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Marylhurst College is a dynamic educational institution serving students who are seeking to meet a wide range of professional and personal goals.

Today's colleges and universities have the responsibility to provide an enlightened citizenry with the ability to meet the challenge of solving our common problems. At Marylhurst, we take this responsibility very seriously. Our goal is to teach critical thinking and provide the mechanisms needed to transfer commonly held ideals, philosophies, an appreciation of the past and the skills to improve the future.

Our programs produce educated people:
- Who can work together to solve problems and creatively direct change, especially in relationship to the quality of our communities.
- Who can make effective decisions and carry them to completion.
- Who can distinguish right from wrong and who have a value-based philosophy that is reflected in their day-to-day work.

Through our classes, cultural events, library services and programs that address the needs of each individual, Marylhurst — building upon the rich heritage of its past — is a full partner in meeting the needs of our future. I invite you to continue your learning at Marylhurst.

Sincerely,

Nancy Wilgenbusch
President
THE MARYLHURST COLLEGE MISSION
Marylhurst College is a private institution of higher learning open to men and women of any race or religion. It is dedicated to making innovative post-secondary education accessible to self-directed students of any age. Marylhurst offers course work leading to bachelor's and master's degrees, and to other goals such as career transition, professional development and personal enrichment.

Animated by its Catholic and liberal arts heritage, Marylhurst emphasizes the uniqueness and dignity of each person, and is committed to the examination of values, as well as to quality academic and professional training. Marylhurst College seeks to aid students in advancing their goals for responsible participation in a rapidly changing world by pursuing and encouraging its students to pursue the ideals of competence, leadership and service.

Affiliations
Marylhurst is accredited by the Northwest Association of Schools and Colleges and is a full member of the National Association of Schools of Music, the National Association of Independent Colleges and Universities, the Oregon Independent Colleges Association, the Council of Independent Colleges, the Council for Advancement and Support of Education, the American Association of Collegiate Registrars and Admissions Officers, the American Association of University Women, the American Association of Adult and Continuing Education, the National University of Continuing Education, and is approved by the Office of Educational Policy and Planning.

Charter and Governance
Marylhurst College was established by the Oregon Province of the Sisters of the Holy Names (the Congregation) to more fully "cooperate in the Church's mission of education. This mission aims at the full development of the human person ..." Marylhurst College is incorporated as Marylhurst Education Center, College for Lifelong Learning, by the State of Oregon. Certain properties have been deeded to it by the Congregation, and its governance has been entrusted to a Board of Trustees. Degree granting authority was bestowed on the Congregation by the State of Oregon in 1893.

Support Organizations
Marylhurst is fortunate to have the support of many active volunteers. These include the Board of Trustees, the Advisory Council, the Women's Development Committee, the Alumni Executive Board, the Alumni Association, the Marylhurst Symphony Guild, the Art Advisory Board, The Art Gym Committee, the Liturgical Arts Resource Center, the Marylhurst Circle, the 1893 Society, the Tower Society and the Fountain Society.

Wheelchair Access
Students confined to wheelchairs have access to Shoen Library, Clark Commons and the lower level of the B.P. John administration and classroom building. Handicap-accessible restrooms are available on the lower level of the B.P. John Building. Staff members will be happy to meet with handicapped students in accessible areas in order to facilitate registration, financial aid, etc.
A RICH HERITAGE

Marylhurst College was founded in 1893 by the Sisters of the Holy Names as the first liberal arts college for women in the Northwest. Building on a long tradition of excellence in education, Marylhurst is recognized as the Northwest's leading coeducational college for students of all ages.

Reorganized in 1974, the college took a first bold step in pioneering educational programs for adults. Marylhurst now serves a diverse student body — including students just out of high school, business executives, artists and musicians, and people actively involved in the world around them. A wide variety of learning options enables students to study, research and reflect on the important issues facing an increasingly complex world.

As an accredited coeducational liberal arts college, Marylhurst offers both degree and non-degree programs, designed to meet the learning needs of students motivated toward professional and personal excellence. Flexibility in scheduling and delivery of academic services makes a college education available to working adults as well as to day-time students.

Marylhurst provides a different way to learn in an environment in which education is more than just textbook theory. Marylhurst assumes that its mature student body brings a great deal of experiential knowledge and expertise to the classroom. As a result, an effort is made to empower students to extrapolate and generalize from their existing knowledge toward more general and abstract levels, while also increasing professional specificity and proficiency. Because of Marylhurst's emphasis on previously acquired knowledge and the use of practitioner faculty, theory is combined with practical realistic approaches to everyday concerns. Students and faculty learn with and from each other in beautiful surroundings minutes from downtown Portland.

Marylhurst College offers programs leading to a Bachelor of Arts Degree with majors in Art, Communication, Crafts, Humanities, Human Studies, Interdisciplinary Studies, Music, Pastoral Ministries, Science-Mathematics, and Social Science. Also offered are a Bachelor of Fine Arts degree in Art, a Bachelor of Music degree and a Bachelor of Science degree in Management. At the graduate level, a Master of Science degree in Management and a Master of Arts degree in Art Therapy are offered.
Department of
ART

The Marylhurst Art program provides its students with solid training applicable in a wide range of visual arts careers. In today's art world a variety of opportunities meet a variety of talents. Consistent discussion and evaluation among the faculty of practicing professional artists ensures that the program is directly related to the world of contemporary art outside the classroom.

Marylhurst offers classes in design, drawing, painting, photography, printmaking and sculpture, and the liberal arts classes to round out your education as an artist. Marylhurst will also arrange individualized courses of study by drawing on selected classes from other local institutions to complete the student's Marylhurst program of study. The Art Department recognizes the richness of the diversity among its students and accommodates those going to school full-time for professional training or those who wish to take a class or two to acquire a basic appreciation of art.

No portfolio review is required for admission to the Art Department program. (However, a portfolio is required for admission to the B.F.A. Thesis course—see below). Students may enroll on a full-time or part-time basis.

The Marylhurst Art Building houses studios for painting, drawing, printmaking, and design, a photography seminar room and darkrooms, a sculpture studio/shop and studios for B.F.A. Thesis students.

Degree Programs:
The Bachelor of Fine Arts (B.F.A.) degree program is recommended for persons wanting to emphasize training in art in preparation for a career in the field. In the B.F.A. program two-thirds of the credits required for the degree (129 of 180) are obtained from Art courses.

Students complete a fourth-year thesis for which they must apply for admission (see A 496 Art Thesis below).

The Bachelor of Arts (B.A. in Art) degree allows for more elective courses in general education while maintaining the basic core of essentials in the visual arts. Eighty of the 180 total credits required are in Art courses.

General Requirements for Bachelor's Degree in Art:
1. Minimum of 180 total credits.
2. Minimum of 60 Upper Division (300/400 level) credits.
3. Minimum of 40 credits at Marylhurst.
4. One 5-credit "Living Issues for the Eighties" (LIFE) Seminar.
5. Liberal Arts requirements — A minimum of 12 credits representing at least two subjects in each of the following areas:
   Communication 12 crs.
   Humanities 12 crs.
   Science Math 12 crs.
   Social Science 12 crs.
   Total 12 crs. 48 "Liberal Arts" crs.

The Major area (B.F.A. in Art; B.A. in Art) requirements:

Bachelor of Fine Arts Degree in Art Major Requirements:
A minimum of 129 credits in Art which must include the following:
Modern Art Survey (History of Art since 1800) 9 crs.
Art History electives 30 crs.
Design 9 crs.
Drawing 9 crs.
Photography 3 crs.
Drawing Methods **9 crs.
Life Drawing **9 crs.
Content 9 crs.
Professional Practices 9 crs.
Area of Concentration (minimum) ***36 crs.
Art Studio electives at 300 level 18 crs.
Art studio electives at 400 level 9 crs.
Thesis ***12 crs.

* Students with Photography Concentration must take at least 6 credits of History of Photography which may be charged towards this Art History requirement.
** Required of students with concentrations in two-dimensional studies (e.g. Painting, Printmaking, Illustration; not required for Photography). Sculpture concentration requires 9 credits of drawing beyond Drawing Foundations level.
*** The B.F.A. Concentration is a designed program in a specific discipline (for example: Painting, Photography, Printmaking, Crafts, Illustration) approved by your academic adviser and the Art Department chair. Some concentrations are pre-designed and others are designed especially to fit individual student needs. The 12 Thesis credits may be included within the Concentration 36 credits.

Bachelor of Arts Degree in Art:
Modern Art Survey (Art since 1800) 9 crs.
Design 9 crs.
Drawing 9 crs.
Photography 3 crs.
Art Electives 8 crs.
Professional Practices 3 crs.
300-level Art electives 30 crs.
400-level Art electives 9 crs.
Total 80 crs.

Transfer Credits:
Generally, all courses given credit by accredited institutions are transferable to the Marylhurst art program. If, for example, one has taken Basic Design, or
Drawing, or Photography elsewhere and received college-level credit, these classes need not be repeated in order to meet Marylhurst requirements if they have been taken for equivalent credits.

Scholarship and Financial Aid
Scholarships are awarded to art majors who demonstrate artistic and academic ability. Each year recommendations are reviewed and Mayer Scholarships are awarded. Grants, loans and work-study employment also are available through the Marylhurst Financial Aid Office.
This symbol (**) denotes classes that are recommended for beginning students. Non-majors may request pass/no pass grading with the instructor prior to start of class.

Courses:

**DESIGN AND DRAWING**

Design and drawing are the fundamentals of art. From the basic courses that teach how-to-see and how-to-organize through more advanced courses in which students develop critical awareness through individual projects, students are encouraged to fully explore the field.

A 115 Design: Basic **
The first step toward understanding how and why art works for the student who is just beginning the study of art making. Assignments and discussions include topics such as form, texture and composition. 3 crs.

A 116 Design: Color  
Basic course in color theory designed to encourage development of sensitivity to color relationships. Explores the formal and expressive possibilities of color interaction. 3 crs.

A 117 Design: Three-Dimensional  
Introductory problems for working in three dimensions: form, scale, interior and exterior space. 3 crs.

A 231 Drawing Foundations **
A basic drawing course for the beginning student, with emphasis on the development of perceptual skills and understanding the vocabulary of drawing. Covers composition, the relationship of line, shape and surface quality. Employs a variety of media and techniques. 3 crs.

A 232/233 Drawing Foundations  
A continuation of the basic drawing course. Exercises in a variety of media further develops perceptual skills, the drawing vocabulary and an awareness of the expressive qualities of drawing. 3 crs.

A 237/238/239 Drawing in Color **
Exploration of integrating color in drawings on paper. Problems will focus on developing simple drawing compositions into full color utilizing oil pastel, watercolor and colored inks. Graded on a "pass/no pass" basis. 3 crs.

A 317/318/319 Life Drawing  
The first term is an introduction to drawing the human form. Emphasis will be on understanding relevant anatomy and the ability to translate that understanding into drawing. Prerequisite: Three terms basic drawing and design, or consent of instructor. After the first term students will be given assignments appropriate to their individual needs. 3 crs.

A 418 Life Drawing: Advanced  
Students will determine their own direction in working from the figure through discussion with the instructor. Finding an individual approach will be stressed. This course may be repeated for credit up to three terms. Prerequisite: three terms of life drawing or consent of instructor. 3-6 crs.

A 323/324/325 Art Processes  
This second-year course focuses on a wide range of concepts, materials and executions. Work will be done both in and outside of class. There will also be weekly short group critiques for further discussion of assignments.

A 439 Drawing Studio  
Students work independently and meet weekly with the instructor and other students for discussion and critique. Prerequisite: 9 credits Drawing Methods or consent of instructor. 3 or 6 crs.

**PAINTING**

What we call "painting" may range from a small portrait to a full wall mural — and to new forms where color merges with construction and electric light. There are no limits for the contemporary artist. Marylhurst not only prepares its students as artists working toward gallery exhibitions or portrait or mural commissions. We recognize that the concepts of painting are also directly relevant to careers such as Illustrator, Graphic Designer, Interior Designer, Set Designer, Architectural Renderer, Exhibit Designer — anywhere an understanding of color and texture, and visual communication are important.

A 381/382/383 Painting: Basic  
Fundamentals of painting, development of perceptual skills and basic painting vocabulary. Specific problems are designed to focus on observation, color and control of the medium. Prerequisite: Design and Drawing or consent of instructor. 3 crs.

A 440 Painting Studio  
Students in painting work independently and meet weekly with the instructor and other students for discussion and critique. This course includes discussion of the history of painting and contemporary approaches in addition to focusing on developing the student's critical awareness and studio abilities. Prerequisite: 9 crs. Painting I, Design: Basic, Design: Color, 9 crs. Drawing Foundations, or equivalent; or consent of instructor. Content A230/231/232 and Modern Survey A101/102/103 are highly recommended. 3 crs. or 6 crs.

A 334/335/336 Watercolor  
Demonstrations and step-by-step projects will teach the student how to use the materials, employ the techniques, and control the medium. Projects will include the necessary fundamental exercises and encourage individual direction. 3 crs.

**SCULPTURE AND MIXED MEDIA**

Today's sculptor must be ready to work in a variety of media as demanded by the situation. Sculpture coursework is designed to provide a solid understanding of sculpture concepts as they exist today. Students are provided with the means by which to work with diverse materials as ideas and projects require.
Marylhurst coursework may be done in wood, plaster, wax, concrete, bolted or riveted metal, cardboard, electric lights, etc. For certain technical specializations such as welding, bronze casting or ceramic sculpture, students may be referred to off-campus resources.

A 345 Sculpture: Basic
This course will introduce basic tools and basic concepts of sculpture as it is understood today. Prerequisite: Drawing and Design or consent of instructor. 3 crs.

A 346 Sculpture
A variety of materials will be used in both abstract and representational basic sculpture projects. This term will stress the development of abilities in handling materials in the process of making expressive works. Prerequisites: A 345 or consent of instructor. 3 crs.

A 347 Sculpture
This third term of the basic sculpture course will explore scale, monumental scale, and environmental scale. There will be individual and group projects leading to both rough temporary situations and finished objects. Prerequisite: A 346 or consent of instructor. 3 crs.

A 441 Sculpture and Mixed Media Studio
Advanced students work independently and meet weekly with an instructor. Prerequisite: A 347 or equivalent, or consent of instructor. 3 or 6 crs.

PRINTMAKING

From the tradition of Durer and Rembrandt to the adventurous work of Warhol and Rauschenberg, prints have allowed wider dissemination of original artworks at prices more affordable than those for one-of-a-kind items. While the printmaking courses focus on the production of "original fine art prints" (as opposed to reproductions), the various media can be used in a variety of applications. At Marylhurst, the basic courses in Printmaking teach fundamental techniques. As students gain technical competence and confidence, they are encouraged to explore the possibilities of the medium in creative ways.

A 359 Introduction to Printmaking: Monoprint
Monoprinting is essentially making paintings on paper utilizing printmaking techniques. The range of technical information in this course will provide a good base for further work in printmaking. With monoprinting one image can be made and printed, then altered and printed again and so on, building variation upon variation. Terrific opportunity for printers! Prerequisites: Drawing sequence and Design sequence, or consent of instructor.

A 360/361/362 Block Printing
The earliest method of reproducing pictures, block printing has today reached a highly sophisticated level as fine art print medium. Beginning students will cover the three basic block printing techniques (single color, white-line technique, subtractive) and multiple-block printing. Students are encouraged to explore the medium in an individual fashion with an emphasis on color printing. Prerequisite: Drawing and Design or consent of instructor. 3 crs.

A 369/370/371 Etching
This was Rembrandt's favorite printmaking medium. It is still used by artists today because of its great variety of rich effects. This introductory/intermediate class emphasizes the unique qualities of the etched plate as a printing medium. Hard ground, soft ground, aquatint, and open biting will be covered. Intermediate students will explore color printing and improve editioning skills. Prerequisite: Drawing and Design or consent of instructor. 3 crs.

A 443 Printmaking Studio
Advanced students work independently and meet weekly with the instructor. Prerequisite: Basic sequence in specific discipline, e.g. etching, block. 3 or 6 crs.

PHOTOGRAPHY

The Photography program at Marylhurst College serves two purposes: 1) To expose artists to the wide range of photographic tools and techniques available to them today so that they may utilize photographic methods when appropriate in their art; and 2) To train photographers in the methods and concerns of the profession of photography as it exists today.

