans to help pay for their cost of higher education at Linfield. Linfield participates in the William D. Ford Federal Direct Loan Program. Loans from this program are referred to as Federal Stafford Loans, Federal Direct Loans, or Direct Stafford Loans. Regardless of what name is used, they are the same federal loan program. Within the Federal Direct Stafford Loan Program there are Subsidized and Unsubsidized types of loans. Both types of loans are low-interest loans for eligible students originated by Linfield with funds from the federal government to help cover the cost of higher education. A loan is money that requires repayment with interest. The loan is in the student's name only. The student must repay the federal government through their assigned federal servicer. A FAFSA is required annually to determine student's eligibility. The student must file a Free Application for Federal Student Aid (FAFSA) at studentaid.gov, and must be an U.S. citizen or eligible noncitizen, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. Students must be attending at least half time (6 credits) in order to be eligible. After the student accepts the loans on their award letter, new borrowers are required to complete Entrance Counseling (subsidized/unsubsidized) and the Master Promissory Note at studentaid.gov prior to disbursement. Linfield will notify the federal government that the student intends to borrow the loan, called origination, and the student will receive a loan disclosure statement and will be assigned a federal servicer for managing the loan and repayment. Linfield disburses the loan funds at the beginning of each semester for eligible loans.

Upon the student graduating, withdrawing, taking a leave of absence or dropping below 6 credits, the student is required to complete Exit Counseling at studentaid.gov. Repayment normally begins after the six month grace period has expired, which begins after graduation, falling below half time status or leaving school. Repayment is typically calculated based on a 10-year repayment plan, the Standard plan. There are several repayment plans students may choose from when preparing to enter into repayment. Students may apply for deferments or forbearance if their Federal Direct Stafford Loan is in good standing and they qualify through the federal servicer. Their loan may be cancelled only if the borrower is totally and permanently disabled or dies. Other loan forgiveness and cancellation options may be available by contacting the federal servicer.

Federal Direct Stafford Loan Annual and Aggregate Limits

Dependent students may borrow the annual maximum "base" Federal Direct Stafford Loans as an undergraduate per academic year, which is \$3,500 for first-year students, \$4,500 for sophomores and \$5,500 for juniors and seniors. The "base" amount could be Subsidized or Unsubsidized or a combination of both, depending on the students need and eligibility. The "base" aggregate total a dependent student may borrow for undergraduate study is \$23,000. In addition to the "base", dependent undergraduate students are eligible for Additional Unsubsidized Stafford Loans of \$2,000 a year. Thus, the total aggregate maximum is \$31,000 (no more than \$23,000 can be in Subsidized) for a dependent undergraduate student.

Independent students may borrow the annual maximum "base" Federal Direct Stafford Loan as an undergraduate per

Financial Aid

academic year, which is \$3,500 for first-year students, \$4,500 for sophomores and \$5,500 for juniors and seniors. The “base” amount could be Subsidized or Unsubsidized or a combination of both, depending on the students need and eligibility. The “base” aggregate total an independent student may borrow for undergraduate study is \$23,000. In addition to the “base”, independent undergraduate students are eligible for Additional Unsubsidized Stafford Loans of \$6,000 a year for freshman/sophomore and \$7,000 for junior/senior. Thus, the total aggregate maximum is \$57,500 (no more than \$23,000 can be in Subsidized) for an independent undergraduate student.

Federal Direct Stafford Loan Interest Rate and Fees

Interest rates are “fixed-variable” and are set each July 1, with a cap of 8.25%, and are fixed for the life of the loan. For 2020-2021 the interest rate is set at 2.75% for loans first disbursed between July 1, 2020 – June 30, 2021.

Loan fees apply, for example a 1.059% loan fee applies at the time of disbursement for any loans disbursed on or after October 1, 2019 or before October 1, 2020.

Subsidized Federal Direct Stafford Loan

Subsidized Federal Direct Stafford Loans are for students with financial need. Linfield’s Office of Financial Aid will review the student’s COA to determine the student’s need and the amount the student is eligible to borrow. COA-EFC=Need.

The federal government subsidizes the interest on Subsidized Federal Direct Stafford Loans on behalf of students while they are enrolled at least half time in an eligible program at an eligible school, through their 6-month grace period and during other deferment periods based on need. A law passed in December 2011 eliminates the interest subsidy during the 6-month grace period on any loans that had a first disbursement made on or after July 1, 2012, and before July 1, 2014.

Unsubsidized Federal Direct Stafford Loan

Students who do not show financial need, and therefore may not borrow under the Subsidized Federal Direct Stafford Loan Program, may borrow funds through the Unsubsidized Federal Direct Stafford Loan Program. Students who borrow under this loan program are responsible for all interest accrued during periods of enrollment, their grace period and through repayment. Students can choose to pay the interest while in school, during grace periods and deferment or forbearance periods, or students can allow the interest to accrue and be capitalized (that is, added to the principal amount of the loan). If students choose not to pay the interest as it accrues, this will increase the total amount they have to repay because they will be charged interest on a higher principal amount.

Federal Direct Parent PLUS Loan (PLUS Loan)

Eligible parents may borrow a Federal Direct Parent PLUS Loan on behalf of their dependent undergraduate student enrolled at least half time at Linfield University. Funds are loaned by the U.S. Department of Education and Linfield originates the loan. Loan funds must be repaid with interest. Parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. The student must file a Free Application for Federal Student Aid (FAFSA). The parents on the FAFSA, or the legal non-custodial parent (adoptive or biological parent) not on the FAFSA, who meet eligibility for this loan may apply. The parent borrower must apply for the Federal Parent PLUS Loan at studentaid.gov.

Linfield will be notified if the loan is approved or declined. If the loan is approved the parent borrower must complete the Parent PLUS Loan master promissory note at studentaid.gov.

For each dependent undergraduate student, parents may borrow up to the student’s estimated cost of attendance, less any other financial aid the student may receive for the period of enrollment. Parents with no adverse credit may borrow Federal Direct Parent PLUS Loan funds to pay the education expenses of their child. Parents whose credit decision is approved will receive a disclosure statement from their assigned federal servicer. Parents with adverse credit history may be able to qualify for the PLUS Loan by appealing the credit decision at 800.557.7394 or obtaining an endorser. In situations where a PLUS loan borrower’s credit decision is declined, and the parent either obtains an endorser or gains approval to overturn the credit decision via documenting their existence of extenuating circumstances, PLUS Loan Counseling is required at studentaid.gov prior to disbursement. For parents not eligible to borrow a PLUS Loan, another option is the student may qualify for an additional unsubsidized Federal Direct loan, either \$4,000 for freshman or sophomore grade level or \$5,000 for junior or senior grade level.

Linfield disburses the loan funds at the beginning of each semester for eligible loans. Repayment normally begins within 45-60 days of the final disbursement of the PLUS Loan for each loan made. The parent borrower may request deferment of payment while the student is enrolled at least half time in an undergraduate program from their federal servicer. Interest would continue to accrue during this time.

The PLUS loan interest rate is a “variable-fixed” rate which is set annually on July 1, and fixed for the life of that loan. For 2020-2021 the interest rate is set at 5.30% for loans first disbursed between July 1, 2020 and June 30, 2021. A loan fee applies at the time of disbursement, for example a 4.236% loan fee applies at the time of disbursement for loans disbursed on or after October 1, 2019 and before October 1, 2020.

The parent borrower has several repayment plan options for repaying the loan. If the parent chooses the Standard Repayment Plan they have up to 10 years to repay the loan. The parent may request deferment of payments for up to four years during the time the student is actively enrolled at least half time in an undergraduate program by contacting their federal servicer.

Private Education Loans

Private Education Loans are available to students through banks and credit unions to assist students with paying for their cost of education. These loans are not part of the federal loan program. Students may borrow up to the school’s estimated cost of attendance, less any other financial aid the student may receive.

Oregon Sources of Financial Aid

Oregon Opportunity Grants

The Oregon Opportunity Grant is administered by the Oregon Office of Student Access and Completion (OSAC). Oregon residents filing a FAFSA are automatically considered if the student lists an eligible Oregon college and meets the OSAC eligibility criteria. Oregon students not eligible to file a FAFSA can complete the Oregon Student Aid Application (ORSAA). Visit oregonstudentaid.gov for more information.

APPLICATION PROCEDURES FOR FINANCIAL AID

Prospective students who complete the Linfield Application for Admission and are admitted to the university are considered for academic scholarships. Students applying for need-based financial aid or federal loans must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available online

at studentaid.gov. Students at Linfield are eligible for financial aid regardless of race, sex, or marital status, in compliance with Title IX requirements.

Notification of Awards and Disbursements

The Office of Financial Aid will send notification of awards after the student has been admitted and all financial information has been received. Financial aid will be disbursed to the student account at the start of an academic semester as long as the student has completed all the necessary requirements and meets eligibility criteria for the award. Pell Grant awards are disbursed after the census date of each payment period.

Financial Aid Refund Policy

Refunds for students who withdraw from Linfield before the end of a semester will be computed in accordance with the refund table presented in the Costs section of this catalog if the student submitted all required documentation within the prescribed timelines (as set forth in Costs section for your campus), and financial aid was applied to the student account. Failure to meet the requirements as set by Linfield may result in the refund table not reflecting the cash amount that will be returned to the student. Financial aid will be refunded to certain aid accounts from which it was drawn based on a prescribed Return of Title IV Funds policy. Students who withdraw are subject to Satisfactory Academic Progress policy. Students are responsible for paying Linfield if the withdrawals results in the student owing a balance on their Student Account.

Renewability of Aid

Each year students must submit new applications for financial aid to qualify for any assistance program. Currently enrolled Linfield students requesting renewal of their scholarship, student employment, need-based aid, as well as federal student loans, will need to submit the Linfield Application for Financial Aid (LAFA) on WebAdvisor, as well as the FAFSA (or ORSAA) annually. Students receiving an academic scholarship and/or student employment are required to submit the Linfield Application for Financial Aid (LAFA). Renewal depends on academic performance, the reestablishment of financial need, or both. Aid may be increased or decreased, depending on the annual financial need analysis and meeting prescribed priority dates. Aid may be withdrawn if a student fails to make Satisfactory Academic Progress, fails to report financial aid from sources outside Linfield University, owes a refund on a federal or state grant, or is in default on a student loan.

Priority dates are established by the Office of Financial Aid each year and students will need to meet these dates to ensure the best opportunity for renewal of scholarships and financial assistance.

