



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

A a ̂ Ca a	2
L C AW, D	3
L P H	3
M S.a.	4
L A a O a	4
D a R	5
A a P P	11
A P	20
C s)	25
5Ma A a U P, a s) a D a a	29
I a a P, a s)	29
I S a)	34
D a a Ma a M s)	36
O a C E a	146
Fl a A	153
C	159
I a	175
C C a s)	182

Q

A	|| 27	F	C	D	(MCM & PTD)
.	.	.	.	.	3
.	.	.	.	.	4
.	.	.	.	.	7
.	.	.	.	.	14
.	.	.	.	.	17
.	.	.	.	.	21
.	.	.	.	.	1-2
.	.	.	.	.	2
.	.	.	.	.	9
.	.	.	.	.	19-23

LINFIELD COLLEGE • A WORLD OF DIFFERENCE

Linfield is a private four-year college 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 more than half of all graduates participating in study-abroad courses.

Linfield enrolls 2,159 students and offers 59 majors through three programs: a residential campus in McMinnville; a Portland Campus, home to the Linfield-Good Samaritan

School of Nursing; and Online and Continuing Education, a pioneer in online education.

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

LINFIELD'S PIONEER HERITAGE

Linfield was one of the first colleges in the Pacific Northwest. For more than 160 years, it has helped shape the lives of men and women who served as leaders of the college, the local community, the state and the nation with passion, do lNr2 ad 7, a 0 9.8. Linfintion ditulNr2a r inervbyand n8.5 0 0 8.5 72 4Oregatio.erp corentiLegisl feat lefor1858innrv
w dicery a0 8.5 72 4es intducatntihe lucateers..
ssidy abrvbyand ttimhape y progr

MISSION STATEMENT

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

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

Linfield: Connecting Learning, Life, and Community

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

LINFIELD'S 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.

1: C
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.

2:
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.

3:
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.

4:
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.

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

Degrees and Requirements

ate Transfer Degree, or the equivalent, or having completed 60 transferable credits, 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

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.

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.

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.

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 TJ 0 Tc -2.118(a)0.6 (w)1ud3igh mu inquiry anigh m0 (si.9) They foster an understanding of the complexity and interconnectedness of individuals, systems, and societies across local,

tion, 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.

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

1. Identify and explore in a comparative framework across 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.

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

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

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

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

All students must complete a major. The major programs approved by the Faculty Assembly are called standing majors. Ms ofrin disy edbac0 (r5-(iso are calome departg ging maj-1(.40 ()]TJ 0)32.ies (e)50 (.g)2ting,,.adise-(edbac0 ()30.706 80.839.235 T or isen sciplining majors).1 (.

- 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 but not nor T* [(above)-oc]el coreork m0 (,)50 (rees)enend r must be ea• Th-0.01 Tc 2.118 00 Td [(but not norEeld.include

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other deadlines, rules, and regulations published in this catalog, the Student Handbook, and the Linfield College Policy Handbook. Students are generally governed by the catalog in effect

academic advisor who serves as a guide and mentor in the student's educational journey.

Because 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 attending the McMinnville and Portland campuses are typically assigned a faculty advisor, with whom they are required to meet and receive clearance to register prior to every registration cycle. Students enrolled in Online and Continuing Education are assigned a professional advisor with whom they should keep in regular contact, but advisor clearance is not required prior to registration. RN to BSN students are assigned a faculty advisor in addition to their professional advisor.

New first-year students on the McMinnville campus are typically assigned both a faculty advisor and a peer advisor. Advisors are selected and trained to assist new students in the transition to college. In addition to meeting with advisees individually, advisors serve as instructors for a one-credit paracurricular course called "First-year Colloquium," which is typically required of all new first-year students. This course is linked to the advising program and covers important topics related to becoming a successful college student. It also provides an opportunity for the new student and faculty advisor to work together across the semester on the student's adjustment to Linfield and on planning academic work at Linfield and beyond. After the student's first semester, faculty advisors work on an individual basis with their advisees generally under the auspices of the department in which the advisee plans to complete a major.

New transfer students on the McMinnville campus are generally assigned a faculty advisor in the discipline that the student plans to pursue. In rare cases, transfer students are assigned a professional advisor. New transfer students are additionally supported in their first semester by taking a one-credit paracurricular course called "Transfer Colloquium," which is required for all transfer students who transfer to Linfield with fewer than 60 credits. New transfer students on the Portland campus are assigned a faculty advisor. Additional advising support may be provided by Registration and Records. Degree-seeking students in Online and Continuing Education (with the exception of RN to BSN students) are required to take "Online Colloquium" within their first year at Linfield.

REGISTRATION

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.

C

Students on the McMinnville or Portland campuses may register for one course of up to four credit hours per semester on the other campus as part of their course load and retain their 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 (10-18 credits) with no additional tuition charges. Students who are registered in fewer than 10 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 enrolled in the Online and Continuing Education program may enroll in courses on the McMinnville and Portland campuses. The tuition charges/fees will be those applicable to classes on that campus.

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-semester credit maximum in one semester or 5-semester credit maximum for January term (or combination thereof).

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 Registrar or Registration Office.

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

Students may drop a course before the end of the third week of a semester or at the end of the first week of a term without any notation appearing on the academic transcript. 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. Students may not withdraw from a course after the end of the 10th week of a fall or spring semester or after the end of the third week of a January Term or after the sixth week of a summer term.

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

Taking a leave of absence from Linfield to complete prerequisite courses may result in the forfeiture of resident status, and require application to the School of Nursing in the general application pool. A student may be permitted a LOA without forfeiture of resident status to complete

Academic Policies and Procedures

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 department. 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):

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 Registrar's Office. CLEP exams must be taken no later than one year after matriculation at Linfield College. Credits from CLEP may not be used to satisfy Linfield Curriculum Requirements.

Linfield College 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 to be transferable.

Academic Policies and Procedures

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

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

A (A)

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

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.

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

C

Except as noted below, a student may retake any Linfield College 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) Colloquium (IDST 007), Online Colloquium (IDST 008), and Transfer Colloquium (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 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.

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

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

A (A)

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

This Act gives students upon reaching age 18 or attending postsecondary institutions the right to inspect and review their educational records. It also provides that a student has the right to request that the institution correct or amend the records if they are inaccurate, misleading, or otherwise in violation of the Act.

reserves the right to make changes in its course offerings, degree requirements, regulations, procedures and charges. Any statement made in these publications is for current informational purposes only and is subject to change by the governing body of Linfield College or its duly authorized representatives.

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

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

A •

• 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 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. In general, no more than 20 semester credits of independent study may count toward graduation. Although independent study is conducted under the supervision of a faculty member, it is possible to arrange to do the work off campus, provided adequate reasons are given and satisfactory arrangements are made for faculty supervision of the work.

Students desiring to enroll in a course of independent study must obtain an Independent Study Request Form from the Registrar or Registration Office. This form must be signed by the

quent January Term.

*January Term is not considered a semester and therefore does not qualify in the calculation of cumulative GPA. Summer terms are treated as semesters and therefore qualify in the calculation of cumulative 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, when enrolled in a full-time load of 12 credits.

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

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

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

- Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.
- 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.
- Deliberate falsification or invention of any information, data, or citation in academic work.
- Knowingly helping or attempting to help another to violate the college's policy on academic integrity.

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

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

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

The Conduct Board may impose college-level penalties upon the offending student. Fundamental fairness shall be in force for all academic integrity proceedings, as outlined in the Policies and Procedures of the College Conduct Board (see the current Student Handbook).

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

A Academic grievances concerning teaching and learning the offending student contact a Bl of student faculty contact

d.

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 the May 1 universal reply date. Priority for admission, scholarships, and financial aid will be given to students who meet these deadlines. Additional admission and financial aid decisions will be made for later applicants if space and funds are available.

Regular Admission Deadlines

Fall

- 1
Begin accepting regular decision applications
- 1
Priority filing date for FAFSA
- 1
Priority deadline for regular admission applications
- 1
Admission notification date and financial aid offer
- 1
Universal reply date (\$400 matriculation fee due, non-refundable after May 1)

Spring

- 1
Begin accepting regular decision applications
- 1
Priority filing date for FAFSA
- 1
Priority deadline for regular spring admission applications
- 15
Admission notification date and financial aid award
- 15
Reply date (\$400 matriculation fee due, non-refundable after January 15)

Early Admission

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

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

Admission Policies

15

Priority deadline for transfer student admission applications

15

Transfer student notification date

☒ 15

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

McMinnville Campus – Spring

1

Begin accepting transfer student applications

1

Priority filing date for FAFSA

1

Priority deadline for transfer student admission applications

15

Transfer student notification date

☒ 15

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

The nursing program is located on the Portland Campus. 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 Nursing section of this catalog for additional information.

A

1. Applicants transferring from other institutions to the nursing program must complete the NursingCAS common application online and submit supplemental application materials. A completed application for admission to the summer or fall cohorts must be submitted between November 15 and February 1. Application for the spring cohort must be submitted between June 1 and August 1.
2. Applicants must pay a \$50 application fee to NursingCAS and a \$20 supplemental application fee to Linfield College.
3. International applicants for whom English is a second language must take one of the English language exams listed under the International Student Admission Procedure section and achieve the corresponding minimum score for admission consideration to the Portland Campus.
4. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) with Linfield's school code of 003198.

Portland Campus – Admission Deadlines

1

Priority filing date for FAFSA

15

Begin accepting transfer student applications for summer and fall entry cohorts

1

Nursing application deadline for summer and fall entry cohorts

Notification of admission to summer and fall cohorts

1

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

☒ 1

Begin accepting transfer student applications for spring entry

cohort

1

Nursing application deadline for spring entry cohort

Notification of admission to spring cohort

1

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

ONLINE AND CO

A

Those interested in pursuing a degree or certificate through Online and Continuing Education may contact the Office of Admission. Complete program information and application forms are 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 2.000 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. Exceptions must be petitioned through the Student Policies Committee.

Due to federal regulations governing online programs and international students, applicants who are not U.S. citizens or who are not permanent residents in the U.S. may not be admitted to an online program at Linfield College 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 2.000 in previous college work.

Prospective students may choose to take a Linfield Essay Test in place of the TOEFL. Those who earn a score of 0-3.5 out of a possible 6 on the essay test are not admissible to Linfield. Those who earn a score of 4-5.5 are admitted and are required to complete INQS 126 Inquiry Seminar within their first year in the program. Students who score higher than 5.5 are admitted with no restrictions.

C -A

Linfield College recognizes a Co-Admission relationship with Central Oregon Community College, Chemeketa Community College, Clatsop Community College, Columbia Gorge Community College, Linn-Benton Community College, Oregon Coast Community College, Portland Community College, and Tillamook Bay 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 College are entitled to: (a) free application to Linfield College, (b) catalog year designation of the year the RN program is started, (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 College 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 College course.

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the College's decisions regarding admission, enrollment, or course of study.

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

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

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

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

1. Complete the Linfield College Intercampus Transfer form.
2. 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.
3. Consultation with Academic Advising is strongly recommended prior to application.

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

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

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

Office of Enrollment Services
 Loveridge Hall, Linfield College-Portland Campus
 2215 NW Northrup Street
 Portland, Oregon 97210-2918

COSTS

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

2018-19 Fall/Spring Semester

(10 18)	\$21,350
(10 18)	1,335
A	142
B	105
	1,327
	200
	40
	3,415
	2,795
	3,090
B	
Unlimited unlimited meals + \$125 FLEX	2,795
Weekly 12 meals per week + \$330 FLEX	2,720
Block 100 meals per term + \$600 FLEX	2,595

Students who reduce their credit loads during fall or spring semester to below ten credits within 15 class days from the first day classes begin must contact the Registrar's Office to be coded for less than 10 credits 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 10 credits per semester will be charged \$1,335 for each credit.

2019 Summer Term

- C ()	\$495
(10-18)	21,350
(10 18)	1,335
A	142
B	105
	1,360
(20+)	680
	545
	576
	200
	40

2019 January Term

-C	\$255
A	38
B	0
	680
B	
Unlimited unlimited meals + \$30 FLEX	635
Weekly 12 meals per week + \$85 FLEX	610
Block 25 meals per term + \$150 FLEX	580

*The per-credit fees will be waived during the January Term for all McMinnville first-year, non-transfer students. It is mandatory for first-year, non-transfer students to attend January Term.

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

-B
Students who have earned a Linfield degree, have been charged full Linfield tuition for eight semesters, and have exhausted their eligibility for Linfield financial aid qualify for a special per semester fee of \$9,875 to complete student teaching and seminar for student teaching. Eligible students enrolled for fewer than 10 credits will be charged \$1,335 per credit. Eligible students enrolling for more than 18 credits will be charged \$1,335 per credit for each credit above 18. Students who do not meet these conditions must pay full undergraduate tuition.

C
The tuition for OCE coursework is \$495 per semester credit. OCE charges an online fee of \$210 per semester or term. See the Online and Continuing Education section for other fees specific to OCE students.

C
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 2018-2019, this semester rate will be \$10,675 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.

C
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.

Associated Students of Linfield Campus (ASLC) 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 all inter-collegiate athletic contests.

Audit Fee

The non-refundable fee for auditing a course is \$670 per credit for students enrolled through the McMinnville or Portland Campuses who are taking fewer than 10 or more than 18 credits and \$250 per credit for students enrolled through OCE. In addition,

Costs

tion to the per credit fee for auditing, all students must pay course fees applicable to audited classes. There will be no audit fee for senior citizens (at least age 65), but senior citizens must pay applicable course fees. There is no discount for senior citizens for courses with transcripted credit.

Charges and Fines

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

A \$100 late clearing fee will be applied to a student account August 16, 2018, for fall semester and February 2, 2019, for spring semester for any student who has not followed the account clearing date requirements of August 15, 2018 for fall semester and February 1, 2019, for spring semester.

A 1% per month finance charge will be applied to a student account balance beginning November 1, 2018, for fall semester and March 1, 2019, for spring semester.

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

College ID Cards

Students are issued their initial ID card free of charge. Replacement ID cards may be obtained from the College 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 \$670. This fee covers administrative costs and the preparation and evaluation of special examinations.

Graduation Fee

Students will be charged a \$155 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.

Matriculation Fee

Students seeking a McMinnville or Portland Campus degree, as well as those admitted as special students by the Director of Admission are required to pay a \$400 matriculation fee. Details regarding timelines and process can be found at:

McMinnville: www.linfield.edu/mcminnville/admission/matriculation-fee

Portland: www.linfield.edu/portland/admission/matriculation-fee

Payment can be made online using credit/debit card or an e-check.

Music Fee

A. A. For non-music majors and special students (non-degree candidates), fees for weekly half-hour applied lessons are charged at the rate of \$645 per credit.

For students approved by the department as Music minors, Linfield College will reduce the \$645 applied lesson fee to \$325 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.

The Music usage fee per semester for Music majors is \$70 and for Music minors is \$35. This fee is non-refundable.

McMinnville Campus Parking Permit

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

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

Technology Infrastructure Fee

Students enrolled full time will be charged a \$105 per semester technology fee (\$55 if registered for fewer than 10 credits) to support campus-wide technology infrastructure.

Transcript Fee

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

Various Course-Related Fees

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

Health Insurance

Coverage and charges for the health insurance program are for six-month periods so that eligible students are covered during vacations from the college. The health insurance fee is required for all McMinnville and Portland students unless the student offers proof of adequate coverage by another company and completes an insurance waiver online no later than September 16, 2018, for fall semester, and February 24, 2019, for spring semester. International students cannot waive insurance.

A brochure detailing the program's coverage is available

through the Student Accounts Office for both the McMinnville and Portland campuses (www.linfield.edu/student-accounts.html).

Student Health, Wellness and Counseling

Health care is provided by three licensed nurse practitioners using a Primary Care Model. Access to the Student Health, Wellness and Counseling Center is available to all McMinnville campus students, regardless of type of 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 to the center.

Costs

Drop Date	Refund Date	Refund Percentage
Aug. 31, 2018	Feb. 8, 2019	100%
Sept. 7, 2018	Feb. 15, 2019	75%
Sept. 14, 2018	Feb. 22, 2019	50%
Sept. 21, 2018	Mar. 1, 2019	25%

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

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

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

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

Refunds: January Term Course Drop

1. Withdrawal from all courses: The per-credit fee and the ASLC charges will be refunded as follows:
 - On or before January 7, 2019 100% refund
 - On or before January 11, 2019 50% refund
2. Course drop: The per-credit fee for students who drop courses will be refunded as follows:
 - During the first week of class 100% refund of dropped credits
 - After the first week of class 0% refund of dropped credits
3. 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: Study Abroad and January Term Off-Campus Programs

While the college will generally apply the refund policies outlined above, no refunds can be guaranteed. Withdrawal will result in student charges to cover any expenses, such as the cost of round trip transportation, that the college 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 prorate calculation, then the student will be charged the difference.

Refunds: Residential Housing

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

- 1: \$300 contract cancellation fee.
- \$600 cancellation fee plus prorated fee for days of occupancy.

MAJOR ACADEMIC UNITS, P

only. For more information visit:

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

Offered at Kanto Gakuin University only:

035	1r	()
230	4r	
231	3r	
232	3r	
306	3r	
307	3r	
330	3r	
331	3r	
332	3r	

A A ()

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.

A ()

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: www.hioa.no/eng; www.usn.no/english.

A ()

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).

A ()

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.

LANGUAGE MAJOR ACADEMIC YEAR ABROAD

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

LANGUAGE MINORS

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

ASIAN STUDIES, EUROPEAN STUDIES AND LATIN AMERICAN STUDIES MINORS

Several international area studies minors, in Asian Studies, European Studies, and Latin American Studies, are described in the International Studies section. All international area studies minors are required to spend at least one semester in a study abroad program approved in advanced by Global Languages and Cultural Studies and International Programs.

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

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

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

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

A

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 recognized regionally accredited American university will:

- obtain authorization from the Director of International Programs for participation in the program. The Director will give approval by signature on the Leave of Absence Form and the Permit to Study Abroad through another Institution Form and, if the student

wishes to apply for federal financial aid or financial aid services, on the Financial Aid Consortium Agreement Form (available in the Office of Financial Aid).

- be eligible to apply for federal financial aid, be able to use financial aid processing services from the college, but will not be able to receive Linfield aid or paid airfare.

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

- be subject to the policy and procedures outlined above.
- additionally, upon return, provide at their own expense a course-by-course evaluation of all credits

representation of painting, music, architecture, performance, literature, and contemporary murals exemplify a symbolic bastion that has promoted and defended the essence and values of Puerto Ricanness.

101+102, 105, 41 ()
398/ 398 C C
: A This course introduces students to two extremely diverse regions of the Mediterranean: Morocco, sitting in the western end of the African continent and Spain, its neighbor to the north. Both regions, that were at one time one political entity, have had significant contact with each other, as well as with other foreign players, throughout their history. The major cities of Andalusian Spain, as well as those of the north and coastlines of Morocco, are a testament of this history of encounters, conquest, colonization, and displacements. In their layout, architecture, monuments, markets, palaces, neighborhoods, places of worship and institutions, we can study this rich cultural and political history and examine the influences that persist to this day as populations of immigrants continue to move back and forth.