A 261 Photography: Basic
Emphasis is placed on acquiring basic skills, camera case, and knowledge of darkroom procedures. This course includes shooting assignments, personal/group critique, printing concerns, technical exercises, and publications review. 3 crs.

A 335 Photography - Second Term
This continuation of the basic photography course will move those familiar with fundamental darkroom procedures into advanced printing techniques and will also introduce basic principles of color photography through color slides and discussion of works by contemporary photographers. Prerequisite: Basic photography or consent of instructor. 3 crs.

A 336 Photography - Third Term
The principal concern this term is to give the student a working understanding of the relationship between the tools of photography (e.g. camera format, printing techniques) and the content conveyed through the photograph. Students will learn how choices are made. The class will combine discussions of work of noted photographers and critiques of student photographs. Prerequisite: A functional knowledge of the camera and darkroom. 3 crs.

A 442 Photographic Seminar
This course is open to students working photographically in the broadest sense of the term. For example, students in the course may be working to become studio photographers or photojournalists, or they may be incorporating photographic images into paintings or making color Xerox books. This course is intended to bring together a variety of approaches, philosophies and technical interest for intensive discussion and critique. 3 crs. or 6 crs.

A 308 History of Photography: 1840-1950 (From Daguerre to Life Magazine)
A survey of the development of photography through discussion of major figures and the broader context of changing attitudes toward photography. 3 crs.

A 309 History of Photography: From Robert Frank to the Present Day
In the 1950's Robert Frank brought to photography a revolutionary method of considering the American scene. This course begins with a discussion of Frank's impact and major photographers of the past 30 years. 3 crs.

A 310 History of Photography: Selected Topics
Concentrated studies of specific subjects of
ART HISTORY
Art history provides the artist or viewer with an understanding of today's art and illustrates the link between contemporary art and the art of the past. NOTE: While it is beneficial for students to take sequences ART 101/102/103 and ART 301/302/303 in order, it is not required.

A 101 Modern Survey: From Goya to Van Gogh
A survey of European art of the 19th century from Romanticism to Post-Impressionism. Focuses on profound changes in the meanings, methods and purposes of art. 3 crs.

A 102 Modern Survey: From Munch to Pollock (1900-1950s)
The arts from the turn of the century in Europe to the 1950s in New York City. Included are great innovators such as Picasso, Matisse, Klee, Mondrian, Pollock, Gaudi and Frank Lloyd Wright, and art movements such as Cubism, German Expressionism, Surrealism and Abstract Expressionism. 3 crs.

A 103 Modern Survey: Attitudes of Contemporary Art
Introductory discussions of art since 1950 and the context in which it is made and seen. Frequent class visits to Portland area galleries and museums and selected readings on contemporary art. 3 crs.

A 301 Art History: From the Caves to the Pyramids
Contemporary artists still work with problems faced by the cave painter: thousands of years ago and modern architects design structures based on the post-and-lintel as used by the first builders. 3 crs.

A 302 Art History: Greece and Rome: Art for Art's Sake
The Greeks may have been the first to believe that "art" was "good" for you. Portland City Hall, The Portland Building, the Justice Center, and Pioneer Courthouse Square are just a few examples of the architecture and art of today which have been touched by the Greek and Roman thinkers of 2000 years ago. Beginning with the world of the ancient Greeks, this course traces the classical "ideal" through Pompeian frescos, English villas, sculpture in Nara, Japan, and painting from da Vinci to Mondrian. 3 crs.

A 303 Art History: Fantasy and Surrealism, A People's View of Art: Artist-Heroes, and Personal Expression
The study begins with early anonymous Celtic fantasies, Viking beasts, cathedral heroes and grotesques to Bosch's demons when art's purpose was the depiction of non-visible or Other-Reality in symbolic form. This course moves to works of the Artist-Heroes with art becoming personal expression through artists such as Michelangelo, Leonardo and Rembrandt. 3 crs.

A 308/309/310 History of Photography
See "Photography" courses

ART ADMINISTRATION
Internship allows students to gain direct, practical experience through work with art organizations, businesses and other art-related situations. Persons interested must contact the Art office for information prior to registration.

A 394 Internship: Gallery Administration
Marylhurst Galleries - The Gym and Mayer Gallery. 2-12 crs.

A 394 Exhibition planning and installation. Public Relations. 3 crs.

A 394 Financial planning and accounting. 3 crs.

A 394 Special Projects: continued practicum in gallery administration. Prerequisite: A 394.

A 394 Internship in Arts Administration: Off-Campus
Internships opportunities may be available with 1) Metropolitan Arts Commission. 2) Blue Sky Gallery. 3) Northwest Artists Workshop. 4) Contemporary Crafts Association. 5) Northwest Film Study Center and others. Prerequisite: A 394 Internship. 2-12 crs.

SEMINARS AND WORKSHOPS
A 320/321/322 Content
Assignments and discussions designed to lead to an understanding of how and what art communicates. Students complete assignments outside of class and participate in weekly group critique. Prerequisite: 9 crs. Drawing and 9 crs. Design or consent of instructor. 3 crs.

A 349 Abstraction
This course will examine why and how abstract art is made. It will combine studio work with ongoing discussion and presentations by guest faculty. Some possible topics: abstract qualities of past representational art; the evolution of abstraction; the many meanings of the work "abstract"; symbolic abstraction; abstracting from the real world vs. inventing abstractions. An effort will be made to relate the work and interests of the students to 20th century ideas about abstract art. Prerequisites: Design, Drawing and Modern Art Survey.

A 351/352 Close to Home: Your Own Experience as Your Best Subject
Your own life is the most valuable resource of subject matter for any art form you want to explore. Students in this course will work with snapshots, family albums, interviews, stories, "voices", landscapes, memories and dream images. In-class exercises and required art projects will synthesize creative form and personal content. This course is recommended for visual artists, writers, performers, video and filmmakers and anyone with a curiosity about people and life. 3 or 6 crs.

A 386 Art Criticism
This course focuses on the process of thinking clearly about works of visual art and expressing that thought in writing. Students confer individually with the instructor about their interests and are given individual exercises that will lead to clearly written essays. 3 crs.

A 488/489/490 Professional Practices
These courses for the advanced student break down myths and explain practices fundamental to the realm of the artist, viewer, gallery, museum, studio, marketing and public relations. Through discussions, visits to events and presentations by guest speakers, participants will begin to piece together a framework for their own viewpoints in order to find their way in the art world. 3 crs.

A 446 Visiting Artist
The Visiting Artist Program invites artists to teach concentrated special courses closely allied to their career interests.

A 491 Experimental Course
A 293/393/493 Workshop
Concentrated workshops are offered throughout the year with a focus on specific skills and knowledge outside the realm of regular classes.

COURSES BY ARRANGEMENT
A 494 Internship: Apprenticeship
Work with professionals in art, photography and design fields is arranged for advanced students with substantial
ART backgrounds in the disciplines in which they plan to be apprenticed. Graded on a “pass/no pass” basis. 3 crs.
A 486 Art Travel Study
Recognizing the need for the widest possible experience, Marylhurst offers credit for arranged tours
to museums and galleries out of state and abroad. In addition, credit can be arranged for a student’s
independent travel to art institutions and sites in the United States and abroad. 2-9 crs.
A 295, A 395, A 495 Independent Study
Designed to meet the needs and interests of students who wish to pursue a course of study independent
of regular class structure, meetings and assignments.
Credit by contract can be arranged.

ART THESIS
The Art Thesis is an intensive program for the advanced student. It encompasses three quarters and
involves the student in developing a coherent body of finished artworks. The Art Thesis is temporarily graded on a “pass/no pass” basis for the first two terms (A496/497). The final grade for the full 12 credit Thesis
project, given at the completion of A 498, is applied to all three terms. The Thesis is considered the most
advanced studio course in the Art curriculum. Therefore the prerequisites are designed to ensure a
thorough basis for this advanced study.
A 496 Art Thesis: Proposal
The first quarter of the 12-credit Art Thesis. The Thesis proposal is a written document prepared in
consultation with the thesis adviser who outlines the project to be completed. During this first quarter the student prepares the proposal and begins artwork in
line with the proposal. Pre-requisite: Art Department approval through application, portfolio, maintenance of
approved grade point average and letter of intent.
Contact Art Department Office for specific information.
A 497 Art Thesis: Studio Work
Second quarter of the 12-credit Art Thesis. Studio work as described in the proposal developed during A 496.
Pre-requisite: A 496. 6 crs.
A 498 Art Thesis: Presentation, Exhibition and Review
Final quarter of the 12-credit Art Thesis. Studio work is completed and artworks are prepared for the Spring
Thesis Exhibition. Student assists in mounting the exhibition; preparation of written report on the thesis
project; review of written thesis report and artworks by a thesis committee. Pre-requisite: A 497. 3 crs.

EXHIBITIONS
The Exhibition Program is an important resource for the Marylhurst art student. The working philosophy
behind the Exhibition Program is to promote public understanding of contemporary art of the Pacific
Northwest through exhibitions, publications and discussion.
Since the 3,000 square foot gallery opened in 1980, the works of over 200 artists from Oregon, Washington,
Alaska and Canada have been shown. Seventeen exhibition catalogues have been published and over 20
public discussions with the artists have been held.
Several types of exhibitions are produced:
Individual Artist Retrospective: A decade or more of work by an artist is surveyed. Examples of this
type of show include a decade of large scale outdoor sculpture by Lee Kelly, a forty year survey of paintings
and drawings by Michele Russo, ten years of painting and drawing by Jay Backstrand, ten years of paintings
by Lucinda Parker and over 100 photographs by Christopher Rauschenberg.

Thematic Group Exhibitions: Large exhibitions that illustrate the concerns of several artists working with a particular subject. Previous examples include:
Cartoons and Caricatures, Landscape Photography by Northwest Artists, and Inside Information: Rooms by Six Artists.

Sitelworks: Special artworks designed specifically for The Art Gym. Artists who have designed works or
installations for the space include: Ken Butler, Christine Bourdette, Tad Savinar, and Michael Bowley.
Art classes use the exhibitions as laboratories for the discussion of the form, content and methods of making
art. Artists whose work has been exhibited in The Art Gym frequently speak to classes or teach special
workshops. The Art Exhibition Internship program is open to Marylhurst students to enable them to become
familiar with current art gallery practices. The Marylhurst Bachelor of Fine Arts Thesis Exhibition is held in The Art Gym at the conclusion of each
academic year.

ART FACULTY:
KAY SLUSARENKO
Chair; painter and public artist. B.S. University of Idaho

PAUL SUTINEN
Assistant Chair, sculptor, art critic. Portland State University

TERRI HOPKINS
Director of The Art Gym, art consultant. M.A. University

FACULTY ASSOCIATES:
MARGARET SHIRLEY
Adviser: Painter. M.F.A. Portland State University

MICHAEL BOWLEY
Conceptualist; site-specific artist. M.F.A. University of California, San Diego

KEN BUTLER
Visual and performance artist, musician. M.F.A. Portland State University

DENNIS CUNNINGHAM
Block printmaker. B.F.A. Museum Art School, Portland

STEPHEN HAYES
Adviser. Painter. M.F.A. University of Wisconsin

DALE JONES
Photographer. B.A. The Evergreen State College

KAREN FELKER O’MALLEY
Painter. B.A. Southern Oregon State College

CHRISTOPHER RAUSCHENBERG
Photographer. B.A. The Evergreen State College

RICH ROLLINS
Photographer. M.F.A. Arizona State University

PATRICIA STEBINGER, SNJ
Art historian. M.F.A. University of Washington

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The Business and Management program at Marylhurst is designed to provide professional training to men and women who are in management careers. The Department offers both Bachelor of Science and Master of Science degrees with several specialized areas of concentration. Taught by qualified professionals who are exceptional instructors and practitioners, the Management curriculum at Marylhurst offers the student a sound background in management techniques, philosophies and specific technical business skills. Students represent a wide variety of industries and businesses throughout Oregon.

The Business and Management Department maintains a cooperative working relationship with community college programs in the metropolitan areas. Persons holding associate degrees in certain programs from Portland Community College, Mt. Hood Community College or Clackamas Community College may transfer their credits toward a Marylhurst bachelor's degree in management.

Courses are offered on weekends and weeknights for working adults. Classes may be taken by individuals who are not enrolled in the degree program.

**ADVISING**

Students are assigned to the Business/Management Department for advising instead of an individual advisor. Once student records are evaluated by the college, a student is assigned to the department for program planning.

**GRADING**

Grading for the Baccalaureate program in Management is on an A - F scale. While students may arrange for a Pass or No Pass (P - NP) grade in courses (except practicums and internships) outside the major, these designations are not allowed in the Management major. Exceptions may be made only by the Department Chair.

Non majors may, however, request a P or NP with the approval of their major advisor.

**SATISFACTORY ACADEMIC PROGRESS**

Students in the undergraduate Management program must maintain a 3.0 GPA in the major.

**CURRICULUM**

**BACHELOR OF SCIENCE**

The Bachelor of Science in Management is designed to give students a general perspective in management and to develop basic skills in evaluation, problem solving, and critical thinking. Students graduating from the B.S. program should have basic knowledge in all of the major functions of management and have experience (with an issue) in an area of specialty.

**Program Planning B.S. Degree**

To earn an undergraduate degree in Business & Management, a student must be accepted by the department as a major and must have completed the lower division subject areas in accounting, economics, statistics and computer applications.

To be eligible for acceptance as a major, a student must also complete department requirements for English Composition and Mathematics. (See below)

**Transfer Students**

Transfer students who will have completed all pre-admission requirements prior to transfer should apply to the College Admissions Office at least one term prior to their intended term of transfer. When admission is confirmed, application must then be made to the department for acceptance as a major.

**Transfer Credit**

**General:**

The Bachelor of Science degree in Business and Management is a professional degree which demands of its students specific skills which enable the graduate to successfully pursue a career aiming at the upper management level in a corporation, with government, a non-profit institution or on an entrepreneurial level.

The department generally recognizes that educational growth can occur in many ways from formal classroom and research processes to on-the-job training and self-taught skills. Each of these experiences should be evaluated on the merits of the experience itself, the needs of the individual and the requirements of the degree being sought. The department will work individually with students to determine transfer of credit which will best fit the educational plan for the degree being sought by that student.

**Age and Grade of Credits:**

1) Any credits taken 10 years before application will be accepted but will be examined by advisors to determine if additional course work is needed to upgrade skills in a given area.

2) Grades below "C" will not be accepted in either the major or towards general education requirements.

**Vocational-Technical Credits:**

Vocational-technical credits from community colleges will be accepted as general electives only and only if determined to be relative to the degree in Business and Management.

Relevance of the vocational-technical credits is demonstrated when the courses taken show growth towards expansion of Business/Management skills in resources, technology, human understanding, finance or administration.

**Current:**

Specific credits that could transfer (but not limited to):

- Management and Supervision
- Legal Assistant
- Medical Records
- Telecommunications
- Medical Technology
- Nursing
- Fire and Police Sciences
PLE STUDENTS
Students using the Prior Learning Experience option as part of their program must follow the acceptance procedures above. Students who plan to write for upper-division Business/Management PLE credits must have their PLE Portfolio Plan approved by the department prior to submission of essays to the PLE Department and must be accepted as majors to the Business/Management Department.

Non-Majors
Students who are majors in another department may take upper division course in Business/Management with approval of their advisers and the instructor. Non-majors writing for PLE credits in Business/Management will have their essays reviewed for credit upon approval of their respective departmental adviser.

PRACTICA
Practica are offered to advanced students. The purpose of the practicum is to apply knowledge learned in a classroom setting. The student decides on a problem or issue at their place of employment or other work setting, develops a problem statement with a Marylhurst approved faculty person and creates a work plan for the term in which the practicum is taken. Students must have sufficient background in the issue under consideration before taking the practicum. Students must obtain permission from the Business/Management Department prior to registering.

PROFESSIONAL DEVELOPMENT SERIES
The Business/Management Department offers seminars in specific areas of Business & Management. These seminars will update information and help participants build new or improved skills and knowledge.