SHORT-TERM LOAN PROGRAM

The short-term loan program is available to regularly enrolled students to assist with educational expenses during the year they borrow the funds. These loan funds require repayment prior to the start of the next academic year, or, for graduating seniors, prior to graduation. Linfield employees are excluded from borrowing these loans, unless they are enrolled in courses and are eligible. These funds are managed and awarded jointly by the offices of Financial Aid and Accounting.

SATISFACTORY ACADEMIC PROGRESS

Linfield University is mandated to qualitatively and quantitatively evaluate the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enroll-

ment, even those in which the student did not receive financial assistance. All financial aid is awarded with the understanding that the student will maintain Satisfactory Academic Progress (SAP). The specific requirements necessary to remain eligible for financial aid assistance differ slightly depending on whether the aid is institutionally based or federally funded, but the general policy applies to all types of aid. Linfield monitors satisfactory academic progress annually for programs lasting longer than one year. For programs lasting one year or less, Linfield monitors SAP at the end of each payment period. In order to maintain SAP the student must: 1) have a grade point average which meets the minimum requirements for continuation of study at Linfield, 2) earn a minimum number of credits for each academic year, and 3) complete all degree requirements within a specified time frame. In the event a student's performance is found to be unsatisfactory, the student is placed on financial aid suspension and Linfield University's Office of Financial Aid notifies the student of their status to their Linfield University email account and by mailing a letter to the student's home address.

Qualitative Standard

Students are expected to maintain at least a 2.000 cumulative grade point average (GPA). Students with less than a 2.000 cumulative grade point average will be placed on academic probation and have one semester to improve their academic record before being suspended from Linfield University. GPA requirements are monitored by the Office of the Registrar and is fully described in the Linfield University course catalog under Academic Policies and Procedures. Students on academic probation are eligible to receive financial aid, as long as they meet other Quantitative standards.

Quantitative Standard

Full-time students must complete at least 12 credits per semester, 24 credits by the end of the academic year if enrolled for fall and spring semesters. Minimum credit requirements per semester obligate students to be enrolled in a minimum of 12 credits each semester in order to retain full-time financial aid eligibility. Students enrolled in fewer than 12 credits per semester will be reviewed per semester per the credits they attempted and based upon the number of credits their financial aid was calculated upon. For example, a half-time student (6-8 credits) must complete at least 6 credits per semester; a three-quarter time student (9-11 credits) must complete at least 9 credits per semester; a less-than-half-time student (5 or fewer credits) must attempt and complete exactly the amount of credits they attempted and their financial aid was calculated upon. If a student is part-time with no Federal Pell Grant eligibility, they must complete at least 6 credits per semester to meet this standard. All credits must be completed at Linfield University, or through an approved consortium agreement, or through a foreign study program approved by the university.

"No credit" designations such as "W" (Withdrawal), "AUD" (Audit), "I" (Incomplete), and "IP" (In Progress) are considered attempted but not considered satisfactory completion of a course for the purposes of financial aid. Course grades of "I" (Incomplete) require a contingency grade and are treated as both attempted and completed credits if there is a contract on file with the Office of the Registrar with a contingency grade of D or better. If the contingency grade is an "F", or if no contract is on file with the Office of the Registrar, the "I" will be treated as attempted but not completed successfully. Students are required to complete the course requirements within the time prescribed by the university.

Financial Aid

Maximum Time Frame

Matriculated students are eligible to receive federal financial aid for a maximum of 150% of the time required to complete a degree or certificate program. For example: A minimum of 125 credits are required to earn a baccalaureate degree. The maximum number of credits for which a student may be eligible to receive federal financial aid is 187.5 (125 x 150%). All credits attempted are included in credits toward completion and are considered in the calculation for maximum time frame eligibility. Repeated courses (along with the original attempt) must be counted towards the maximum time frame. Students may receive federal financial aid one time for retaking previously passed coursework. Students who have attempted more than 150% of the credits required for their program of study are not considered to be making SAP and therefore, are ineligible for financial aid. Also, a student is ineligible when it becomes mathematically impossible for a student to complete their program within 150% of the length of their program. All transfer credits accepted by Linfield will be included when determining maximum time frame eligibility as both attempted and completed.

Pace of Progression

Pace is required to ensure students complete their program of study within the maximum time frame. Pace is calculated by dividing cumulative credits successfully completed by cumulative credits attempted. For example:

Cumulative Credits Successfully Completed _____ ÷ Cumulative Credits Attempted _____ = _____ %.
(Example: $56 \div 70 = 80\%$.)

Students must have an overall completion rate of 66.67% or more or financial aid is suspended. Remedial coursework can be excluded.

Unsatisfactory Academic Progress

Students that do not meet SAP standards are placed on financial aid suspension and are no longer eligible for institutional or federal financial aid.

Appealing Financial Aid Suspension

Students failing to achieve SAP requirements are given the opportunity to appeal the suspension of their financial aid. The appeal letter must be in writing to the attention of the Office of

Financial Aid with documentation of the extenuating circumstances. The Appeal and documentation may be submitted to finaid@linfield.edu, faxed to 503.883.2486, or mailed to the Office of Financial Aid.

Extenuating circumstances that may be considered include: personal illness or accident, serious illness or death within immediate family, or other circumstances beyond the immediate control of the student. The appeal letter must include 1) the reason why the student failed to make SAP, and 2) what has changed since that time that will allow the student to make SAP at the next evaluation. The student is notified of the appeal decision to their Linfield University email account, all decisions are final. An appeal that is approved allows the student to receive one semester of financial aid on financial aid probation status. After financial aid probation, the student must be making SAP or successfully following an academic plan. Students academically suspended from Linfield will be notified by the Office of the Registrar, and must appeal the Student Policies Committee to return. Upon approval, the Office of Financial Aid will use the appeal and decision for consideration as an appeal of financial aid suspension.

Reestablishing Financial Aid Eligibility

Students that are placed on financial aid suspension can reestablish financial aid eligibility. A student that does not submit an appeal or is denied an appeal must, without the benefit of financial aid, successfully complete at least 6 credits in one semester with a semester GPA of 2.000 for reinstatement. The student may then reapply by written appeal to request financial aid for the following semester.

Financial Aid Definitions

Financial Aid Appeal – Process by which a student who is not making SAP petitions for reconsideration of financial aid eligibility. Appeal must include 1) reason why student failed to make SAP, and 2) what has changed that will allow student to make SAP at the next evaluation.

Financial Aid Probation – Status assigned to student who fails to make SAP and has successfully appealed. Student may receive financial aid for one payment period while on financial aid probation status.

Financial Aid Warning – Status assigned to students enrolled in a Certificate Program who fail to make SAP. Warning status lasts for one payment period/semester and does not require action (such as an appeal) by the student. The student is eligible for financial aid during their financial aid warning status.

COMMUNITY — NAMES OF PERSONS HOLDING APPOINTMENTS

OFFICERS OF THE UNIVERSITY

Susan Agre-Kippenhan

2011, Provost/Vice President for Academic Affairs. B.S. Skidmore College; M.F.A. The School of the Art Institute of Chicago.

Miles K. Davis

2018, President. B.A. Duquesne University; Ph.D. George Washington University.

Susan Hopp

2010, Vice President for Student Affairs and Admission. B.A. Stetson University; M.S. Indiana University.

Kathy Meza

2019, Interim Vice President for University Advancement. B.A. Azusa Pacific University; M.A. Point Loma Nazarene University.

Mary Ann Rodriguez

2013, Vice President for Finance and Administration/Chief Financial Officer. M.B.A. California State University, Dominguez Hills.

COMPLIANCE OFFICERS

Sarah Coste

2006, Chair, Institutional Animal Care and Use Committee and Associate Professor, Health and Human Performance. B.A. Linfield College; M.S., Ph.D. Oregon Health & Science University.

Susan Hopp

2010, Title IX Coordinator and Vice President for Student Affairs and Admission. B.A. Stetson University; M.S. Indiana University.

D. Jeff Mackay

1988, Title IX Deputy Coordinator and Dean of Students/Director of Residence Life. B.S. Linfield College; M.S. Portland State University.

Brenda DeVore Marshall

1987, Title IX Deputy Coordinator and Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University-Carbondale.

Lynn Johnson

2019, Title IX Deputy Coordinator and Director of Human Resources. B.A. George Fox College.

STAFF

Christopher Adams

2007, Director of Portland Campus Operations.

Donald Adams

2019, Cleaning Services Technician.

Kristen Andersen

2016, Area Director for Leadership and Training. B.A. University of Minnesota Twin Cities, M.S. Oregon State University.

Tiffany Andersen

2019, Assistant Director of Admission, International Student Recruitment.

Scott Anderson

1998, Utilities Maintenance Plumber/HVAC.

Jeffery Aradine

2019, Major Gifts Officer. B.A. Linfield College.

Michael Backus

2014, Library Evening Supervisor. B.S. Oregon State University.

Jennifer Ballard

1999, Director of Institutional Research. B.A. Carleton College; M.A.S. Pennsylvania State University.

Dina Banning

2019, Simulation Operations Specialist I.

Luiz Barajas Lopez

2018, Senior Lab Coordinator, Physics. B.S. University of Colima; M.S. State University of New York at Buffalo.

Benjamin Belleto

2015, Head Men's Tennis Coach. M.S. Azusa Pacific University.

Kellie Berger

2015, Administrative Assistant to the Vice President for University Advancement. B.S. Northland College.

Mary Bickler

2020, Administrative Assistant to the Vice President for University Advancement.

Kelly Bird

1989, Sports Information Director. A.A.S. Portland Community College.

Michael Blackmore

2016, Head Cross Country Coach/Assistant Track & Field Coach & Recruiting Coordinator. B.S., M.S. University of Oregon.

Ginny Blackson

2019, Library Director, B.A. University of Kentucky, M.L.I.S. University of Kentucky.

Milo Blackwood

2017, Help Desk Specialist. B.S. Indiana State University.

Aaron Boehme

2007, Assistant Football Coach. B.S. Linfield College.

Dana Bonifacio-Sample

2020, Director of Conference and Event Planning. B.S., M.S. Southern Illinois University.

Steven Brogan

2019, Payroll Coordinator. B.A. University of Nebraska.

Casey Bunn

2015, Head Women's Basketball Coach. B.S. Oregon State University.

Tiffany Burgess

2012, Cashier/Receivables Specialist. B.S. California State University, Los Angeles.

Keri Burke

1997, Director of Financial Aid. B.S. Linfield College.

Mary Campion

2008, Programmer Analyst. B.S. Western Oregon University.

Douglas Catt

2001, HVAC Technician.