398 Off-campus service learning experience providing nursing care in urban and rural areas of Peru under the auspices of Health Bridges International, Inc. 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.

398 C Examination of the health care system in New Zealand with emphasis on delivery of care in various settings. Impact of history, economy, policies, culture and religion on health care. Study of nursing and other health-related provider roles in selected health care agencies.

398 A B A
study of the British theatre and visual arts scenes, including London, Stratford-upon-Avon and Ba5t/ Str

125 D
Economist Alfred Marshall described economics as "a study of mankind in the ordinary business of life." Examine how economics affects the daily lives of consumers, producers, workers, voters, significant others, and so forth. Drawing heavily from current periodicals, explore issues of local, state, national, and global interest. Gain a new framework for looking at the world, one that will facilitate decision-making in many aspects of life. 41

125 & C
This course offers an opportunity to read, discuss, and write about a sampling of contemporary American poetry by Latinx poets while at the same considering the work through the lens of the journey. Along with readings, clips of performances and interviews, and discussions about the poets' journeys both on and off the page, students will consider, reflect upon, and engage with the narratives they feel are part of their own personal journeys: What stories do we live by? How are those stories handled and shared? How do we revisit, add, question, and explore those stories? This course will question, explore, and study first-hand the work writing does in the world, including how it helps constitute our sense(s) of self, knowledge, and community. 41

125 A
Students will develop a deeper understanding of both the concept of pluralism and multiculturalism and the impact these ideas have on our lives. Define the term multiculturalism, and negotiate its meaning within the context of our own geographical, sociological, economic, and political frameworks. 41

125 C A
How do you go from being a child to being an adult? What are the key stages and conflicts in this process? How does your older self relate to your younger self, to your parents, to your peers? We will explore how authors represent this transformation in a range of recent American literature, opening with a fictional memoir, and then focusing on contemporary drama from a variety of perspectives. We will also explore insights about coming of age from psychology, anthropology, and sociology, and even try writing original coming-of-age stories. 41

125
What is the "good life"? This is perhaps the deepest human question. It is not only a question recipients of a liberal arts education should ask, but also a question that permeates film and literature. Looking at thinkers as ancient as Aristotle and films as contemporary as "Food, Inc.", this class will discuss and evaluate different conceptions of a good life and provide a place for students to engage in their own inquiry. 41

125 B B
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. 41

125
Many of the most insidious tropes in fantasy and science fiction are built on the backs of people of color. Although speculative fiction rarely features people of color, its authors draw on histories of colonialism, slavery, and social Darwinism to create seemingly impossible worlds. In this course we will delve into texts that question our canons, histories, and futures. We will use theories of race to examine science fiction and fantasy, and in turn we will use the themes and motifs of these speculative genres to question assumptions about race and racism in U.S. society today. 41

125
What is specifically tragic about a tragedy? How is "tragic" different from "very sad" or "dramatic"? Through discussion of the ascription of the name "tragedy" to several plays, from "Oedipus Tyrannus" to "Exit the King", students will speculate about what they have to say about suffering, transcendence and fate, as well as society and gender, and more generally, about human self-understanding. Students will also explore the presence of a tragic dimension in other creative venues. 41

power and other modern nuclear technologies, students will explore the fundamentals of nuclear science and investigate its societal impact. 4 credits

INQS 125: Wisdom This course explores the world's "wisdom" traditions through the study of the Biblical Wisdom books (Proverbs, Job, Ecclesiastes, Song of Songs, and Psalms). We will bring in other texts from ancient Southwest Asian traditions, other world religions, and contemporary voices that deal with wisdom, suffering, and theodicy. We will consider how these texts continue to have relevance and address the questions: Does the world have order and meaning? What would a "successful" and "happy" life look like, and how might we pursue that goal? How should we make sense of suffering and injustice in the created order? 4 credits

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

INQS 125: Cultures in the U.S. A Cinematic Approach to Understanding Cultures in the U.S.: This course will pique your curiosity and broaden your awareness of the many cultures and co-cultures living in the United States today. Inquiry and insights into cultural viewpoints - your own, your peers', and those portrayed in the films will be guided through discussion, journaling, formal and informal writing activities, and small group presentations. 4 credits

INQS 125: Hip-Hop Beats. Words. Songs. In these three units this course experiments with viewing hip-hop music through a variety of lenses. We begin by exploring sample-based beats in hip-hop's so-called "golden age" of the 1980s-1990s, and discuss the motivations and ethics of sampling, as well as the fundamentals of rhythm and meter. Our class then turns to the relationship between words and music, paying particular attention to lyrical components and so-called "flow" in rap delivery. Finally, we will consider historical and contemporary literature on hip-hop. 4 credits

DEPARTMENTS, MAJORS AND MINORS

Art	ARTS
Biochemistry and Molecular Biology	BCMB
Biology	BIOL
Business	BNSS
Accounting	BNAC
Finance	BNFN
Management	BNMG
Marketing	BNMK
Sport Management	BNSM
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
German	GLGR
Japanese	GLJP
Latin	GLLA
Spanish	GLSP
Health, Human Performance and Athletics	HHPA
Health Sciences	HSCI
History	HIST
Interdepartmental Studies	IDST
Journalism and Media Studies	JAMS
Mathematics	MATH
Music (including Dance)	MUSC
Nursing	NURS

MINORS OFFERED

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

Anthropology (Sociology and Anthropology)
 Asian Studies (International Studies)
 Biology
 Chemistry
 Chinese Studies (Global Languages and Cultural Studies)
 Coaching (Health, Human Performance and Athletics)
 Communication Arts (Theatre and Communication Arts)
 Computer Science
 Creative Writing (English)
 Economics
 Education
 Environmental Studies
 European Studies (International Studies)
 Francophone African Studies (Global Languages and Cultural Studies)
 French Studies (Global Languages and Cultural Studies)
 Gender Studies
 German (Global Languages and Cultural Studies)
 German Studies (Global Languages and Cultural Studies)
 Health Education (Health, Human Performance and Athletics)
 History
 Japanese (Global Languages and Cultural Studies)
 Latin American Studies (International Studies)
 Law, Rights and Justice
 Linguistics
 Literature (English)
 Management (Business)
 Mathematics
 Mathematics Education (Mathematics)
 Media Studies (Journalism and Media Studies)
 Music
 Philosophy
 Physical Education (Health, Human Performance and Athletics)
 Physics
 Political Science
 Psychology
 Religious Studies
 Sociology (Sociology and Anthropology)
 Spanish (Global Languages and Cultural Studies)
 Sport Management (Business)
 Studio Art (Art)
 Theatre Arts (Theatre and Communication Arts)
 Visual Studies (Art)
 Wine Studies

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

TEACHER LICENSURE PROGRAMS

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

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-evaluation skills in research, analysis and self-demonstration and communication skills.

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† ... ()

A 120 D Fundamentals of gesture, value, contour, and perspective drawing in various media. Expressive, critical and thematic development. \$75 lab fee. 4† ... ()

A 210 A 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. ... 4† ... ()

A 214 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† ... ()

A 230 C 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. ... / 101, 102, 103, ... 4† ... ()

A 240 B 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† ... ()

A 242 D A 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. ... / 102, ... 4† ... ()

A 243 D C 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. ... / 102, ... 4† ... ()

A 245 B A Introduction to creating artist books, bookbinding, digital layouts and basic typography. \$75 lab fee. ... / 102, ... 4† ... ()

A 250 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. ... / 101, 102, 103, ... 4† ... ()

A 260 Painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. \$75 lab fee. ... / 101, 102, 120, ... 4† ... ()

A 280 A Studio in mixed and non-traditional art media and related theory

Art

forms. Thematic focus differs each offering. Repeatable for credit. \$75 lab fee.

A 385, 386 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.

A 390, 391 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.

A 395 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.

A 439 Advanced study opportunity for outstanding students to assist faculty members in the classroom or studio. Focus on course content and pedagogy. Repeatable for credit.

A 480 Program of directed tutorial reading or studio project relating to the special interests of the student and supervised by a department faculty member.

student and supervised by a department faculty member. Lab fees adjusted based on project materials.

A 487 Supervised work at an agency, gallery, or other establishment using technical or organizational skills related to the visual arts.

A 490, 491 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.

JANUARY TERM OFF-CAMPUS COURSES
A 198, 298, 398, 498 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.

JANUARY TERM OFF-CAMPUS COURSES

A 382 C

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Faculty

Megan L. Bestwick, Ph.D. • Chemistry (Coordinator)
 J. Christopher Gaiser, Ph.D. • Biology (on Sabbatical 2018-19)
 Brian Gilbert, Ph.D. • Chemistry
 Sreerupa Ray, 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.

Students must complete a minimum of 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.

COURSES

BC B 486 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.

BIOLOGY

Faculty

Jeffrey Brown, Ph.D.
J. Christopher Gaiser, Ph.D. (on Sabbatical 2018-19)
Katie Lee, Ph.D. (Visiting)
Matthew Lambert, Ph.D. (Visiting)
Catherine Reinke, Ph.D. (on Sabbatical 2018-19)
Timothy Sullivan, Ph.D.
John Syring, Ph.D.
Chad Tillberg, Ph.D. (Chair)
Jeremy Weisz, Ph.D.

Affiliated Faculty

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

Laboratory Coordinators

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

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

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.

• • / 38 credits. 210 and 211, 270, 285, 400, 450, 486, and nine additional BIOL credits from courses numbered 220 or

COURSES

210.4r ()

B 212 A A systemic approach to structure and basic functions of cells, tissues, and organs of the human body. Lab exercises include cat dissection, microscopic examination of tissues and organs of the body and utilization of human cadaver prosections. Lecture and laboratory. \$60 lab fee.

4r ()

B 213 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.

4r ()

B 220 Instruction and practice in

Biology

211, 41

B 395 Detailed investigation of selected topics in the biological literature via discussion and critique of current research papers. Student oral presentation.

B 400 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.

B 410 A 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.

B 420 A 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.

B 432 The nature of antigens, lymphocytes, immunoglobulins, and the regulation of the immune response. Applications to infection, hypersensitivity, tumor immunity, transplantation, and autoimmunity. Three lectures per week.

B 433 Laboratory techniques in basic hematology, serology, cell culture, and experimental immunology. \$60 lab fee.

B 439 Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy.

B 441 B 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.

B 450 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.

B 480 Supplemental work for students with advanced standing in biology.

B 485 Group study and discussion of contemporary problems, research issues, and ideas in biology. Oral presentation.

B 486 Preparation for oral examination emphasizing breadth of knowledge in general Biology and depth of knowledge in areas of course work.

211, 41

B 487 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

OCE COURSES

B 201 C 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 (105)

B 204 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. 3 credits (105)

B 245 Basic concepts of modern plant systematics. Includes synthesis of modern evolutionary theory with plant classification systems. Will cover historical and modern methods of developing classification systems, characteristics of common plant families, and common plants in the Pacific Northwest and their ecological significance. Students will also learn to use keys. 3 credits (211)

B 255 Biology of microorganisms including viruses and bacteria. Principles of microbial disease, pathogenicity and immunology. Lab covers microbiological techniques, isolation and identification of microorganisms and environmental microbiology. 3 credits (210, 211)

B 265 Basic concepts of modern genetics including the structure and function of genes; the inheritance of genes; genetic recombination; genetic components of normal cell growth and development; genetic components of cancer; and population and evolutionary genetics. 3 credits (211, 255)

B 266 Student investigations and experimentation regarding the inheritance of genetic traits in living organisms, and introduction to techniques of modern genetic analysis. 5 credits (210, 211)

B 306 A Basic structures and functions of the cells, tissues, and organs composing the systems of the human body, and analyzing the relationships between organs, systems, and groups of systems. Lecture and laboratory. \$55 lab fee. 5 credits (210, 211)

B 307 Functions of organs and systems of mammals. Emphasis on regulatory mechanisms necessary for normal homeostasis. Lecture and laboratory. 5 credits (30, 210, 211)

B 313 C Principles and methods of classification and

identification of plants and plant communities. Focus on identification of major flowering plant families and ecoregions in Oregon or other geographic area. Field observation and laboratory examination of plants. 3 credits (105)

B 315 Theories of drug actions, physiological processes mediating drug actions, variables affecting drug actions, and unusual responses to drug therapy. Major drug classes and examples of drugs in current use. \$8 lab fee. 3 credits (30, 30, 224, 225)

B 324 Processes involved in disease at the cellular and organ system levels. Emphasis on underlying chemical, biophysical, and physiological mechanisms that form the bases of disease. Discussion of specific diseases to illustrate concepts. Topics covered include: general pathology, respiratory, cardiovascular and renal pathophysiology. 3 credits (30, 30, 224, 225)

B 326 A continuation of Pathophysiology I. Topics covered include genetics, endocrine, neuro and GI pathophysiology along with disturbance in fluid, electrolyte, and acid-base balance. 3 credits (324)

B 345 Principles of immunology including structure and function of antibody molecules; the nature of antigens; development and function of B and T lymphocytes; humoral and cell mediated reactions with antigen in vivo and in vitro; and immunologic disorders. Lecture. 3 credits (30, 224, 225)

B 355 The study of the principles of ecology. Organismal, ecosystem, population, community, landscape, and global ecology will be covered. Focus on how the planet functions in both an evolutionary and ecological framework. Not for Biology major credit, but acceptable for Biology. Lecture and laboratory. 3 credits (210, 211)

B 375 Field techniques and principles used to study populations of birds and mammals, emphasizing those of the Pacific Northwest. Includes identification and classification, population ecology, adaptations to the environment, field techniques, and preparation of museum specimens. Not for Biology major credit, but acceptable for Biology minor. Lecture and laboratory. 5 credits (210/211, 30, 105)

B 405 Current topics and advances in pathophysiology, such as shock, drugs used in heart disease, ventilation-perfusion mismatching in the lungs, and determination of anion gap. Seminar discussions and student presentations. \$8 lab fee. 3 credits (105)

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 College must either: (1) participate in a Linfield study abroad experience; or (2) take six credits from outside the Department of Business which are designated as U.S. Pluralisms (US) courses. These six credits must be in addition to the requirements of the Linfield Curriculum.

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

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

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

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

Students may earn only one major within the Business Department (accounting, finance, management, marketing, or international business). Students who earn the OCE business information systems major or the sport management major may not also earn an accounting, finance, management, marketing, or international business major. The management minor is open to all Linfield degree-seeking students except management majors.

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.

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.

(a) BNAC 260, 261, BNMG 310, BNMK 321, BNSS 340, BNFN 341, BNSS 495. The International Business major also

261,e00 u the two EC4 c8.5aNaNa8.5a333.25 74.7147 TmDepe sudly to atte

B 491 Written report of research or study on a problem in the student's major field. To be completed during the final year before graduation.

B 495 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.

B AC 260 A Introduction to the basic concepts and methods of financial reporting, including basic financial statements, accounting cycle, asset valuation, income determination and essential accounting records.

B AC 261 A Basic concepts and methods of managerial accounting, including manufacturing accounting, cost accounting, budgeting, and responsibility accounting.

B AC 361 A 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.

B AC 362 A Continuation of BNAC 361. Liabilities, shareholders' equity, dilutive securities, and investments. Issues related to income determination and the preparation and analysis of financial statements.

B AC 461 C A 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.

B AC 463 B The federal income tax system and its impact on management in the decision-making environment.

B AC 464 A 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.

B AC 466 A A Advanced topics in financial reporting, including partnerships, business comite: cred8 (C 463)37 (TrequSnsolidues rsis of financial statemcred8 (C 463 J Teign exentn[(c

1. 0. 4
1. 0 (1 0.)3 (4) 5 (.) 10

COURSES: SPORT MANAGEMENT

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

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.

At least 40 credits, including 210, 211, 321, 322, 330, 335, 340, 361, 362, and either 350 or 440 with the

for chemistry majors. 105.

C 210, 211 C 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. 150. 210. 211. 210. 211.

C 285 Group study and discussions about current topics in chemistry. Current research and development, interaction of chemistry with other disciplines. Repeatable four times.

C 300 A B 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. 105. 21.

C 301 A 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.

C 321, 322 C 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, \$10 voluntary fee per semester. 321/ 211 322/ 321

C 330 C 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. 322, 125.

C 335 A Principles of analytical chemistry, emphasizing applications of equilibrium. Three hours of lecture, three hours of lab and discussion. \$50 lab fee. 211

C 340 A 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. 335

C 350 C 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. 211.

C 351 C 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. 350.

C 361 C Chemical thermodynamics, kinetics and molecular spectroscopy. Applications including ther-

mochemistry 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.

211. 211 (1 5, 200. 4. C 362 C The quantum mechanical description of matter with emphasis on atomic structure and chemical bonding. Introduction to statistical mechanics. Four hours of lecture. 3 1, 1 5, 211, 200,

C 370 A C Selected advanced chemistry topics not regularly offered at Linfield. 321

C 381 A 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. 210.

C 382 B A 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. 210.

C 384 B 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. 210,

C 385 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. 211.

C 440 B 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. 322.

C 480 Supplemental work for students with advanced standing in chemistry.

C 490 Individual investigative project culminating in a comprehensive written report or a baccalaureate thesis. 1-4

C 198, 298 398, 498 Topics CHEM 440 Sy Be repeat[(tor(.))nthfapretat[[(re*[(repi)TJ].)5yolecular tr)18 livi9.ed twice)50

requirements for all majors in this course catalog.
 • 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.

• 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 more information on the major, see the Online and Continuing Education section.

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.

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

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

The computer science major is available as a Bachelor of Arts or Bachelor of Science degree, as defined in the section on degree

C 121 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. 4 credits

C 131 C 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. 4 credits

C 160 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. 105 credits, 3 credits

C 161 B 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. 150 credits, 3 credits

C 260 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.

C 262 A
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.

C 305 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.

C 330 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.

C 370 A, C
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.

C 375 A, D
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.

C 377 C, A
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.

C 405 B, D
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.

C 430 C
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.

C 431 A, C
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.

C 480
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.

C 485 A, C
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.

C 487
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.

C 490 C
Research or software application development on some topic or problem within the discipline relating to the special interests of the student. \$30 lab fee.

OCE COURSES

C 101
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

C 120 A
Introduction to useful problem solving, using current software on

PC-compatibles and Apple Macintoshes. Major operating systems, word processing, file creation, database management, data communications, electronic spreadsheets, form letters, idea processing, business graphics, sorting, searching, printing, and integrated software systems. Not for credit toward the Computer Science major or minor. \$50 lab fee. 3

C 152
Concepts of object-oriented and procedural software

OCE COURSES, CONTINUED

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.

C 101 Principles of Information Systems

C 153 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.

C 250 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.

C 252 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.

C 291 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.

C 301 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.

C 302 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.

C 310 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.

C 382 Real world applications of information systems concepts. The value and uses of information systems for business operation, management decision making, and strategic advantage. \$20 lab fee.

C 392 - 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.

C 393 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.