Professional programs are available on an ongoing basis in the following areas:
- Telecommunications
- Human Resources
- Marketing
- Management Development
- Entrepreneurship
- Technological Systems

CORRESPONDENCE STUDY
The Business and Management Department offers a limited number of courses for students living outside the Portland area, or for those who have difficulty scheduling coursework on campus. Students work with a Marylhurst instructor and complete work during a given term. Correspondence packets are available in the Business/Management Department. The following packets are available for 1 to 3 credits:
- MGT 365t: Building Productivity and Commitment through Teamwork
- MGT 365u: Matching Leadership Styles to Situations
- MGT 365v: Eradicating Stress
- MGT 365x: Creative Management for Survival Times
- MGT 365y: Coaching and Counseling
- MGT 365z: Time, Energy, Emotional Management

DIRECTED STUDY
Individual (independent) study for most courses required in the major is also available. Students who may wish to select this option are required to contact the Department to determine eligibility and procedures for registration.

GENERAL PREREQUISITES
For the B.S. Degree in Management, students must complete the following prerequisite course work in the liberal arts or general studies area. Students should take these courses prior to taking the upper division management courses. Prerequisites in general education are:

- Communication:
  - Minimum of 12 crs. including 6 crs. in Composition & Speech
- Math/Science:
  - Minimum of 12 crs. including 3 crs. in Algebra (college level) 3 crs. in Basic Statistics and 3 crs. in an environmental science.
- Social Science:
  - Minimum of 12 crs. including at least 6 crs. in Sociology or Psychology
- Humanities:
  - Minimum of 12 crs. including at least 6 crs. in Literature, History or Philosophy

Within the Management Degree program certain courses carry prerequisites. Students are responsible for taking these prior to entry into the higher level courses. Students may not enroll in a course until its prerequisite is met or permission is obtained from the instructor.

Program Totals:
- Major Core Requirements: 16 crs.
- General Management Curriculum (Required): 44 crs.
- Electives: 10 crs.
- Total: 70 crs.

General Management Program
In addition to core requirements, students will take:
- BUS 300 Business & Society: 3 crs.
- BUS 301 Business Communications: 3 crs.
- MKT 331 Marketing and Research: 4 crs.
- MKT 431 Marketing Strategies: 3 crs.
- ACT 320 Managerial Accounting: 3 crs.
- FIN 300 Business Finance: 3 crs.
- FIN 420 Managerial Finance: 3 crs.
- MGT 310 Organizational Structures & Systems: 3 crs.
- MGT 311 Management Styles & Leadership: 3 crs.
- MGT 512 Organizational Behavior: 3 crs.
- MGT 415 Human Resource Management: 3 crs.
- MGT 413 Strategic Business Planning: 4 crs.
- Electives in Bus/Mgt courses: 10 crs.
- Program total for major: 70 crs.
Telecommunication Systems Management Option
The Telecommunications Systems Management program provides a management perspective for those involved with the growing telecommunications industry. Students encounter the basic systems — voice and data communications — and develop an understanding of planning functions for telecommunications within an organization.

Telecommunications Systems Management Curriculum:

<table>
<thead>
<tr>
<th>Required TSM courses all majors</th>
<th>24 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Core Requirements (See below)</td>
<td>16 crs.</td>
</tr>
<tr>
<td>Required Bus/Mgt Courses</td>
<td>30 crs.</td>
</tr>
</tbody>
</table>

Telecommunications Systems Option:
Required TSM courses include:

- TSM 301 Introduction to Telecommunications I 5 crs.
- TSM 302 Introduction to Telecommunications II 5 crs.
- TSM 461 Voice Systems 3 crs.
- TSM 467 Advanced Voice Systems 3 crs.
- TSM 471 Data Systems 3 crs.
- TSM 477 Advanced Data Systems 3 crs.
- TSM 487 Information Planning & Integration 3 crs.
- TSM 497 TSM Practicum or TSM Professional Development Seminars 3 crs.
- A certificate of completion for the above program is available. Application should be made prior to finishing the coursework.

Required Management courses for TSM option:
- MKT 351 Marketing and Research 4 crs.
- CIS 445 Management Information Systems 3 crs.
- ACT 320 Managerial Accounting 3 crs.
- FIN 420 Managerial Finance 3 crs.
- MGT 510, 511, or 512 3 crs.
- MGT 415 Human Resources Management 3 crs.
- MGT 413 Strategic Business Planning 4 crs.
- MGT Electives 4 crs.

Program Total 70 crs.

B.S. APPLIED STUDIES — OPTION
The Applied Studies option gives management students flexibility in combining relevant courses in a single specialty with general management courses. Students entering this option petition the department by filling out an Applied Studies Application with their adviser. This application lists courses the student wishes to take that are outside the management core and develops a rationale and goal for the program of study. Petitions must be approved by the department.

Students may develop a practicum inside the specialty that integrates material studied with problems or issues in their work setting. Practica are supervised by Maryflurst’s approved faculty.

Degree Structure
Total 70 crs.

Management Core Courses 13 crs. total
- Accounting I & II (any combination of) 9 ld. crs.
- Computers in Business 4 ld. crs.

Management Courses 33 u.d. crs. total
- BUS 301 Business Communications 3 crs.
- MKT 351 Marketing & Research 4 crs.
- CIS 445 Computer Information Systems 3 crs.
- ACT 320 Managerial Accounting 3 crs.
- FIN 420 Managerial Finance 3 crs.
- MGT 310, 311, or 312 3 crs.
- MGT 415 Human Resources Management 3 crs.
- MGT 413 Strategic Business Planning 4 crs.
- MGT Electives 4 crs.

Courses:

ACT 211 Fundamentals of Accounting I
In this two term sequence, students learn major principles and practices of accounting including financial accounting, measuring income, the accounting cycle, merchandising transactions, dividends and retained earnings for a corporation. 3 crs.

ACT 212 Fundamentals of Accounting II
A continuation of ACT 211, this course covers financial accounting: forms of business organizations, inventories, cash and marketable securities, plant and equipment depreciation, liabilities, cash flow, changes in financial position and analysis and interpretations of financial statements. Prerequisite: ACT 211. 3 crs.

EC 201 Principles of Economics I
This course introduces economics, its role in business and the basic language and processes of the field. During the first of this two term sequence, students study the history and systems of economics, the role of government, business and labor, and the U.S. economic structure. 3 crs.

EC 202 Principles of Economics II
Students continue study of macroeconomics and problems of recession and inflation. Microeconomics, the study of individual units in the economy is addressed. Management tools from economics are also learned. Prerequisite: EC 201. 3 crs.

BUS 211 Computers in Business
Students survey the principle applications of computer technology to business and organizational work. Discussions of information management as it relates to the computer include the organization of information, system design, hardware and software purchase and developments. Lab experience provides introduction to data base and spread sheet software. 4 crs.

BUS 300 Business & Society
The role and responsibilities of managers and business to society will be examined in this course. The historical development of current business practices will also be briefly explored. Case studies and current issues dealing with social responsibility, safety, and the environment will be used to study these important topics. 3 crs.

BUS 301 Business Communications
Students in this course will focus on two major aspects of communication in business; development of their own style and clarity in conveying information (writing
and presentations) and the role that modern technology plays in enhancing those communications. Students will learn how technological tools are used to develop clear, concise and effective communications for business.

**MKT 331 Marketing and Research**
This course is a survey of the nature and significance of marketing. Emphasis is placed on the language and power of marketing and the environment of marketing decisions. The class includes the regulation of business by government, consumer behavior, marketing research processes, the channels of distribution, product-market relationships, pricing policies, and promotional policies. Included also is a workshop on primary research methods for marketing. 4 crs.

**MKT 431 Marketing Strategies**
Provides the student with a working knowledge of marketing-strategy development including market segments, marketing research, goals and objectives, marketing mix (product, price, place, promotion), and marketing evaluation. Prerequisite: MKT 331 3 crs.

**CIS 445 Management Information Systems**
The aim of the course is to prepare the participant to better communicate with systems professionals to facilitate management support systems development. The concepts and methods of systems analysis, planning, design, implementation, and evaluation will be explored. The focus will be on the use of these methods and concepts to support the modern manager in decision making and problem solving. Prerequisite: Computer knowledge. 3 crs.

**QA 340 Applied Business Statistics**
Students learn basic concepts including descriptive statistics, probability, sampling statistical inference, and regression analysis. More advanced topics such as econometrics, decision theory and statistical quality control are touched on. Emphasis is placed on application to problems in the business and public sectors. Prerequisite: Basic Statistics course. 3 crs.

**ACT 320 Managerial Accounting**
The student will be exposed to major internal accounting systems used by management: full-cost, differential and responsibility accounting. The student will learn how to develop and use cost systems for budgeting, product pricing, and investment analysis. Prerequisite: ACT 211 & 212 or equivalent. 3 crs.

**FIN 300 Business Finance**
Survey of the financial world. The course will give a review of money and banking functions, the role of the Federal Reserve System and stock exchanges. Securities and investment markets and international money systems and monetary policies will also be reviewed. 3 crs.

**FIN 420 Managerial Finance**
The student will obtain an understanding of the allocation of funds within a business system. Topics emphasized include mathematics of finance, capital budgeting, financial markets and cost of capital. Prerequisite: ACT 320. 3 crs.

**MGT 310 Organizational Structures & Systems**
Students explore the nature of systems and the relation with human behavior and change in work setting. The course includes topics in: nature of organizations, work structuring, contemporary management designs, planned change and influence, systems analysis and evaluation, and organization development theories. 3 crs.

Prerequisite: Lower division work in psychology or sociology. 3 crs.

**MGT 311 Management Styles & Leadership**
This workshop focuses on individual development and assessment, emphasizing the development of personal management and leadership styles, recognition of personal needs and expectations, personal motivation, and stress management techniques. The relation of individual style to the needs of the organization is examined during the class. Prerequisite: Lower division work in psychology or sociology. 3 crs.

**MGT 312 Organizational Behavior**
Explores human behavior in organizations, particularly managers working with groups, and the manager's role in organizing, facilitating, and maintaining balance. Deals with concepts such as motivation, control power and balance. Overview of basic theories and writings with practical application and opportunity for personal research. Prerequisite: Lower Division work in psychology or sociology. 3 crs.

**MGT 413 Strategic Business Planning**
This capstone course helps students integrate Business and Management studies with applications in planning. The course covers the language of planning theory and methods for using planning as a tool for organizations of any size. Included are ways to incorporate strategic thinking, tactics, communication of plans, distinction between long and short range goals, and coordination of resources. Seminar includes independent study, planning projects, in addition to classroom work. Prerequisite: Advanced standing. 4 crs.

**MGT 415 Human Resources Management**
Managers need to be aware of the issues faced by human resources in their organization. This course will help managers understand those human resource functions from both line and central administration perspectives. Issues and problems faced by HR will be highlighted including the contribution of HR to the business plan, increased productivity and excellence in service, shifting organizational control and increased expectations of the new breed of employees. Prerequisite: Lower division work in psychology or sociology. 3 crs.

**TSM 301 Introduction to Telecommunications I**
This course provides an overview of telecommunications including a historical background, the role of the telecommunications manager, legal and regulatory aspects, career opportunities, vocabulary, and the various technologies now in operation including voice, data, video and text. 3 crs.

**TSM 302 Introduction to Telecommunications II**
This is a continuation of Introduction to Telecommunications I. Prerequisite: TSM 301, or permission from the instructor. 3 crs.

**TSM 461 Voice Systems**
The focus of the course is upon the disciplined study of feasibility and design of voice telecommunications systems. Analysis of requirements for system selection, network design and development, and implementation procedures will be covered. Prerequisite: TSM 301, or permission from the instructor. 3 crs.

**TSM 467 Advanced Voice Systems**
The course focuses on the implementation and management of voice telecommunications systems. A systematic plan to plan and administer telecommunications systems and networks, people, and other resources will be developed. Included will be human factors, milestone charts, inventory control, fault isolation, and reporting systems. Prerequisite: TSM 461. 3 crs.
TSM 471 Data Systems
This is a fundamental course for the telecommunications professional that focuses on data communications management. The course begins with basic concepts, terminology, and trends, and ends with a review of the elements of a data communications system. Typical application and management problems (e.g. multi-vendor environments) with DC networks will be considered. Prerequisite: TSM 302, experience in the industry, or permission of the instructor. 3 crs.

TSM 477 Advanced Data Systems
This is an advanced course dealing with specific network designs. Equipment configurations and hardware systems are analyzed, including multi-drop networks, statistical multiplexors, SNA, data testing and trouble center design. Prerequisite: TSM 471, 3 crs.

TSM 487 Information Planning & Integration
Focusing on strategic planning, the course deals with defining the responsibilities of the information manager, determining cost effective administration, exploring all information systems, and integrating those systems into true corporate resources. Networking technology to accomplish integration will be explored in depth. Prerequisite: TSM 467 & 477. 3 crs.

TSM 497 Telecommunications Practicum
Practical in focus, this seminar brings together all the elements from previous classes. Students will design and conduct approved telecommunications projects through an organization of their choice. Technical proposal writing and oral presentations will be included. Students employed in the telecommunications industry may do a project for their own company. 3 crs.

TSM Professional Development Seminars
One and two day seminars providing in-depth knowledge in specific technical and management areas of telecommunications. These may be taken for credit.

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Communication is the process through which people interrelate in friendships, families, groups, organizations and cultures. Whether through spoken, written, or nonverbal means, the effectiveness of communication depends on the understanding of concepts and the skill with which they are applied to specific contexts. Whether completing a communication major, or seeking electives or enrichment, learners in the communication program have the opportunity to:

• become familiar with both the theory and the practice of human communication for personal and professional settings.
• integrate communication strategies into a chosen area of development.
• use effective communication when faced with challenges in various social systems.

The disciplines normally included in communication are speech, writing, journalism, drama, mass communication, human communication, advertising, and public relations.

COMPETENCIES AND REQUIREMENTS

The communication major provides an opportunity for learners to design degree plans tailored to their professional or personal needs. Each degree is based on a standard set of competencies (listed below) achieved through coursework, prior learning credit, internship or independent study. In conjunction with the academic adviser, learners prepare a program with a problem or area focus integrating theoretical foundations with specific applications.

Competencies: In order to earn the bachelor of arts degree in communication, the student must demonstrate the following:

1. The ability to formulate ideas and express them with clarity and accuracy in both written and oral communication.
2. The ability to demonstrate effective communication skills in at least two settings (interpersonal, intercultural, small groups, organizational, media).
3. The ability to accomplish a practical professional task in a specific communication setting.
4. The ability to use communication concepts to investigate human interaction.
5. The ability to discuss analytically the fundamental principles and contemporary perspectives in communication.
6. The ability to develop solutions to specific communication problems.
7. The ability to relate communication concepts to other disciplines in the Liberal Arts.
8. The ability to assess one’s own value system in the context of communication.

Requirements: In collaboration with the academic adviser, each student formulates a learning plan which demonstrates the above competencies by accomplishing the following:

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Competencies</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 480 Communication Perspectives</td>
<td>4, 5, 6</td>
<td>5 u.d.</td>
</tr>
<tr>
<td>LIFE Seminar in Communication</td>
<td>4, 5, 6, 7, 8</td>
<td>5 u.d.</td>
</tr>
<tr>
<td>Experiential learning related to communication specialization (through internship or Prior Learning Experience)</td>
<td>2, 3, 6</td>
<td>5 u.d.</td>
</tr>
<tr>
<td>Advanced learning related to the communication specialization</td>
<td>1, 2, 4, 5, 6, 8</td>
<td>25 u.d.</td>
</tr>
</tbody>
</table>

Additional learning within or related to communication which may contribute to the specialization or serve as general communication background

Total (minimum of 40 u.d.) 70

Organizational Communication

Recommended Prerequisites:

Composition 6 crs.*
Speech 3 crs.*
Psychology, Sociology or Anthropology 9 crs.*

*NOTE: These can be lower or upper division

Program Totals

Management Core Requirements 16 crs.
Communication Core Requirements 24 crs.
Specialty 15 crs.
Communication Theory 5 crs.
LIFE Seminar 5 crs.
Field Experience 5 crs.
Total 70 crs.

Management Core Requirements

MGT 311 Management Styles & Leadership 3 crs.
MGT 310 Organizational Structures & Systems 3 crs.
MGT 413 Strategic Business Planning 4 crs.
FIN 300 Business Finance 3 crs.
BUS 301 Electronic Communication Applications 3 crs.
Total 16 crs.