Felix Ceja Garcia

2019, Groundskeeper.

Maria Cerda

2008, Cleaning Services Technician.

Community

Sara Chaufy

2013, Student Accounts Specialist.

Christopher Clark

1996, Lead Cleaning Services Technician.

Joni Claypool

2002, Director of Constituent Engagement. B.A. Linfield College; M.Ed. Oregon State University.

Kent Cline

2010, Head of Access and Collections Services, Portland Campus. B.A. Marylhurst University.

Terran Coblentz

2014, Cleaning Services Coordinator.

Norina Coffelt

2005, Academic Records Specialist/Veterans Certifying Official.

Suzanne Coggeshall

2015, Gift Processor.

Erik Connell

2019, Cleaning Services Coordinator.

Kathy Cook

2002, Administrative Assistant and Project Manager, University Advancement. B.S. Linfield College.

Shelby Cook

2016, Archives Coordinator.

Emily Cooper

2019, Admission Counselor.

Greg R. Copeland

1997, Director of Budget and Financial Analysis. B.A. Washington State University; C.P.A.

Leslie Copeland

2012, Lead Pre-Kindergarten Teacher. B.A. Washington State University; M.A. Gonzaga University.

Diane N. Crabtree

2013, University Registrar. B.S. University of California, Los Angeles; M.S. California State University, Fullerton.

Araceli Cruz

2018, Associate Director of Financial Aid. B.A. Linfield College; M.A. Lewis & Clark College.

Douglas Cummins

2015, Linfield Public Safety Officer/Emergency Management Coordinator.

Jose Curiel Morelos

2011, Assistant Director of Linfield Public Safety.

Katie D'Aboy

2019, Assistant Director of Academic Advising. B.A. Linfield College; M.P.H. Boston University.

Sherry Davidson

2019, Office Coordinator for Career Development. A.S. Chemeketa Community College.

Amy De Young

2004, Accounting Clerk II. B.A. Linfield College.

Carroll Deason

2017, Director of Grants and Sponsored Research. B.A. University of Alabama.

Teresa Derochowski

2013, Associate Director of Admission Operations.

Elizabeth DeVisser

2015, Laboratory Coordinator for Health and Human Performance. B.S. Linfield College; M.S. University of Indianapolis.

Cary Dewees

1998, Outside Property Worker.

Kimberly Dickenson

2018, Counselor.

Keri Dixon

2010, Assistant Director of Housing Operations.

Haley Doerfler

2020, Head Women's Volleyball Coach. B.A. Hawaii Pacific University; M.A. University of Durham.

Matt Dressel

2011, Assistant Director of Admission. B.A. Oregon State University.

Darrell Driver

2010, Electronic Security Lock Specialist.

Duane Duey

2013, Head Athletic Trainer. B.S. Western Oregon University; M.S. Midwestern State University.

Shannon Dunn

2013, Community Liaison, International Programs Office. B.A. University of Notre Dame; MAT University of Portland.

Balbina Duran

2011, Cleaning Services Technician.

Andy Duvall

2020, Head Men's Soccer Coach/Athletics. B.A. Concordia University; M.S. University of New Mexico.

Emily Eaton

2017, Instructional Associate of Health and Human Performance. B.A. Carleton College; D.V.M. University of Illinois, Urbana-Champaign.

Jean Edelen

1984, General Science Secretary.

Brett Elliott

2019, Co-Offensive Coordinator and Assistant Football Coach.

Fredrik Eriksson

2018, Building Trades Manager.

Hilda Escalera Gonzalez

2007, Multicultural Programs Coordinator, Portland Campus. B.A. Linfield College.

Chase Estep

2019, Digital Marketing Manager. B.S. Western Oregon University.

Kim Etherton

2016, Administrative Assistant for Facilities and Auxiliary Services. A.A. Clackamas Community College.

Deanna Fairchild

2015, Assistant Director of Admission, Online and Continuing Education. B.S. Linfield College.

David Feldman

2019, Cleaning Services Technician.

Thomas Fitzgerald

2018, Senior Systems Administrator.

Brent Flanders

2019, Utility Trades Manager.

Amanda Fleming

2000, Library Services Coordinator. B.A. Linfield College.

Katherine Foss

2020, Assistant Director of Strategic Communications. B. A.; M.Ed. Washington State University.

Krista Francisco-Sluss

2015, Assistant Athletic Trainer.

Sarah Fuller

2018, Assistant Director of Student Activities. B.A. Willamette University; M.S. Oregon State University.

Carol Gallagher

1996, Groundskeeper.

John Gallagher

2009, Associate Registrar. B.A., M.A. University of Dallas.

Dena Garza

2016, Cleaning Services Technician.

Joshua Gillis

2009, Fleet Operations & Service Technician.

Gregory Glasson

2016, Cleaning Services Technician.

Miguel Gonzalez

2011, Groundskeeper.

Lisa Goodwin

2014, Director of Annual Giving. B.A. Oklahoma State University.

Mike Greiner

2020, Advancement Database Administrator. A.S. Chemeketa Community College.

Angelia Gurley

2009, Head Teacher, Pre-Kindergarten. B.S. Kansas State University; M.S. University of Kansas.

Patricia Haddeland

2012, Director of Student Health and Wellness. B.S.N. Oregon Health & Science University; M.N. University of Washington.

Craig Haisch

2006, Senior Director of Development and Campaign Director. B.S. Linfield College; M.Ed. Oregon State University.

Adrian Hammond

2017, Director of Student Rights, Responsibilities, and Community Engagement. B.S. The State University of New York at Fredonia, M.S. Portland State University.

Michael Hampton

2011, Director of Career Development. B.A. University of Oregon; M.A. George Fox University.

Brett Hardee

1999, Technology and Blackboard Systems Administrator. B.S. Hawaii Pacific University; B.A. University of California, Riverside.

Debbie Harmon Ferry

1993, Special Assistant to the President. B.A. Linfield College.

Anna Harrington Chaudhary

2017, Assistant Director of Nursing Recruitment, Portland Campus. B.A. University of Oregon; M.A. University of Portland.

Shawn Harrison

2019, Simulation Operations Specialist II.

Darlene Hempel

2013, Accounts Payable Specialist.

Deborah Herlocker

2019, Assistant Director of International Programs. B.A. Dickinson College; M.A. University of North Carolina.

Ryan Herriage

2020, Admission Counselor. B.S., M.B.A. Northwest Christian University.

Courtney Highsmith

2020, Cleaning Services Technician.

Matthew Hiller

2016, Assistant Dean of Students, Portland Campus. B.S. University of Minnesota, Crookston; M.S. University of North Dakota.

Reese Hiller

2016, Clinical Facilities Coordinator, Portland Campus. B.A. Augustana College; M.S. University of North Dakota.

Doug Hire

2000, Assistant Athletic Director. B.A., M.Ed. Linfield College.

Anna Hitchcock

2020, Senior Financial Aid Counselor. B.S., M.S. Portland State University.

Matthew Hodges

2008, Development Officer. B.A. Linfield College.

John Holland

2020, Groundskeeper. B.A. University of Maine, M.D. Eastern Baptist Theological Seminary.

Allison Horn

2010, Director of Facilities Operations and Auxiliary Services. B.S. Portland State University.

Patricia Hunt

2018, Cleaning Services Technician.

Cindy Hutchison

2020, Properties Supervisor.

Greg Irsik

2017, Painter/Carpenter.

Shaik L. Ismail

2003, Director of International Programs and Associate Professor of Political Science. B.A. Beloit College; M.P.A., Ph.D. American University.

Chelsea Janzen

2018, Office Coordinator Wine Education.

Laura Jellison

2010, Communications Database Technician.

Kathleen Jensen

2017, Area Director of Leadership Development. B.S. Appalachian State University; M.A. Slippery Rock University.

Sarah Jimenez

2019, Administrative Assistant to the Dean of Nursing.

Lynn Johnson

2019, Director of Human Resources. B.A. George Fox College.

Vernon Johnson

2013, Programmer Analyst. A.A. Lower Columbia College.

Gregory V. Jones

2017, Director of Wine Education and Evenstad Chair in Wine Studies. B.A., Ph.D. University of Virginia.

Kimberly Jones

2018, Dean of Nursing. B.S.N. University of Tennessee; M.S. Emory University; Ph.D. Oregon Health & Science University.

Community

Kenneth Kebisek

2001, Science Lab Coordinator, Biology. B.S. University of Chicago; M.S. University of Wisconsin, Madison.

Troy Kepler

2015, General Supervising Electrician.

Toni Ketrenos

2020, Instructional Associate, Wine Studies. B.A. Linfield College.

Lindsay Kibler

2018, Head Women's Lacrosse Coach.

Garry Killgore

1989, Director of Athletics. B.S., M.S., Ph.D. Oregon State University.

Jill King

2019, Director of Website Communications. B.A. Linfield College.

Kyle Kimball

2014, Head Swim Coach/Aquatics Director. B.A. University of Washington; M. Ed. University of Arizona.

Tara Kleinberg

2002, Students Accounts Manager/Bursar. B.S. Linfield College.

Lisa Knodle-Bragiel

1990, Director of Admission. B.A. Linfield College.

Carrie Ann Kondor

2020, Director of Teacher Education. B. Ed. Gonzaga University; M.S. Portland State University; D. Ed. Concordia University.

Joseph Krause

2020, Investigator/Senior Linfield Public Safety Officer. B.A. Concordia University; M.A. American Public University.

Zachary Kuzens

2015, Properties Technician. A.A. Sierra College.

Emily Kyzer

2020, Academic Secretary – Lacroute Initiative. B.A. Central Washington University.

Caylee Larkin

2019, Alumni Engagement Officer. B.A. Linfield College.

Jeffrey Larson

2019, Learning Support Services Program Director. B.A. Linfield College; M.A. Northwest Christian University.

Mackenzie Larson

2017, Residence Hall Director, Portland. B.A. Linfield College

David Lehman

2017, Groundskeeper.

Phillip Leonard

2019, Mail Services Assistant.

Karen Lippert

2013, Collections & Access Specialist, Portland Campus.

Deborah Lisk

2006, Administrative Services Supervisor, Facilities.

Heather Long

1990, Stockroom Supervisor and Laboratory Coordinator, Biology. B.S. Oregon State University.

Jeannie Long

2016, Linfield Public Safety Administrative Officer. B.S. Linfield College.

Mindy Longley

1987, Facilities Maintenance Specialist.

Craig Luis

1992, Hardware Support Specialist. B.S. Oregon State University.

James Lunsford

2012, Utilities Maintenance Specialist.