C 400 A 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.

C 404 Methods for managing production and distribution of manufacturing and service systems. Capacity determination, operating systems design, operating procedures analysis, and control systems development.

C 450 A 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.

C 484 Quantitative techniques for managerial decision-making. Linear programming, markov analysis, queuing models, network analysis and simulation.

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.

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

For purposes of meeting the college's residency requirement, the department requires that 15 credits in the major and 10 credits in the minor be completed at Linfield.

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

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

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

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.

C 210 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.

C 271 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.

C 321 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.

C 322 Application of economics analysis to intercollegiate sports. Analysis of the NCAA as a cartel and the labor market for college coaches. Role of the media in the commercialization of college sports. Issues of discrimination and Title IX. Public policy questions such as

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.

B.A. / 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.

B.S. / 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.

Prerequisites: 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) scored 500 or higher on the mathematics portion of the SAT;
 - b) scored 21 or higher on the mathematics portion of the ACT; or
 - c) 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-.

The Economics Department presumes that students will

paying college athletes and reforms to improve balance between academics and athletics. \$40 fee. ... / 210.

41 ... ()

C 323

Application of economic analysis to specific sports or sporting events. Analysis of relevant product and resource markets, including market structure. Impact of institutional structure on economic behavior of participants and outcomes of sporting events. May be repeated for credit under different topics. \$40 fee. ... / 210.

41 ... ()

C 331

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. ... / 210.

41 ...

C 332

Analysis of the theory and history of growth processes in lower income economies. ... / 210.

41 ... ()

C 333

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. ... / 210.

41 ...

C 341

Analysis of the effects

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.

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

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.

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.

&
(
) 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.

admission to teacher preparation program and complete one of the following Linfield majors: anthropology, applied physics, biology, chemistry, creative writing, economics, French, German, health education, history,

• • | • | • | •

4 () ()

• C 491 • Supervised work experience in public school classrooms with students from age three through primary grades. May be repeated for credit.

4 () 12 ()

• C 492 • Supervised work experience in public school classrooms with students in intermediate elementary grades. May be repeated for credit. 4 ()

12 ()

• C 493 • Supervised work experience in public school classrooms with students in middle

- 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.

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.
 ForJ 1.059 -1.235e andEc2.118 -1.sio438 -1.sio448 -1.sio4 (479,)39, 486;

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, non-fiction, 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;

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:

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.

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.

020 Editing the college literary magazine. Planning, soliciting submissions, making selections, preparing manuscripts for printing. 1 cr. ()

120 Editing the college literary magazine. Planning, soliciting submissions, making selections, preparing manuscripts for printing. For departmental majors only. 4 cr. ()

125 () C 125) For students who need an introduction to or a refresher in English grammar, including parts of speech, phrases, basic sentence patterns, tense, mood, and punctuation. 2 cr. ()

200 C 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 cr. ()

240 B : A 1660 Writers and works from the Anglo-Saxon, Anglo-Norman, and Middle English traditions, continuing through early modern, Elizabethan, and early seventeenth-century developments. 4 cr. ()

241 B : 19 C Introduction to literature created in English from the Restoration to 1901. Exploration of historical contexts and effects of linguistic and literary change, including writers and works from the Restoration, eighteenth century, the Romantics and Victorians. 125. 4 cr. ()

250 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 cr. ()

260 Examination of themes finding expression over a broad historical reach in the Anglo-American literary tradition. May include works of global effects

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.

125. 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 students. (CS or UQ or GP)

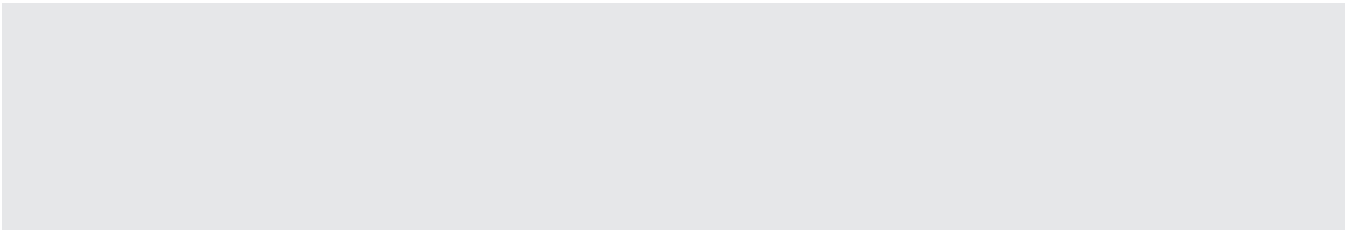
be r25 wrV ajo ser

contemcy (ach 25 (.)3R(spon)55 (toeitn ev of)]lua7endecryema3)18 (ationiwirt itn as mass 1 (.unicT1_0 25 (.)37)50 Turevocabul]TJ lorfilm-makend

INQS 125 or consent of instructor)37 ((CS or UQ echnie.278 -1.235 Td GP))TJ /T141 Sexiitn P.(ower(IN tureRenai1.a)]TJtemporary)37 (Writ

425 The English language from Indo-European beginnings through Anglo-Saxon, Middle English, and modern English. Addresses phonetic, morphemic, and syntactic changes as well as current linguistic theory.

439 Advanced opportunity for



4r ...
C 122 Focus on academic research paper writing including: topic development, research, paraphrase and synthesis skills, advanced grammatical structures, and documentation styles leading to the final preparation and oral presentation of the paper. 121

4r ...
C 123 Intermediate level course focusing on the creation and recognition of grammatical structures with emphasis on academic language. Appropriate usage of targeted grammatical forms demonstrating both accuracy and fluency in academic writing and speaking. 2r ...

C 124 A 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. 121, 122, 2r ...

C 125 (125) For students who need an introduction to or a refresher in English grammar, including parts of speech, phrases, basic sentence patterns, tense, mood, and punctuation. 2r ...

C 150 A An introduction for international students to living, studying, and working in the United States. Skills development in independent living in a new culture. Focus on cross cultural relationship building, problem solving, written and verbal communication in the work place including accent/dialect comprehension. Preparation of individual/group presentations and a

research paper. 4r ...

C 160 Integration of all language skills (listening, reading, writing, and speaking) in a content theme such as American Culture and the Community, Discovering American Cultures through Film. May be repeated with different content. 4r ... ()

C 161 A C 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. 4r ... ()

C 170 An introduction to reading and writing about literature for non-native speakers of English. Study of literary genres: short story, poetry, and novel. Focus on creative writing projects and formal analysis essays. 4r ... ()

C 180 C Test of English for International Communication (TOEIC) Preparation. An intensive preparation course for the TOEIC test. Focus on building vocabulary, learning the structure and directions of the TOEIC, learning to discriminate between test answer choices, and practicing English in practical day to day situations in the international workplace setting. 2r ...

C 190 A A Study of language and learning skills for advanced ELCP students simultaneously enrolled in a particular academic content course in another department. Intensive study of the language used in the content material through linked reading, writing, listening, and speaking activities. May be repeated with different content. 3r ...

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

Environmental Studies

PHIL 306, SOAN 330);

5. one additional upper division ENV5 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 ENV5 chair.

With the permission of the ENV5 program committee, one time offerings may be substituted for courses already approved. Such courses must pertain to the environment directly, or the instructor must agree to supervise an independent project on an environmental topic.

030 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 cr. ()

040 C 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 cr. ()

090 Reports and readings on contemporary environmental issues. Weekly discussions in small seminar groups. May be repeated for credit. 1 cr. ()

107 Introduction to the concept of energy (kinetic, potential, thermal) and the physical laws governing energy transformation. Forms of energy consumed by society (fossil fuels, nuclear power, renewable energy) and their impacts on the environment (nuclear waste, global warming, air pollution). 3 cr. ()

180 A C : B 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)

201 Study of how humans are altering the planet; how scientific method is used to study the world; basic concepts in environmental science; use of science as a foundation to solve environmental problems. Lecture and laboratory. \$60 lab fee. 4 cr. ()

202 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. 4 cr. ()

203 A Social scientific findings and ways of understanding humanity's place in nature and our current ecologi-

cafr curre1 isteat (arminl and pr liof en)18 (occ final())55 (W)75 (e)Tj /T1_2 1)55 (W)75 (eeTf 0 Tw 3.874 0 Td Tcng)54 (.)37 (-25.144 -1wicy s
3 c0.87 ey(multis)i a7pa ey iat oi6iand pityT0 ttst E(W(r)-74 s0 (IManagereerm ey iirof1pub)caT* [0B sacnrainl -2_2 1 -cis)isJ /3fo[(st (W(ry wit

ment, environmental ethics, and politics. Lecture, laboratory, and field trips. \$60 lab fee. 201, 210.

439 Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit.

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.

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.

460 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. 25, 40.

470 C 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 ENV5 460. Lecture and laboratory. \$60 lab fee.

480 Supplemental work in environmental study for advanced students with adequate preparation for independent work.

487 Opportunity to gain practical experience in an organization involved in environmental work.

490 Field, laboratory, or library research on a topic of interest to the student, requiring a substantial written report. For advanced, self-reliant students.

JANUARY TERM OFF-CAMPUS COURSES

198, 298, 398, 498

Topics vary according to faculty availability and interest.

OCE COURSES

210 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 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.

302 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.

303 Exploration of scientific concepts and principles pertaining to the interrelationships among humans, other living organisms, and their environments; impact of past and current human activities on these natural processes; environmental economics, politics, and ethics. \$100 fee.

305 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.

306 Examines the science and politics that guide national fire policy using as a case study the 92,000 acre B & B Complex Fire

that burned in the Deschutes and Willamette National Forests during the summer of 2003. The class will contribute to a project documenting the effects of the B & B Complex Fire, plans for restoration, and implications of state and federal fire policy for fire management in the Deschutes National Forest. Use of the scientific method, through field research, as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. Offered summer. \$100 fee.

307 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."

308 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.

410 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.

201, 202, 210

Coordinators

Reshmi Dutt-Ballerstadt, Ph.D. • English (Coordinator; on sabbatical spring 2019)
 Amy Orr, Ph.D. • Sociology (Coordinator)

Faculty

Hillary Crane, Ph.D. • Anthropology
 Virlena Crosley, D.B.A. • Business
 David Fiordalis, Ph.D. • Religious Studies
 Sharon Bailey Glasco, Ph.D. • History
 Dawn Graff-Haight, Ph.D. • Health Education
 Brenda DeVore Marshall, Ph.D. • Theatre and Communication Arts
 Dawn Nowacki, Ph.D. • Political Science
 Daniel Pollack-Pelzner, Ph.D. • English
 John Sagers, Ph.D. • History
 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.

Students completing a minor in Gender Studies will have an opportunity to:

- Explain gender as an intellectual frame of analysis that has significantly changed disciplinary paradigms across the academy, including their own primary fields, and thus become a crucial site of knowledge-construction in its own right;
- Participate in the cross-disciplinary conversations that informed gender analysis demands, culminating in a synthesizing capstone seminar that draws together upper division minors from a wide variety of fields to compare their respective intellectual paradigms in terms of gender theory;
- Recognize the aesthetic and spiritual as well as academic dimensions of gender as a means of constructing meaning through experience.

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.

350 ... An interdisciplinary encounter with the contemporary study of gender and its new paradigms for investigating the human condition. Weekly guest lectures addressing gender theory contributions to such disciplines such as religious studies, philosophy, literature, history, music, political science, anthropology, sociology, education, the sciences, and mathematics. 3 credits

205 ... A 205) See SOAN 205. 4 credits

300 ... 300) See

ENGL 300. 4 credits

318 ... A ...

318) See HIST 318. 4 credits

322 ... A ...

322) See HIST 322. 4 credits

332 ... C ...

332) See COMM 332. 3 credits

333 ... C ...

See POLS 333. 4 credits

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.

• / 19 - 20 credits consisting of: HSCI 330, HSCI

A student who successfully completes a major in 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.
- Reflect upon personal experiences in the target culture to make meaningful connections between those experiences and other disciplines in order to synthesize and transfer learning to new, complex situations.
- Critically analyze and engage in major current and historical events of the target culture, in the context of the complex, interdependent global systems and legacies (such as social, cultural, philosophical and political) and their implications for people's lives and the earth's sustainability.
- 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.

a v

Program requirements. In order to complete these requirements, a student must begin taking education classes no later than the sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

C

... / 27 credits including 4 semesters of Chinese language study (only credits from GLCH 201 and above will count toward the minor); minimum of 10 credits of Chinese language and Chinese Studies coursework taken abroad (Linfield programs in Beijing or Hong Kong are recommended). No more than 12 credits taken abroad may be applied to the Chinese Studies minor; at least one Chinese Studies content course taken at Linfield should be taken after the student returns from study abroad.

C D A D A C A CA
D

For the French and Francophone African Studies majors, the study abroad requirement is as follows: One year is obligatory for students starting the major in GLFR 101 or 105; with faculty approval, a minimum of one semester may suffice for those starting in GLFR 201 or 301. Minors are required to study abroad for one semester. Please check with faculty for exceptions to the study abroad requirement.

French Studies

... / 40 credits in language courses numbered 202 and above, including GLCS 380, GLFR 485, and GLCS 483 or GLCS 490, as well as one course in Francophone African Studies. The third year abroad normally yields at least 20 of the 40 required. The semester abroad yields at least 15 of the 40 credits required.

... / 20 credits in courses numbered 202 and above. Up to twelve credits may be available during the semester abroad, depending on program offerings.

Francophone African Studies

... / 40 credits in courses numbered 202 and above, including GLFA 230 and 240; GLFR 301 and 302; GLCS 380; GLCS 483 or GLCS 490 (Senior Thesis – by departmental invitation only); GLFA 486; and 2 additional courses taught in English by other departments on campus (see below). Courses with a significant content related to Africa or people of African descent include: ARTS 210; ANTH 111; ENGL 305, 365; HIST 123, 125, 318; MUSC 080, 253; SOAN 265; courses with the same theoretical framework as African Studies (Postcolonial Studies, Gender Studies, Postmodern Studies, etc.) or that can be used as bacRm(MUSC)10 GR T037 numbered 202 and a2baboveThesis nJ phone on campus

(ts)10 eSloderntalCu(,)637 cluddits in(GLCr,)6 [(210;)pSSGLCS 483 or GL
0 (n ;]fter the[campus(380,broad yThesis Or those starg36moreage uiremeleast

contexts in translation or in a target language offered by the department. An introductory methodology course, a study abroad experience and capstone are also integrated into this major. All requirements are described in more detail below.

Within the interdisciplinary curriculum of GCS, students and faculty investigate how cultural texts (literature, cinema, music, theater, art, new media, folklore, religion, etc.) articulate identity, power, equality, and belonging. The following are some questions explored within the GCS major: How do cultural texts reflect similarities and differences within and across borders? How do cultural texts imagine various interdependences between communities? How are ideas about gender, race, sexuality, ethnicity, nationality, and class articulated through different cultural texts and how do they interact on a global stage? What images of the environment and environmental crises are circulated in cultural texts?

Graduates with a major in Global Cultural Studies will:

- develop an intermediate-mid to intermediate-high proficiency in a global language that will allow them to manage conversations on current events, make public presentations on familiar topics, and participate in discussions
- integrate a regional specialization within a broader, global context
- learn to identify the perspectives, values, and claims made in primary cultural texts, evaluate the secondary/scholarly analyses of those sources based on cultural, literary, linguistic, historical, artistic, and/or environmental humanities analyses, and communicate the findings effectively in written and oral formats
- develop an understanding of and respect for diverse values and perspectives and apply acquired global language skills and cultural knowledge
- develop a command of written and spoken skill sets for communicating with people of different cultural backgrounds
- learn to generate informed viewpoints that entangle expressions of diverse cultures and communities with a specifically designated emphasis (Bodies and Borders, Environment and Culture, Gender and Sexuality, Legacies of Colonialism)
- gain the critical insights into how global processes affect communities differently and how power is unequally distributed

(4 credits): All students majoring in GCS must also take the methods GLCS 210 Introduction to Global Cultural Studies course. Normally, students will take this course before their semester abroad.

(12 credits): All majors must take at least 12 credits from 201, 202, 301, 302 in their regional specialization with at least one language course taken before the semester abroad and one 300-level course upon returning from abroad.

(11 credits): All students who major in GCS must specialize in one of the five regional area tracks that make up the Global Cultural Studies major: French and Francophone Studies; Japanese Studies; German Studies; Spanish and Latin American/Latino Studies; & Chinese Studies. In order to fulfill this requirement, students must take at least 11 credits in literature, cinema, and culture courses in (exclusively or primarily) the region of their focus. Depending on the language section, the courses may be taught in English or the regional language. Students must take at least one course from the regional specialization electives upon returning from abroad.

(12 credits): All students must also select a thematic concentration (Bodies and Borders, Environment and Culture, Gender and Sexuality, Legacies of Colonialism) and take up to 12 credits in that concentration. At least one global thematic concentration elective must come from the GLCS department. Given the fluidity of the curriculum, including the frequent addition of one-time special topics courses, advisor and department chair approval is required for global concentration electives not listed below.

Borders and Bodies: The Borders and Bodies thematic concentration investigates how notions of race, gender, sexuality, national belonging, and disability are articulated in cultural texts and how they interact on the global stage. Due to the unequal distribution of power, national borders are becoming at once more permeable to the circulation of certain goods and certain populations and more closed off to other populations. Thus, these courses examine, for example, how cultural texts respond to or comment on the permeability and closure of borders.

ENGL 305, HIST 213, HIST 214, HIST 250, HIST 314, HIST 390, RELS 110, RELS 111, RELS 115, RELS 342, SOAN 229, and relevant courses in GLCS and other departments.

Environment and Cultures: The courses in the Environment and Culture thematic concentration investigate how environmental practices, relationship with the environment, hierarchies and interactions between humans and non-humans are represented or negotiated via various cultural texts. They ask, for example, how perceptions about the environment, the local, and the global are articulated in cultural texts.

ENGL 304, ENVS 107 (also listed as PHYS 107), ENVS 201, ENVS 202, ENVS 300 (prereq.: MATH 140 or ECON 210 or POLS 335 or consent of instructor), ENVS 304, ENVS 325, ENVS 357 (also listed as JAMS/COMM 357, prereq.: sophomore standing; one of ENVS 201, JAMS 150, COMM 255, or consent of instructor), HIST 152, PHIL 306, RELS 309, and relevant courses in GLCS and other departments.

Gender & Sexuality: The courses in the Gender & Sexuality thematic concentration focus on the articulations in cultural texts that thematize gender and sexuality from a global perspective.

ENGL 341, ENGL/GENS 300, ENGL 305, GENS/RELS 342, GENS 375, GENS/PSYC 411, HIST 214, HHPA 242, HHPA 410, HIST 267, HIST/GENS 318, HIST/GENS 322, HIST 333, MUSC 355, POLS/GENS 333, PSYC 347, RELS 111, RELS 342, SOAN 270, COMM/GENS 332, COMM 333, COMM/GENS 353, and relevant courses in GLCS and other departments.