Communication Core

CM 206 Writing Strategies for the Organization 3 crs.
CM 320 Public Presentations 3 crs.
CM 321 Small Group Behavior 3 crs.
CM 340 Organizational Communication 3 crs.
CM 344 Power & Influence 3 crs.
CM 455 Intercultural Communication 3 crs.
CM 457 Organizational Cultures 3 crs.
CM 458 Management of Change 3 crs.
Total 24 crs.
CM 480 Communication Perspectives 5 crs.
CM 487/488/489g LIFE Seminar 5 crs.
CM 394/494 Field Experience 5 crs.
Total 15 crs.

Specialty Options for a B.A. in Organizational Communication

Students in the B.A. program elect one of the following specialties as a part of their program. (15 crs.)

Human Resource Management Marketing
Public Relations Journalism
Writing Training
Finance & Accounting Computer Systems
Human Communication International Studies

Specialty courses are generally taken from existing
course work. Not all specialties will be offered at the same time. Students develop a specialty option with their academic adviser.

**Public Relations Certificate**

In cooperation with the Art and Management departments, the Communication department is offering a certificate in Public Relations. Designed to facilitate learners seeking a career change into the field of public relations, to prepare current job seekers for professional expertise in public relations and to educate those currently employed in developing public relations, this certificate includes the following coursework:

- CM 361 Public Relations Research 3 crs.
- CM 362 Ethics in Public Relations 3 crs.
- CM 363 Introduction to Advertising 3 crs.
- CM 368 Introduction to Public Relations 3 crs.
- CM 369 Public Relations Writing and Production 3 crs.
- CM 380 Communication Theory 3 crs.
- MKT 300, 350 Marketing I and II 4 crs.
- CM 366/A 311 Graphics 3 crs.
- **Total** 25 crs.

**Courses:**

**HUMAN COMMUNICATION COURSES**

**CM 101C Speaking Tutorial**

For students who wish to develop basic public communication skills—or improve on those they already have. Students will have private consultations with the instructor to work on development of a specific skill, preparation for a particular event, or practice to improve one’s image as an effective oral communicator. 1-2 crs.

**CM 106 Communicating with your Brain**

For the student who wishes to achieve optimum learning potential, this seminar will provide opportunities to explore the inner communication links related to the understanding and recall of information. Certain strategies will be introduced that facilitate communication between the brain hemispheres which will effect learning behavior and memory development. Recommended for all beginning students, as well as those wishing to accelerate their ability to take in and retrieve information. 1 cr.

**CM 261 Introduction to Clowing**

Clowning has recently been introduced as a serious form of professional intervention in a variety of contexts, including counseling, liturgy, and special education. This course examines the history and development of clowning, types of clowns, costumes and makeup, thereby allowing students to discover their own clown persona, and develop appropriate skills for using clowning personally and professionally. 3 crs.

**CM 320 Public Presentations**

The professional environment often demands that people express ideas clearly and confidently. This course reviews the methods and practice of public speaking, concentrating on interpersonal delivery style, handling difficult audiences, and succeeding in a variety of speaking situations. Class activities include practice of speaking skills in a supportive setting. 3 crs.

**CM 321 Small Group Behavior**

In our complex and interdependent society, communicating effectively in groups is a necessity. Decision-making, problem-solving, conflict resolution, and relationship-building all demand special skills in a group setting. Drawing on current theory and research, this course explores the concepts and teaches the skills necessary for improved leadership and membership in groups. 3 crs.

**CM 322 Interpersonal Communication**

Understanding the complexities of interpersonal interaction increases effectiveness in both personal and professional contexts. Designed to acquaint learners with primary theories of interpersonal communication, this course examines models of communication, empathy, person perception, social roles and relational development. 3 crs.

**CM 323 Communication and the Art of Listening**

Careful and discriminating listening is an essential element in the art of communication. Our ability and willingness to pay attention to what others are saying is often the decisive factor in determining whether our own expressions, comments, questions or statements make any sense at all. This course will concentrate on developing techniques of listening which are essential for good conversation, and for understanding clients, colleagues and personal friends. 3 crs.

**CM 324 Nonverbal Communication**

Research has shown that individuals derive more meaning from the way people express themselves than from the words that they use. Through an examination of the theories of nonverbal communication, participants study and practice the techniques of nonverbal behavior to become more aware of their own and others’ patterns. 3 crs.

**CM/PSY 325 The Communication of Self-Esteem**

Perhaps more than any single ingredient, a person's sense of self influences the extent to which the individual is successful in his or her communication with others. One's feeling of self-worth is closely linked to levels of motivation, aspiration, and actual achievement. This course will examine significant perspectives on self-esteem, review methods of enhancing personal pride, and explore approaches to communicating self-esteem in personal and professional contexts. 3 crs.

**CM 326 Conflict Management**

Whether large or small issues are involved, conflict occurs more often than most people desire. Understanding and managing conflict is the best way to use this inevitable occurrence to bring about positive solutions. Through analysis, structured simulation, and practice, participants learn to diagnose conflict, select interventions and facilitate resolutions in a variety of contexts. 3 crs.

**CM 327 Beyond Conflict: Valuing Diversity**

People are often troubled, intrigued and perplexed by their interpersonal differences, and feel nothing can be done about the conflicts that ensue. Through the use of intercultural theory, this course is designed to help students understand the dynamics of difference and the alternatives available when differences arise; to identify the nature and sources of differences; and to provide individuals with techniques for dealing with differences to achieve creative outcomes. 3 crs.

**CM 328 The Communication of Affirmation**

The capacity to communicate affirmation to others is critical to the development of individual self-esteem, nurturing relationships, and organizational excellence. Through affirming messages we communicate acceptance, respect, appreciation, caring, love and intimacy. This course will examine verbal and nonverbal strokes, listening and touch. Selected research will focus on the effects of these messages, or lack thereof, on children, primary relationships, and employee satisfaction within organizations. 3 crs.

**CM 329 Leadership Skills for Women**

Changing opportunities have thrust women into positions which have previously been the exclusive domain of men. This course educates women to respond more effectively to leadership opportunities and provides skills training in leadership. Participants assess their potential, build attitudes and self-confidence conducive to leadership, and practice methods of presenting the
self in an effective and powerful way. 3 crs.
CM 331 Communication Patterns and Change
As people express themselves and relate to others, they develop patterns of communication behavior. These patterns are necessary and important for stability in relationships, yet may become detrimental when they are not modified in response to major life changes. This course will examine these patterns and change with a focus on primary relationships, as participants identify current patterns and their effectiveness, and improve their ability to adapt these patterns to changing life circumstances. 3 crs.
CM 332 Therapist-Client Relations I
The therapist-client relationship is partially built on the quality of communication skills practiced by the helping professional. This course provides participants the opportunity to demonstrate and apply such skills as attending, pacing, paraphrasing, use of open, closed, and challenging questions, summarization, self-disclosure, interpretation, etc. Designed for practicing or potential professionals. 3 crs.
CM 333 Therapist-Client Relations II
An extension of Therapist-Client Relations I, this course explores refinement of the therapeutic encounter through extensive use of videotaped demonstrations by students. Emphasis is placed on experiencing variety and flexibility in the use of communication skills. 3 crs.
CM 334 The Communication of Confidence
The projection of self to others—whether during public presentations, interpersonal interactions, in small groups or organizational contexts—can reflect significantly on the outcomes of our interactions. By combining the insights of nonverbal communication, persuasion theory, symbolic interaction, and human empathy, this course provides both skills and theory for those for whom “presentation of self” is currently an issue. 3 crs.
CM/PSY 335 Cults, Brainwashing and Mind Maintenance
Brainwashing has emerged from Cold War politics into the life of every individual who has been exposed to religious and political cults. This course explores the conversion processes of cults, and some possible defenses against mind manipulation, focusing on how brainwashing techniques bring about immediate extreme belief changes and how those changes are maintained. Both behavioral conditioning and human communication models are used in the analysis. 3 crs.
CM 336 Humor and Communication
According to Victor Borge, “Humor is the shortest distance between two people.” This class examines the humor process: the creation and appreciation of humor, theories of humor over the lifespan, and how humor facilitates (or hinders) communication in a number of settings. 3 crs.
CM/PSY 339 Paranormal Communication
Ignored in the occult fascination of supermarket tabloids and low-budget horror films, legitimate research on psychic phenomena continues to challenge our understanding of human communication. This course explores scientifically-investigated phenomena such as telepathy, clairvoyance, precognition, and healing as extensions of normal communication.
CM 340 Organizational Communication
Whether participants are frustrated by a particular “corporate culture” or merely curious about developing a more productive climate, this course assists them in improving organizational environments through communication. Students examine the organizational communication paradigm, explore the communication implications of organizational structure, assess formal and informal network relationships, and learn strategies for organizational diagnosis and change. 3 crs.
CM 341 Interviewing
The complex nature of the interview situation demands a high level of professional skill, whether conducting or participating in an interview. This course examines a variety of interviewing contexts, including employment, correction, counseling, exit, sales, and information gathering and develops appropriate skills in reducing defensiveness, initiating and maintaining communication, questioning, closure and effective listening. 1-3 crs.
CM 342 People Skills for Project Results
For the person who has responsibility for work projects, this course trains the communication skills necessary to motivate a group of people to efficient task completion. The topics include group brainstorming strategies, effective meeting management, negotiation procedures, positive reinforcement, shared decision making, force-field analysis, evaluation techniques, and other “people skills” which turn project plans into project results. 3 crs.
CM 343 Making Your Meetings Work
The key to successful professional meetings is confident leadership and skillful command of decision-making processes. Discussion leadership, parliamentary processes, agenda setting, task and maintenance functions, and member roles are examined. 1-3 crs.
CM 344 Power and Influence
According to Bertrand Russell, “The fundamental concept in social science is Power, in the same sense in which Energy is the fundamental concept in physics.” Success or failure in using and reacting to power is largely determined by realizing the bases of power, knowing how to use them and being able to anticipate their probable effects. The course examines agents exercising power, types of power, uses and abuses of power and particular power issues, including power at work, and power between men and women. 3 crs.
CM 345 Team Building
Anyone who has ever attempted to function as a member or leader of a team has discovered that effective teamwork doesn’t just “happen.” Rather, it is a careful process of structuring individual, group and organizational dynamics. This course examines a series of specific and quite diverse communication strategies for building teams, including an analysis of different communication styles, identification of Myers-Brigg's personality types and preparation of team assessments. 3 crs.
CM 346 Communication in Problem-Solving
For students eager to enhance their skills in problem-solving situations, this course emphasizes the pragmatic application of communication concepts through role-plays, low-risk feedback and creative intervention. The focus is on difficult contexts, including giving and receiving criticism, responding to angry individuals, and confirming and disconfirming behaviors. 3 crs.
CM 347 Negotiation Skills
Negotiation is a daily experience in people’s professional and personal lives. Sometimes the issues are small, but other situations may have a significant impact on the individuals involved. Successful negotiation involves careful analysis of the situation and an ability to apply appropriate strategies and techniques that lead to a desired outcome. Students explore and develop their skills in negotiation, and learn necessary steps and phases in the successful negotiation process. 3 crs.
CM 361 Public Relations Research
Research is the first step in solving public relations problems. By gathering information systematically, we are better able to describe and understand our audiences and to plan appropriate approaches. This class will
The study of communication provides a unique perspective on human interaction, including personal, interpersonal, group and public situations. By exploring the important concepts and applications of communication, participants discover the individual's roles and responsibilities in relating communication to self and society. 3 crs.

CM 394/494 Internship
Internships provide an opportunity to apply theoretical knowledge in a professional setting while obtaining academic credit for work experience related to career goals. On-going guidance by a faculty member allows participants to integrate reading and experience in a useful manner. Selection of field site and credit request must be approved prior to registration. Contact the faculty internship coordinator, 636-8141 ext. 357. 3-12 crs.

CM 396/496/SS 396/496 Individualized Travel Study
A variety of individualized options are available for those seeking college credit while traveling and studying abroad. If you are traveling independently, and wish to earn credit through individualized study with a Marylhurst instructor, call 636-8141, ext. 357. 3-12 crs.

CM 420g Introduction to Graduate Studies
Designed as a road map to guide students peacefully through the sometimes perplexing and anxiety-ridden graduate experience, this course examines successful methods of surviving scholarly independent studies, seminars, and theses; of writing graduate level papers; of conducting appropriate communication with professors, administrators and peers; in using time judiciously; in taking objective exams; and in becoming proficient in research methodology. 3 crs.

CM 421g Advanced Small Group Behavior
Drawing on current theory and research in communication, this course reviews the structural properties of groups, motivational processes, group functions and cultures, and the dynamics of power. 3 crs.

CM 422g Advanced Interpersonal Communication
This course examines selected perspectives on interpersonal communication that have had the greatest impact on both research and practice. Participants review communication models, investigate communication theory through multiple systems analysis, link intrapersonal and interpersonal communication through a symbolic interactionist perspective and apply theories to communication problems. 3 crs.

CM 423 Group Facilitation Skill Training
Designed for those who have worked with groups and have a basic understanding of group process and theory, this course focuses on developing leadership skills and facilitative functions in groups. Issues of confidence, competence and accuracy of perceptions will be addressed through experiential and practice-oriented sessions. Prerequisite: Small Group Behavior or consent of instructor. 3 crs.

CM 432g Leadership Communication
Leadership can be defined as communication behavior that is designed to influence the attitudes and actions of others—something people do every day. Models of leadership behavior, theories of power and influence, and a review of leadership research are presented. Students identify their own leadership style, and learn to anticipate the impact of their style on different types of organizations. 3 crs.

CM/HUM 441 Communication with the Japanese
For those interested in demystifying the complex and intriguing patterns of Japanese culture, this course will examine behavior, values and communication styles of the Japanese. By examining the Japanese approach to problem-solving, group decision making, dependency, status, obligation and loss of face, this course will improve learners' abilities to conduct business, as well as to develop interpersonal relationships with the Japanese. 1-3 crs.
CM 443G Communication as an Organizational Trainer
Conducting training in an organizational setting presents a unique combination of challenges and opportunities. Participants learn how to assess training needs, design employee training, select training methods, write and present training materials, and evaluate training effectiveness. 3 crs.

CM 444G Classroom Communication
Good communication skills are essential for teachers, trainers and consultants regardless of educational context. Topics include setting an appropriate climate, assessing and adjusting to various learning styles, managing the classroom environment, exploring teacher/student role expectations, and utilizing a variety of teaching techniques. This course is for those who are currently active as teachers, trainers or consultants as well as those whose future plans include working in a classroom environment. 3 crs.

CM 445G Professional Consulting
This seminar is designed to help you examine the professional field of consulting and training.

CM 445G Intercultural Communication
As the concept of the “global village” virtually becomes a media cliché, it forces individuals to examine more precisely what it means to be thrust into an environment with others whose lifestyles and values differ dramatically from their own. Interactions with other global villagers are often complex and confusing. This seminar examines face-to-face interaction as communication with a focus on cross-cultural awareness, values, perception, appreciating differences as a resource, and effective interaction patterns. 3 crs.

CM 446G Intercultural Communication for Educators: Professional Development for Intercultural Educators
The skills and techniques of intercultural communication are becoming essential tools of the trade for individuals in all facets of education. This program is designed to help educators facilitate intercultural learning in a variety of settings: the multicultural classroom, the travel/study program, the foreign student orientation, the business workshop or the ESL classroom. The program includes a focus on the contribution of experiential learning theory to the intercultural process, stages of intercultural sensitivity, training, education and orientation methodologies, program design and material sequence, and training ethics. 2-3 crs.

CM 457G Organizational Cultures
The concept of “culture” applied to corporations is more than a passing trend in organizational development. Through the use of anthropology, intercultural communication, and organizational psychology, this course examines how culture is created, manifested, maintained and influenced in the organizational context. 3 crs.

CM 458G Management of Change
This course investigates the systemic dynamics of change—its types, its phases, its facilitators and inhibitors and its ripple effects. The roles of various participants in the change process will be discussed. Attention will be devoted to understanding theories of change as well as to behaviors and techniques known to influence the outcome of change processes. 3 crs.

CM 470-479 Selected Topics
CM 480 Communication Perspectives
The multi-theoretical perspective of the field of communication integrates a variety of concepts and issues which are essential professional background for communication majors. This course examines systems theory, symbolic interactionism, theories of language, meaning, persuasion, and information and various contextual theories. Required for communication majors, and recommended for students with communication as a major component in their degrees. 3-5 crs.