Mark Lysgaard

2019, Linfield Public Safety Officer. B.C. University of Wisconsin; M.E. Portland State University.

Flora Maciel Garibay

2017, Senior Financial Aid Counselor. B.A. Linfield College.

D. Jeff Mackay

1988, Dean of Students/Director of Residence Life. B.S. Linfield College; M.S. Portland State University.

Kristianne Mackay

2000, Assistant Director of Career Development. B.S. Linfield College.

Lisa Macy-Baker

2013, Head Women's Tennis Coach. B.S. Oregon State University; M.S. Portland State University.

Jennifer R. Madden

2020, Dean of the School of Business. B.A., M.N.O., Ph.D., Case Western Reserve University.

Dennis Marks

2018, Director of Linfield Public Safety.

Dara Martin

2018, Admission Receptionist and Visit Outreach Assistant.

Kaylee Martin

2015, Admission Application and Data Specialist.

Hugo Martinez Pelaez

2018, Groundskeeper.

Luis Martinez

2006, End User Support Specialist III, Portland Campus.

Victoria Martinez

2016, Cleaning Services Coordinator, Portland Campus.

David L. Massey

2001, Chaplain. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary.

Marcella McCune

1990, Loans Receivable Coordinator.

Travis McGuire

2011, Director of Social Media. B.A. Grand Canyon University.

Lisa McKinney

2007, Recruitment Coordinator/HR Generalist.

Terri McLeod

2020, Cleaning Services Technician.

Javier Mendoza

1998, Groundskeeping Supervisor.

Maggie Miller

2009, Service Desk Manager. B.S. Oregon State University; B.S. Linfield College.

Mary Ann Mirza

2019, Office Manager. A.D. University of Phoenix.

Melandy Misenheimer

2017, Cleaning Services Technician.

Jerry Mitchell

2012, Linfield Public Safety Officer.

Donna Montoya

2013, Assistant Director of Career Development. B.A. Linfield College; M.B.A. Willamette University.

Francisco Mora

2014, Systems Administrator.

Misako Murphy

2012, Academic Records/Degree Audit Specialist. A.A. Kansai Gaidai College; A.S. Clatsop Community College.

Sergio Naranjo Morales

2014, Cleaning Services Technician.

Reina Naranjo-Cruz

2010, Cleaning Services Technician.

Scott Bernard Nelson

2016, Chief Marketing Officer & Associate Vice President for Strategic Communications. B.A. Linfield College, M.B.A. University of Maryland.

Jennifer Nice

2017, Advancement Officer, University Advancement. B.A. University of Redlands; M.S. Western Oregon University.

Mary Jo Nichols

2019, Athletics Administrative Coordinator.

Isaiah Nixon

2020, Admission Counselor. B.A. University of Oregon.

Gildardo Obregon

2016, Painter/Carpenter.

Gerardo Ochoa

2004, Special Assistant to the President/Director of Community Relations. B.A. University of Oregon; Ed.M. Harvard University.

Brody Olsen

2019, End User Support Specialist I.

Travis Olson

1998, Head Track & Cross Country Coach/Equipment Manager. B.S. Linfield College.

Daniel Parker

2016, Multimedia Support Specialist. B.A. Bethany College.

Brittany Parrott

2019, Payroll Coordinator.

Bruce Patnoudes

2015, Instructional Associate, Health and Human Performance. B.S. Eastern Illinois University; M.A. Western Michigan University.

Mark Patten

2010, Utilities Maintenance Specialist.

Stephanie Pedersen

2019, Operations Coordinator, Portland Campus. A.A. Mohave Community College; A.S. Concorde Career College.

Janet Peterson

2003, Professor of Health and Human Performance, Director of Academic Advising. B.S. University of Southern California; M.A. California State University, Northridge; Dr.P.H. Loma Linda University.

Laurel Peterson

2013, Costume Designer/Shop Manager. B.A. Linfield College; M.F.A. Boston University.

Mary Piper

2015, Executive Administrative Assistant to the Vice President of Finance/CFO. B.S. Valley City State University.

Victoria Ragsdale

2003, Administrative Coordinator and Box Office Manager.

Marty Ransier

2004, Linfield Public Safety Officer.

Cara Ray

2018, Instructional Associate, Psychology. B.A. Whitworth University; M.S. University of Oregon; Ph.D. University of Hawaii.

Ian Redding

2017, End User Support Specialist II, Portland Campus. B.F.A. Oklahoma State University.

Bahram Refaei

1989, Director of Access and Educational Media Services. B.A. Linfield College.

Beatriz Rendon Bautista

2015, Program Coordinator of Wellness Programs.

Gina Regalado

2002, Financial Aid Technical Specialist.

Kristie Rickerd

2000, Associate Director of Admission, Online and Continuing Education. B.A. Linfield College.

Brenda Rivera Varga

2019, Administrative Assistant. B.A. Linfield College.

Nathan Robeck

2017, End User Support Specialist III. B.S. University of Minnesota.

Erin Roberts

2010, Executive Assistant to the Vice President for Student Affairs & Admission. B.S. Southern Oregon University.

Phillip Rombach

2003, Assistant Football Coach.

Benjamin Root

2019, Linfield Public Safety Officer.

Shanan Rosenberg

2013, Head Men's Basketball Coach. B.A. University of California, Davis; M.A. California State University, Chico.

Michelle Rosingana

2019, Pre-Nursing/Nursing Advising Coordinator. B.S. San Jose State University; M.S.Ed. Portland State University.

Bethany Ross

2019, Experiential Learning Center Lab Coordinator. B.S. Pacific University.

Madison Rountree

2018, Assistant Director of Admission. B.A. Linfield College.

Wendy Sagers

2002, English Language and Culture Program Coordinator. B.Ed., M.Ed. University of Washington.

Candido Salinas III

1995, Creative Director. B.A. California State University, Chico.

Jane Samuels

2019, Assistant Athletic Director. B.A. University of California; M.A. Marylhurst University.

Shelly Sanderlin

1995, Administrative Coordinator for Music. B.A. Linfield College.

Miriam Saucedo

2020, Counselor. B.A. Concordia University; M.A. George Fox University.

Community

Ann Marie Schmidt

1998, International Programs Assistant.

Rich Schmidt

2011, Director of Archives and Resource Sharing. B.A. Willamette University.

Amy Scholer

2013, Academic Secretary, Academic Affairs. B.A. University of California, Los Angeles.

Deanne Schroeder

1983, Campus Mail Services Manager.

Jill Searle

2005, Student Information Systems Support Specialist. B.S. Brigham Young University.

Philip D. Seth

1980, Associate Director of Information Technology Services. B.A. Linfield College.

Robert Sharp

2019, Area Director for Housing.

Paul Shillam

2020, Assistant VP Financial Services & Controller. B.B.A., M.B.A. National University.

Allan "Totem" Shriver

2004, Shop Manager/Supervisor, Art.

Veronica Siller

2016, Senior Lab Coordinator, Chemistry. B.S. Linfield College.

Antonio Silva

2002, Carpenter III.

Stephen Simmons

2019, Assistant Athletic Director and Director of Soccer.

Miranda Sitch

2019, Portland Nursing Administrative Assistant.

Joseph M. Smith

2019, Utility Maintenance Technician.

Joseph W. Smith

1996, Head Football Coach. B.A. Linfield College; M.S. Oregon State University.

Paul Smith

2014, Associate Dean of Nursing and Associate Professor of Nursing. B.S.N. University of Phoenix; M.N. Washington State University; Ph.D. University of Nevada, Las Vegas.

Peyton Smith

2020, Admission Counselor. B.A. Linfield College.

Teresa Smith

2018, Payroll & Benefit Manager.

Rick Snaric

2015, Network Engineer. A.A. Clark College.

Timothy Sofranko

2017, College Photographer. B.S. The College of Saint Rose; M.F.A. The State University of New York at New Paltz.

Lainie Sowell

2019, Area Director for Student Success.

Daniel Spencer

2019, Head Baseball Coach.

Erik Stenehjelm

2018, Director of Environmental Health and Safety. B.S. Lewis and Clark State College; M.S. Central Washington University.

Tim Stewart

1987, Cleaning Services Manager.

Erica Stock

2020, Director of Major Gifts. B.A. Mount Holyoke College.

Tami Stoltz

2019, Human Resources Coordinator.

Carol Stowell-Heller

2013, Assistant Controller/Grants Manager. B.S. California State University, Long Beach.

Tim Sullivan

2015, Biology Instructor. B.S. University of South Florida; M.S., Ph.D. University of Tennessee.

Kari Sweeden

2020, Administrative Assistant.

Joanne Swenson

2011, RN to BSN Academic Advisor. B.S. Northwest Christian College; M.S. Capella University.

Meridith Symons

1994, Executive Assistant for Academic Affairs. B.A. Albion College; M.Ed. Linfield College.

Jesse Taylor

2016, Cleaning Services Technician.

Paula Terry

1994, Acquisitions, Cataloging, and Administrative Support Coordinator. B.S. Linfield College.

David Thurston

2015, Cleaning Services Coordinator.

Grace Tissell

2019, Program Coordinator, Education Department.

LaRon Tolley

2019, Interim Director of Online & Continuing Education. B.M. University of Lethbridge; M.S. Western Oregon University.

Michele L. Tomseth

2000, Associate Director of International Programs/Study Abroad Coordinator. B.A. Pacific Lutheran University; M.Ed. Oregon State University.

Christina Untiet

2019, Experiential Learning Center Manager. B.S., M.PH Oregon State University.

Karen Updegraff

2010, Library Computer Technician. B.S. Western Carolina University.

Barbara Van Ness

1994, Environmental Science Laboratory Coordinator. B.A. Knox College; M.S. California Polytechnic State University.

Jackson Vaughan

1996, Head Softball/Assistant Football Coach. B.A. Linfield College.

Robert Vaughn

2008, Technical Director and Sound Designer, Theatre and Communication Arts. B.A. Linfield College; M.F.A. Northern Illinois University.

Jesus Velazquez

2002, Irrigation Specialist/Lead Groundskeeper.

Leslie Walker

2015, Instructional Associate, Anthropology. B.A. University of Central Arkansas; M.A. University of Arkansas, Fayetteville; Ph.D. University of Arkansas, Fayetteville.

John Welch

2020, Academic Records & Evaluation Specialist. B.S. Western Oregon University; M.S. Oregon State University.

Cheri White

2009, Learning Support Services Program Manager. B.A. Marylhurst University; M.A.E. University of Connecticut.