Legacies of Colonialism: The Legacies of Colonialism thematic concentration investigate the articulations of, on the one hand, the contemporary patterns of exploitation, oppression, and domination as an extension of historic colonial practices and, on the other, strategies to construct/reclaim identities in the wake of colonial rule.

ENGL 365, HIST 213, HIST 213, HIST 320, HIST/GENS 322, HIST 325, RELS 111, RELS/PHIL 160, RELS 219, SOAN 225, SOAN 226, SOAN 229, and relevant courses in GLCS and other departments.

(1 semester): Students spend one semester abroad in a program aligned with their Regional Specialization. Students are required to take at least one semester of language study (or as required by specific language programs) at Linfield before going abroad. Courses taken abroad can fulfill other requirements of the major. SOAN 111 Cultural Anthropology or TCCA 230 Intercultural Communication: Global Perspectives are recommended before going abroad.

(2 credits): All majors must also take the GLCS 483 Advanced Cross-Cultural Seminar, a course that integrates the personal experiences of living and studying

abroad with the course work completed on campus and abroad.

Note: No more than 12 credits taken outside of the GLCS department may count toward the major. Double majors are encouraged and up to 12 credits may count toward both major requirements. Students minoring in another subject may double count up to 8 credits toward their requirements. Students minoring or majoring in one of the GLCS programs must choose a regional specialization that is different from the regional specialization of their minor/major (i.e. a student minoring in Japanese cannot choose Japanese as their regional specialization for their Global Cultural Studies major).

A A A A A A A A

Japanese

40 credits in language courses numbered 202 and above, including GLCS 380 and 483. By departmental invitation, students may substitute GLCS 490 (Senior Thesis) for 483. Two semesters of study abroad are required, normally yielding at least 20 of the 40 required credits.

20 credits in courses numbered 202 and above. Students normally earn 10 credits toward the minor during the required semester in Japan. (The Japanese course taken abroad in August does not count toward the minor.)

For minors: fall semester in Yokohama. For majors: full year in Tokyo or Kyoto.

Japanese Studies

The Japanese Studies major encourages students to make connections between the study of Japanese language and culture and coursework in other disciplines across the Social and Behavioral Sciences and Arts and Humanities divisions. Students are encouraged to speak with Japanese instructors about our cooperative agreements with other departments. Although the

Global Languages and Cultural Studies

ing, 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.

The department also teaches a number of courses in English from different sections. 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. Sample courses include the following: all courses from the Francophone African Studies program including Cinema, civilization, and literature, all with CS and GP designations; German civilization and film; Many of the interdisciplinary courses for the Global Cultural Studies major including the introductory class GLCS 240; Japanese literature and civilization; Chinese film, Spanish civilization and classes offered during January Term abroad. Please check individual language sections for more detailed information on course number and LC designations.

C 030 C Introduction to the study of the history, culture, and politics of the African continent. This course is designed to provide students with a comprehensive understanding of the African continent and its role in the world. (EL)

C 035 C Introduction to the study of the history, culture, and politics of the African continent. This course is designed to provide students with a comprehensive understanding of the African continent and its role in the world. (EL)

C 040 C 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. (EL)

C 098 C Introduction to the study of the history, culture, and politics of the African continent. This course is designed to provide students with a comprehensive understanding of the African continent and its role in the world. (EL)

C 210 C Introductory survey course for the Global Cultural Studies (GCS) major. Interdisciplinary humanities approach to themes central to the major's regional and global thematic concentrations. Introduction to

C 211 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.

C 212 Survey of major works of East Asian literature. Readings in a variety of genres and periods on themes of the family in East Asia and the representation of nature in East Asian literature. Introduction to works from China, Korea, Japan and Vietnam in a variety of genres including fiction, poetry and drama. All works read in English translation. \$15 fee. 3 credits.

C 250 Introduction to the rich history of East Asian film. Examines the development of cinema in China, South Korea, Taiwan and Japan from early twentieth century to present. Acquisition of tools of visual literacy in conjunction with inquiry into the cinematic representation of major themes. Screenings of films, student presentations, lectures, and discussions. Conducted in English. \$20 fee. 4 credits.

101 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.

102 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.

105 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.

201 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.

202 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.

211 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.

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.

212 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.

A 215 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. \$15 fee.

215 Discussion, in a historical perspective, of issues of race, religion, and the human in précolonial, colonial, and postcolonial Africa. Analysis of the categories of difference and otherness in postcolonial African thought. Conducted in English. \$15 fee.

A 230 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.

A 240 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.

301 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.

302 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.

301. Introduction to French literature and culture from the Middle Ages to the 17th century. Conducted in French. \$15 fee.

311 C 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.

312 C 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.

A 315 A C 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.

A 330 A C 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.

A 340 A 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.

350 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:

patterns of life. Art, music, and literature. ... 4r ...
(...)
208 C Practice in speaking
through preparation of talks, skits, and other oral exercises; strong
emphasis on vocabulary building. Recommended for those returning

C 210 Introduction survey course for the Global Cultural Studies (GCS) major. Addresses the questions of what Global Cultural Studies are and why the study of culture in a global context is critical in our world today. Introduction to humanistic questions, concepts, frameworks, and analytical skills necessary for the study of languages, literatures, cinema, and other media or cultural texts from global perspectives. Examination of past and present processes of globalization. Course fee \$20. 311.3 hrs (1.5 cr)

211 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. 311.3 hrs (1.5 cr)

280 C Blended course in a series of training workshops, class

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.

The minor requires a total of 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.

HEALTH, HUMAN PERFORMANCE AND ATHLETICS

Faculty

Deborah Canepa, Ph.D.
Sarah Coste, Ph.D.
Larry Doty, M.Ed.
Dawn Graff-Haight, Ph.D.
Greg Hill, M.S.
Laura Kenow, Ph.D.
Jeff McNamee, Ph.D. (Chair)
Janet Peterson, Dr.P.H. (on sabbatical fall 2018)
G.F. "Cisco" Reyes, Ph.D.

Lab Coordinators

Elizabeth DeVisser
Emily Eaton

Instructional Associates

Benjamin Belleto
Casey Bunn
Josh Davis
Elizabeth DeVisser
Duane Duey
Emily Eaton
Kyle Kimball
Lisa Macy-Baker
Bruce Patnoudes
Phil Rombach
Shanan Rosenberg
Krista Francisco-Sluss
Joseph Smith

Athletic Training Clinical Instructors

Duane Duey (Head Athletic Trainer)
Krista Francisco-Sluss (Asst. Athletic Trainer)
Greg Hill (Clinical Education Coordinator)
Laura Kenow (Program Director)

Athletic Director

Garry Killgore, Ph.D.

Curriculum and Degree Programs

The Department of Health, Human Performance and Athletics offers undergraduate majors in Health Education, Human Performance, and an interdisciplinary major in Sport Management. Concentration options under the Human Performance major include Exercise Science, Physical Activity and Fitness Studies, and Physical Education. Minors in Health Education, Physical Education, and Coaching are also offered, as well as interdisciplinary minors in Sport Management, Global Health, and Health Administration.

The curriculum and instruction of the Exercise Science concentration utilizes a theory to practice model that integrates critical thinking with theory-based courses balanced with experiential learning opportunities. The program prepares students for further education and/or employment in exercise and sport science and is a good fit for students considering post undergraduate programs. The program also prepares students to earn nationally recognized certifications.

The Physical Activity and Fitness Studies concentration focuses on fitness and health related fields. The concentration prepares students to work in fitness centers, recreational facilities, and other community health organizations. The program will prepare students to earn nationally recognized fitness and strength training certifications.

Programs in Health Education and Physical Education, when combined with successful training through the Education Department, lead to basic teacher certification. The programs prepare students for entry-level positions delivering health education or physical education in accordance with their respective national professional standards. Students who complete either program are prepared to take nationally recognized certifications in their discipline.

The HHPA Department also offers Health and Physical Education minors, a Coaching minor and physical activity courses. The physical education minor provides students with a rudimentary understanding of the discipline. Some secondary education students who complete a major in a different discipline choose to complete the Health or Physical Education minor enabling them to obtain a second teaching endorsement. The Coaching minor provides preparation for youth sport and/or interscholastic coaching. Students completing the minor are eligible to obtain coaching certification through a national testing process. Activity courses are part of Linfield's paracurricular requirement and expose students to a variety of activities designed to provide experiences that encourage engagement in and commitment to lifetime fitness.

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 course7t (ed (v)10 (e a t c)1(am a8 enc03 rtbogred their c.283the010 (.283theh S Q gM)19.1 (t306gr) 70nin6rtTf 1

A 001 099

Repeatable for credit. No more than four paracurricular cours-

Health, Human Performance and Athletics

mentally appropriate physical activities for youth ages 11-17, scope and sequence of activities, planning and critical elements of movement. \$25 fee. ... / 2 ... 3 r ...

A 263 A • 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. ... / 2 ... 3 r ...

A 270 C C 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. ... 4 r ...

A 280 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 r ... (...)

A 284 A • C 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 r ...

A 286 Developing teaching skills for elementary and

Health, Human Performance and Athletics

fee. 2 0, 3 0, 440, 101. 2
A 485 C The special needs and responsibilities of today's coach of intercollegiate and interscholastic athletic teams. Role playing, discussion, and application of methods and materials for today's coach. Planning a season, operating a budget, organizing a team, fund raising, problem solving, and developing personal skills in dealing with people. \$20 fee. 3

A 486 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. 2

A 487 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). 1-10

A 490 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. 342, 442 () 1

PARACURRICULAR COURSES: HEALTH SCIENCES

C 040 C A Community service activity focused on assisting agencies that provide health services necessary for the well-being of the community. 1 ()

C 090 C Goal setting and decision making applicable to individual life and career needs in areas of health care; preparation for health sciences internships. 1

C 096 C B Techniques for developing slides for computer presentations using Keynote or PowerPoint. Techniques for making master slides and themes, building graphics and transitions, font and color selection for a variety of settings. Evaluation of presentation graphics for clarity and precision in presenting concepts to groups. 1

C 098 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

COURSES: HEALTH SCIENCES

C 250 C 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 ()

C 270 Study of the scientific concepts and principles underlying modern criminal investigations. Introduction to the various disciplines within forensic sciences. 210, 211. 3 ()

C 271 Weekly lab in support of 270. 1 credit. ()

C 300 Focus on new developments, advanced topics, or subjects of current interest in health sciences. May be repeated once for credit with different content. 3 ()

C 301 B Lecture and laboratory for students in the Health Sciences Administration major focusing on basic principles of the science of the human body in health. Topics include: Fundamentals of Chemistry Biology of the Cell and Human Anatomy and Physiology. 4 ()

C 302 B Lecture and laboratory course for students in the Health Sciences Administration major focusing on biology of human disease processes, their treatment and their relationship to the environment. Topics include: Microbiology, Genetics and Evolution, Pathophysiology, Pharmacology, and Environmental Health. 301. 4 ()

C 310 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. 140. 4 ()

C 320 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 ()

C 325 (A) A 325 Application of the scientific method to the artistic process to increase visual awareness of scientific subject matter. \$30 fee. 210. 3 ()

C 330 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 ()

C 340 C A 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. 310. 3 ()

C 360 A C Seminar examining how science has changed our view of our world and the universe in which we live through critical examination of some of our most fundamental beliefs and cultural practices. Possible topics: science as a method of discovery; scientific discoveries that change the way humans perceive themselves, their world, and the universe; connections between natural sciences, social sciences, and humanities. Emphasis on historical conflicts between science and religion including evolution and creationism. 3 ()

C 370 Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to examine issues and problems in epidemiology, public and environmental health, and health care administration. Lecture and lab. 140. 3 ()

C 395 B Readings from recent books explaining new scientific discoveries in biology, information science, physics, chemistry, and cosmology. Discussion focuses on the impact of these discoveries on society, our unexamined assumptions about our beliefs, cultural practices, and our social responsibilities. 3 ()

C 410

Health, Human Performance and Athletics

Theory course focusing on process management, systems

201 . . . 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 ()

... . 2.01 (2)-10 (2)-10 (2)-10 (2)-10 (201)3 . . . (

History

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.

315 Examines the historical experience of modern Mexicans 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.

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.

320 Survey of indigenous kingdoms in east and southeast Asia. Experiences of colonial

Courses offered, some on a rotating basis, include the following:

4. . . 5 . . .) () 37 (A . . . 332 5) 37 (A . . . 3 . . . : 6 . . . C

INTERCULTURAL COMMUNICATION

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. The major requires the successful completion of one semester of a study abroad experience.

For additional information about requirements for the major, see the Department of Theatre and Communication Arts.

plans. Especially designed for students needing help in deciding on majors. Offered by the Office of Career Development. 2 credits ()

052 C 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 ()

060 A Skills and techniques required of Resident Advisors (RAs). Student personnel philosophy

(EL)

2025-2026 Academic Year Catalog
Linfield College
1000 University Ave.
McMinnville, OR 97128
503.535.5000
www.linfield.edu

007 C Becoming a successful college student. 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. Conducted by faculty and peer advisors. Must be attempted by all fall semester first-year students. No retake permitted. \$25 fee. 1 credit ()

009 C Becoming a successful Linfield College student. Focus on the transition to Linfield, the resources of the Linfield community, and the process of making sound academic and career choices. Must be attempted by all fall semester transfer students and spring semester transfer and first-year students who enter Linfield College (McMinnville campus) with fewer than 60 transferable credits or without an Associate Transfer Degree or equivalent. Graded Satisfactory/Unsatisfactory with no retake permitted. \$25 fee. 1 credit ()

010 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 ()

012 Seminar for students involved in any type of leadership position. Focus on learning styles, reflection on leadership experiences. Training for more effective leadership through application of skills and theories presented in course. Offered through the Office of College Activities. 1 credit ()

031 C : This course is required of all who study at one of Linfield's semester-abroad sites. 1 credit ()

035 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 ()

040 C A 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. 1 credit ()

050 C A structured process for learning more about majors and careers. Development of personal career

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

210

On-site practice of outdoor skills appropriate to the season and the terrain in Oregon's Cascade Mountains. May include climbing techniques, cross country and/or downhill skiing, map and compass use, shelter building, and food selection. Opportunities for study of geology, geophysical processes, and ecological balance. Focus on the development of self-confidence in coping with new problems and environments. Offered during Summer and January Terms.

211 A

Overview of professions in the social and human services including social work, psychology and related fields. Professional roles and settings; educational, supervision and licensure requirements; ethical and legal standards; skill bases and typical career paths. A brief history of social services. Experiential in nature with guest speakers and field trips. 3

285

Interdisciplinary activity providing opportunity to partner closely with community-based project or program with supervised academic reflection, integration, and application. Active participation in civic service experiences that applies hands-on experience, knowledge, and skills to local, national, or international communities and organizations. Includes a minimum of 40 hours of service with a community partner. May be repeated once for credit. 2-4

287 C

Internships specifically devoted to career exploration. Open to all students. Offered

by the Office of Career Development CareerCareeme S4ws(S4wz3Cc2 1 Tf -0.

INTERNATIONAL B

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.

Coordinators

Chris Keaveney, Ph.D.

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

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

A 011 Application of journalistic skills through work on student media. 1 credit ()

A 012 Introduction to electronic media programming, production, and distribution. Audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at KSLC-FM or Wildcat Productions. 1 credit ()

A 013 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 KSLC-FM, Wildcat Productions, and/or Linfield Sports Information. 1 credit ()

41 ... ()

A 349 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.

A 351 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.

41 ... ()

A 353 Readings in literary non-fiction from 1960s New Journalism pioneers, such as Tom Wolfe

Completion of 6 courses, including POLS 220 or PHIL 365, and POLS 320; at least one elective from PHIL 180, 215, 306, 320, 360, SOAN

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.

LINGUISTICS

Coordinators

Hillary Crane, Ph.D. • Anthropology
 Masayuki Itomitsu, Ph.D. • Global Languages and Cultural Studies

Faculty

David Fiordalis, Ph.D. • Religious Studies
 Kay Livesay, Ph.D. • Psychology

The linguistics minor combines offerings from six 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

Completion of 23-24 credits, including ANTH 111 and ANTH/GLCS 340; two courses chosen from ANTH 341, EDUC 245, and PSYC 288; one course from among GLGR 360, GLLA 101; RELS 200, RELS 202, RELS 204, and RELS 367; and one course from among GLCH 202, GLFR 202, GLGR 202, GLJP 202, and GLSP 202. 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

A 111	C	A	4r	(. . .)
A 340				
340)	4r			C
A 341		C	4r	(. . .)
C 245				A)
	3r			
C 288			4r	
360		C)		(: . .)
A 101			4r	
A 102			4r	
200			5r	
201			3r	
202			5r	
203		B,		3r
204			4r	
205			4r	
367				A
4r	(. .)			

Students who complete a mathematics major:

A 130 Mathematical problem solving; understanding the problem, devising a plan to solve the problem, implementing the plan, verifying and communicating the solution. Specific problem strategies and types of problems for which they are appropriate. Emphasis on communication, collaboration and problem-solving strategies.

3 ()

A 135 The mathematics of the elementary school. Problem solving, sets and logic, number and numeration systems, whole number operations and their properties, patterns among natural numbers, the art of guessing, fractions, decimals, ratios and portions, integers, rational and irrational numbers, and the use of calculators.

105. 4 ()

A 136 A continuation of 135. Collection and treatment of data, concepts of probability, measurement, spatial concepts including one, two and three dimensional shapes, congruence, similarity, transformations, graphic and computers including the use of Logo.

135. 4 ()

A 140 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

continuity including uniform continuity; differentiation, the mean value theorem and Taylor's Theorem; the Riemann integral and the fundamental theorem of calculus. . . . / 1 5, / 220, 230, 250. 3

A 380 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. . . . / 200, 250 (. . . . / 4

A 400 Selected topics not regularly offered at Linfield. 1-5

A 410 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. . . . / 200, 210. . . . / 3

A 420 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. . . . / 200 / 220, 230, 250. . . . / 3 0. . . . / 3

A 430 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. . . . / 220, 230, 250. . . . / 3

A 440 Multivariate probability distributions; functions of random variables; point estimators; maximum likelihood estimators; theory of hypothesis testing and power; method of least squares. . . . / 200, 340. . . . / 3

A 450 A Basic algebraic structures; groups, rings, and fields. Cosets, normal subgroups, factor groups, ideals, factor rings, polynomial rings. Homomorphisms and isomorphisms. . . . / 220, 230, 250. . . . / 4

A 460 C A Complex numbers and functions; the complex derivative; complex integration; Taylor and Laurent series; residue theory; conformal mapping. Selected applications. . . . / 200, 3 0. . . . / 4

A 470 A Infinite Series of Real Numbers; Infinite Series of Functions including Power Series and Analytic Functions; Topology of Euclidean Spaces; Differentiability on ; Riemann Integration on ; Measurable sets and functions; Introduction to Lebesgue integration and convergence theorems. . . . / 200, 250, 3 0. . . . / 4

A 480 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

A 485 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. . . . / 3 0 / 3

J&S 1 (G12 08 SPERM 781.0 06 (G12 012 08 S)

A 198, 298, 398, 498

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 college resources permit. May be repeated for credit with different topics. 4

physical strength and coordination of the body, and proper body alignment. Two hours each week. 1 ()

C 075 B B 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 ()

C 076 B Continuation of studies begun in 075. Two hours each week. 0 5. 1 ()

C 077 A B Continuation of studies begun in 076. Two hours each week. 0 . 1 ()

C 079 D Basic tap dance skills, concepts and techniques developing more complex skills and routines. Two hours each week. 1 ()

C 080 A D 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 ()

C 084 D Continuation of studies begun in 074. Two hours each week. 0 4. 1 ()

C 088 Stage movement to enhance the sensitivity and technique of the musical stage actor. Specialized movement for the winter musical, including choreography. Two hours each week for technique plus rehearsals for production. 1 ()

C 102 A D 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. 0 0-0 4

1-2 35 3

4 3 () 3 1 1 1 1 1 1 1

intermediate/advanced chamber music with professional mentor musicians.