WRITING COURSES
CM 101A Writing Tutorial
Immediate personal assistance to improve written assignments for courses. 1 cr.

CM 101B Writing Tutorial for the Organizational Communicator
Immediate personal assistance to improve written communication in organizational context, including memos, letters, reports, etc. Students use materials from work in order to improve clarity and effectiveness.

CM 101/202/302 Writing For Returnees
Writing need not be painful. By comparing both problems and solutions, writers in the class explore skills and knowledge which not only improve their writing productivity, but also develop each person’s unique writing process. Especially suitable for those recently returning to the academic environment or for anyone wishing to polish writing skills. 3-5 crs.

CM 103 Processes in Writing: Getting Started
Good creative writing takes more than simply perfecting writing techniques, important as they are. The writer must also understand his or her own process. This class provides one opportunity to study and improve that process. All creative writing genres included. 2-3 crs.

CM 104/304 Processes in Writing: Breaking through Blocks
Mistakes writers between a need to express themselves and a fear that they won’t be able to. This course is developed around a series of subtle movement exercises designed to break through writing blocks in order to initiate, sustain and refine written expression. 3 crs.

CM 105/305 Processes in Writing: Mastering Language and Structure
The hallmark of quality writing is clarity of thought and a command of language. While focusing on the thinking process, this course covers the essentials of grammar, syntax, and punctuation. The class is designed to assist students in mastering the mechanics of self-expression in order to become confident writers of college papers. 3 crs.

CM 201 Writing Tutorial for PLE
Students who are writing Prior Learning Experience essays often find that they need assistance with their writing projects. This course offers individualized instruction structured to meet the specific needs of students involved in the PLE process. Students target individual writing styles and design strategies for analytical thinking while writing PLE essays.

CM 205 Practical Skills for Thinking and Writing
Is learning to write learning how to think? Many writers think so, and some have passed along the skills since learned after long hours at the typewriter. This course will examine the basic elements of writing (narration, argumentation, logic, comparison and summary) and work on improving skills. 3 crs.

CM 206 Writing Strategies for the Organization
Effective written expression is an essential skill for clear organizational communication. This course reviews the primary methods of intra- and inter-organizational communication, including memos, letters, reports, and proposals. 3 crs.

CM 207 Women and Self Expression
An exploration of the creative process in women as manifest in all kinds of creative writing. Students will write, discuss the process, read what other women writers have to say about problems peculiar to the female
writer, and consider how the question of gender roles affects the confidence, voice and style of women writers.

CM 301 Writing Conferences
Intensive, one-on-one conferences provide guidance, support, conceptual and technical assistance to self-motivated writers involved in projects such as novels, stories, plays, nonfiction books and articles. Through private, informal discussion and critique, this advanced tutorial is designed to bring a writer's ideas to its fullest and most effective realization.

CM/HUM 303 A, B, C Creative Writing
For writers who wish to experiment with a variety of literary forms, this course provides an opportunity to explore poetry, short story, personal essay, and journal writing. 3 crs.

CM/HUM 304 A&B Poetic Expression
For persons seeking to learn the joy and satisfaction of expressing themselves through poetry, this class offers innovative methods of learning how to write. Students explore the techniques of getting in touch with emotions and ideas, the means to express them on paper as well as tips and advice for getting work published. 3 crs.

CM 306 Technical Writing
This course introduces students to technical writing: what it is, how it is done, and what career opportunities exist. Students learn the qualities of a good technical writer and what skills are required. Class work focuses on helping students to understand how they can use skills they already have to do technical writing, as well as developing some basic technical writing skills. 3 crs.

CM 307 Magazine Article Writing
Having articles published regularly takes more than luck—it requires careful planning and hard work. This course assists participants in selecting and developing topics, writing quality articles, and offers guidance in marketing the finished product. 3 crs.

CM 308 Freelance Writing/The Marketing Connection
Selecting and focusing ideas that editors want, along with learning methods of analyzing trends, querying and marketing freelance material are covered. This course is for those who know how to write but don't yet have the marketing connection—the tools writers need to sell their work. 3 crs.

CM 309 Travel Writing
"The travel article is one of the most enjoyable ways in which you can write about places you visit and get paid for it" says Louise Zobel, author and travel writer. This course will give students practical information for uncovering salable story and article ideas on the move; finding new angles; writing lively description; travel markets; research tips; travel writer's equipment lists and pre-travel tips. 1-3 crs.

CM 310 Writing for the Women's Market
Millions of women turn each month to one or more of the women's magazines to be educated, entertained and assured that others share their problems. By examining this major market for both men and women, the part-time or full-time freelance writer can learn to develop salable ideas for this challenging field. Participants will learn about the traditional as well as specialty women's magazines, how to propose article ideas to these editors and how to write a winning article. 3 crs.

CM/HUM 405 A, B Fiction Writing
For those who have always wanted to write a book or short story, this course provides guidance, feedback and dialogue on topics related to developing marketable fiction pieces. As an open forum, the class will discuss student writing as participants learn to create more effective fiction. 3 crs.

CM 406 Research Paper Writing
This course introduces students to research paper writing for the graduate as well as the undergraduate level. It is designed to equip students with the appropriate style and skills for handling both simple as well as complex research paper projects. 3 crs.

CM 407 A, B Nonfiction Book
Many individuals have subject specialties that interest others and would make suitable nonfiction books. Whether it's a guidebook, general information, cookbook, how-to or self-help, anthology, history or biography, this course is designed to help the student organize the proposal and effectively market it to the appropriate publisher. 3 crs.

COMMUNICATION
JEFF SWEENEY
Acting Chair, B.S. University of Oregon; M.S. Portland State University

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Program of COMPUTER TECHNOLOGY

Marylhurst College offers a wide array of computer classes. There are courses in programming, word processing, graphs and computer operations. Applications are for business, home and education. Enrollment will be limited in order to insure that students have individual time with the instructor and on the computers.

The instructors have diverse backgrounds which include professional teaching experience as well as on the job computer expertise. Lab time is available for both computer students and other registered Marylhurst students.

The Computer Center at Marylhurst consists of IBM-PC and IBM-PC compatible computers.

CIS 203 Computer Aided Statistics
Students use prepared programs on the IBM-personal computer to experiment with statistical concepts. 1 cr.

CIS 220 Introduction To Microcomputers
This course teaches the basics of the DOS; students use application software including word processing, spreadsheeting and graphing. 2 crs.

CIS 221/222 DOS
DOS commands (Directory, Copy, Format), fixed disk management commands (creating, removing, changing directories, backup and restore), as well as commands which allow for the creation and use of batch files and change of system parameters are taught. 2 crs.

Classes are also taught on the Macintosh.

CIS 231 Word Processing
Learn to enter, edit, save, retrieve and “print” letters and forms using popular word processing software and personal computers. 2 crs.

CIS 241/242/243 Lotus 1-2-3
Three courses in Lotus 1-2-3 enable the beginning electronic spreadsheet user to work with the menus and functions, construct formulas, sort and finally automate procedure using macros. 1 cr. each, 3 crs. total.

CIS 351 dBase III Plus
Students will design input screens, create file structures, enter and modify data, develop error traps, link multiple files together, sort the data and produce professional quality reports. 2 crs.

CIS 352 dBase III Plus: Programming
This course builds on dBASE III PLUS; teaches the use of top-down analysis, basic I/O logic structures, control statements, multiple file design, error trapping, and debugging techniques enabling students to design, code and debug programs. 2 crs.

CIS 224 Introduction to the Macintosh
Introduction to the mouse and the menu and to spreadsheet, wordprocessing and graphics software. 2 crs.

CIS 230 Desktop Publishing
Students learn to perform functions enabling them to produce high quality “camera ready” publication — page layout, placing & changing text blocks, importing graphics & text as well as creating simple graphic elements. 2 crs.

COMPUTERS FACULTY:

FACULTY ASSOCIATES:

MARGARET EMERSON
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Marylhurst College
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503/636-8141 or 1-800/631-9982
The humanities at Maryhurst College continue a 95-year tradition of humanistic scholarship, individual development and community involvement. For its faculty and students, the humanities are an integral part of human enterprise. Issues raised in the humanities are important in business, public service, preparation for the future and appreciation of the world's cultures. We offer a program which gives learners the capacity for meeting the complexities of an expanding world society with intelligence and creativity.

Through humanities courses, students deepen their sense of history and strengthen their critical and analytic abilities. They venture onto the edges where culture, myth, art, science and reason touch. They invest their learning in practical outcomes. From study of the humanities, students prepare for careers in management, law, administration, public service, private enterprise, education and graduate study.

THE MAJOR

The Bachelor of Arts Degree in Humanities consists of:
- Major courses - 70 crs. (50 u.d., 20 l.d.)
- General Education requirements - 60 crs.
- Electives - 50 crs.
- Total quarter crs. - 180

Students must fulfill a residency requirement on 40 Maryhurst credits, preferably in the major. A total of 60 upper division (300-400 level) credits must be taken for the degree.

From general education, students should be equipped with skills in:
- Writing and speech or presentation;
- General knowledge of history and civilization, including religion, literature and the fine arts;
- General knowledge of the scientific study of human behavior through psychology, sociology and anthropology;
- General knowledge of the methods and issues in science and mathematics.

Credits in the major are distributed between:
1. General courses which give perspective on history, culture and ideas
2. Courses which improve one's means of expression
3. Courses which lead students to develop competencies in a given area of interest
4. Courses which give students opportunity for an application (career, special interest, graduate school)

Specific guidelines for the major are available in the Humanities Office. The above program will start Winter Term 1989. Students admitted to the college and attending classes prior to that time will have the option to be under the previous major. Contact should be made with Jon Sinclair, chairman of the Humanities Department.

Students have options for joint programs between Humanities and Management, Humanities and Science, Humanities and the Fine Arts, and Humanities and Religion and Ministry. Interdisciplinary programs are available through the director of Interdisciplinary Studies Program. Contact the Humanities Office.

HUM 201 Approaching Literature

Through exploring the many dimensions that literature takes, this course examines genre, as well as different critical approaches to literature. 3 crs.

HUM 203 In the Footsteps of Sherlock Holmes: The Victorian Detective Novel

Come enjoy one of the most magical and puzzling eras and authors of recent times, Conan Doyle, and the Victorian age, with one of the most colorful groups in the city, The Order of the Blue Carbuncle. In this course you will read stories, examine the Victorian environment out of which they grew and get a real flavor of Victorian life. This lively Sherlock Holmes group, officially related to the Baker Street Irregulars, will share its expertise, collections and vast knowledge of Holmes, Doyle and their colorful age. 3 crs.

HUM 300 Contemporary American Fiction

Cultural, social and economic value changes that surfaced during the first half of the 20th century are reflected in the course readings: *Ethan Frome*, E. Wharton; *Cannery Row*, J. Steinbeck; *Three Famous Novels*, W. Faulkner; *The Snakes of Kilimanjaro*, E. Hemingway; *The Great Gatsby*, F.S. Fitzgerald; *Three Expensive People*, J.C. Oates; *Rabbit Run*, J. Updike. 3 crs.

HUM 302 Experiences in Literature: Early Western World Literature

Inspiration in the humanities is a synergistic phenomenon, where elements of art, music, and literature move creators to self-expression, and yield new accomplishments. The great classic novels of the western world have had just such an impact, and this course focuses on choices from the early cultures of six nations which inspired other masters. 3 crs.

HUM 303/CM 303 Creative Writing: Memories & Reflections

Developing confidence in the student's writing skills is a major objective of this course. Enjoy the challenge of experimenting with a number of literary forms and techniques focused on personal insights and memories. Students continuing this course will find no overlap in the content. Beginners welcome.

HUM 304 Experiences in Literature: Modern American Poetry

The social issues of the United States, the classic themes of literature, and the unique touch of American individualism are revealed in the study of the intriguing poets of our time. 3 crs.
HUM 304B Voices of Poetry
Poetry as a condensed form of human experience, often makes readers more suspicious than appreciative, living as we do in an age of literal explanations. But reading poetry is simple. It just takes some practice and some familiarity with word awareness, imagery, figures of speech, the rhythms and sounds of language. With increased understanding of how to approach a poem, we become comfortable with both brevity and careful language use. We will read as widely as time allows. Class discussion should be a lively sharing of responses. 3 crs.

HUM 305 Experiences in Literature: Literatures of the Nations
Ancient and modern, Eastern and Western, the literature of a nation through the vision of its writers offers us insights into the lives, values, and beliefs of every society and culture. Students travel metaphorically as the course explores Austrian stories, a Japanese Noh play, a Russian novel, and British poetry to discover new meanings and relationships. 3 crs.

HUM 305M The African Writer
Africa, in the 19th and 20th centuries, has been affected by major historical events: the trans-Atlantic slave trade, state development imperialism/colonialism administration, nationalism, modernization. In this course, we will examine the impact of these forces through the works of African writers — men and women of various ethnic groups — who were either born in Africa or whose body of work reflects political and social change in Africa. These writers will include, among others, Ali Mazrui, Isak Dinesen, Wole Soyinka, Chinua Achebe, Frantz Fanon, Ngugi wa Thiongo and Alan Paton. Students will study historical background for these writings. 3 crs.

HUM 306 Experiences in Literature: Short Story in America
Portraits of life in the rural south, in the stark, cold, fields of New England, in the crowded slums of New York, and in the great river valley of the Mississippi, are brought to the reader in the stories of such realistic and romantic writers as O'Connor, O'Henry, Poe, Faulkner, Steinbeck, West, Welty, Twain, and others. This course traverses the country and its history by examining the short stories of a variety of regional authors who have caught the special essence of specific times and places, of moods and dreams, of ages, and peoples. 3 crs.

HUM 307 Experiences in Literature: American Literature
Understanding the roots of one's own cultural perspective is essential for developing the capacity to understand the culture of others. This survey of American literature — with an overview of drama, the novel, short story, and poetry — is designed to familiarize students with the fiber of their culture through its literary expression. 3 crs.

HUM 308 Northwest Writers: A New Voice in American Literature
Writers of the Pacific Northwest are developing a voice of their own and attracting national attention. The distinctiveness of their literature signals a coming of age for the Northwest, much as the South developed 50 years ago. In this course we will explore the nature of regional literature, themes the Northwest writers have in common, and their treatment of a "sense of place." Original works of such writers as Malcolm Lowry, Ken Kesey, Raymond Carver, John Keeble, Theodore Riche, Richard Hugo, Tess Gallagher and William Kinter will be examined. 3 crs.

HUM 309 Literature of the Desert
Is the desert America's last wilderness? Those who love wild, dry spaces draw clarity, strength, hope and plain enjoyment from their time there. Whether you are going with a science class to the American Southwest or considering Alaska, literature from the desert offers insights into how life and spirit thrive in a place most of us call hostile. Readings for this course include works by Gary Snyder, Mary Austin, Edward Abbey and Barry Lopez. Students will choose a project exploring the life of a mountain, plant, animal, or culture of the desert. 3 crs.

HUM 311 Themes in Literature: Biographies of Modern Women, Role Models for Our Time
With the complexities of adopting new roles — both personally and professionally, today's woman has eagerly sought admirable role models. This course examines the biographies of such women of achievement, and in the process, provides opportunities for students to examine their own values and goals. 3 crs.

HUM 312 Themes in Literature: Women as Writers
Forced by custom to write under male pseudonyms, women had to fight their way out of the darkness of anonymity into the sunshine of recognition as women writers. The lives, angers, and achievements of such great writers as Alia Behn, Emily Bronte, Jane Austen, George Elliot and others are read and discussed in the light of their times and in terms of their contribution to the women's movement. 3 crs.

HUM 313 Themes in Literature: Women Characters in Literature
Women have often been given daring roles in the great romances of the past as well as in the more realistic literatures of our own day. Students explore how women are portrayed by male and female writers and how heroines cope with challenges to their values, and the need to be creative under pressure. Becky Sharpe in Vanity Fair, Ma Joab in The Grapes of Wrath, Daisy in The Great Gatsby, and Tess Hardy's great novel are only a few of the great women characters that are met in this course. 3 crs.

HUM 314 Themes in Literature: Best Sellers
The values, issues and anxieties of the eighties are reflected in the current best sellers. Students learn to understand, interpret, criticize and appreciate the novel.