Trevor Wikre

2020, Assistant Football Coach/Athletics. B.A. Mesa State College; M. Ed. Colorado State University.

Jane Wilde

2015, Senior Instructional Designer. B.S. Syracuse University; M.A. Antioch University.

Joe Wilferth

2020, Dean of the College of Arts and Sciences, B.A., DePauw University; M.A., Southeast Missouri State University; Ph.D. Bowling Green State University.

Samuel Williams

2020, Chief Information Officer. A.S. Salish Kootenai College; B.S. University of Montana; M.S. Western Oregon University.

Patrick Wilson

2007, Senior Associate Director of Admission. B.A. University of Oregon.

Andrew Wolf

2004, Telecommunications Manager. B.S. Linfield College.

Seth Wollam

2018, Director of Marching Band. B.M. Youngstown State University; M.A. Indiana University of Pennsylvania; D.M.A. University of North Texas.

Jeffery Woods

2020, Linfield Public Safety Officer.

David Woolley

2015, Utilities Mechanic. B.S. Utah Valley University.

Brenda Wyller

2019, Academic Coach.

Vivian Wymore

1992, Accounts Payable/Purchasing Manager. A.S. Portland Community College.

Allison Xavier

2019, Executive Assistant to the President. B.S. California State University.

Stacy Young

2018, Cleaning Services Technician.

Laura Zaepfel

2019, Instructional Technologist. B.A. University of Colorado.

ADMINISTRATION EMERITI**Vivian A. Bull**

1992-2005, President Emerita. B.A. Albion College; Ph.D. New York University.

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1983-2017, Director Emeritus of Athletics and Professor of Health and Human Performance. B.S. Linfield College; M.A.T. Lewis & Clark College.

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1973-2005, Director Emerita of Linfield Pre-Kindergarten. B.S., M.S. Portland State University.

Gloria Flower

1979-2004, Director Emerita of Registration and Records, Portland Campus. B.S., M.S. Oregon State University.

David Groff

1987-2009, Associate Vice President for Academic Affairs/ Director of the Portland Campus. B.A. University of California, Davis; Ph.D. Stanford University.

David Hansen

1969-2010, Vice President Emeritus for Student Services/Dean of Students. B.A. Willamette University; M.S. Portland State University.

Thomas L. Hellie

2006-2018, President Emeritus. B.A. Luther College; Ph.D. University of Missouri-Columbia.

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1993-2003, Vice President Emeritus of College Relations. B.S., M.S. University of Colorado.

Thomas Meicho

1957-1993, Dean Emeritus of Admissions. B.A. Linfield College; B.D. Berkeley Baptist Divinity School.

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1983-1999, Director Emeritus of Counseling Services. B.A. Lewis & Clark College; M.A., Ph.D. University of Oregon.

Adolf Rutschman

1968-1996, Director Emeritus of Athletics. B.S., M.Ed. Linfield College.

Ellen Summerfield

1984-2004, Director Emerita of International Programs. B.A. University of Pennsylvania; M.A., Ph.D. University of Connecticut.

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1981-2001, Vice President Emeritus of Business and Finance. B.S. Lewis & Clark College; M.S. University of Oregon; C.P.A.

Charles U. Walker

1975-1992, President Emeritus. B.A. University of Pittsburgh; M.A. Columbia University; Ph.D. Stanford University; D.Litt. Kanto Gakuin University; L.H.D. Linfield College.

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2002-2013, Vice President Emeritus of College Relations. B.A., Knox College; M.A. University of Iowa.

COLLEGE, SCHOOL, DEPARTMENT, AND PROGRAM ADMINISTRATORS

COLLEGE OF ARTS AND SCIENCES

Dean

Joe Wilferth

Art

Brian Winkenweder

Biochemistry and Molecular Biology

Megan Bestwick

Biology

Jeremy Weisz

Chemistry

Elizabeth Atkinson

Computer Science

Dan Ford

Economics

Jeffrey Summers

Education

Carrie Kondor, Director of Teacher Education

English

David Sumner

English Language and Culture Program

Wendy Sagers

Environmental Studies

Nancy Broshot

Global Languages and Cultural Studies

Masayuki Itomitsu

Health, Human Performance and Athletics

Jeff McNamee (spring)

Laura Kenow (fall)

History

Lissa Wadewitz

International Relations

Patrick Cottrell

Journalism and Media Studies

Lisa Weidman

Mathematics

Michael Hitchman

Music

Anna Song

Philosophy

Jesús Ilundáin-Agurruza

Physics

Jennifer Heath

Political Science

Patrick Cottrell

Psychology

T. Lee Bakner

Religious Studies

David Fiordalis

Sociology/Anthropology

Robert Gardner

Theatre and Communication Arts

Jackson Miller

SCHOOL OF BUSINESS

Dean

Jennifer R. Madden

Wine Studies

Gregory V. Jones

SCHOOL OF NURSING

Dean

Kimberly Dupree Jones

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FACULTY

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2020, Visiting Assistant Professor of Nursing. B.A. Ohio State University; B.S.N. Linfield College; M.S.N. Frontier Nursing University.

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2007, Associate Professor of Education. B.A. University of California, Santa Cruz; M.S. Portland State University; Ph.D. Oregon State University.

Andrew Baggett

2017, Assistant Professor of Chemistry. B.S. LeTourneau University; Ph.D. Boston College.

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1992, Professor of Psychology. B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University.

Maureen Barney

2020, Visiting Information Literacy Librarian. B.A. Washington State University; M.L.I.S. University of Washington.

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1999, Assistant Professor of Philosophy. B.A. Bellarmine College; M.A., Ph.D. Purdue University.

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2011, Associate Professor of Music. B.M. The New England Conservatory; M.M. The Julliard School; D.M.A. Boston University.

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1999, Associate Professor of Education. B.S. Brigham Young University; M.Ed., Ph.D. Utah State University.

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2013, Associate Professor of Chemistry. B.S. Southern Oregon University; M.S. University of Washington; Ph.D. University of Utah.

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2019, Assistant Professor of Biology. B.S. Clarion University; Ph.D. Carnegie Mellon University.

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2017, Non-Tenure Track Assistant Professor of Nursing. B.A. California State University, Long Beach; B.S.N. Concordia University; M.S.N. Western Governors University.

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2011, Professor of Nursing. B.S. Ryerson Polytechnic University; M.Ed. University of Toronto; M.S., Ph.D. University of Hawaii.

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2001, Professor of Environmental Studies. B.S., M.S., Ph.D. Portland State University.

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2017, Non-Tenure Track Assistant Professor of Nursing. B.S.N., M.S.N. Lourdes University; D.N.P. American Sentinel University.

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2011, Associate Professor of Religious Studies. B.A. Carleton College; M.A. University of Chicago; Ph.D. University of Michigan.

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Community

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2000, Associate Professor of Theatre Arts. B.A., J.D. Wake Forest University; M.S., Ph.D. University of Oregon.

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2002, Professor of Physics. B.A. Whitman College; M.S., Ph.D. University of Oregon.

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2017, Director of Wine Education and Evenstad Chair in Wine Studies. B.A., Ph.D. University of Virginia.

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2007, Renshaw Distinguished Professor of Literature and Writing. B.A. Stanford University; M.F.A. University of Iowa.

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2020, Director of Teacher Education and Associate Professor. B.Ed. Gonzaga University; M.S. Portland State University; Ph.D. Concordia University.

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1992, Associate Professor of Nursing. B.S.N. Mississippi College; M.S.N. The University of Texas Health Science Center.

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2002, Professor of Psychology. B.A. University of New Hampshire; Ph.D. University of Minnesota.

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2003, Associate Professor of Psychology. B.S. University of California, Los Angeles; M.A., Ph.D. University of California, Riverside.

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2020, Visiting Online Learning and User Experience Librarian. B.A. Portland State University; M.S. University of Wisconsin-Milwaukee.

Xiaoyue Luo

2007, Professor of Mathematics. B.S. Northern Jiaotong University. M.S., Ph.D. Michigan State University. (*Fall Sabbatical*)

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2017, Assistant Professor of Theatre. B.A. Princeton University; M.A. University of Texas, Austin; Ph.D. Stanford University.

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1987, Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University, Carbondale.

David L. Massey

2001, Chaplain. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary.

Jeff McNamee

2006, Professor of Health and Human Performance. B.S., M.S. University of Wisconsin, La Crosse; Ph.D. Oregon State University. (*Spring Sabbatical*)

Tom Mertes

2012, Assistant Professor, Competitive Scholarship Advisor, Lacroute Initiative Advisor. B.A. Carroll College; C.Phil. Northern Illinois University.

Jackson Miller

2001, Professor of Communication Arts and Director of Forensics. B.S., M.A. Ohio University; Ph.D. Southern Illinois University.

Joelle Murray

1997, Associate Professor of Physics. B.A. Beloit College; M.S., Ph.D. Michigan State University.

Michelle Nelson

2000, Professor of Business. B.A. University of Bonn; M.B.A., Ph.D. Washington State University.

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2000, Professor of Mathematics. B.S. University of Redlands; M.S. University of Maryland, Baltimore County; Ph.D. University of Oregon.

Rachel Norman

2018, Assistant Professor of English and Director of Writing. B.A. Linfield College; Ph.D. University of North Carolina at Chapel Hill.

Marie Chantalle Mofin Noussi

2012, Associate Professor of French and Francophone Studies. B.A., M.A. University of Yaounde I; Ph.D. University of New Mexico.

Dawn Nowacki

1994, Professor of Political Science. B.A., M.A. University of Washington; Ph.D. Emory University.

Patrice O'Donovan

1998, Professor and Portland Campus Librarian. B.A. Portland State University; M.L.I.S. University of Michigan.

Amy Orr

2001, George A. Westcott III Distinguished Professor of Sociology. B.S. Nebraska Wesleyan University; M.A., Ph.D. University of Notre Dame.

Joan Paddock

1994, Professor of Music and Band Director. B.M.E., M.M., D.M. Jacobs School of Music at Indiana University.

James (Russ) Paine

2015, Non-Tenure Track Assistant Professor of Business. B.A. Juniata College; M.B.A. University of South Carolina.

Janet Peterson

2003, Professor of Health and Human Performance, Director of Academic Advising. B.S. University of Southern California; M.A. California State University, Northridge; Dr.P.H. Loma Linda University.

Jeff Peterson

1994, Associate Professor of Sociology. B.S. Washington State University; M.A., Ph.D. University of Texas, Austin.

Naomi Pitcock

2018, Non-Tenure Track Associate Professor of Nursing. B.S.N. Old Dominion University; M.S.N., D.N.P. University of Virginia.