C 131 Materials, forms, and vocabulary used in music. Styles and genres of music literature. Representative composers from each historical period. Development of listening skills. 3

C 135 The essence of jazz music. Knowledgeable listening. Historical and sociological background of jazz and the people who created it. 3

C 137 A 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

C 140 B 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.

C 141 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.

C 143 Vocal technique for those with some previous knowledge who seek improvement as soloists and/or choral singers. Study through classical literature and classroom performances. Cannot be audited. Two hours each week.

C 145 Continuation of 044. Cannot be audited. Two hours each week.

C 210 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.

C 211 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.

C 212 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.

C 225 Introduction to the practical application of computers, synthesizers and audio equipment in classical and popular music.

C 233 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.

C 234 Phonetic study of Italian, French, and German. Emphasis on applying diction skills through per-

forming solo voice repertoire.

C 240 A 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.

C 241 A 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.

C 243 B Study of and experience with the basic techniques of choral and instrumental conducting.

C 245 Techniques and practices in organ playing. Exercises in keyboard and pedaling; discussion of registration; regular prepared performances of standard pieces in the repertoire. Exposure to the art of organ building and historical compositional practices.

C 251 A A study of the three main areas of American contribution to the world's music: classical music, musical theatre, and jazz. 3

C 252 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.

C 253 An introduction to the study and appreciation of music in selected non-western cultures of the world. 3

C 258/358 Musical styles, genres, composers, performing forces, and performance practice of music 1600-1827. For music majors and minors only.

C 310 Required 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 for music majors taken in spring semester.

C 311 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.

C 312 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

Music

C 320 A Survey of all major musical forms with a comprehensive discussion of appropriate analytical techniques and practical application to analytical projects. Two hours each week.

C 326 Beginning study of orchestration with a survey of instruments and their use in small and large ensemble writing. Application through orchestration and performance of assigned projects. Two hours each week.

C 328 C Counterpoint and contrapuntal forms used to refine and develop techniques begun in lower level theory. Survey of major contrapuntal forms and techniques with application to counterpoint projects. Two hours each week.

C 349 A 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.

C 354 : 20 C Musical style,

Nursing

prerequisite science courses (includes Biology/Chemistry, Anatomy, Physiology, and Microbiology).

5. At the time of application and the date posted on the application calendar, a minimum 2.700 GPA in Anatomy and Physiology courses.
6. Only one repeated grade for any Anatomy or Physiology course will be used in the calculation of the minimum GPA requirements. In the case where a student has more than one repeated course or more than one repeat on a single course, only the grade from the first repeated course will be used in the calculation and the original grade for other courses will be used. 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 registrar's office on how to petition for an exception.
7. By the date posted on the application calendar, a minimum 62 semester credits or 93 quarter credits of transferable coursework completed.

Additional provisions:

- For students who are progressing towards completion of academic requirements, admission decisions are contingent

Nursing

ing across the lifespan in preparation for reflective professional practice. Lecture/Discussion. Fees may apply. **Pre-licensure Programs:** 1. / 315, 320, 335. 4

308 B

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:** 1. /

310 B C

C 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:** 2. / 30, 3

315 C C

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:** 1. / 305, 320, 335. 3

320 -B 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: 1. / 305, 315, 335. 3

321 B -B 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:** 2. / 30, 3

[(enNT1_3 1 ted Dter 1On7 (may app ())TJ NURS 3(308.)37 (3 credi/LabLvidenco the\$931 fe7 ())TJ T* [(320,)37 (335.)37

cstr

an attitude of inquiry in nursing 0.005incspan. Nursing – Concepts 7isite: pr 3t(Dted D7 (sindits)75erequisite()acutcr.)37 (Pcstr) (/glan 1 Tfmunide

07 (5) (45 100 1.929 0 ()100.005 0.283 0 (6 0 (:80 .) 7 0 -2.212 -1.23 103

308.3 : 305, 3 462 (0)100 (.)

0 1 6 326

lf

240 The survivor's experience of violence, with emphasis on developing self-awareness as an essential component of providing nursing care to survivors of violence. 2 ()

245 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 ()

291 Theories and concepts necessary for understanding holistic principles. Recognition that holism is a way of being. Application of holistic principles in students' personal and professional roles. 2 ()

312 C Exploration of issues and methods in health care ethics that have arisen from the influence and perspectives of women. Includes overview of feminine ideology and examination of the foundations of bioethics in relation to gender and power. 3 ()

343 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 ()

358 C C Overview of HIV infection including current concepts and analyses of societal impact from both global and local perspectives. Examination of development of therapeutic tools and skills to educate, reduce risks, control infection, and affect care and healing of adult and children clients, family members, and community from a nursing perspective. 3 ()

360 Family violence as a multifaceted problem within the broader social

context, with focus on theories, research, and nursing practice. The nurse's role in working with those involved in partner, child, and elder abuse. 3 5. 2 ()

372 C 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. 3 ()

362 C 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. 355. 3 ()

480 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. 1-5 ()

198, 298, 398, 498 () 5 6

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.

150 Philosophic ideas and problems at the root of human culture. Major Western views of self, conduct, and meaning. 4 credits

160 Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion. 4 credits

170 C 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

180 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 fieldIti.ard f(.5ty with cen

215 B 60) 50 (.5

- 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.

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

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.

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.

230 A 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.

245 A 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 contem-

The Department of Physics aims for ongoing assessment of its programs by the faculty of the department. The department measures student achievement of desired learning objectives through performance in formal course exams, labs, projects, presentations, and a senior thesis based on independent research. To the extent possible, students are tracked and surveyed after leaving Linfield College, to determine how their experience in the department has helped them establish careers. These data are helpful in maintaining high-quality programs and in keeping our focus on research involvement for all students.

In successfully completing a major in physics or applied physics, students will:

- demonstrate knowledge of the foundational principles and methods in physics,
- understand that physics is a process, not just a body of knowledge, and implement the process of scientific inquiry
- communicate scientific knowledge effectively both orally and in writing, and
- leave Linfield with an appreciation for the power and elegance of physics and the ability to achieve science-related goals.

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.

The Bachelor of Arts major requires 43 credits in the department, consisting of 37 credits in the core courses of 210, 211, 215, 220, 385, 386, 420, 440, 441, 475, 489, 490, and six elective credits chosen from the following list: 025, 303, 315, 316, 325, 370. The Physics

major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

The Bachelor of Science major requires 48 credits in the department, consisting of the core courses and 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.

The Applied Physics major requires 43 credits in the department, consisting of 35 credits in the core courses of 025, 210, 211, 215, 220, 252, 253, 315, 385, 386, 489, and 490, and eight elective credits chosen from the following list: 303, 316, 325, 370, 420, 440, 441, 475. Core courses must be completed with a grade of C- or better to count toward the major. The Applied Physics major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

The Applied Physics major also requires 48 credits in the department, consisting of the core courses and 303, 310, 316, and 325. In addition, the fol-

Physics

numerical differentiation and integration, sorting, data analysis, simulation development. Laboratory and lecture.

211, 370 A, 385
215, 370 A, 385
Selected advanced physics topics.
Experiments in modern physics, thermal physics, and electricity and magnetism. Introduction to planning and executing physics experiments.

POLITICAL SCIENCE

Faculty

Nicholas Buccola, Ph.D.
M. Patrick Cottrell, Ph.D. (Chair)
Shaik Ismail, Ph.D.
Dimitri Kelly, Ph.D.
Dawn Nowacki, Ph.D.

Above all, the Political Science curriculum is intended to help students acquire the tool set and knowledge they need to excel in an

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.

COURSES

201 A How our national government is supposed to work and how it does work. Problems and tensions. Contemporary issues and controversies. 4 credits ()

210 Examines historical context and theoretical foundations central to understanding international political order and exercise of power in a global era. Applies knowledge to current political problems. 4 credits ()

220 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 ()

225 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 ()

230 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. Prerequisites: 201, 210, 220, 240. 4 credits ()

240 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 ()

310 A 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 ()

312 Examination of original works of twentieth-century political theory. Consideration of alternative views of central political concepts such as power, liberty, equality, and resistance. Prerequisites: 220, 315. 4 credits ()

313 ? Exploration of how the concept of freedom has been understood throughout human history. 4 credits ()

315 () () **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. Prerequisites: 201, 210, 220, 110, 115. 4 credits ()

320 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. Prerequisites: 200-210. 4 credits ()

325 C 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 ()

326 A 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. 4 credits ()

330 A Exploration of what can be learned about politics from other disciplines, including literature, film, and the fine arts. 4 credits ()

333 () () **333** Exploration of concepts of gender in society and their social and political implication. Analysis of sex, gender, and sexuality through different theoretical approaches. Focus on political behavior, rights, recognition and justice. 4 credits ()

335 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. Prerequisites: 201, 210, 220, 240. 4 credits ()

337 () () A **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. Prerequisites: 125. 4 credits ()

345 () A **345** The role of the mass media in shaping and changing American public opinion and in the political and electoral processes. Examination of the links between mass media and government, and between the media and the individual citizen. Explorations of the interactions between media and attitudes, agendas, and behaviors. Focus on presidential and congressional election campaigns. Prerequisites: 125. 4 credits ()

353 C 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. Prerequisites: 125. 4 credits ()

360 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: 125, 201, 210, 220, 240. 4 credits ()

361 C 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. Prerequisites: 210, 315. 4 credits ()

362 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. Prerequisites: 210. 4 credits ()

365 A Topics important to the study of the American political system, for example, the American Presidency, American Politics and the Culture Wars, and Why Americans Hate Politics. Prerequisites: 210. 4 credits ()

370 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 ()

371 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. Prerequisites: 125, 201, 210, 220, 240. 4 credits ()

372 Consideration of the various forms taken by Islamist movements as influenced by the country contexts within which they are embedded. Comparative methodology used to examine important similarities and differences across movements and country cases to explain political outcomes, such as violence or moderation.

373 A ; 373) Fundamental definitions, facts, and concepts relating to European integration. History of European integration from 1945 to the present. Strengths and weaknesses of the current political and economic institutions at both the national and transnational level. Prospects for a further (dis)continuation of the integration process.

380 Advanced seminar in political theory. Varying topics such as concepts of justice, order, authority, ethics, and other subjects central to political theory.

384 History, conduct, and politics of U.S. foreign policy. Specific current problems used to highlight connections between past and present, illuminating domestic political determinants of foreign policy and promoting civic engagement.

385 C 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.

390 C 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.

450 , D.C. Opportunities to learn how Washington works, including site visits to key institu-

tions, briefings with members of the media, study of legislative and executive branches of government, and research projects.

480 For students wanting to investigate further topics of interest developed in regular courses or desiring to study material not specifically addressed in other courses.

487 Strongly recommended during junior year.

489 Intensive research on a topic of special interest as preparation for senior seminar. Includes multi-stage writing process and presentations, along with research guidance and collaborative writing support. Required during the senior year.

490 Capstone course in Political Science, includes instruction on research design, appropriate research methods in different subfields, peer review workshops, professional development workshops. Successful completion requires integrative thesis paper, or departmental honors thesis and oral defense of research.

498 POLS how POLS 390 Comparative PStrongly re198 how



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.

Cn
student4,

PSYCHOLOGY

Faculty

T. Lee Bakner, Ph.D.
Megan Kozak Williams, Ph.D.
Jennifer R. Linder, Ph.D. (Chair)
Kay Livesay, Ph.D.
Tanya Tompkins, Ph.D.
Yanna Weisberg, Ph.D.

The science of psychology explores behavior, mental processes and experience. Psychologists apply research, knowledge and expertise to an array of human concerns. The psychology department's goal is to provide a diversity of courses to meet the range of interests and professional aspirations of students majoring in psychology. The psychology faculty have backgrounds and interests in a variety of areas to assist students as they progress through the major.

Students are encouraged to participate in experiential learning opportunities offered by the department. For students interested in human-relations oriented areas of the discipline, experiences are available through community service and internship programs. For those interested in research, the department has well-equipped facilities where students may conduct independent and/or collaborative student-faculty research.

STUDENT LEARNING OUTCOMES

Students who successfully complete the psychology major will have:

- A basic understanding of major areas of psychology such as development, personality, social, cognition, biopsychology, abnormal psychology;
- The ability to read and comment on primary research in psychology;
- The ability to design, carry-out, and evaluate research in psychology;
- Knowledge in personally identified and selected specialties in psychology;
- Basic knowledge of psychology as a scientific discipline.

REQUIREMENTS

The psychology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. Courses must be completed with a grade of C- or better to count toward the major.

- A total of 41 credits including: 090, 101, 251, 252 and 485;
- one introductory course from each concentration for a total of 12 credits:
 - social/personality (option A): 284 or 287
 - developmental/abnormal (option B): 281 or 286
 - biopsychology/cognition (option C): 282 or 283
- one seminar from one of the concentrations and one other upper-division course (may be another seminar) from a different concentration for a total of 8 credits:
 - social/personality (option A): 330, 347, 384, 387
 - developmental/abnormal (option B): 341, 352, 372, 381, 386
 - biopsychology/cognition (option C): 325, 382, 383, 389
- an additional 4 credits of electives in Psychology
 - At least 20 credits including the following: 101, 251, 252; one course from 281, 282, 283, 284, 286, 287; one seminar, other than the Senior Seminar, or one elective upper-

division course numbered 300 and higher selected from eligible upper-division courses listed for the major.

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

ORGANIZATIONS AND HONORS

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.

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

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

Applied learning experience in psychology involving volunteer work in a variety of community social service agencies. ()

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. ()

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. ()

COURSES

The study of human behavior. Neurological mechanisms, individual differences, learning, dysfunctional behavior, and social processes. Lecture and discussion. ()

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. ()

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

living, contemporary issues in cognitive science. 252

2 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

C 384 Advcd.niend(T)7ing of even-

to basic Buddhist doctrines, practices, institutions and material culture. Analysis of Buddhist sacred literature with attention to historical context and contemporary lived realities. 4

219 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

220 C Prominent people, movements, and doctrines within Christianity. Special attention to primary source materials and biographies. 4

230 Exposition of contemporary theologians through primary reading sources. 4

254 A 254)

Religious Studies

understanding of religious phenomena. Focus on theories and methods of analysis. Leads to completion of a proposal for the senior thesis. 4 credits

487 Individualized learning in applied religion through working in a church, synagogue, temple, or other institution related to a denomination or ecumenical group. Letter grades. 4 credits

490 Second course of departmental capstone sequence. Advanced research and writing in consultation with one or more members of the department. 4-5 credits

JANUARY TERM OFF-CAMPUS COURSES

198, 298, 398, 498

Topics vary according to faculty availability and interest. Past topics have included Old Testament in Israel; New Testament in Israel and Jordan; New Testament in Rome. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits

OCE COURSES

215

A 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. 01 credits

SOCIOLOGY AND ANTHROPOLOGY

Faculty

Daniel Chaffee, Ph.D. (Visiting)
Hillary Crane, Ph.D. (Chair)
Robert Gardner, Ph.D.
Thomas Love, Ph.D.
Amy Orr, Ph.D.

Affiliated Faculty

William Bestor, Ph.D.
Jeff Peterson, Ph.D. • Linfield Center for the Northwest
Leslie Walker, 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/Social Policy Track. While the Linfield College Department of Sociology and Anthropology does not offer a major in social work, the social work/social policy track can help to prepare students for careers or graduate education in this field. Students interested in pursuing this track are encouraged to choose among the following when selecting elective courses: SOCL 201, SOAN 205, SOAN 265, SOAN 270, SOAN 232, SOAN 330, SOAN 365, SOCL 470. Completion of an internship is strongly encouraged.

The study of humanity, anthropology is both broad in its

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

The SoAn Department emphasizes close student-faculty relations and collaboration in research and social practice. The Linfield Anthropology Museum provides hands-on training in exhibit design, installation, registration, and artifact conservation; the annual Summer Archaeology Field School provides fieldwork in historic and prehistoric archaeology at various sites. 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, L (, nt. (c)12y pr)2sugh a tud a

nthreogyology fesh pts, pin

... / 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.

... / 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

tociology/and m55 (Anthropology)ajors bmeetng txlginbiltyrequiredent

tre rinvidt to twritda cear 75 (-ylog tsniors honrs bthesis r(base on trigin]TJ 0 -c (-)Tj-0.02 Tc 2* [(tal tesearch onr scholrs hip) il tho cu)17.9 (aitda custeumex

Sociology and Anthropology

A 280 C 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 ()
A 290 B 290
See BIOL 290. 4 () ()

C 297 A
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.

A 307 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.

A 326 A 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.

A 330 C 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.

C 335 Examines the sociological principles that relate to education in the United States. Topics include theoretical approaches to education, stratification, adolescent behavior and subcultures, the relationship between education and other institutions, and educational reform.

A 340 C
340) See GLCS 340. 4 () ()

A 341 C Anthropological study of the relationship between language and culture, sociolinguistics (situating language in cultural context), and language patterns that shape culture.

A 350 C
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.

A 355 C Anthropology museums in their historical and sociological context. Critical examination of artifact collections, exhibits, and exhibiting theories as representative of cultural values and social conflicts. Museums and the politics of culture. Field trips to Northwest museums and preparation of Linfield Anthropology Museum exhibits. \$25 lab fee. Includes laboratory.

A 360 C C Major perspectives in the study of culture: culturalism, structuralism, post-structuralism,

Prerequisite ausurbanJ pacT1_oietbrTJ /T1_0 nl-0.02s and cu-axtOAN 3ahe. Includes laboTk1 or ANr

Several current policies discussed. 101, 111, 30, 3 5.4 ()

A 480 • • • Study of special topics not available as courses. For advanced students.

A 485, 486
 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. 101, 111, 3 5, (2)

A 487 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. 2-10 ()

A 490 / 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 ()

JANUARY TERM OFF-CAMPUS COURSES

A 198, 298, 398, 498
 Topics vary according to faculty availability and interest. Past topics have included Down and Out in America; Prehistory and History of Ireland; Tradition and Change in Romania; Nepal – Sustainable Development and Social Change; City and Countryside in Transition – Nicaragua; Strangers in Strange Lands; City and Countryside in Transition – India; How Children Learn: Scandinavian Schools, Society, and Culture. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 ()

OCE & PORTLAND COURSES

Courses with ANTH prefix may be taken for anthropology credit only. Courses with SOCL prefix may be taken for sociology credit only. SOAN courses may be taken for anthropology or sociology credit.