HUM 315A/PSY 315A Themes in Literature: Daughters and Mothers
HUM 315B/PSY 315B Themes in Literature: Daughters and Fathers
The parent-daughter relationship in a woman's life has a tremendous influence on how she faces issues related to work and power as well as issues related to intimacy, trust, and self-esteem. These courses examine different parent-daughter relationships in literature, cinema, and personal experience and explore creative ways to derive the most learning from them. 3 crs.

HUM 315C Themes in Literature: Ecstasy
For centuries, romantics and saints have explored the theory and practice of mind-altering peak experiences. This class examines some of their reports on the intersection of everyday life with spiritual transcendence. 3 crs.

HUM 317 Experiences in Literature: Modern American Plays
Theatre in America came to maturity with the plays of Eugene O'Neill who placed his characters in realistic situations that mocked their ability to root themselves in a predatory American culture. O'Neill's success opened the door for Clifford Odets and Arthur Miller whose plays harshly record the pursuit of the American Dream, a dream whose many permutations are
examined in this course on the rise of the modern American theatre. 3 crs.
HUM 318 Themes in Literature: Science Fiction Before and After 20,000 Leagues
Over-population, mind control, destruction of the environment, use of extra sensory perception, aliens, robots and genetic engineering send science fiction writers and readers into literary orbit. Jules Verne, Ray Bradbury, Isaac Asimov, their short stories and novels reflect contemporary attitudes toward the power of science to advance or destroy the world. 3 crs.
Readings In Literature
The department offers students opportunity to work individually with an instructor, creating a particular genre or period in literature. Student and instructor determine the range of authors to be read. Students read eight to ten novels during the term, write a short paper on each and discuss each novel with the instructor. 2 crs.
HUM 321 An Invitation to Philosophy
The central issues that philosophers consider — space and time, will and power, mind and body — are reviewed in relation to major philosophical schools. Differences and similarities between each school's development of an idea are examined, using poetry, fiction, and philosophical works. 3 crs.
HUM 322A Critical Thinking
Individuals may be able to feel deeply the truth or falsity of an argument, but be incapable of analyzing it coherently or persuasively. Critical thinking skills, both written and verbal, can effectively arm people against this false powerless attitude. The class studies critical thought processes, both affective and cognitive, using material from the natural and human sciences, the humanities and the world of business. 3 crs.
HUM 322B/PSY 322B Creative Thinking
An exploration of the nature of creativity and of different approaches to thinking and problem solving, this course experiments with new ways of breaking through creative blocks. The emphasis is on the student's own ability to solve problems in diverse areas. 3 crs.
HUM 323A Comparative Ethical Systems
The Judeo-Christian ethic is the dominant system of values and morals in the United States. Throughout the world there are many other systems of ethics and morals that guide people in their daily lives. This course examines different approaches to the values that help direct the lives of individuals and groups and help them solve their personal ethical dilemmas. Systems investigated include: Hinduism, Confucianism, Marxism, Islam, Buddhism, animism, and humanism as well as Judaism and Christianity. 3 crs.
HUM 323B Ethics in the Eighties: Personal Philosophy
Stealing in the office, pirating software programs, standing up for a cause — many people face ethical dilemmas on a daily basis. Understanding the development of morals, values, and ethics is the focus of this course which provides the opportunity to examine in-depth alternative systems of ethics, and their application to value choices relevant to each individual. 3 crs.
HUM 324 The Art of Reasoning
Students will be introduced to the principles of logic and rationality. This highly practical course will include such topics as: 1) the structure of valid argument, 2) examples of common fallacy, and 3) the analysis of argument in various kinds of literature. 3 crs.
HUM 325 Cosmologies and Creation Myths
Evolution versus creationism represents alternative views on the world, its origin, its development, and its future. Yet these views of the cosmos and the creation of the universe are but two in a vast array of theories and myths. This course examines the views of many cultures and beliefs about the founding of the universe and all that it contains. The Greeks, the American Indians, and the Chinese, all represent different theories and explanations. The course asks: how are they the same? And how do these concepts affect the behavior of the believers? 3 crs.
HUM 326 Existential Philosophy
In American society, a myriad of choices is the norm. How did individuals arrive at this point? Can personal fulfillment be achieved in this relativistic world which makes many choices seem equally attractive? This course explores existentialism, the philosophy of choice and responsibility, alienation, and loneliness, which has redrawn the philosophical environment. Students learn how to develop their individuality by making choices and taking action. 3 crs.
HUM 327 Issues in Modern Philosophy
We all puzzle over the big, complex issues of our times — profit and progress, human worth, morality, human and animal rights, the safety of the environment, biomedical advances. Do we know how to make the right decisions about these issues? Philosophy can provide us with a framework for understanding, and can provide a roadmap through the complexity. This is a practical course which will help students explore contemporary ethical and rational decisions.
HUM 328/CM 328 Ethics in Media and Public Relations
Advertisements for birth control devices and cigarettes, suspected bias in television reporting, pornographic material in magazines — these are some of the subjects that create ethical questions for media professionals and the public. This course looks at the responsibilities of the media and the decisions its professionals make. First amendment rights balanced against rights to privacy, to fair trial, to social harmony, are considered as well as the rights of individuals and groups to see and hear what they believe is acceptable. Emphasis is on current issues affecting media advertising and public relations. 3 crs.
HUM 329 Opinions and Judgements
Paul Sutinen, artist, innovator, and critic, will lead this seminar through an examination of methods of analysis: questioning judgments, digging for meaning in discussions. The class will visit art galleries, look at films, debate over criticism, fight with advertising, moan at T.V. 3 crs.
HUM 481 Ethical Decisions and the Landscape
Many of us teeter between a love of wild places and an appreciation of the fine highrise, understanding both the convenience of freeways and the danger of toxic waste dumps. With poets, foresters, philosophers and geographers, we will explore relationships with the land that lie below daily awareness — learning how places shape us and how patterns of thought sculpt the landscape. Each of us will then develop a “land ethic” and design ways to live more harmoniously with it every day. 3 crs.
HUM 421 Environmental Ethics
Do we have the right to clean air and water even at the expense of high inflation? Are the economic needs of poor people more important than the survival of an animal species? America and the rest of the world are facing serious problems concerning the earth and its use and abuse. Does the planet, itself, have any inherent rights? How will decisions be made? Will economics, politics, or ethics guide our future plans? This course
HUM 330 Stage Right: Introduction to the Theater
The curtain rises, the lights go on, the action begins, and the actors draw the audience into another world. That world may be frighteningly close to their own or it may transport them to times and places of history or imagination. The actors are but one part of the special creation; the skills and talents of many people are woven into the finished performance. This course examines the practical and artistic events that contribute to the dramatic production. Factors surveyed include play selection, casting, audience recruitment, set and costume design and building, lighting and other technical demands, acting, directing, and producing. Guest provide examples from productions and observation of rehearsals will complement the discussions, all with the aim of enhancing how individuals understand and participate in the theatrical experience. 3 hrs.

HUM 331 Foreign Culture/Foreign Film
Fellini, Bergman, Truffaut, Fassbinder, Kurosawa—these names bring images of powerful, effective, and artistic cinema. This course examines the films of other countries to search for the history, values, and beliefs of the cultures they reflect. Special emphasis is placed on the understanding of interpersonal relationships, friendships, and family dynamics. 3 hrs.

HUM 334 The Ashland Plays
Students need no formal background to enjoy a first-hand experience with four of Shakespeare’s plays: Much Ado About Nothing; Twelfth Night; Henry IV, Parts One and Two; Pericles, Prince of Tyre. These plays, along with Rostand’s Cyrano de Bergerac and Miller’s All My Sons, will be read and discussed along with two non-Ashland plays, Thornton Wilder’s Our Town and T.S. Eliot’s Murder in the Cathedral. Appropriate films, brief lectures and reports on a final project will substitute for a final examination and round out the course. 3 hrs.

HUM 340 Language: How Words Create the World
“In the beginning was the Word,” says the writer of Genesis. But most of us are a bit fuzzy on why that statement makes sense. In this class we will explore how the shapes and sounds of sentences determine what we can think, observe how human language differs from the talk of animals, and learn to reclaim the serious and powerful play that lies in renaming the world. 3 hrs.

HUM 350 History in America: Women of Change
The history of America from the 17th century to the present is also the history of America’s women. A story of triumph, struggle and pathos, women in America have been the sturdy backbone of this country’s development. This course, for both men and women, will explore the changes made by women and in women over the centuries and will include topics such as: women and slavery, frontier women, femininity, reformation and suffrage, and the “new American woman.” Students will have opportunity to research topics of interest for presentation. 3 hrs.

HUM 351 Paths Leading to the Present: The Birth of “Americans”
This course explores the multitude of developments—technological, economic, philosophical, political, scientific, artistic—which individuals and organizations have generated within borders of the United States, developments which have intertwined to create Americans as they are known today. 5 hrs.

HUM 352 The Scientific and Industrial Revolutions
For better or worse, the emergence of modern science has had a critical influence on the course of human civilization. This course examines the significant scientific discoveries of the 16th, 17th and 18th centuries and the subsequent industrial developments of the 18th and 19th centuries, with particular emphasis on the effects these changes have on people’s lives today. 3 hrs.

HUM 353 Historical Perspectives of Oregon
Review of early history of Oregon through visits to state historical centers. Tour the Oregon Historical Society, visit Astoria, site of Oregon’s first settlement; Ft. Vancouver, Washington; Champoeg; and Old Town in Portland. 3 hrs.

HUM 354 Historical Watersheds: Major Shifts in Western Culture
Examines five major historical watersheds and their consequences and effects on the cultural, economic, and philosophic composition of an age. 3 hrs.

HUM 355 Social, Environmental, and Political Movements
From the early labor movements to the peace movements of today, activism has transformed society around such essential matters as civil rights, women, education, pollution, nuclear weapons, drunk driving, and taxes. The historical development of movements is analyzed in terms of the factors that led to the movement and the changes that resulted from the efforts of those aligned with the movement. 3 hrs.

HUM 356 Women’s History: Roles and Relationships
The roles of women in American society are often an issue for heated debate, yet few of the contestants have an understanding of women’s history and roles in different times and societies. The purpose of this course is to investigate women’s roles in the past and in other cultures, especially non-Western cultures. The course examines women in the settings of the home and family, the church, politics, education, health care, and the arts. Central to the analysis are the effects of economics, war, politics, and other societal changes on women’s roles. 3 hrs.

HUM 357 Our Unknown Neighbor: The Native American
Stereotypes have always marred our understanding of the original peoples of America. Perhaps this misunderstanding results from our unwillingness to recognize the heritage left by the contact and conflict between these peoples and the early European settlers. This course delves into the deep and rich histories of Native Americans. The diverse cultures, religions, and lives are examined to increase our understanding of these often unknown parts of modern American life and history. The course examines the usually violent history of early contact and traces its pattern of domination and oppression to the present day. 3 hrs.

HUM 451 Regions in Conflict: Central America
Since the middle 19th century, the U.S. has had an uneasy and often tumultuous relationship with its Latin American neighbors. From the rise up San Juan Hill to the Bay of Pigs to the civil war in El Salvador, the United States has worked to influence the internal politics of the small nations bridging North and South America. What are the implications of this will-to-influence? How have U.S. policy decisions impacted the internal affairs and economics of these countries? What ramifications and developments can be expected in the years to come? This course examines both the geo-political ambitions that led to U.S. interventions and the local effects that have risen from efforts to influence our
Central American neighbors. 3 crs.

**HUM 452 Regions in Conflict: Chinese Revolutions**

To understand the Chinese in the last 20th century is to understand a history of revolution. From the rebellions of the 19th century to the demands for democracy today, the world's most populous country presents a history of feudalism, turmoil, sacrifice, terror, change, and hope. This course focuses on the revolutions begun by Dr. Sun Yat Sen, carried out by the Nationalists and the Communists, institutionalized by Mao Zedong, and challenged by Deng Zhou Ping. 3 crs.

**HUM 450 Modern Times: From Darwin to Hawking**

We frequently encounter the names of famous scientists, writers, and political leaders whose work and lives have affected our society. In this course we will read and discuss some of the original publications which have defined or explained some of the "big issues" of our century since the mid-19th century. This intellectual history will include original works by: Charles Darwin, Karl Marx, Sigmund Freud, Albert Einstein, Adolph Hitler, Mao Tse-tung, Stephen Hawking and others. 3 crs.

**HUM 453 Regions in Conflict: The Middle East**

The Iran/Iraq war goes on for years and few of us understand why. Americans go to work in Saudi Arabia and don't understand the relationships they can and can't establish. Christians, Moslems, and Jews fight for territory and belief. To gain an understanding of this complex region, this course examines the culture, history, economics, religions, and writings of the Middle East. This survey traces the roots of today's conflicts and searches for what is to come. 3 crs.

**HUM 454 Regions in Conflict: Israel and the Middle East**

The roots of significant religions lie within its borders; the roots of much history lie in its name; the roots of conflict belie its very existence. Israel stands at the center of violence in the Middle East. How did the modern state of Israel come into being? What became and will become of the people of Palestine? What are the causes of hatred and war between Israel and its neighbors? This course investigates the history of Israel, its role in Middle East conflicts, and the conflicts among Jews, Moslems, and Christians within its borders. Political, religious, social, and economic factors are considered in this analysis, which includes both Israeli and Arab perspectives. 3 crs.

**HUM 455 Regions in Conflict: South Africa: From Apartheid to Settlement**

Southern Africa is rich in animal life, mineral resources, and beauty; unfortunately its regions are also the site of many conflict. The Dutch and English settled this fertile land and began a history of domination and oppression. This course surveys the history of the Republic of South Africa, searching for the roots of apartheid in religion, economics, politics, and social structure. The goal is to understand apartheid, how it functions in people's lives, how it fails to function, and how it may end. 3 crs.

**HUM 456 Regions in Conflict: The Soviet Union Since the Revolution**

From enemy to ally to enemy, the Soviet Union represents many of the hopes and fears of the 20th century. The Communist Revolution marks a great step forward for all of mankind as well as the beginning of an "evil empire." Gorbachev challenges an entrenched system and is met by support and condemnation. How are we to understand the government and peoples of the Soviet Union? What is life really like? Do they long for peace or destruction? This course investigates the history of the Soviet Union since the fall of the Russian monarchy. It considers the future of this large and often confusing country and examines the course of American/Soviet relations. 3 crs.

**HUM 360 Culture and Civilization**

What do we mean when we call someone "cultured?" Is it OK to call a group "civilized," "primitive" or "modern?" Some believe that all cultures are equal while others see a need to distinguish among groups. This class will explore how judgments about art, levels of technology, political sophistication and ethics are made; and where we get our information and how we develop standards. In the process we will encounter portraits of many cultures and each discover our own perspective on what makes "civilization." 3 crs.

**HUM 361 Windows on Culture: Architecture**

Homes, markets, government offices, hotels, restaurants, schools and churches are buildings that look much the same from city to city or country to country — or do they? The traditional Japanese temple, the Bedouin market, and the Korean farmhouse differ greatly from most buildings in this country. What do these differences say about the people who live in them? What values, beliefs, and priorities are reflected? This course takes a look at the architecture of many countries to see what can be learned about the people who design and live in them. Issues of history, economics, and aesthetic value will be reviewed in light of everyday lives. 3 crs.

**HUM 363 New Knowledge**

"Knowledge is Power. Ignorance is Bliss." Is new knowledge our salvation or our destruction? American culture projects an ambivalent attitude toward knowledge. People glory in technological progress, but they are suspicious of computers. Parents are unclear whether schools should turn out obedient or intelligent students. People long for the old days when we didn't know enough to blow the world up, yet are willing to surrender the excitement of new technologies. This interdisciplinary course meets that ambivalence head on and seeks to challenge each student to develop a personal sense of the forms of knowledge he or she values, and how best to acquire them. 3 crs.

**HUM 364 Culture in America**

We owe our idea of culture to the late 19th century, to a time in the U.S. when academic disciplines, the humanities, arts, and sciences were being established and codified. What does it mean to be cultural? Where may the forms and influence of culture be observed? How does culture act upon us, its creators and viewers? This course examines the ways in which we shape culture and it shapes us. Particular emphasis is placed on the many forms that cultural meaning systems take in our everyday lives. 3 crs.

**HUM 371-379, 471-479 Special Topics**

**HUM 380A, 380B, 380C Transformations I, II and III**

Transformations is a three-course series about images — the images we have in our heads which form and transforms us. The fundamental question behind all the courses is: Can we transform our images and thus transform our lives?