Daniel Pollack-Pelzner

2010, Professor of English, Ronnie Lacroute Chair in Shakespeare Studies. B.A. Yale University; M.A., Ph.D. Harvard University.

Donna Potts

2017, Visiting Assistant Professor of Nursing. B.S.N. Oregon Health & Science University; M.S.N. Walden University.

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2017, Assistant Professor of Business. B.A. George Fox University; M.S., Ph.D. University of New Orleans.

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2020, Visiting Professor of Journalism and Media Studies. B.A. Pennsylvania State University; M.J. Temple University; Ph.D. Indiana University.

Sreerupa Ray

2017, Assistant Professor of Biology. B.S., M.S. Bangalore University; Ph.D. Louisiana State University.

Thomas Reinert

1988, Professor of Chemistry. B.S. Iowa State University; Ph.D. University of Illinois.

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2012, Associate Professor of Biology. B.A. Carleton College; Ph.D. University of Chicago.

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2014, Associate Professor of Music. B.M. University of Oregon; M.M., D.M.A. University of Michigan. *(Spring Sabbatical)*

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John Sagers

2001, Professor of History. B.A. University of California, Berkeley; Master of Pacific International Affairs, University of California, San Diego; Ph.D. University of Washington.

Gayatree Sarma

2015, Non-Tenure Track Assistant Professor of Business. M.B.A. Marist College; M.A. Guwahati University.

Rachel Schley

2018, Assistant Professor of History. B.A., M.A., Ph.D. University of California, Los Angeles.

Eric Schuck

2006, Professor of Economics. B.A. Pacific Lutheran University; M.A. University of Montana; Ph.D. Washington State University.

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2017, Assistant Professor of Business. B.A., M.S. Marquette University; Ph.D. Portland State University.

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2014, Associate Professor of Nursing. B.S.N. University of Phoenix; M.N. Washington State University; Ph.D. University of Nevada, Las Vegas.

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2009, Associate Professor of Music and Director of Choirs. B.A. University of California, Los Angeles; M.M. Yale University; Ed.D. Columbia University.

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2003, Collections Management Librarian/Associate Professor. B.A. Hofstra University; M.S. Southern Illinois University; M.L.I.S. University of Alabama.

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2016, Visiting Assistant Professor of Nursing. B.Sc., B.Sc.N., McMaster University; M.N. University of Victoria.

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1992, Professor of Economics. B.A. Wabash College; M.S. University of Oregon; Ph.D. Purdue University.

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2004, Professor of English. B.A. University of Utah; M.A. Brigham Young University; Ph.D. University of Oregon.

Community

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2001, Professor of Spanish. B.A. California State University, Northridge; Ph.D. University of California, Berkeley.

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2011, Associate Professor of Nursing. B.S. University of New Hampshire; M.S. University of California, San Francisco; D.N.P. Oregon Health & Science University. (*Fall Sabbatical*)

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2009, Associate Professor of Journalism and Media Studies. B.A. University of California, Davis; M.S. Syracuse University; Ph.D. Syracuse University.

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2016, Assistant Professor of Religious Studies. B.A. Southwestern University; M.S., Ph.D. Vanderbilt University.

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2005, Professor of Art History. B.A. University of Washington; M.A., M.A. University of New Mexico; Ph.D. Stony Brook University.

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FACULTY EMERITI

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Mary Margaret Benson

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1988-2019, Professor Emeritus, History. B.A. Gettysburg College; M.A., Ph.D. Washington State University.

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1993-2017, Associate Professor Emerita, German. B.A., M.A. Portland State University; Ph.D. University of Oregon.

Clarence Hinrichs

1966-1999, Professor Emeritus, Physics. B.A. Linfield College; Ph.D. Washington State University.

Michael Huntsberger

2009-2019, Associate Professor Emeritus, Journalism and Media Studies. B.A. The Evergreen State College; Ph.D. University of Oregon.

Noreen Johansson

1983-2013, Professor Emerita, Nursing. B.S.N., M.S.N. University of Illinois; Ed.D. Loyola University.

Michael Jones

1977-2015, Professor Emeritus, Accounting. B.A., M.B.A. University of Oregon; C.P.A.

Christopher Keavevey

1997-2019, Professor Emeritus, Japanese. B.A. Manhattan College; M.A., Ph.D. Washington University, St. Louis.

Katherine Kernberger

1979, Professor Emerita, English. B.A. Scripps College; M.A., Ph.D. University of California, Los Angeles.

Jack Keyes

1983-2012, Professor Emeritus, Health Sciences. B.A. Linfield College; Ph.D. University of Oregon.

Sandra Kiehl

1998-2008, Associate Professor Emerita, Business. B.S. DePaul University; Ph.D. Portland State University.

Margaret Wade Krausse

1985-2006, Professor Emerita, French. B.A. University of California, Santa Cruz; M.A., Ph.D. University of California, Irvine.

Robin Lawton

1983-2005, Professor Emerita, English. B.A. University of Natal, South Africa; M.A. University of Portland.

Sandra Lee

1985-2017, Professor Emerita of English as a Second Language and Intercultural Communication. B.A. Portsmouth Polytechnic, England; M.A. University of California, Los Angeles.

Howard Leichter

1980-2008, Professor Emeritus, Political Science. B.A. Hunter College; M.A. University of Hawaii; Ph.D. University of Wisconsin.

Gwenellyn Leonard

1984-2011, Professor Emerita, Music. B.M. Oberlin Conservatory of Music; M.M. University of Illinois; D.M.A. University of Oregon.

Community

Tara Lepp

1982-2018, Professor Emerita, Health and Human Performance. B.A. California State University, Chico; M.S. University of Oregon.

Barbara Limandri

2004-2016, Professor Emerita, Nursing. B.S.N. Medical College of Virginia, Virginia Commonwealth University; M.S.N. The Catholic University of America; D.N.Sc. University of California.

Thomas Love

1983-2019, Professor Emeritus, Anthropology. B.A. Columbia University; M.A., M.S., Ph.D. University of California, Davis.

William Mackie

1987-2018, Professor Emeritus, Physics. B.A. Linfield College; Ph.D. Oregon Graduate Center.

Joel P. Marrant

1978-2007, Professor Emeritus, Anthropology. B.A. University of California, Santa Cruz; M.A., Ph.D. University of Oregon.

Tyrone Marshall

1987-2018, Professor Emeritus, Theatre Arts. B.A. North Texas State University; M.F.A. Southern Illinois University-Carbondale.

Barbara May

1989-2010, Professor Emerita, Nursing. B.S.N. Trenton State College; M.S.N. Montana State University; Ph.D. Oregon Health Sciences University.

Robert McCann

1994-2015, Associate Professor Emeritus, Education. B.A., M.A.T. University of Redlands; M.A. California State Polytechnic University; Ph.D. University of Colorado.

Carol M. McCulley

1998-2014, Associate Professor Emerita, Reference and Distance Education Librarian. B.A. Elmira College; M.S. Medical University of South Carolina; M.L.S.P. Emporia State University.

John Mickelsen

1983-1994, Professor Emeritus, Chemistry. B.A. Linfield College; M.A., Ph.D. Oregon State University.

William R. Millar

1984-2017, Professor Emeritus, Religion. B.A. Linfield College; B.D. Andover Newton Theological School; Ph.D. Harvard University.

Ron Mills

1979-2019, Professor Emeritus, Art. B.A. University of California, Santa Barbara; M.F.A. Claremont Graduate School.

Elizabeth M. Obert

2000-2019, Associate Professor Emerita, Art. B.F.A. College of Santa Fe; M.F.A. Washington State University.

George Oja

1980-2003, Professor Emeritus, Health and Human Performance. B.A. Pacific University; Ph.D. University of Oregon.

Linda E. Olds

1975-2008, Professor Emerita, Psychology. B.A. Oberlin College; M.A., Ph.D. University of Cincinnati.

Georgann Percival

1976-2004, Professor Emerita, Health and English as a Second Language. B.S. Southern Illinois University; M.S. Purdue University; M.A. Portland State University.

Wilma Pope

1985-1997, Professor Emerita, Nursing. B.S.N. M.S.N.E. Oregon Health Sciences University.

Diane Pyle

1989-2001, Professor Emerita, Nursing. B.S.N. State University of New York; M.S.N. University of Portland.

William Raddatz

1983-2014, Associate Professor Emeritus, Mathematics. B.A., M.A. University of Oregon; M.S., Ph.D. Georgia Institute of Technology.

Joan Perry Radke

1986-2003, Professor Emerita, Nursing. B.S.N. Oregon Health Sciences University; M.S.N. University of California.

Violeta Ramsay

1990-2016, Associate Professor Emerita, Spanish. B.A., M.A., Ph.D. University of Oregon.

Edith Reynolds

1953-1990, Professor Emerita, Consumer and Family Studies. B.A. Linfield College; M.S. University of Tennessee.

Peter Richardson

1980-2018, Professor Emeritus, German. B.A. Stanford University; M.A. Ohio State University; M.Phil., Ph.D. Yale University.

Michael Roberts

1981-2014, Professor Emeritus, Biology. B.A. University of California; M.A., Ph.D. University of Wisconsin.

Laura Rodgers

2008-2020, Professor Emerita, Nursing. B.S.N. University of Portland; M.S.N., Ph.D. Oregon Health & Science University.

Frederic D. Ross

1983-2007, Professor Emeritus, Education. B.A. Yale University; M.A., Ed.D. Stanford University.

Donna Routh

1985-2010, Associate Professor Emerita, Nursing. B.S. University of San Francisco; M.N. Oregon Health Sciences University.

Alexander Runciman

1992-2018, Professor Emeritus, English. B.A. University of Santa Clara; M.F.A. University of Montana; Ph.D. University of Utah.

Adolf Rutschman

1968-1996, Professor Emeritus, Physical Education. B.S., M.Ed. Linfield College.

Barbara Kitt Seidman

1983-2018, Professor Emerita, English. B.A. State University of New York at Albany; M.A., Ph.D. University of Illinois.

Jan Selliken

2000-2017, Associate Professor Emerita. B.S.N. University of Portland; N.D. National College of Naturopathic Medicine.

Stephen Snyder

1978-2019, Professor Emeritus, Religious Studies. B.A. Stanford University; M.A., Ph.D. University of Chicago.

Kareen Sturgeon

1981-2008, Professor Emerita, Biology. B.S. University of California, Los Angeles; M.A. California State University; Ph.D. University of Colorado.