A 223 C • • • 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 ()

A 308 • • • 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 ()

A 323 A • • • Ethnography of Native Americans of Oregon at the time of contact. Early European observations, direct testimony of Native Americans. Origins, pre-history, history, environmental adaptations, integrated socio-politico-economic systems, technology, subsistence, ethnobiology, worldview, culture change. 3 ()

A 332 • • • 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 ()

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.

The major in Sport Management is available as a bachelor of arts or bachelor of science degree, as defined in the section 136

THEATRE AND COMMUNICATION ARTS

Faculty

Janet Gupton, Ph.D.

Derek Lane, M.F.A. (Visiting)

Lindsey Mantoan, Ph.D.

Brenda DeVore Marshall, Ph.D. (Chair)

Jackson Miller, Ph.D.

Instructional Associates

Una Kimokeo-Goes, Ph.D.

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,

interJacogrnr

intor

contexts; 3) explaining empathy and applying this concept in social interactions.

The goals are the same for students pursuing majors and minors

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.

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 demon-

Theatre and Communication Arts

more production crews for major theatre presentations. Specific work assignments vary by semester and production. 1 credit

120 : A 1 Participation in experiential activity of acting in major Linfield College theatre production. Application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. 1 credit

121 : A 2 Participation in experiential activity of acting in major Linfield College theatre production. Second-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. 1 credit

122 : A 3 Participation in experiential activity of acting in major Linfield College theatre production. Third-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. 1 credit

123 : A 4 Participation in experiential activity of acting in major Linfield College theatre production. Fourth-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. 1 credit

162 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. 3 credits

170 Audience-based approach to theatre that develops observational skills and perceptions in order to enhance students' understanding and enjoyment of theatre events. Introduction to acting, directing, dramatic structure and form, and technical theatre. \$40 fee. 3 credits

181 A 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

185 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. 3 credits

210 : 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. 100-level. 1 credit

211 : 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. 100-level. 1 credit

212 : 7 Third-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. 100-level. 1 credit

A 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. 3 0 credits

213

A 2 Participation as assistant scenic designer, assistant (vDtT.peh1 Tf(ando T*metant))TJ T* [((vDtT.pde))TJ T* [(souT.peh1DtT.p

Prerequisites:

320 : A • A Participa-
tion as actor in a "major" role (as determined by the faculty) in a
main stage presentation. Application of principles from 181 and
281.

Theatre and Communication Arts

C 157 D. 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 r . . ()

C 158 D. 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 r . . ()

C 159 D. 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 r . . ()

C 220 : 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. . . . 3 r . . (. .)

C 230 C 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 r . . (. .)

C 233 C 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. . . . 3 r . . (. .)

C 234 D A (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. . . . 4 r . . ()

C 255 C : A 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. . . . 4 r . . (. .)

C 332 C (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. . . . 3 r . . (. .)

C 335 C | | | | The processes and

ACA 439 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. 2-3 credits (/) ()

ACA 480 Advanced study in Theatre or Communication Arts arranged with a professor and approved by the director of the area of study. 1-3 credits (/) ()

ACA 487 C 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. 2-5 credits (/) ()

JANUARY TERM OFF-CAMPUS COURSES

ACA C 198, 298, 398, 498 Topics vary according to faculty availability and interest. Past topics have included Politics and Theatre in Ancient Greece, British Theatre, The Ancient Art of Oratory in Italy, and Theatre and Oratory in Italy and Greece. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits (/) ()

OCE COURSES

C 257 C 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 (/) ()

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

205 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. 4

211 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

212 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

213 B 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

214 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.

211, 212, 213. 2
234 A
C 234) Emphasis on communication within and across dominant cultures and co-cultures in the wine

ONLINE AND CONTINUING EDUCATION

Director

Laura Brener, M.A.

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, International Business, Management, Marketing, and Project Management. Each major is 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, Professional Communication, Project Management, Software Engineering, Web Application Development, Wine Management, Wine Marketing, and Yoga Instructor.

Linfield College offers summer classes through Online and Continuing Education to meet the needs of students enrolled in McMinnville, Portland, and OCE programs.

WASHINGTON AUTHORIZATION

Linfield College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Linfield College to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

ACADEMIC POLICIES AND PROCEDURES

Except when the contrary is explicitly indicated, all provisions of the Academic Policies and Procedures section of this catalog are applicable to the degrees offered through Online and Continuing Education. Some of these exceptions are repeated below.

C (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 developing coping skills for the tasks ahead. R.N. to B.S.N. students are exempt from IDST 008. See course description under IDST.

A
 Students enrolled in Online and Continuing Education courses and programs at Linfield College are required to periodically verify through Ucard. This ensures that students taking classes through Online and Continuing Education are the people

doing the work. The authentication process will be required at the start of each term and then at random times during the term. Instructions will be provided. For identity verification, students will need a webcam enabled computer and a legal form of picture ID (such as a drivers license or a passport). If you have questions about or problems with the authentication process contact the OCE office at (503) 883-2447.

A
 Students seeking to receive Title IV financial aid must have a high school diploma or a recognized equivalent under federal regulations. Alternatively, students may have completed a minimum of 60 transferrable semester credits at the college level. Official transcripts must be provided in order to determine transferrable credits. Transferrable credits are ones that may be transferred according to Linfield College policy toward a Linfield degree.

Students may contact the Financial Aid Office for further information about eligibility and application procedures for financial aid.

C

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	210 per term
Online Fee - January	105 per term
Application Fee	50
Credit by Examination	670
Evaluation Fee (CPL, ACE) (per semester credit)	50

Mini Portfolio Ev-24.278 -1.875 ered n5W7 66.

A
 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.

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 college to deliver the quality education long associated with the traditional residential program of Linfield.

B A
 ACC
 A A
 A
 A A B

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.

For more information, see Business section of this catalog.

B A

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.

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.

For more information, see Business section of this catalog. / COMP 101,

152, 250, 302, 310, 382, 400, 404, 484; ECON 210; BNAC 260,

261; BNMG 310; BNMK 321; BNFN 341. Departmental program requirements: BNMK 321; inessRequirementsTION | prUTER

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.

Upon completion of 43 credits, 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

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.

ACC ()

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.

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 decedents.
- 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.

Completion of 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.

CAC

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.

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.

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.

CAAD

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.

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.

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.

CA

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.

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 genres.
- Perform competent close readings of texts.

Completion of 20-21 credits consisting of ENGL 200, 395 and three of the following: 316, 317, 318, 319, 321, 485; plus one of the following literature courses: 250, 270, 300, 301, 304, 305, 307, 325, 330, 385.

CBCADA

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.

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.

16 credits consisting of COMP 101, 252, 301, 430, and 490.

Database Administration (AD) A

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.

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

17 credits including COMP 101, 152, 250, 450 and 490.

Global Health Certificate (BA) A

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.

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.

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.

Global Health Certificate (A) AD A

Product, Price, Place, and Promotion) to achieve customer and organizational satisfaction.

- Leverage qualitative and quantitative marketing research.
- 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.

A C CA

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.

- Upon successful completion, the student shall be able to
 - Demonstrate the ability to write, edit, and revise professionally
 - 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
- 18 credits consisting of ENGL 271, 372, 373, 474, COMM 230 and 257.

C A A

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 on 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.

- 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.
- 16 credits consisting of COMP 120, 291, 392, 393, 490.

A

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.

- 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.
- 16 credits consisting of COMP 101, 152, 250, 302 and 400.

A AB

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.

- 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

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

17 credits
consisting of COMP 101, 152, 250, 310 and 490.

A A

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 College management majors or management minors.

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.

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.

A

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 College marketing majors.

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.

1.05 -1 4 -1 .1 343. 1. -1 420. 1. -1 42 3

1-1.2(.)]TJ 0 T2Tf 0.01235orteacc1 TfeT Tf]TJorma sve yogaT11a10 (_1 1we'1)]TJ 1.05mploy-1als,7.916g.(BNSS (Not ope7.916gfc focus
con to wine-relat 8wJ 1.059 -1rnu.059Y(sr oogaTlifcour -1e48pmedia:.u.059 5oald oNableanag[(16g:)]TJ /T1_0 1 Tf (22 HHP(sr oA25)10

FINANCIAL AID

Helping students enroll in and graduate from Linfield College is the mission of the Office of Financial Aid. Financial aid is based on the financial situation of the student and family. Over ninety percent of the students attending Linfield receive some form of financial assistance. Seventy percent of the students attending receive financial assistance based on their financial aid eligibility, or "financial need."

Academic scholarships are available to the best-qualified applicants each year. 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 Linfield Office of Financial Aid is located on the McMinnville campus and processes financial aid for all three campuses – McMinnville campus, Online and Continuing Education Programs, and Linfield-Good Samaritan 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 College 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 College. For the remainder of the sibling's enrollment he/she will also receive the Linfield Legacy Award of \$1,000 per academic year. (Incoming students will have up to \$1,000 of Linfield Legacy Award.)

ACADEMIC SCHOLARSHIPS FOR FIRST-YEAR STUDENTS

Linfield offers a number of academic scholarships to entering first-year students attending full time. The scholarships are for undergraduate study only, and are awarded on a semester-by-semester basis for the first eight semesters of a qualified student's full-time attendance, as defined by a minimum of 12 credit hours per semester. These scholarships are awarded regardless of financial need. Eligibility begins at a 3.200 high school weighted GPA and is determined at the time of admission, and other factors including SAT or ACT scores, and strength of schedule will be used to determine scholarship eligibility. 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.

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 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 some point Linfield may change this award to a Linfield Endowed Scholarship for the same award amount and with similar renewal criteria. A portion of Linfield's institutional dollars are funded by over 200 endowed scholarships. Below are the amounts and names of the Linfield Scholarships:

\$23,500 and \$24,500	Linfield Trustee Scholarships
\$21,500 and \$22,500	Linfield Presidential Scholarships
\$20,000 and \$21,000	Frances R. Linfield Scholarships
\$18,000 and \$19,000	Linfield Faculty Scholarships
\$17,000	Linfield Achievement Awards

Eligible students may receive ONE of the above academic scholarships.

Department-sponsored competitions for prospective first-year students are held on the McMinnville Campus. Participation is by invitation only. For students applying fall 2018, the completed application for admission and the Academic Competitive Scholarship Application form must be submitted by December 1, 2017. 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.

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 College 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.

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 and students will be eligible for the following awards:

3.850 - 4.000 GPA:	\$24,500 Transfer Scholarship
3.700 - 3.840 GPA:	\$22,500 Transfer Scholarship
3.400 - 3.690 GPA:	\$20,000 Transfer Scholarship
3.000 - 3.390 GPA:	\$18,000 Transfer Scholarship

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.

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.

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 \$20,000 annually (minimum) and 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 will not be eligible to receive both a Transfer Scholarship and a Chemeketa Scholars at Linfield Scholarship.

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 www.fafsa.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 EFC is compared to Linfield's annual cost of attendance (COA). The student's EFC is subtracted from the student's COA to determine the student's "need" for need-based financial aid. Linfield will determine the amounts of grant, loan, and work that can be offered to students with need and to students that do not have need. Linfield, the U.S. Government, and the State of Oregon all offer sources of financial aid that Linfield can award if the student meets the eligibility requirements. Students must meet Satisfactory Academic Progress (SAP) for renewal of awards listed in this section, explained in the Section headed Satisfactory Academic Progress.

Talent Awards

Awarded, based on need, to full-time undergraduate students

will decide to aid others by continuing such scholarships for the benefit of students of future generations. No separate application forms are required for these scholarships. All students who apply for financial aid are automatically considered for each of the scholarships, in accordance with the wishes of the donors and college policies relating to financial aid. At some point Linfield

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 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 2018-2019 the interest rate is set at 5.05% for loans first disbursed between July 1, 2018 – June 30, 2019.

Loan fees apply, for example a 1.066% loan fee applies at the time of disbursement for any loans disbursed on or after October 1, 2017 or before October 1, 2018.

Subsidized Federal Direct Stafford Loan

Subsidized Federal Direct Stafford Loans are for students with financial need. Linfield's Office of Financial Aid will review the student's results from the FAFSA, such as the FAFSA result figure called the Expected Family Contribution (EFC), and the students COA to determine the student's need and the amount the student is eligible to borrow. $COA - EFC = \text{Need}$.

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 College. 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. Linfield requests the parent borrower to complete and submit a Federal Direct Parent PLUS Loan Request form to the Office of Financial Aid so that the credit check can be completed as required.

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 the student is enrolled in for the academic year. 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 are directed to complete the Master Promissory Note at studentloans.gov. 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 studentloans.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 2018-2019 the interest rate is set at 7.60% for loans first disbursed between July 1, 2018 and June 30, 2019. A loan fee applies at the time of disbursement, for example a 4.264% loan fee applies at the time of disbursement for loans disbursed on or after October 1, 2017 and before October 1, 2018.

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 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.

2011, Provost/Vice President for Academic Affairs. B.S. Skidmore

Community

B .
2017, Administrative Assistant for School of Nursing. A.B. Georgia Northwestern Technical College.

C .
2014, Administrative Specialist for Business Department. B.S. Boise Bible College

C
2008, Programmer Analyst. B.S. Western Oregon University.

C
2018, Cleaning Services Technician.

D . C
2001, Utilities Maintenance Specialist.

C .
2008, Cleaning Services Technician.

C . C
2012, Cleaning Services Technician.

C .
2013, Accounting Specialist.

C C
2017, Academic Advisor. B.S. San Jose State University.

B C .
2015, Senior Development Officer. B.A. Linfield College.

C C .
1996, Lead Cleaning Services Technician.

C
2002, Director of Community Engagement and Service. B.A. Linfield College; M.Ed. Oregon State University.

C
2010, Head of Access and Collections Services, Portland Campus. B.A. Marylhurst University.

C .
2014, Cleaning Services Supervisor.

C .
2005, Academic Records Specialist.

C
2015, Gift Processor.

C
2017, Assistant for Women's Lacrosse Coach.

C .
2002, Administrative Assistant to the President. B.S. Linfield College.

C .
1997, Director of Budget and Financial Analysis. B.A. Washington State University; C.P.A.

C .
2012, Lead Pre-Kindergarten Teacher. B.A. Washington State University; M.A. Gonzaga University.

C
2007, Assistant Director of Admission, Portland Campus. B.A. Lone Mountain College; M.A. University Without Walls.

D . C .
2013, College Registrar. B.S. University of California, Los Angeles; M.S. California State University, Fullerton.

C .
2003, Director of Academic Advising. B.A. University of Idaho; M.S. Portland State University.

A C
2018, Associate Director of Financial Aid. B.A. Linfield College; M.A. Lewis & Clark College.

D . C
2005, Assistant Baseball Coach.

C
2011, Senior College Public Safety Officer.

C
2014, Director of Video and Digital Media. B.A. Linfield College; M.A. University of Washington; Ph.D. Portland State University.

D .
2016, Operations Coordinator, Portland Campus. B.A. Linfield College.

D
2018, Head Volleyball Coach. B.A. Calvin College; M.A. Concordia University, Irvine

D
1995, Assistant Director of Communications. B.S. Oregon State University.

A D .
2004, Accounting Coordinator. B.A. Linfield College.

C D
2017, Director of Advancement Services. B.A. University of Alabama.

D .
2013, Associate Director of Admission Operations.

D
2015, Laboratory Coordinator for Health and Human Performance. B.S. Linfield College; M.S. University of Indianapolis.

C D
1998, Facilities Maintenance Specialist.

D
2010, Executive Assistant for Student Affairs and Athletics.

D .
2015, Communication and Publication Specialist. B.F.A. The Art Institute of Portland.

D
2011, Assistant Director of Admission. B.A. Oregon State University.

D D
2010, Utilities Maintenance Specialist.

D D
2013, Head Athletic Trainer. B.S. Western Oregon University; M.S. Midwestern State University.

D
2013, Community Liaison, International Programs Office. B.A. University of Notre Dame; MAT University of Portland.

B D
2011, Cleaning Services Technician.

D
2017, Instructional Associate of Health and Human Performance. B.A. Carleton College; D.V.M. University of Illinois, Urbana-Champaign.

D .
1984, Administrative Technician for Biology.

D .
2018, Building Trades Manager.

2007, Multicultural Programs Coordinator, Portland campus. B.A. Linfield College.

2015, Assistant Director of Admission, Online and Continuing Education. B.S. Linfield College.

2012, Administrative Coordinator for Athletics. B.S. University of Montana; M.S. Western Oregon University.

2017, Director of External Media Relations. B.A. Antioch College, M.S. Pace University.

2000, Library Services Coordinator. B.A. Linfield College.

2014, Financial Aid Specialist. B.A. George Fox University.

2018, Interim Assistant Director of College Activities and Fraternity and Sorority Life. B.A. Willamette University; M.S. Oregon State University.

1996, Grounds Specialist.

2009, Associate Registrar. B.A., M.A. University of Dallas.

2016, Director of Conference and Events. M.S. Mountain State University.

2015, Assistant Director of Admission. B.A. Western Oregon University.

2016, Cleaning Services Technician.

2009, Vehicle Maintenance Coordinator.

2016, Cleaning Services Technician.

2013, Associate Registrar. B.A. Skidmore College; M.S. University of Idaho; Ph.D. Oregon State University.

2011, Groundskeeper.

2014, Director of Annual Giving. B.A. Oklahoma State University.

2016, ELC Simulation Operations Manager, Portland Campus. B.S. Oregon State University.

2009, Head Teacher, Pre-Kindergarten. B.S. Kansas State University; M.S. University of Kansas.

2012, Director of Student Health, Wellness and Counseling. B.S.N. Oregon Health & Science University; M.N. University of Washington.

2006, Director of Philanthropic Planning. B.S. Linfield College; M.Ed. Oregon State University.

2017, Residence Life Area Director. B.S. The State University of New York at Fredonia, M.S. Portland State University.

2011, Director of Career Development. B.A. University of Oregon; M.A. George Fox University.

1999, Technology and Blackboard Systems Administrator. B.S. Hawaii Pacific University; B.A. University of California, Riverside.

1993, Director of Alumni and Parent Relations. B.A. Linfield College.

2016, Administrative Assistant for Facilities and Auxiliary Services. A.A. Clackamas Community College.

2017, Assistant Director of Nursing Recruitment, Portland Campus. B.A. University of Oregon; M.A. University of Portland.

2013, Administrative Assistant for College Public Safety. B.S. Pioneer Pacific College.

2013, Accounting Specialist.

2017, Cleaning Services Technician.

2010, Administrative Assistant for VP of Enrollment. B.S. Southern Oregon University.

2016, Assistant Director of International Programs. B.S. University of Minnesota, Crookston; M.S. University of North Dakota.