The three interdisciplinary courses are designed as a unit to explore the evolution of images of humanity which we encounter every day as Americans, but each course also stands alone.

**Transformation I: Dreaming Up the American Dream (1600-1900)**

asks "Where do images come from and how do they get into our minds?" by tracing the creation and
dissemination of the U.S. version of the “ideal human”
and the “ideal life” — that well-known American
Dream. 3 crs.
Transformation II: Struggling With a Dream Come
True (1900-Present)
asks “How do images shape our behavior as a nation
and as individuals?” by following out the influence of
ideal images on the day-to-day choices which have
created the world we struggle with. 3 crs.
Transformations III: Daring to Dream Again
(Present-2000)
asks “If we don’t like our images, can we change them?”
by exploring various positive and negative visions of
the future and learning to assess their power to
transform our world. 3 crs.
HUM 480 Humanities Perspectives
What do historians, philosophers, artists, theologians,
linguists and musicians have in common? This course
explores the thoughts and approaches of many
“humanists” and explores what their perspectives add
to the world. Required for humanities majors and
concentrations, and recommended to any student
with humanities as a major component in a degree
program. 3-5 crs.
HUM 490g/MGT 499g M Law and Ethics
“Forget Ethics!” Is this the battle cry of the 80s
entrepreneur? Have ethics become an afterthought?
Items in the headlines are not encouraging — insider
trading scams, influence peddling, steroid use in
athletics. Decision-making, whether in business,
government or with the individual, has ethical
components and legal consequences intricately
intertwined. Using philosophical analysis, basic legal
principles and practical exercises, presented through
discussions, readings and films, students will explore
the fascinating complex relationship among ethics, law
and human behavior. This course promises to raise
the student’s level of personal, ethical awareness and
understanding of practical legal principles.
WRITING COURSES AT MARYLHURST
As of September 1989 all writing courses from
Marylhurst are managed by the Department of
Humanities. Courses are of two basic types, 1) those
intended to help students learn the basics of writing
and improvement of their own competencies, and 2)
those courses for writers to develop writing skills in
fiction, non-fiction, poetry, theatre.
For this catalog, courses in writing are included
under the Communication Department pages 20-21.
Students wishing to use writing courses for a
communication degree may continue to do so.
Humanities students may also incorporate writing
courses into the major.
INTERNATIONAL CULTURAL PROGRAMS
Marylhurst College in collaboration with the
American Heritage Association offers international
summer programs for adults. Programs are generally
3-4 weeks in duration and immerse participants in the
culture and life of the individual sites. American
Heritage has 6 European programs: London & Bath,
England; Avignon, France; Vienna, Austria; Cologne,
West Germany; Gijon, Spain. Programs are offered for
Marylhurst graduate or undergraduate credit and are
taught by American Heritage on site faculty.
Programs for the summer of 1990 include: London,
Avignon, Vienna and Gijon. Inquiries about summer
programs should be addressed to Gail Lavin, American
Heritage Assn., Box 425, Lake Oswego, Oregon 97034
or phone
(503) 635-3702.
HUMANITIES FACULTY:
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Theological Seminary; graduate study Northeastern
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Evergreen State College
PHIL KANO
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IAN TEMPLETON
B.A., M.A. University of Oregon
PHYLLIS THOMPSON
B.A. Marietta College; M.A., Ph.D. Cornell University
GARY WITHERS
B.S. Lewis & Clark College; J.D. Northwestern School of
Law. Lewis & Clark College
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B.A. Earlham College; M.L.N. Emory University
Department of Humanities
Portland Metro:
503/630-8141 or 224-5828
Outside Portland Metro:
1-800/634-9982
The Interdisciplinary Studies major provides an opportunity for learners to design degree plans tailored to their professional or personal needs. Each degree is based on a standard set of competencies achieved through coursework, prior learning credit, and internship or independent study. In conjunction with the academic adviser, learners prepare a program with a problem area focus integrating theoretical foundations with specific applications.

The Interdisciplinary Studies major is an individualized degree option which enables the student to combine two or more academic areas into a single program of study.

Together, the learner and the adviser select a problem focus (a personal or professional goal), courses which prepare the learner to analyze the problem, and courses which help the learner to make successful interventions in the problem.

Requirements

 Majors in Interdisciplinary Studies are required to complete 70 credits (50 of which must be upper division) in their designated area of study.

 A student selecting this degree option must meet the minimum requirement for a concentration in at least one of the areas in which a major is offered at Marylhurst. Students who wish to select two areas of concentration are required to meet the minimum for each of those concentrations. If only one area of concentration is elected, any supporting areas must have a minimum of 12 credits.

Human Studies Concentration

To earn a concentration in Human Studies, a student must complete 35 upper division credits which include:

• HMS 480 Human Studies Perspectives, 5 crs.

• Choice of two of the following Foundations Colloquia, 10 crs.

• Specific Problem Studies, 20 u.d. crs., which include 10 crs. in Problem Analysis, 5 crs. in Intervention Methods, and 5 crs. in Practicum.

Concentration in Other Marylhurst Areas

Students who wish to concentrate in other academic areas should contact the relevant department regarding its concentration requirements. These Interdisciplinary Studies majors are assigned a primary adviser and consult with faculty from the appropriate department regarding their concentration.

LIFE Seminar Program

LIFE – “Living Issues for the Eighties” – is an interdisciplinary seminar program designed to appeal to the off-campus learner. Seminars focus on contemporary issues which will stimulate those seeking enrichment as well as those pursuing degrees. Each LIFE Seminar offers the convenience of home study involving three assignments by correspondence and culminates with a live-in workshop at the end of the quarter. The third assignment prepares students for the final weekend seminar on the Marylhurst campus.

Through interdisciplinary perspectives of science/math, humanities, social science and communication, the LIFE Seminar program seeks to:

• explore human values and examine their influences on the quality of life today.

• stimulate curiosity and responsible concern for the future of the world.

• build an academic foundation for analyzing contemporary issues.

• strengthen human-relations skills in group interaction.

• help participants recognize and achieve their fullest human potential.

Below are some of the LIFE Seminars offered at Marylhurst.

LIFE CM/SS 489g Change

According to Heraclitus, “Nothing endures but change.” The change of seasons, mirroring the cycle of birth, growth, and death... changes in families and friends... changes in careers, values, cultures; each life transition brings bold confrontation with the self. Despite the risks and stresses, individuals must learn to adapt. This seminar reviews theories of change, human development and stress; strategies for recognizing, accepting and managing change; and the creative potentials of the transition experience. 2-5 crs.

LIFE CM/SS 489g Change-Agentry: Making a Difference

If, indeed, the one constant in life is change, then the most consistent challenge is being an effective change-agent. The course explores the dynamics of change-agentry and the individual's role in successfully introducing innovation. In particular, the seminar examines models of change and styles of change; strategies for communicating innovations; and ethical consequences and responsibilities of the change-agent. 2-5 crs.

LIFE CM/SS 487g The Influence of Excellence

In today's fast-paced professional environment, the creation of organizational culture is an important aspect of every leader's job. By developing a culture of innovation, the leader fosters receptivity to change and productivity through an emphasis on excellence. This seminar examines the characteristics of excellence in successful organizations; explores communication strategies for effective leadership; and reviews the role of power and change-agentry in creating organizational cultures. 2-5 crs.

LIFE CM/SS 487g Male-Female Relationships

Changing roles in today's culture often lead to confusion, complexity and conflict. As women seek new roles, men seek new ways to respond. The path is not always clear to either of them, and the resulting ambiguity frequently leaves both in a state of apprehension and misunderstanding. This seminar examines the changing sex roles in our society, explores male-female communication patterns, and creates a fresh perspective on constructive approaches to relationships. 2-5 crs.

LIFE CM/SS 489g Privacy: Managing the Boundaries of the Self

Privacy is the personal sense of limiting the information people take in and give out about themselves. It relates importantly to personal relationships, and to the individual's sense of well-being. Too little privacy and people feel invaded; too much, and they feel isolated (alienated). The seminar examines personal
human species is used to control interactions in the world, with a special emphasis on understanding privacy's potential for a healthy and creative separateness. 2-5 crs.

**LIFE CM/SS 487g Significant Relationships**
Contemporary lifestyles frequently inhibit the building, maintenance and growth of significant relationships. Negotiation of new roles, individual needs and mutual goals in personal and professional interactions with others, necessitating a re-examination of communication skills. In this course, strategies that help relationships function as ongoing workable systems — skills such as empathy, negotiation, affirmation, building non-defensive climates, communicative congruence — will be explored. 2-5 crs.

**LIFE CM/SS 488g Values, Cultures and Conflicts**
As individualists, Americans often pursue personal freedoms, and at times find themselves in conflict with others whose values differ from their. By examining personal values, and contrasting them with those of others, a foundation for bridging differences can be built. The seminar examines cultural value differences — including "cultures" such as male/female, class, age, etc.; it views value differences as a resource; and it provides intercultural communication skills to enhance interactions with other, dissimilar people. 2-5 crs.

**LIFE HUM/SCI 489g Rhythms of Life and Living**
In the face of the everyday pressures of contemporary existence, each of us can find stability in the familiar rhythms of life. Indeed, we are creatures of rhythm, experiencing important cycles within our bodies, our minds, and our natural environment.

We sleep, dream, and wake in cycles; we experience mood, health and bodily rhythms. The seasons, plant life and planetary orbits express important rhythms of nature. And our art, dance and music reflect these interactive patterns of nature and humanity.

This seminar explores basic rhythms in our natural environment, physiological patterns of our bodies, resonance with nature in poetry and music, the stresses that disturb our ecology, and the overarching rhythms which give our lives unity and purpose. 2-5 crs.

**LIFE HUM/SS 488g Confronting the Unknown**
The inevitable stepchild of knowing is the unknowable beneath the thin veneer of ever-changing certainties lies ambiguity, unpredictability and ignorance — the stuff of both chaos and creativity. Whether confronting an unknown job, an unknown aspect of the self, or an unknown view of reality, the anxiety of uncertainty can either block the way of exploration. This seminar examines ways that individuals and cultures confront the unknown. It explores themes of confronting the unknown as they are demonstrated in science fiction, film, horror and suspense stories, in facing the unknown shadow sides of the self, and in everyday experiences such as trying a new activity or beginning a new job. 2-5 crs.

**LIFE HUM/SS 489g Creativity**
Creativity — Is it the child of mad artists or the product of constant toil? Are its tools only paint and music or can people create also with food and relationships? This course will attempt to ferret out some of the sources of true creativity and to tap them in each individual. This seminar explores theories about how creativity happens, techniques to develop creativity, and the range of creation demonstrated by the masters as well as by the person next door. 2-5 crs.

**LIFE HUM/SS 489g Symbols: Inspiration and Power**
Perhaps the most distinguishing "human" quality of the human species is the ability to create symbols. This seminar examines symbols, how they unite people with other cultures and traditions and how they can be used to separate people from each other. Symbols are explored using three avenues of thought and experience: the personal manifestations of symbol creations in dreams, fairy tales, myths; the relational dimension of symbolic interaction: language, behavior, interpersonal influence; and the cultural dimension of collective agreement: advertising, art and religion. 2-5 crs.

**LIFE HUM/SS 489g Technology and Society: Autonomy or Alienation?**
American culture ripples with excitement at the introduction of almost any new technology. Each person is surrounded by televisions, telephones, computers, and copy machines, bringing their mixture of joys and woes. These tools of technology change people — they change what people can do, what people think about themselves, and ultimately, they change cultural values. This seminar explores how tools affect those who use them, how decisions are made to adopt new technology, and how a carefully applied form of "caring" can change peoples' relationships with the tools of modern living. 2-5 crs.

**LIFE SCI 487 Perspectives on the Future: Inner and Outer Space**
With a regularity that is both stunning and humbling, people are being assaulted by new discoveries about the solar system and universe. As people look outward to space, so they also are looking inward to their own consciousness, and it is proving no less dramatic. This seminar reviews some of the recent, major discoveries in both inner and outer space and attempts to integrate the mind and the cosmos by exploring how and why people make the discoveries they do. 2-5 crs.

**LIFE SS 489g Personal Productivity: To Love and Work**
When asked what is essential to healthy adult life, Freud answered, "To love and to work." This seminar studies adult development, examines the nature of professions, organizational environments, intimate relationships and the family in American society; and explores ways of integrating home and office, family and career, love and work. 2-5 crs.

**LIFE SS 489g War or Peace?**
Whether individuals feel that war is a military or a moral issue, as citizens of a global village, people can no longer afford to disregard the implications of the nuclear age. "Peace in our time" requires more than the absence of war — it requires a familiarity with the real experiences of war, the social and biological functions of war and the realities of building a long-term peace. The seminar reviews the differences between war and other more personal forms of aggression, explores the human values that facilitate and hinder peace, and develops practical alternatives to war. 2-5 crs.

**LIFE/CM/HUM/SCI/SS 489 Individual Study: LIFE Seminar Correspondence**
Individualized study by correspondence provides a three credit option. Relevant living issues for the 80s can be examined by reading and corresponding on a variety of LIFE seminar topics. 3 crs.

Several LIFE seminars in the process of development, including LIFE SS 489g Learning: The Art of Growth and Development, LIFE CM/SS 489g Power, and LIFE CM/SS 489g Being Different: An Experiment in Common.

**Interdisciplinary Courses**
Within the Individualized Studies Program, selected courses are offered which integrate the perspectives of several academic disciplines to focus on an explicit
problem (for instance, INT 381 Ways Women Grow, INT 391 Critical Thinking Across the Curriculum, etc.) See the quarterly offerings in the schedule.

HUMAN STUDIES PROGRAM

Human Studies has three central themes: human experience, quality of life, and helping. The Human Studies curriculum addresses these themes at two levels: general perspective development (Foundations Colloquia), and specific applications (Problem Studies).

Foundations Colloquia: These five, interdisciplinary courses help the student to develop a comprehensive view of what it is to be human and how quality of life may be introduced or enhanced in everyday experience, whether it be at home, at work, or in the community. Life, as each person experiences it, can be seen as the synthesis of the relationships which he or she has in various domains of his world: with the self, with others, with the environment, and for many people, with the transcendent or immanent. If one wants to work toward making better for oneself and for others, one needs to become a knowledgeable, skillful, and caring manager of relationships. Each person with this interest benefits from having a comprehensive philosophy which can guide his or her interventions in these relationships. The Foundations Colloquia represent a series of interdisciplinary courses which systematically examine each of the basic relationship areas and which help the student to develop a personal philosophy regarding human experience and quality of life.

Specific Problem Studies: Along with developing a comprehensive, quality-of-life philosophy, each person also needs to develop the ability to actualize it. In a highly sophisticated and specialized society, this means acquiring expertise in at least one specific human problem or issue. Each learner, working with the academic adviser, selects a problem area and creates an individualized degree plan. Learning projects — such as courses and internships — are organized by each student’s problem or theme rather than by a discipline, and work in the Human Studies Major can come from any discipline or interdisciplinary area as long as the learning relates to the student’s problem. Examples of specific problems chosen by recent students include: counseling, training, human service administration, art therapy, pastoral counseling, organizational development, employee assistance, urban planning, and health education.

COMPETENCIES AND REQUIREMENTS

The Human Studies major provides an opportunity for learners to design degree plans tailored to their professional or personal needs. Each degree is based on a standard set of competencies (listed below) achieved through coursework, prior learning credit, internship or independent study. In conjunction with the academic adviser, learners prepare a program with a problem or area focus integrating theoretical foundations with specific applications.

Competencies:

In order to earn the Bachelor of Arts degree in Human Studies, the student must demonstrate the following:

1. The ability to discuss critically the comprehensive framework for human experience and quality of life which informs the Human Studies curriculum.
2. The ability to discuss critically the general philosophies and methodologies of academic areas related to the study of human experience and quality of life.
3. The ability to apply the Human Studies conceptual framework in an interdisciplinary fashion to the study of a specific problem.
4. The ability to work effectively with people from various academic areas on a specific problem.
5. The ability to discuss critically the major theories and research which relate to problem analysis and intervention methods in the selected problem area.
6. The ability to apply in a specific field setting significant conceptual knowledge related to the selected problem area.
7. The ability to accomplish practical professional tasks in a specific field setting related to the selected problem area.
8. The ability to explain the relationship between one's own value system and one's chosen academic specialization.