Jana Taylor

1991-2017, Professor Emerita, Nursing. B.S.N. Humboldt State University; M.S. Georgetown University.

Elliot Tenofsky

1975-2003, Professor Emeritus, Political Science. B.A. Northeastern University; M.A. University of Chicago; Ph.D. Brandeis University.

Brad Thompson

2003-2019, Associate Professor Emeritus, Journalism and Media Studies. B.A. University of Denver; M.A. University of Missouri, Columbia; Ph.D. University of Colorado, Boulder.

Faun Tiedge

2005-2019, Professor Emerita, Music. B.A. Hunter College; M.A. State University of New York at Binghamton; Ph.D. New York University.

Jill Timmons

1981-2012, Professor Emerita, Music and Artist in Residence. B.A. University of Washington; M.M. Boston University; D.M.A. University of Washington.

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1992-2015, Professor Emerita, Nursing. B.S.N. San Francisco State University; M.N. University of California, Los Angeles; Ph.D. Portland State University.

Stanton Towner

1956-1988, Professor Emeritus, Sociology. A.B. University of California, Berkeley; M.A., Ph.D. University of Southern California.

Barbara Valentine

1991-2019, Professor and Reference and System Librarian Emerita. B.A. University of New Hampshire; GLSP University of Washington; M.A. University of Georgia.

Martha VanCleave

1987-2019, Professor Emerita, Mathematics. B.A. Linfield College; M.S. Western Oregon State College; Ph.D. Oregon State University.

William Weaver

1983-2012, Associate Professor Emeritus, Biology. B.S. College of Idaho; M.S., Ph.D. University of Oregon.

Diane Welch

1992-2013, Associate Professor Emerita, Nursing. B.S., M.S.N. University of Portland.

Susan Barnes Whyte

1990-2019, Associate Professor and Library Director Emerita. B.A. Earlham College; MLN Emory University.

Robert Wolcott

1980-2013, Professor Emeritus, Chemistry. B.A. University of California, Riverside; Ph.D. California Institute of Technology.

TRUSTEES**David C. Baca '78**

2008, Partner, Davis Wright Tremaine LLP. Portland, Oregon.

Stephen H. Bills

2012, Executive Minister, American Baptist Churches of the Central Pacific Coast. Portland, Oregon.

Phillip J. Bond '78

2005, President of Government Relations. Washington, D.C.

Robert Breshock

2015, Managing Director, Parametric Portfolio Associates, LLC. Seattle, Washington.

Kerry L. Carmody '73

2008, Retired. Valencia, California.

Scott Chambers

2015, President, Headwater Investment Consulting, Inc. McMinnville, Oregon.

Pamela L. Claassen '75

2001, Chief of Capital Strategies, Human Good. Pleasanton, California.

Martha B. Cox '72

1998, Chief Executive Officer, Columbia Steel Casting Co., Inc. Portland, Oregon.

Miles K. Davis

2018, President, Linfield University. McMinnville, Oregon.

Dave M. Dillon '89

1996, Executive Vice President, Oregon Farm Bureau Federation. Salem, Oregon.

Lucinda Day Fournier '95

2004, Retired. Bend, Oregon.

Leda I. Garside

2013, Manager, Tuality Healthcare, ¡Salud!. Hillsboro, Oregon.

Brian Gerritz

2019, President, Pavilion Construction. Portland, Oregon

Michelle E. Giguere '78

2009, Partner, Summit Strategies Government Affairs, LLC. Washington, D.C.

Glen T. Giovannetti '84

2013, Partner, Ernst & Young. Cambridge, Massachusetts.

David C. Haugeberg

1982, Attorney at Law, Haugeberg, Rueter, Gowell, Fredricks & Higgins, P.C. McMinnville, Oregon.

Kellanne B. Henry '83

2008, Commercial Real Estate Consultant. Seattle, Washington.

Michelle Johnston-Holthaus '95

2015, Senior Vice President and GM, Sales and Marketing Group, Intel Corporation. Hillsboro, Oregon.

Ranette Kamaka

2020, Clerk, Department of Hawaiian Home Lands. Kaneohe, Hawaii

Ronni S. Lacroute

2007, Retired. McMinnville, Oregon.

Erika Marksbury

2018, Senior Pastor, McMinnville First Baptist Church. McMinnville, Oregon.

Moe Momtazi

2002, Owner, Tecna Industries, Inc.; Maysara, Momtazi Family LLC. McMinnville, Oregon.

Norm Nixon

2019, Culver City, California.

Mark R. Patterson '88

2009, Retired. Scottsdale, Arizona.

Daniel Pollack-Pelzner

2019, Assistant Professor of English, Linfield College. McMinnville, Oregon.

Amy Prosenjak

2015, President, A to Z Wineworks. Dundee, Oregon.

Ernie Rose '86

2016, VP Global Apparel Operations, Nike. Beaverton, Oregon.

Thomas L. Sutro '71

2001, Risk Manager, HomeSmart, Evergreen Realty. Irvine, California.

Community

Marcy Hamby Towns '85

2020, Professor of Chemical Education, Purdue University.
West Lafayette, Indiana.

Douglas A. Tunnell

2008, President, Brick House Vineyards. Newberg, Oregon.

Mikayla Sponsel '21

2020, Student ASLU Vice President, Linfield University.
McMinnville, Oregon.

Tony L. Uphoff

2010, President and CEO, Thomas Publishing Company LLC.
New York, New York.

Matthew Vance '99

2016, Partner, VergePointe Capital, LLC. Lake Oswego, Oregon.

Su-Yen Wong '89

2018, CEO, Human Capitol Leadership Institute. Singapore.

Jingsong Zhu '93

2012, Professor, National Center for Nanoscience and Technology.
Beijing, China. Manager and Partner, Plexera Bioscience.
Woodinville, Washington.

TRUSTEES EMERITI

Meg Bladine

1970, McMinnville, Oregon.

Charles H. Chicks '53

1972, Los Altos, California.

Vernon G. DeLap '50

1975, Portland, Oregon.

Charles R. Getchell '55

1986, Damascus, Oregon.

Kent Harrop

2001, Beverly, Massachusetts.

André W. Iseli '55

1968, Clackamas, Oregon.

Glenna Kruger '68

1982, Portland, Oregon.

James Ledbetter '51

1995, Portland, Oregon.

Gary F. Magnuson '73

2000, Seattle, Washington.

Michael G. McBride '72

1996, Twin Falls, Idaho.

Daniel J. O'Leary '86

2004, Claremont, California.

George W. Steers

1993, Seattle, Washington.

Bruce Stewart '49

1970, McMinnville, Oregon.

Bernie Turner

1989, McMinnville, Oregon

Richard E. Withnell '64

1990, Keizer, Oregon.

HONORARY TRUSTEES

Larry L. Sims

1993, Amity, Oregon.

Sandra A. Thompson '68

2004, Torrance, California.

COMMUNITY CONTACTS

ADMINISTRATIVE OFFICERS OF THE UNIVERSITY

Susan Agre-Kippenhan

Provost/Vice President for Academic Affairs
(503) 883-2409

Miles K. Davis

President
(503) 883-2408

Susan Hopp

Vice President for Student Affairs, Athletics, and Admission
(503) 883-2278

Kathy J. Meza

Interim Vice President for University Advancement
(503) 883-2474

Mary Ann Rodriguez

Vice President for Finance and Administration/Chief Financial Officer
(503) 883-2458

McMINNVILLE DIRECTORY

Academic Advising

Student Central – Melrose Hall, Room 010
(503) 883-2250

Academic Affairs

Melrose Hall, Room 201
(503) 883-2409

Accounting Office

Melrose Hall, Room 105
Accounts Payable: (503) 883-2459

Admission Office

Michelbook House
(503) 883-2213

ASLU

Riley Hall
(503) 883-2543

Athletics Department

Men's Athletics: (503) 883-2229/2421
Women's Athletics: (503) 883-2526
Physical Education: (503) 883-2604

Bookstore

Riley Hall
(503) 883-2240

Linfield Public Safety

Cozine Hall
(503) 883-7233 • (503) 883-SAFE

Conference and Event Planning

Dillin Hall, Suite A
(503) 883-2448

Career Development

Student Central – Melrose Hall, Room 010
(503) 883-2562

Chaplain

Melrose Hall 110
(503) 883-2259

Online and Continuing Education

Malthus Hall
(503) 883-2447

English Language and Cultural Program

Malthus Hall, Suite 6
(503) 883-2536

Financial Aid

Student Central – Melrose Hall, Room 030
(503) 883-2225

Housing/Billing

Melrose Hall, Room 110
(503) 883-2278

Housing/Residence Life

Mahaffey Hall, Room 127
Roommate Questions: (503) 883-5389

Human Resources

Melrose Hall, Room 109
Receptionist: (503) 883-2594
Payroll: (503) 883-2594
Student Employment: (503) 883-2594
Student Insurance: (503) 883-2494

International Programs

Walker Hall
(503) 883-2222

Learning Support Services

Student Central – Melrose Hall, Room 020
(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

Student Central – Melrose Hall, Room 030
(503) 883-2211

Student Health, Wellness and Counseling Center

Walker Hall, Room 103
(503) 883-2535
After hours non-emergency: (503) 472-6161
Emergency: 911