2016, Assistant Director of Admission, Online and Continuing Education. B.A. Augustana College; M.S. University of North Dakota.

2000, Assistant Athletic Director and Director of Facilities. B.A., M.Ed. Linfield College.

2008, Development Officer. B.A. Linfield College.

2013, Library Archives Coordinator. B.A. Linfield College.

2010, Director of Facilities Operations and Auxiliary Services. B.S. Portland State University.

2017, Technology Support Specialist. B.S. Indiana State University.

2018, Cleaning Services Technician.

2012, Interim Director of Multicultural Programs. B.A. Daystar University; M.S. Florida International University.

2017, Facilities Maintenance Specialist.

2003, Director of International Programs and Associate Professor of Political Science. B.A. Beloit College; M.P.A., Ph.D. American University.

Community

2010, Communications Database Technician.

2017, Residence Life Area Director. B.S. Appalachian State University; M.A. Slippery Rock University.

2013, Programmer Analyst. A.A. Lower Columbia College.

2017, Director of Wine Education and Evenstad Chair in Wine Studies. B.A., Ph.D. University of Virginia.

2016, Library Services Coordinator. B.A. University of Oregon; M.Div Seattle School of Theology and Psychology; MLIS Dominican University.

B

2017, Admission Counselor. B.A. Linfield College.

D. C

2018, Director of Experiential Learning Clinic, Portland campus. B.A. College of Charleston, M.A. Georgia State University, Atlanta.

2005, Director of Enrollment Services, Portland Campus. B.S. Oregon State University; M.A. Fuller Theological Seminary.

2010, Head Women's Soccer Coach.

1990, Accounting Specialist.

2011, Director of Social Media. B.A. Grand Canyon University.

2007, Recruitment Coordinator/HR Generalist.

1998, Groundskeeping Supervisor.

2007, Director of Foundation and Corporate Relations. B.A. Willamette University; M.A. Middlebury College.

2001, Dean of Faculty, Professor of Communication Arts, and Director of Forensics. B.S., M.A. Ohio University; Ph.D. Southern Illinois University.

2009, System Administrator. B.S. Oregon State University; B.S. Linfield College.

2017, Cleaning Services Technician.

2012, College Public Safety Officer.

2013, Senior Financial Aid Counselor. B.A. Linfield College.

2013, Assistant Director of Career Development. B.A. Linfield College; M.B.A. Willamette University.

2014, Systems Administrator, Information Technology Services.

2012, Academic Records Specialist. A.A. Kansai Gaidai College; A.S. Clatsop Community College.

2014, Cleaning Services Technician.

2010, Cleaning Services Technician.

2018, Admission Counselor. B.A. Linfield College.

2018, Director of Human Resources. B.S. Portland State University.

2016, Director of Communications and Marketing, B.A. Linfield College, M.B.A. University of Maryland.

2017, Advancement Officer, Institutional Advancement. B.A. University of Redlands; M.S. Western Oregon University.

2016, Groundskeeper.

2017, Director of Clinical Education, Portland campus. B.S.N. University of Iowa; M.S.N. University of Wisconsin; Ph.D. Oregon Health & Science University.

2004, Director of Community Relations. B.A. University of Oregon; Ed.M. Harvard University.

1998, Head Track & Cross Country Coach/Equipment Manager. B.S. Linfield College.

2016, Multimedia Support Specialist. B.A. Bethany College.

2015, Senior Laboratory Coordinator, Health and Human Performance. B.S. Eastern Illinois University; M.A. Western Michigan University.

2010, Utilities Maintenance Specialist.

2015, Administrative Assistant to the VP of Finance/CFO. B.S. Valley City State University.

2013, Costume Designer/Shop Manager. B.A. Linfield College; M.F.A. Boston University.

1999, Webmaster. B.A. Colorado College.

2003, Administrative Coordinator and Box Office Manager.

2004, College Public Safety Officer.

2018, Instructional Associate, Psychology. B.A. Whitworth University; M.S. University of Oregon; Ph.D. University of Hawaii.

2017, End User Support Specialist II. B.F.A. Oklahoma State University.

1989, Director of Access and Educational Media Services. B.A. Linfield College.

2002, Financial Aid Technical Specialist.

2017, ELC Coordinator, Portland campus. B.S.N. Seattle Pacific University.

2002, Advancement Database Administrator. B.S. Western Oregon State College.

2018, Assistant Sport Information Director. B.A. MLA Stony Brook University.

2000, Associate Director of Admission, Online and Continuing Education. B.A. Linfield College.

2017, End User Support Specialist III. B.S. University of Minnesota.

Community

- 2017, Assistant to the Dean of Nursing, Portland campus. B.A. Florida Atlantic University.
- 2009, Associate Dean of Nursing and Associate Professor of Nursing. B.S.N. Salish Kootenai College; M.S.N. Oregon Health & Science University; Ph.D. Capella University.
- 2013, Head Men's Basketball Coach. B.A. University of California, Davis; M.A. California State University, Chico.
- 2018, Admission Counselor. B.A. Linfield College.
- 2001, Alumni Relations Assistant.
- C
2016, Office Coordinator, Career Development.
- A
2016, Cleaning Services Technician.
- 2002, English Language and Culture Program Coordinator. B.Ed., M.Ed. University of Washington.
- C
1995, Creative Director. B.A. California State University, Chico.
- 1995, Administrative Coordinator for Music. B.A. Linfield College.
- 2010, Controller/Director of Financial Services. B.A. Cedarville University; M.B.A. LeTourneau University.
- 2002, Assistant Director of Admission. B.A. Linfield College.
- A
1998, International Programs Assistant.
- 2011, Director of Archives and Resource Sharing. B.A. Willamette University.
- A
2013, Academic Secretary. B.A. University of California, Los Angeles.
- D
1983, Campus Mail Services Manager.
- 2005, Student Information Systems Support Specialist. B.S. Brigham Young University.
- D
1980, Associate Director of Information Technology Services. B.A. Linfield College.
- A
2004, Shop Manager, Art.
- 2015, Cleaning Services Supervisor.
- 2016, Instructional Associate and Senior Lab Coordinator. B.S. Linfield College.
- A
2002, Facilities Maintenance Specialist.
- A
2017, Assistant Athletic Director and SWA. B.S. University of Portland; M.A. George Fox University.
- 2014, Associate Dean of Nursing. B.S.N. University of Phoenix; M.N. Washington State University; Ph.D. University of Nevada, Las Vegas.
- 1996, Head Football Coach. B.A. Linfield College; M.S. Oregon State University.
- 2016, Admission Counselor. B.A. Linfield College.
- 2018, Payroll Manager.
- 2015, Network Engineer. A.A. Clark College.
- 2018, Director of Environmental Health and Safety. B.S. Lewis and Clark State College; M.S. Central Washington University.
- 1987, Cleaning Services Manager.
- C
2013, Assistant Controller. B.S. California State University, Long Beach.
- 2015, Biology Instructor. B.S. University of South Florida; M.S., Ph.D. University of Tennessee.
- C
2001, Assistant Dean of Students, Portland campus. B.A. Pomona College; J.D. University of Oregon School of Law.
- 1989, Loan Coordinator, Financial Aid. B.A. Linfield College.
- 2011, Academic Advisor. B.S. Northwest Christian College; M.S. Capella University.
- 1994, Administrative Assistant for Academic Affairs. B.A. Albion College; M.Ed. Linfield College.
- 2016, Simulation Technician, Portland campus. B.S. California State University Northridge.
- 2016, Cleaning Services Technician.
- 1994, Library Services Coordinator. B.S. Linfield College.
- A
2017, Assistant Director of Academic Advising. B.A. Antioch College; M.S. University of Illinois, Urbana-Champaign; M.S. Oregon State University.
- D
2015, Cleaning Services Technician.
- 2014, Chief Technology Officer. B.A. Oglethorpe University; M.S. Georgia State University.

2000, Associate Director of International Programs/Study Abroad Coordinator. B.A. Pacific Lutheran University; M.Ed. Oregon State University.

2013, Interim Director of Student Conduct and Community Standards.

2010, Library Computer Technician. B.S. Western Carolina University.

B
1994, Environmental Science Laboratory Coordinator and Experiential Learning Center, Portland Campus. B.A. Knox College; M.S. California Polytechnic State University.

2015, Cleaning Services Coordinator.

1996, Head Softball/Assistant Football Coach. B.A. Linfield College.

2008, Technical Director and Sound Designer, Theatre and Communication Arts. B.A. Linfield College; M.F.A. Northern Illinois University.

2012, Administrative Assistant, Financial Aid. B.A. Linfield College.

2002, Grounds Specialist.

C
1986, Utilities Maintenance Specialist.

1999, Accounting Coordinator.

C
2009, Director of Learning Support Services. B.A. Marylhurst University; M.A.E. University of Connecticut.

B
1990, Library Director and Associate Professor of Journalism and Media Studies. B.A. Earlham College; M.L.N. Emory University.

2015, Instructional Designer. B.S. Syracuse University; M.A. Antioch University.

C
2018, Cleaning Services Technician.

2007, Associate Director of Admission. B.A. University of Oregon.

A
2004, Telecommunications Manager. B.S. Linfield College.

2018, Director of Marching Band. B.M. York University; M.A. Indiana University; Ph.D. University of North Carolina.

D
2015, Utilities Maintenance Technician. B.S. Utah Valley University.

1992, Accounts Payable/Purchasing Manager. A.S. Portland Community College.

2015, Guest Curator. B.F.A. University of California, Berkeley; M.A. California College of the Arts.

ADMINISTRATION EMERITI

A, B
1992-2005, President Emerita. B.A. Albion College; Ph.D. New York University.

C
1983-2017, Director Emeritus of Athletics and Professor of Health and Human Performance. B.S. Linfield College; M.A.T. Lewis & Clark College.

D
1973-2005, Director Emerita of Linfield Pre-Kindergarten. B.S., M.S. Portland State University.

1979-2004, Director Emerita of Registration and Records, Portland Campus. B.S., M.S. Oregon State University.

D
1987-2009, Associate Vice President for Academic Affairs/ Director of the Portland Campus. B.A. University of California, Davis; Ph.D. Stanford University.

D
1969-2010, Vice President Emeritus for Student Services/Dean of Students. B.A. Willamette University; M.S. Portland State University.

2006-2018, President Emeritus. B.A. Luther College; Ph.D. University of Missouri-Columbia.

1993-2003, Vice President Emeritus of College Relations. B.S., M.S. University of Colorado.

1957-1993, Dean Emeritus of Admissions. B.A. Linfield College; B.D. Berkeley Baptist Divinity School.

D
1983-1999, Director Emeritus of Counseling Services. B.A. Lewis & Clark College; M.A., Ph.D. University of Oregon.

A
1968-1996, Director Emeritus of Athletics. B.S., M.Ed. Linfield College.

1984-2004, Director Emerita of International Programs. B.A. University of Pennsylvania; M.A., Ph.D. University of Connecticut.

A, D
1981-2001, Vice President Emeritus of Business and Finance. B.S. Lewis & Clark College; M.S. University of Oregon; C.P.A.

C
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.

B, D
2002-2013, Vice President Emeritus of College Relations. B.A., Knox College; M.A. University of Iowa.

CHAIRS OF ACADEMIC DEPARTMENTS AND PROGRAMS

A
 Brian Winkenweder

B
 Megan Bestwick

B
 Chad Tillberg

B
 Sharon Wagner

C
 Elizabeth Atkinson

C
 Martin Dwohomoh-Tweneboah

Jeffrey Summers

Mindy Legard Larson

David Sumner (fall), Daniel Pollack-Pelzner (spring)

Wendy Sagers

Nancy Broshot (fall), William Fleeger (spring)

Masayuki Itomitsu (Co-chair)
 Sonia Ticas (Co-chair)

Jeff McNamee

Lissa Wadewitz

William Bestor

Patrick Cottrell

Michael Huntsberger

Michael Hitchman

Faun Tiedge

Kimberly Dupree Jones

Jesús Ilundáin-Agurreza

Jennifer Heath

Patrick Cottrell

Jennifer Linder

David Fiordalis

Hilary Crane

Brenda DeVore Marshall

Gregory V. Jones

FACULTY

2017, Assistant Professor of English. B.A. The College of Santa Fe; M.F.A. New York University; Ph.D. University of Cincinnati.

1997, Professor of Chemistry. B.S. Creighton University; Ph.D. University of Arizona.

2007, Associate Professor of Education. B.A. University of California, Santa Cruz; M.S. Portland State University; Ph.D. Oregon State University.

2017, Assistant Professor of Chemistry. B.S. LeTourneau University; Ph.D. Boston College.

2015, Assistant Professor of Nursing. B.A., M.S.N., D.N.P. Yale University.

1992, Professor of Psychology. B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University.

1999, Assistant Professor of Philosophy. B.A. Bellarmine College; M.A., Ph.D. Purdue University.

2011, Associate Professor of Music. B.M. The New England Conservatory; M.M. The Julliard School; D.M.A. Boston University.

1999, Associate Professor of Education. B.S. Brigham Young University; M.Ed., Ph.D. Utah State University.

1983, Associate Professor of Anthropology. B.A. Yale University; M.A., Ph.D. Harvard University.

2013, Assistant Professor of Chemistry. B.S. Southern Oregon University; M.S. University of Washington; Ph.D. University of Utah.

2017, Visiting Assistant Professor of Nursing. B.A. California State University, Long Beach; B.S.N. Concordia University; M.S.N. Western Governors University.

2011, Associate Professor of Nursing. B.S. Ryerson Polytechnic University; M.Ed. University of Toronto; M.S., Ph.D. University of Hawaii.

1993, Professor of Mathematics. B.A. Linfield College; Ph.D. University of Colorado, Boulder.

2001, Professor of Environmental Studies. B.S., M.S., Ph.D. Portland State University.

B
2007, Professor of Political Science. B.S. University of Santa Clara;
M.A., Ph.D. University of Southern California.

• • B • | f |

Community

2017, Associate Professor of Nursing. B.S.N. Walla Walla University; M.S. Loma Linda University; Ph.D. George Fox University.

1996, Professor of Health Education; B.S., M.S. University of Wisconsin, La Crosse; Ph.D. Oregon State University.

1993, Dave Hanen Endowed Chair in of Economics. B.A. Pacific

2001, Dean of Faculty, Professor of Communication Arts and Director of Forensics. B.S., M.A. Ohio University; Ph.D. Southern Illinois University.

1979, Professor of Art. B.A. University of California, Santa Barbara; M.F.A. Claremont Graduate School.

1997, Associate Professor of Physics. B.A. Beloit College; M.S., Ph.D. Michigan State University.

2016, Assistant Professor of German. B.F.A., B.A., M.A. Boise State University; M.A., Ph.D. University of California, Berkeley.

2000, Professor of Business. B.A. University of Bonn; M.B.A., Ph.D. Washington State University.

2000, Professor of Mathematics. B.S. University of Redlands; M.S. University of Maryland, Baltimore County; Ph.D. University of Oregon.

2018, Assistant Professor of English and Director of Writing. B.A. Linfield College; Ph.D. University of North Carolina at Chapel Hill.

2012, Associate Professor of French and Francophone Studies. B.A., M.A. University of Yaounde I; Ph.D. University of New Mexico. ()

1994, Professor of Political Science. B.A., M.A. University of Washington; Ph.D. Emory University.

2000, Associate Professor of Art. B.F.A. College of Santa Fe; M.F.A. Washington State University.

1998, Professor and Portland Campus Librarian. B.A. Portland State University; M.L.I.S. University of Michigan.

2016, Associate Professor of Education. B.A. University of Northern Colorado; M.Ed., Ph.D. Columbia University.

2001, George A. Westcott III Distinguished Professor of Sociology. B.S. Nebraska Wesleyan University; M.A., Ph.D. University of Notre Dame.

2015, Visiting Assistant Professor of Business. B.A. Juniata College; M.B.A. University of South Carolina.

1994, Professor of Music and Band Director. B.M.E., M.M., D.M. Jacobs School of Music at Indiana University.

2003, Professor of Health and Human Performance. B.S. University of Southern California; M.A. California State University, Northridge; Dr.P.H. Loma Linda University. ()

1994, Associate Professor of Sociology. B.S. Washington State University; M.A., Ph.D. University of Texas, Austin. ()

2018, Visiting Associate Professor of Nursing. B.S.N. Old Dominion University; M.S.N., D.N.P. University of Virginia.

2010, Associate Professor of English, Ronnie Lacroute Chair in Shakespeare Studies. B.A. Yale University; M.A., Ph.D. Harvard University.

2017, Visiting Assistant Professor of Nursing. B.S.N. Oregon Health & Science University; M.S.N. Walden University.

2017, Assistant Professor of Business. B.A. George Fox University; M.S., Ph.D. University of New Orleans.

2017, Assistant Professor of Biology. B.S., M.S. Bangalore University; Ph.D. Louisiana State University.

1988, Professor of Chemistry. B.S. Iowa State University; Ph.D. University of Illinois.

2012, Associate Professor of Biology. B.A. Carleton College; Ph.D. University of Chicago. ()

2014, Assistant Professor of Music. B.A. University of Oregon; M.M., D.M.A. University of Michigan.

2017, Associate Professor of Health and Human Performance. B.S. Pacific University; M.S., Ph.D. University of Idaho.

2009, Associate Professor of Nursing. B.S.N. Salish Kootenai College; M.S.N. Oregon Health & Science University; Ph.D. Capella University.

2008, Professor of Nursing. B.S.N. University of Portland; M.S.N., Ph.D. Oregon Health & Science University.

2010, Visiting Associate Professor of Business. B.A., M.B.A. University of Southern California.

2016, Assistant Professor of Art. B.A. Eckerd College; M.A. Southern Illinois University.

2015, Visiting Assistant Professor of Writing. B.A. University of Notre Dame; M.A., Ph.D. Brown University.

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.

2015, Visiting Assistant Professor of Business. M.B.A. Marist College; M.A. Guwahati University.

2018, Assistant Professor of History. B.A., M.A., Ph.D. University of California, Los Angeles.

2006, Professor of Economics. B.A. Pacific Lutheran University; M.A. University of Montana; Ph.D. Washington State University.

Community

2017, Assistant Professor of Business. B.A., M.S. Marquette University; Ph.D. Portland State University.

2011, Associate Professor of Journalism and Media Studies. B.A.

B
2005, Professor of Art History. B.A. University of Washington; M.A.,
M.A. University of New Mexico; Ph.D. Stony Brook University.

2014, Assistant Professor and Reference and Instructional
Librarian. B.A. Portland State University; M.L.S. Emporia State
University.

2002, Professor of Physics. B.S. Peking University; M.S., Ph.D.
University of Oklahoma.

2015, Visiting Assistant Professor of Nursing. B.S.N. University of
Arizona; M.S.N., M.B.E., Ph.D. University of Pennsylvania.

.A
1972-2002, Professor Emeritus, Mathematics. B.A. Concordia

Community

1977-2015, Professor Emeritus, Accounting. B.A., M.B.A. University of Oregon; C.P.A.

1979, Professor Emerita, English. B.A. Scripps College; M.A., Ph.D. University of California, Los Angeles.

1983-2012, Professor Emeritus, Health Sciences. B.A. Linfield College; Ph.D. University of Oregon.

1998-2008, Associate Professor Emerita, Business. B.S. DePaul University; Ph.D. Portland State University.

1985-2006, Professor Emerita, French. B.A. University of California, Santa Cruz; M.A., Ph.D. University of California, Irvine.

1983-2005, Professor Emerita, English. B.A. University of Natal, South Africa; M.A. University of Portland.

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.

1980-2008, Professor Emeritus, Political Science. B.A. Hunter College; M.A. University of Hawaii; Ph.D. University of Wisconsin.

1984-2011, Professor Emerita, Music. B.M. Oberlin Conservatory of Music; M.M. University of Illinois; D.M.A. University of Oregon.

1982-2018, Professor Emerita, Health and Human Performance. B.A. California State University, Chico; M.S. University of Oregon.

B
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.

1980-2011, Professor Emeritus, Journalism and Media Studies. B.S., M.S. University of Oregon.

1987-2018, Professor Emeritus, Physics. B.A. Linfield College; Ph.D. Oregon Graduate Center.

1978-2007, Professor Emeritus, Anthropology. B.A. University of California, Santa Cruz; M.A., Ph.D. University of Oregon.

B
1981-2008, Professor Emeritus, Music. B.A., M.Ed. Western Washington State College; D.M.A. University of Washington.

1987-2018, Professor Emeritus, Theatre Arts. B.A. North Texas State University; M.F.A. Southern Illinois University-Carbondale.

B
1989-2010, Professor Emerita, Nursing. B.S.N. Trenton State College; M.S.N. Montana State University; Ph.D. Oregon Health Sciences University.

C
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.

C
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.

B
1957-1992, Professor Emerita, Education. B.S. North Dakota University; M.S. University of Oregon.

1983-1994, Professor Emeritus, Chemistry. B.A. Linfield College; M.A., Ph.D. Oregon State University.

1984-2017, Professor Emeritus, Religion. B.A. Linfield College; B.D. Andover Newton Theological School; Ph.D. Harvard University.

1965-1988, Professor Emeritus, History. AB Georgetown College; M.A., Ph.D. University of Chicago.

1970-2005, Professor Emeritus, Philosophy. A.B., M.A. University of Michigan; B.D., M.A. University of Chicago; Litt.D. American Baptist Seminary of the West.

1980-2003, Professor Emeritus, Health and Human Performance. B.A. Pacific University; Ph.D. University of Oregon.

1975-2008, Professor Emerita, Psychology. B.A. Oberlin College; M.A., Ph.D. University of Cincinnati.

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.

1985-1997, Professor Emerita, Nursing. B.S.N. M.S.N.E. Oregon Health Sciences University.

1989-2001, Professor Emerita, Nursing. B.S.N. State University of New York; M.S.N. University of Portland.

1983-2014, Associate Professor Emeritus, Mathematics. B.A., M.A. University of Oregon; M.S., Ph.D. Georgia Institute of Technology.

1986-2003, Professor Emerita, Nursing. B.S.N. Oregon Health Sciences University; M.S.N. University of California.

1990-2016, Associate Professor Emerita, Spanish. B.A., M.A., Ph.D. University of Oregon.

1953-1990, Professor Emerita, Consumer and Family Studies. B.A. Linfield College; M.S. University of Tennessee.

1980-2018, Professor Emeritus, German. B.A. Stanford University; M.A. Ohio State University; M.Phil., Ph.D. Yale University.

1981-2014, Professor Emeritus, Biology. B.A. University of California; M.A., Ph.D. University of Wisconsin.

1983-2007, Professor Emeritus, Education. B.A. Yale University; M.A., Ed.D. Stanford University.

1985-2010, Associate Professor Emerita, Nursing. B.S. University of San Francisco; M.N. Oregon Health Sciences University.

2011-2018, Professor Emerita, Nursing. B.S.N., M.S.N. Indiana University; Ph.D. University of Denver.

1992-2018, Professor Emeritus, English. B.A. University of Santa Clara; M.F.A. University of Montana; Ph.D. University of Utah.

1968-1996, Professor Emeritus, Physical Education. B.S., M.Ed. Linfield College.

1983-2018, Professor Emerita, English. B.A. State University of New York at Albany; M.A., Ph.D. University of Illinois.

1959-1980, Professor Emeritus, Chemistry. B.Ch.E. Fenn College; M.S., Ph.D. Western Reserve University.

1981-2008, Professor Emerita, Biology. B.S. University of California, Los Angeles; M.A. California State University; Ph.D. University of Colorado.

1991-2017, Professor Emerita, Nursing. B.S.N. Humboldt State University; M.S. Georgetown University.

1975-2003, Professor Emeritus, Political Science. B.A. Northwestern University; M.A. University of Chicago; Ph.D. Brandeis University.

1981-2012, Professor Emerita, Music and Artist in Residence. B.A. University of Washington; M.M. Boston University; D.M.A. University of Washington.

1992-2015, Professor Emerita, Nursing. B.S.N. San Francisco State University; M.N. University of California, Los Angeles; Ph.D. Portland State University.

1956-1988, Professor Emeritus, Sociology. A.B. University of California, Berkeley; M.A., Ph.D. University of Southern California.

1983-2012, Associate Professor Emeritus, Biology. B.S. College of Idaho; M.S., Ph.D. University of Oregon.

1992-2013, Associate Professor Emerita, Nursing. B.S., M.S.N. University of Portland.

1980-2013, Professor Emeritus, Chemistry. B.A. University of California, Riverside; Ph.D. California Institute of Technology.

TRUSTEES

2008, Partner, Davis Wright Tremaine LLP. Portland, Oregon.

2012, Executive Minister, American Baptist Churches of the Central Pacific Coast. Portland, Oregon.

2005, President and CEO, Bond & Associates, Inc. Washington, D.C.

2015, Managing Director, Parametric Portfolio Associates, LLC. Seattle, Washington.

2017, Professor of Political Science, Linfield College. McMinnville, Oregon.

2008, Retired. Valencia, California.

2010, President, Cascade Centers, Inc. Tigard, Oregon.

2015, President, Headwater Investment Consulting, Inc. McMinnville, Oregon.

2001, Chief Financial Officer, Human Good. Pleasanton, California.

1998, Chief Executive Officer, Columbia Steel Casting Co., Inc. Portland, Oregon.

2018, President, Linfield College. McMinnville, Oregon.

1996, Executive Vice President, Oregon Farm Bureau Federation. Salem, Oregon.

2004, Retired. Bend, Oregon.

2013, Manager, Tuality Healthcare, ¡Salud!. Hillsboro, Oregon.

2009, Summit Strategies Government Affairs, LLC. Washington, D.C.

2013, Partner, Ernst & Young. Cambridge, Massachusetts.

1982, Attorney at Law, Haugeberg, Rueter, Gowell, Fredricks & Higgins, P.C. McMinnville, Oregon.

2008, Commercial Real Estate Consultant. Seattle, Washington.

2015, Vice President and GM of Global Client Sales, Intel Corporation. Hillsboro, Oregon.

1994, Vice Chairman and General Counsel, Reser's Fine Foods, Inc. Beaverton, Oregon.

2007, Retired. McMinnville, Oregon.

2016, Ministry Coaching and Consulting, Marcuson Leadership Circle. Portland, Oregon.

2018, Senior Pastor, McMinnville First Baptist Church. McMinnville, Oregon.

2002, Owner, Tecna Industries, Inc.; Maysara, Momtazi Family LLC. McMinnville, Oregon.

A
2018, Student ASLC Vice President, Linfield College. McMinnville, Oregon.

D
2004, Professor of Chemistry, Pomona College. Claremont, California.

.
2009, Retired. Scottsdale, Arizona.

A
2015, President, A to Z Wineworks. Dundee, Oregon.

2016, VP Global Apparel Operations, Nike. Beaverton, Oregon.

.
2001, Risk Manager, HomeSmart, Evergreen Realty. Irvine, California.

D A.
2008, President, Brick House Vineyards. Newberg, Oregon.

.
2010, President and CEO, Thomas Publishing Company LLC. New York, New York.

.
2016, Partner, VergePointe Capital, LLC., Lake Oswego, Oregon.

A.
2013, Co-Owner, Owen Roe LLC. Newberg, Oregon.

.
2018, CEO, Human Capitol Leadership Institute. Singapore.

.
2012, Professor, National Center for Nanoscience and Technology. Beijing, China. Manager and Partner, Plexera Bioscience. Woodinville, Washington.

TRUSTEES EMERITI

B
1970, McMinnville, Oregon.

C
1970, Clackamas, Oregon.

C . C
1972, Los Altos, California.

D
1974, Kirkland, Washington.

. D
1975, Portland, Oregon.

C
1986, Damascus, Oregon.

2001, Beverly, Massachusetts.

A
1968, Clackamas, Oregon.

.
1982, Portland, Oregon.

.
1995, Portland, Oregon.

.
2000, Seattle, Washington.

B
1996, Twin Falls, Idaho.

1993, Seattle, Washington.

B
1970, McMinnville, Oregon.

B
1989, McMinnville, Oregon.

.
1990, Keizer, Oregon.

HONORARY TRUSTEE

1993, Amity, Oregon.

. A.
2004, Torrance, California.

B

Bachelor's degrees

B.A. and B.S. distinguished 5
 Bachelor of Arts 5
 Bachelor of Science 5
 Bachelor of Science in Nursing 58
 Catalog's requirements as binding 11, 16
 Creative Studies 7
 Credit hour requirements 5
 Cumulative grade point average requirement 5
 Declaration of major 9
 Degrees offered 5
 Diversity Studies 8
 Global Pluralisms courses 8
 Individual Major 9, 10
 Individuals, Systems, and Societies 7
 Inquiry Seminar 6-7
 Linfield Curriculum (general education) 6-9
 Major, requirement for 9-10
 Minors 10
 Natural World 7
 Paracurriculum requirement 6
 Quantitative Reasoning 7
 Residency 5
 Six Modes of Inquiry 7-8
 Subsequent catalogs' requirements 11, 16
 Ultimate Questions 8
 U.S. Pluralisms courses 9
 Vital Past 8
 Writing-intensive courses 9
 Baptist affiliation 3
 Biology Department 7
 Inquiry Seminar 6 (Business) Tj Ac 26 (8) TJ T* [(Global Plur) 18 (alism courses) 244 (.....
 Baptist affiliation 95 (.....n* [.....)-226 (8) TJ T* [(Individual Major) 26 (.....4.....Marke.....)-226 (8) TJ T* [(In
 Individual Major 7

Economics Department	55-56
Ecuador, International Study.....	30
Education Department.....	57-60
Electronic Arts	60
Elementary Education.....	57

German Studies	97	Religious Studies	128
Health Education	84	Sociology	131
History	90	Spanish	72
Intercultural Communication	92, 130	Sport Management	47, 136
Interdepartmental Studies	84	Studio	38
International Business	48, 144	Theatre Arts	137
International Relations	87, 113	Visual Culture	40
Japanese	97	Music Department	104-108
Japanese Studies	97	MWI designation	9
Latin American/Latino Studies	96		
Literature	61	Natural World courses	7
Management	48, 144	New Zealand, International study	31
Marketing	49, 144	Non-course credit hour limitations	14
Mass Communication	98	Non-degree students	23
Mathematics	104	Normal credit load	13
Music	107	Norway, International study	31
Nursing	111	Nottingham, University of	30
Philosophy	116	Nursing program	
Physical Activity and Fitness Studies	74		
Physical Education	74		
Physics	118		
Political Science	121		
Psychology	125		
Religious Studies	128		
Sociology	131		
Spanish	97		
Studio Art	38		
Theatre Arts	137		
Malpractice insurance	25, 139		
Management major	48		
Maps			
McMinnville Campus	177		
Portland Campus	178		
Marketing certificate	146		
Mass Communication Department	90-92		
Mathematics Department	101-103		
Medical Leave of Absence	13		
Minors			
Anthropology	123		
Asian Studies	31, 88		
Biology	42		
Chemistry	50		
Chinese	96		
Coaching	75		
Communication Arts	128		
Computer Science	52		
Creative Writing	61		
Cumulative grade point average requirement	5		
Economics	57		
Education	57		
Environmental Studies	67, 144		
European Studies	31, 88		
Francophone African Studies	73		
French Studies	73		
Gender Studies	70		
German	97		
Health Education	84		
History	88		
International Relations	97		
Japanese	97		
Journalism and Media Studies	99		
Latin American Studies	31, 88		
Law, Rights, and Justice	102		
Linguistics	103		
Literature	61		
Management	48		
Mathematics	104-106		
Mathematics Education	93		
Music	107		
Philosophy	116		
Physical Education	74-75		
Physics	118		
Political Science	121		
Psychology	125		

Marketing Certificate.....	150
Marketing major	144
Mass Communication courses.....	91-92
Mathematics courses.....	101-103
Global Languages and Cultural Studies courses.....	98-104
Online Colloquium.....	146
Psychology courses.....	117
Refunds for withdrawal from courses.....	146
Requirements for all bachelor's degrees	5
R.N. to B.S.N. Program.....	113
Sociology and Anthropology courses.....	151
Software Engineering certificate.....	146
Summer term.....	142
Tutorials.....	17
QB s dm..... * [(Softw)18 (are EnW.....211 M...Ep1ation cDevl (al Studies courses.....)-226 (113)]TJ T* (are EnW.2...21	
Sociologyyyyyyyyyyy T* [(orials 62)75 (.S)75English. Studiescourses .S.....	113
Mathema...orials 91d Cultural Studies courses	98-104
Onlinema...orials 98.S 142	
Tutorials.....Non-Linfield activiti 150	
Marketin...N.....p.....	113
Social and Anthropolophys.....9.....	146
Psycholog...t125 (and)55 l.....	117
Refunds or withdra.....	151
Software Eng2....Theatrcourse.....hel...Art.....72.....(are Eng30...2125 (p1a25 (...d...Phelalart-time s...1 (s4 (.63 721.62951 (p1	
Soci(are Eng2)208 (...roce (.12.....* [(Softw)18	
T* [(QB)..... Cials g2)208 (...W52...ithdr.....w.....l.from.Linfield.	
Q5p.t...N...R.....P.....Tutocioloil,OB]TJola[.fr.... Tt....T TJy....226 (117) CSociology Colloq....ho...DS....arship.....(.....lta Phi.....0....)23.also.....	
QB 17	
QB..63 711.....49.....ulnFERPSoS....arship 3.. 17	
QB...Reg.....4.....Intern....7...226 117...riv.....49.....ulnSoc....r117	
So(FERP)1cul..S....arship 276o T* [(Q5p.t...N)3	
T* Cials g6.....4.....J T* [(So.....ti.)-22...arship.α\$oT-5ciolo22...arship.....0.Tw... Q5p	
6ciolo0000...Dropp.....withdr.....w.....Seco..ary educ* [(S.)-2....middle ....high schooloq159ooo T* [(Q5p.t...N)3	
P...9.....-0.0....	
QB...Reggggggggggggggggggggggg.....l(.22...11.....Six Mod of In6 (1y)23..... T* Cials g6)208 (...R.sidency credit h... requ)18.1 (-1520..(.22....	

COMMUNITY CONTACTS

ADMINISTRATIVE OFFICERS

Susan Agre-Kippenhan

(503) 883-2409

Miles K. Davis

(503) 883-2408

Susan Hopp

(503) 883-2278

John N. McKeegan

(503) 883-2496

Mary Ann Rodriguez

(503) 883-2458

McMINNVILLE DIRECTORY

Academic Advising

(503) 883-2250

Academic Affairs

(503) 883-2409

Accounting Office

Accounts Payable: (503) 883-2459

Admission Office

(503) 883-2213

ASLC

(503) 883-2543

Athletics Department

Men's Athletics: (503) 883-2229/2421

Women's Athletics: (503) 883-2526

Physical Education: (503) 883-2604

Bookstore

(503) 883-2240

College Public Safety and Security

(503) 883-7233 • (503) 883-SAFE

Conference and Events Planning

(503) 883-2448

Career Development

(503) 883-2562

Chaplain

(503) 883-2259

Online and Continuing Education

(503) 883-2447

English Language and Cultural Program

(503) 883-2536

Enrollment Services

(503) 883-2542

Events Calendar

(800) 883-2600

linfield.edu/calendar

Financial Aid

(503) 883-2225

Housing/Billing

(503) 883-2278

Housing/Residence Life

Roommate Questions: (503) 883-5389

Human Resources

Receptionist: (503) 883-2594

Payroll: (503) 883-2594

Student Employment: (503) 883-2594

Student Insurance: (503) 883-2494

International Programs

(503) 883-2222

Learning Support Services

(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

(503) 883-2211

Student Health, Wellness and Counseling Center

(503) 883-2535

After hours non-emergency: (503) 472-6161

Emergency: 911

Student Accounts

Cashier: (503) 883-2241

Student Affairs

(503) 883-2278

McMINNVILLE CAMPUS MAP

Academic Advising; Academic Affairs;
Administration; Career Development;
Enrollment Services; Financial Aid; Human
Resources; Ice Auditorium; Institutional
Advancement; Jonasson Hall; Learning
Support Services; Registrar; Student
Accounts; Student Affairs; Wine Studies

ASLC; Bookstore; College Activities;
Community Engagement and Service;
Fred Meyer Lounge; Game Room;
Meeting Rooms; Multicultural Programs;
Starbucks; Sustainability

Anthropology Museum; Archaeology
Lab; Classrooms; International Programs;
Global Languages and Cultural Studies;
Political Science; Sociology-Anthropology;
Student Health, Wellness and Counseling
Center

Information Technology Services

Physics

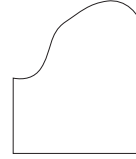
Biology; Chemistry

Mathematics

Business; Economics; English; Linfield
Center for the Northwest; Philosophy;
Writing Center

English Language and Culture Program;
Online and Continuing Education (OCE);
Wine Studies classroom

Office of Admission



	Residence Hall	Residence Hall
Campus Ministry	Residence Hall	Residence Hall
	Residence Hall	Residence Hall
Classrooms; History; Psychology; Religious Studies; Residence Hall	Anatomy labs; Health, Human Performance and Athletics Offices	Residence Hall
Student Apartments	Student Apartments: Blaine Street Apartments; College Avenue Apartments; 540 Linfield Avenue Apartments	Softball Field Residence Hall
a		
b	Residence Hall: Greek Life Rooms	Student Apartments
College Public Safety	Computer Lab; Computer Science; Environmental Studies; Journalism and Media Studies; KSLC Radio Station	Marching Band Mail Services; Multicultural Center
Early Childhood; Elementary and Secondary Education; Preschool; Residence Hall	Conference and Event Planning; Dining Commons	a-f Student Apartments
		Health, Human Performance and Athletics Offices; Ted Wilson Gymnasium
Residence Hall	Residence Hall	
Residence Hall	Residence Hall	

PORTLAND CAMPUS MAP