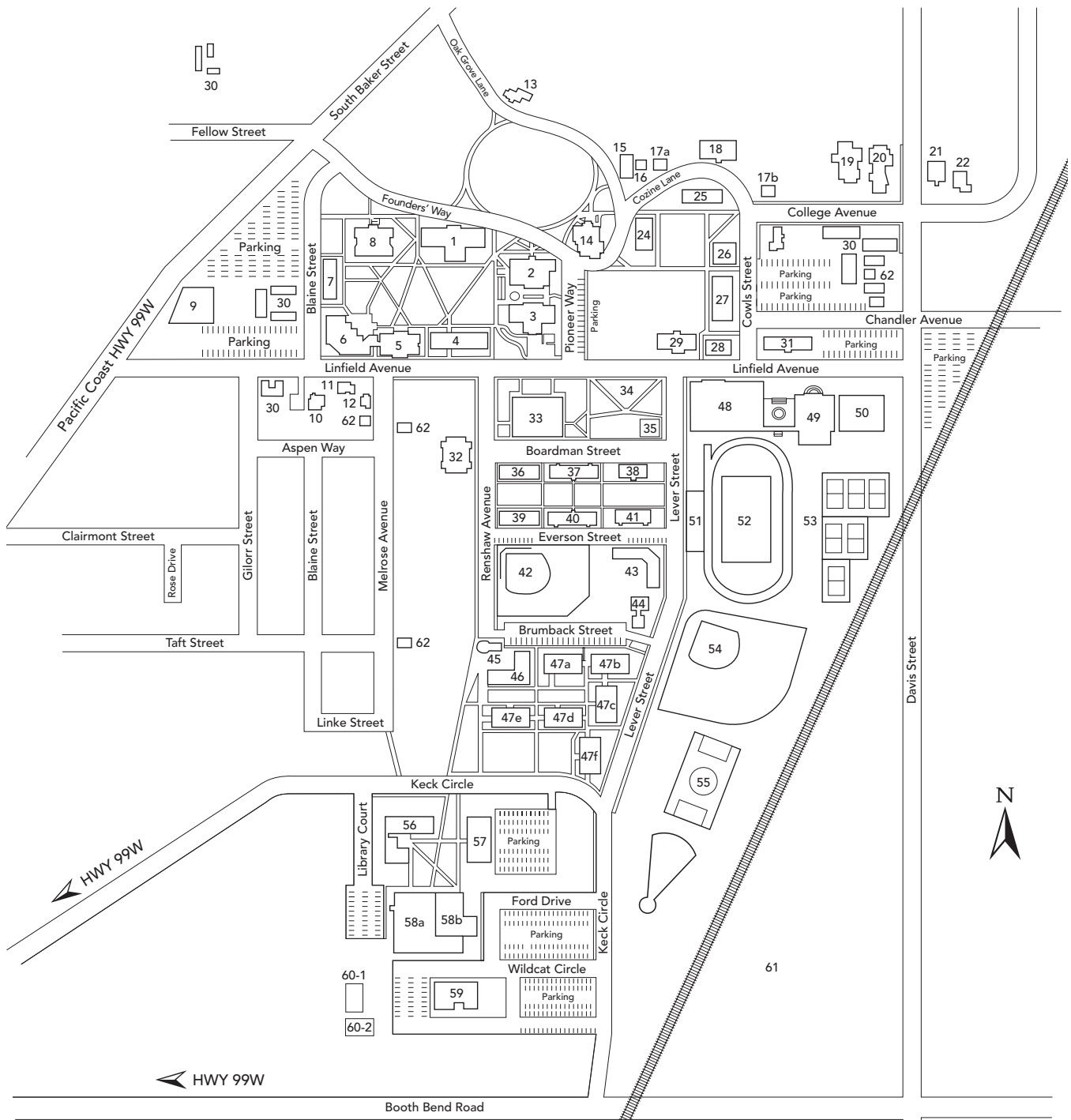
Student Accounts

Student Central – Melrose Hall, Room 030
Cashier: (503) 883-2241

Student Affairs

Melrose Hall, Room 110
(503) 883-2278

McMINNVILLE CAMPUS MAP



1. Melrose Hall

Academic Advising; Academic Affairs; Administration; Career Development; Center for Wine Education; Financial Aid; Human Resources; Jonasson Hall; Learning Support Services; Registrar; Richard & Lucille Ice Auditorium; Student Accounts; Student Affairs; University Advancement

2. Riley Campus Center

ASLU; Bookstore; Community Engagement and Service; Fred Meyer Lounge; Game Room; Meeting Rooms; Multicultural Programs; Starbucks; Sustainability; WEB Wildcat Activities

3. Walker Hall

Anthropology Museum; Archaeology Lab; Classrooms; International Programs; Global Languages and Cultural Studies; Political

Science; Sociology-Anthropology; Student Health, Wellness and Counseling Center

4. Mac Hall

Information Technology Services

5. Graf Hall

Physics

6. Murdock Hall

Biology; Chemistry

Map key continued on next page.

7. Taylor Hall

Mathematics

8. T.J. Day Hall

Business; Economics; English; Philosophy

9. Malthus Hall

English Language and Culture Program; Online and Continuing Education (OCE); Wine Studies Classroom

10. Michelbook House

Office of Admission

11. Online And Continuing Education (OCE) Admission

12. Emmaus House

Campus Ministry

13. President's House

14. Pioneer Hall

Classrooms; History; Psychology; Religious Studies; Residence Hall

15. Newby Hall

Student Apartments

16. Greenhouse

17a. Storage

17b. Outdoor Gear Shop

18. Cozine Hall

Linfield Public Safety

19. Delta Psi Delta Fraternity

20. Potter Hall

Early Childhood; Elementary and Secondary Education; Preschool; Residence Hall

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

Anatomy labs; Health, Human Performance and Athletics Offices

30. The Suburbs

Student Apartments: Blaine Street Apartments; College Avenue Apartments; 540 Linfield Avenue Apartments

31. Miller Hall

Residence Hall; Greek Life Rooms

32. Renshaw Hall

Computer Lab; Computer Science; Environmental Studies; Journalism and Media Studies; Student Media Center

33. Dillin Hall

Conference and Event Planning; Dining Commons

34. Memorial Fountain

35. Heating Plant

36. Elkinton Hall

Residence Hall

37. Larsell Hall

Residence Hall

38. Anderson Hall

Residence Hall

39. Terrell Hall

Residence Hall

40. Hewitt Hall

Residence Hall

41. Frerichs Hall

Residence Hall

42. Del Smith Stadium

Softball Field

43. Mahaffey Hall

Housing/Residence Life

44. Dana Hall

Student Apartments

45. Observatory

Marching Band

46. Withnell Commons

Mail Services; Multicultural Center

47a-f. Hewlett-Packard Park

Student Apartments

48. Health, Human Performance and Athletics Building

Health, Human Performance and Athletics Offices; Ted Wilson Gymnasium

49. Aquatics Building

50. Rutschman Field House

51. Memorial Hall/Memorial Stadium

Event Stadium; Health, Human Performance and Athletics Offices; Residence Hall

52. Maxwell Field

53. Tennis Courts

54. Helser Baseball Field

Wright Stadium

55. Soccer/Lacrosse Field

56. Miller Fine Arts Center

Art; Linfield Gallery

57. Vivian A. Bull Music Center

Delkin Recital Hall; Music

58a. Jereld R. Nicholson Library

Writing Center

58b. Kenneth W. Ford Hall

Marshall Theatre; Theatre and Communication Arts

59. Facilities Services

Environmental Health and Safety; Facilities Services

60. Warehouse Storage (1 and 2)

61. Sports Practice Fields

62. Linfield Houses

PORTLAND DIRECTORY

Bookstore

Loveridge Hall, Basement
(503) 413-6101

Campus Operations

Peterson Hall, Room 302
(503) 413-7163

Information Technology Services (ITS)

Loveridge Hall, Room 21
(503) 413-7614

Dean of Nursing

Peterson Hall, Room 301
(503) 413-8080

Housing

Loveridge Hall, First Floor
(503) 413-7212

Library

Hospital
(503) 413-7335

Inclusion and Access

Loveridge Hall, Room 34
(503) 413-7273

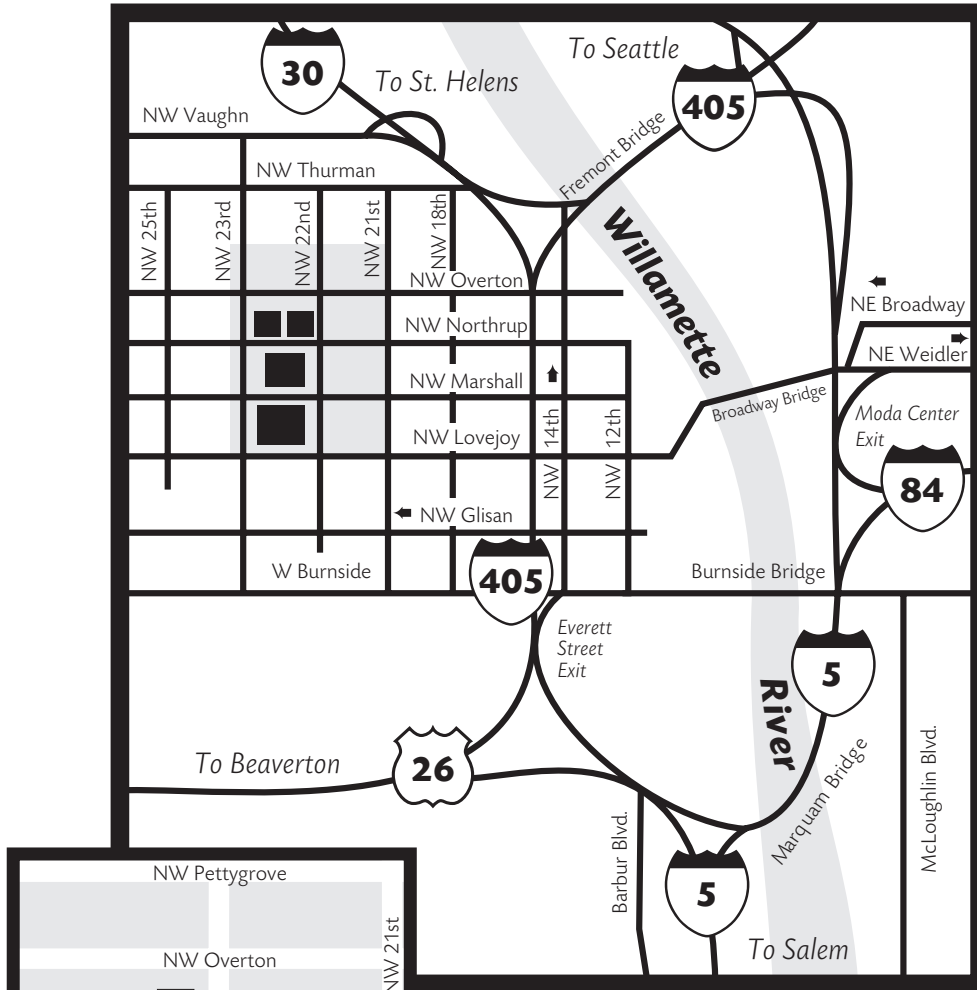
Student Life

Loveridge Hall, First Floor
(503) 413-7561

OCE/R.N. to B.S.N.

Loveridge Hall, Room 31
(503) 413-7189

PORTLAND CAMPUS MAP



PORTLAND CAMPUS

1. Library

2. Peterson Hall

Administration, Auditorium, Classrooms, Experiential Learning Center, Faculty Offices

3. Loveridge Hall

Bookstore, Faculty Offices, Inclusion and Access, Information Technology Services (ITS), Online and Continuing Education (OCE) Advising Center, Residence Hall, Student Life

4. Legacy Good Samaritan Hospital and Medical Center

Cafeteria