Requirements:

In collaboration with the academic adviser, each student formulates a degree plan which demonstrates the above competencies by accomplishing the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Competencies</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Colloquia</td>
<td>1, 2, 8</td>
<td>25 u.d.</td>
</tr>
<tr>
<td>HMS 480 Human Studies Perspectives</td>
<td>5 u.d.</td>
<td></td>
</tr>
<tr>
<td>HMS 481 Relations with Self</td>
<td>5 u.d.</td>
<td></td>
</tr>
<tr>
<td>HMS 482 Relations with Others</td>
<td>5 u.d.</td>
<td></td>
</tr>
<tr>
<td>HMS 483 Relations with the Environment</td>
<td>5 u.d.</td>
<td></td>
</tr>
<tr>
<td>HMS 484 Relations with the Transcendent</td>
<td>5 u.d.</td>
<td></td>
</tr>
<tr>
<td>Specific Problem Studies</td>
<td>(minimum 25 u.d.)</td>
<td></td>
</tr>
</tbody>
</table>

Problem Analysis
- (knowledge and skills regarding problem diagnostics)

Intervention Methods
- (knowledge and skills regarding effective change in the problem areas)

Practicum
- (experiential learning in the problem area, which may be earned through internship or prior learning experience)

Total
- (minimum of 50 u.d.)

Courses:

FOUNDATIONS COLLOQUIA

HMS 480 Human Studies Perspectives

Helping people really means helping them to change their minds. One may have to transform their physical and social worlds to do it, but one should not lose sight of the fact that the most profound goals of human change-agency are qualities of mind such as meaningfulness and fulfillment. By exploring themes from existentialism, systems theory, and caring, this course overviews the Human Studies framework and
helps the student to clarify and develop an overall philosophy of human experience and quality of life. 5 crs.

**HMS 481 Relationship With The Self**

One of the intriguing features of human perception is that when people look at their world they somehow see themselves in it. The self which people see there is a remarkable power to influence how they feel about being alive. This course examines the complex personal and social processes which operate in forming the self-concept. Also investigated are ways in which these processes can be directed toward promoting a growthful self-awareness. 5 crs.

**HMS 482 Relationships With Others**

A person relates daily with individuals, groups, organizations, and society. Yet one seldom focuses on the interaction of these elements and how significantly they affect the quality of life. By examining these personal and professional relationships in terms of five primary issues — bonding, power, values, change, and social commitment — this course helps students to develop a personal view of what characterizes high quality relationships and how these kinds of relationships can be promoted in everyday life. 5 crs.

**HMS 483 Relationships With The Environment**

A person's environment may be a source of irritation or delight. One may see it as simply functional or purely aesthetic, profane or sacred; or one may not pay much attention to it at all. Whether foreground or background, however, a person's relationships with the environment subtly influences his or her sense of well-being. This course examines pertinent attitudes, values, and behavior regarding various natural and built environments, and how relationships with these environments can enhance the quality of life. 5 crs.

**HMS 484 Relationship With The Transcendent**

Carl Jung once wrote that he had never worked with a client over the age of 40 whose problem was not spiritual. Helping people requires a recognition that the relationship with the Transcendent, or Immanent, is often a critical element in the fabric of their lives. This course explores Eastern and Western approaches to characterizing the Transcendent as well as the nature of a good relationship. Emphasis is on improving the students' understanding of the major traditions among world religions as well as further developing their own perspectives. 5 crs.

**Specific Problem Studies:** Working with the academic adviser, students may select courses from any subject areas which help them to satisfy the problem studies requirements and the objectives of their individualized degree plan.

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**INTERDISCIPLINARY STUDIES**

**LIFE SEMINARS**

**HUMAN STUDIES FACULTY:**

**FACULTY ASSOCIATES:**

- **KAREN KARELIUS**
  - B.A. Scripps College; M.A. University of California, Los Angeles; M.A. California State University, Northridge; Ph.D. Michigan State University
- **DENIS LAWRENCE**
  - B.A. Whittier College; Th.M. School of Theology at Claremont; M.Ed. Lewis and Clark College
- **PATTI LIND-TOLEDO**
  - B.A. Boise State University; M.A. Ohio State University
- **JEROME PERLINSKI**
  - A.B., M.A., Ph.D., St. Louis University

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**JON SINCLAIR**

- B.A. Whitworth College; B.D., M.A. San Francisco Theological Seminary; graduate study Northeastern University

**PHYLLIS THOMPSON-MURRAY**

- B.A. Marietta College; M.A., Ph.D. Cornell University

**KURT WEHRING**

- B.A. Dartmouth College; M.U.P. Columbia University

**INTERDISCIPLINARY STUDIES**

**LIFE SEMINARS**

**HUMAN STUDIES**
Department of MUSIC

The Marylhurst Music Department is committed to the highest standards of music. Its program provides the strength of a complete traditional music foundation combined with courses which reflect an active, working involvement with the music of our time.

Current trends and developments are reflected in courses in non-Western music, jazz and popular styles, and music technology. The student achieves a breadth and depth of knowledge with detailed course work in theory, history, and performance skills.

The total person is served through further study in other areas throughout the liberal arts college. The student actively pursues a course of study which will integrate the strengths of the past with the vision of the future. All this is achieved under the guidance of master teachers and professional composers and performers who offer both their knowledge and their first-hand experience.

The College Music Department is a fully accredited member of the National Association of Schools of Music.

Degree Studies

Marylhurst College offers a Bachelor of Music, the professional degree, and a Bachelor of Arts with a major in music. In the Bachelor of Music degree, students select an area of specialization from performance, composition, pedagogy, sacred music, or history and literature. The Bachelor of Music degree is a highly specified degree in which the students complete two-thirds of their required credits in music. The Bachelor of Arts degree allows for more electives and offers students greater flexibility within the limits of a designed program. Also available through the music department is a two-year Certificate of Music Ministry described at the end of the music section.

Students majoring in fields other than music are encouraged to participate in music courses which can be applied toward humanities requirements.

Music majors enroll for private instrumental or vocal study and orchestra, chorus or ensemble each quarter. Degree students must play a performance jury at the end of each term for a committee of the faculty. The performance and composition degrees require a half recital in the junior year and a full recital in the senior year. Pedagogy majors play a junior recital in addition to the senior project. Degree students in sacred music are expected to select either an instrumental or a choral/vocal performance emphasis. Sacred music majors play a junior recital as well as participating in senior internship program. All music majors, B.M. or B.A., are required to pass a piano proficiency test before graduating. Attendance at concerts on and off campus is an integral part of the program. Attendance at semi-monthly, noon, repertoire concerts is required of all students. Performance majors should perform at repertoire concerts at least once each term.

Entrance Requirements

The Music Department follows Marylhurst's open enrollment policy. To maintain excellence applicants are auditioned to enter the Bachelor of Music degree program to test performance, musicianship, and aural and sight-reading ability. Students electing a performance major should exhibit marked aptitude for performance. All music majors must pass a functional piano test. Students entering with little or no piano skills must enroll in class piano during their first term of study.

Additional private piano study is encouraged to support the students study of theory and to prepare for passing the piano proficiency exam. Competency-based placement tests in theory are given to incoming and transfer students prior to registration. Deficiencies which would affect smooth transfer into upper division classes must be made up in MU 300, Theory Review, offered for that purpose.

Graduation Requirements

Students in music must complete all required courses and performances or special projects prior to graduation. Junior and senior recitals must be evaluated and approved by a committee of three faculty members made up of the student's primary instructor and two other music faculty. It is the student's responsibility to select this committee in consultation with their primary instructor and the music department chair. Students wishing to present either a junior or senior degree recital must play a pre-recital for a group of the faculty one month prior to the final performance. The faculty will, at that time, either approve the recital for final performance or recommend a delay so that necessary changes can be accomplished.

All required music courses must be completed with a grade of C or better to be accepted toward graduation.

BACHELOR OF ARTS IN MUSIC

Music Requirements

A minimum of 86 quarter credits in music to include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 105-107</td>
<td>Theory I</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 102-104</td>
<td>Musicianship I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 205-207</td>
<td>Theory II</td>
<td>12 crs.</td>
</tr>
<tr>
<td>MU 202-204</td>
<td>Musicianship II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 305</td>
<td>Counterpoint</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 306</td>
<td>Counterpoint II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 307</td>
<td>Form and Analysis</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 108</td>
<td>Global Music</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 109</td>
<td>Development of Jazz and Popular Styles</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 311-313</td>
<td>Music History &amp; Literature</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 444</td>
<td>New Music: 1950-Present</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 420</td>
<td>Musicians Survival Seminar</td>
<td>2 crs.</td>
</tr>
<tr>
<td></td>
<td>Performance Studies</td>
<td>2 crs.</td>
</tr>
<tr>
<td></td>
<td>Ensemble</td>
<td>2 crs.</td>
</tr>
<tr>
<td></td>
<td>MU 483 Senior Project</td>
<td>4 crs.</td>
</tr>
</tbody>
</table>

General Education Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Social Science</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Science/Math</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>30 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>16 crs.</td>
</tr>
</tbody>
</table>

To be chosen from any area.

BACHELOR OF MUSIC

All Bachelor of Music degree students are required to take the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 105-107</td>
<td>Theory I</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 102-104</td>
<td>Musicianship I</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>
Periods:

\[
\text{MU 205-207 Theory II} \\
\text{MU 202-204 Musicianship II} \\
\text{MU 305 Counterpoint I} \\
\text{MU 306 Counterpoint II} \\
\text{MU 307 Form and Analysis} \\
\text{MU 330 Conducting} \\
\text{MU 108 Global Music} \\
\text{MU 109 Development of Jazz and Popular Styles} \\
\text{MU 110 Development of Classical Styles} \\
\text{MU 341-343 Music History and Literature} \\
\text{MU 444 New Music: 1950-Present} \\
\text{MU 420 Musicians Survival Seminar} \\
\]

Performance Studies —
(Variable dependent upon specialization)

Ensemble 12 crs.

Area of Specialization:
Each Bachelor of Music degree student must select one area of specialization and complete the requisite courses.

Performance:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Studies</td>
<td>12 crs.</td>
</tr>
<tr>
<td>MU 448, 449, 450 Literature of the Major Instrument</td>
<td>6 crs.</td>
</tr>
<tr>
<td>MU 276, 476 Chamber Music Performance</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 382 Junior Recital</td>
<td>nc</td>
</tr>
<tr>
<td>MU 482 Senior Recital</td>
<td>4 crs.</td>
</tr>
</tbody>
</table>

Composition:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 221, 222 Beginning Composition</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 321, 322 Intermediate Composition</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 421, 422, 423 Advanced Composition</td>
<td>6 crs.</td>
</tr>
<tr>
<td>MU 256 MIDI Studio 1</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 408, 409 Orchestration I &amp; II</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 382 Junior Recital</td>
<td>nc</td>
</tr>
<tr>
<td>MU 482 Senior Recital</td>
<td>4 crs.</td>
</tr>
</tbody>
</table>

Pedagogy:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 338, 339, 340 Pedagogy I</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 438, 439, 440 Pedagogy II</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 448, 449, 450 Literature of the Major Instrument</td>
<td>6 crs.</td>
</tr>
<tr>
<td>Performance Studies</td>
<td>24 crs.</td>
</tr>
<tr>
<td>MU 382 Junior Recital</td>
<td>nc</td>
</tr>
<tr>
<td>MU 483 Senior Project</td>
<td>4 crs.</td>
</tr>
</tbody>
</table>

Sacred Music:

The Sacred Music degree requires a performance emphasis in vocal/choral or an appropriate instrumental area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 100 C Voice Class &amp;</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 151 Perf. Study: Voice</td>
<td>1 cr.</td>
</tr>
<tr>
<td>or 155 Perf. Study: Organ</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 331, 332 Choral Conducting I and II</td>
<td>4 crs.</td>
</tr>
<tr>
<td>or 344, 345 Service Playing I and II</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 350 Instruments in Worship</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 403 Psalms, Hymns &amp; Spiritual Songs</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 404 History of Church Music Sem.</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 494 Parish Music Internship</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 382 Junior Recital</td>
<td>nc</td>
</tr>
</tbody>
</table>

Performance Studies 24 crs.

Senior Project 3 crs.

Music History and Literature:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 445 Jazz History</td>
<td>4 crs.</td>
</tr>
<tr>
<td>MU 410 Chamber Music History and Literature</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 491 History of Music Notation</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 395/495 Directed Studies in the following periods:</td>
<td></td>
</tr>
<tr>
<td>Medieval &amp; Renaissance</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Baroque</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Classical</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

Romantic 3 crs.

20th Century 3 crs.

Performance Studies 18 crs.

MU 483 Senior Project 4 crs.

General Education Requirements

Composition and Performance:

<table>
<thead>
<tr>
<th>Field</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Science/Math</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>5 crs.</td>
</tr>
</tbody>
</table>

Pedagogy:

<table>
<thead>
<tr>
<th>Field</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Other</td>
<td>4 crs.</td>
</tr>
<tr>
<td>Science/Math</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>5 crs.</td>
</tr>
</tbody>
</table>

Sacred Music:

<table>
<thead>
<tr>
<th>Field</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>6 crs.</td>
</tr>
<tr>
<td>Historical Studies</td>
<td>6 crs.</td>
</tr>
<tr>
<td>Other</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Science/Math</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>5 crs.</td>
</tr>
</tbody>
</table>

Music History and Literature:

<table>
<thead>
<tr>
<th>Field</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Sacred Music</td>
<td>10 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>5 crs.</td>
</tr>
</tbody>
</table>

Electives

To be chosen from any area including music.

<table>
<thead>
<tr>
<th>Field</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM in Performance</td>
<td>19 crs.</td>
</tr>
<tr>
<td>BM in Composition</td>
<td>15 crs.</td>
</tr>
<tr>
<td>BM in Pedagogy</td>
<td>11 crs.</td>
</tr>
<tr>
<td>BM in Sacred Music</td>
<td>18 crs.</td>
</tr>
<tr>
<td>BM in Music History &amp; Literature</td>
<td>19 crs.</td>
</tr>
</tbody>
</table>

Certificate in Music Ministry

The Certificate in Music Ministry is a two-year program which promotes the development of:

1. Technical musical competencies.
2. Liturgical, scriptural and theological concepts for practical use.

It can lead to a Bachelor of Music degree with a specialization in Sacred Music or a Pastoral Ministries degree with a concentration in Liturgy. Requirements for the certificate include 45 credit hours. Credit hours are distributed as follows:

Music Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 105-107 Theory I</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 102-104 Musicianship I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 110 Development of Classical Styles</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 151-174 Performance Studies</td>
<td>6 crs.</td>
</tr>
<tr>
<td>MU 330 Conducting I</td>
<td>2 crs.</td>
</tr>
</tbody>
</table>

Total 22 crs.

COURSES:

MUSIC THEORY AND COMPOSITION

MU 101 Fundamentals of Music

A course which examines the materials of music, pitch,
rhythm, intervals, chords, and their notation. The outcome will be an understanding of basic music theory and the ability to read music and write it. Although the stress is on the word basic, this course is a prerequisite to music theory and acts as a foundation for further study. 2 crs.

**MU 102, 103, 104 Musicanship I**
A course designed to apply the theoretical knowledge discussed in Theory I in direct, participating musical experiences. Skills will be developed through singing, rhythmic exercises, keyboard improvisation and various listening experiences. To be taken concurrently with Theory I. 1 cr. ea.

**MU 105, 106, 107 Theory I**
A detailed examination of melody, harmony, and rhythm through written assignments and analysis of existing music. This study will include harmonic progression, an overview of stylistic periods, an approach to style analysis, the dominant chord, the leading tone chords, modulation through various devices, secondary dominant harmony, binary and ternary forms, and basic counterpoint. Students will master chorale writing and harmonic analysis as a vehicle toward an awareness of harmonic structure and form. 3 crs. ea.

**MU 200 Group Piano**
This class is designed for the beginning adult piano student who has no keyboard experience, who is studying Music Theory or who is preparing for the Piano Proficiency Examination. Course work includes exercises in basic techniques of fingering fluency, touch, intercritical reading and transposition. Having completed this class of preparation, students are expected to feel comfortable at the keyboard and ready to continue private study. 2 crs.

**MU 202, 203, 204 Musicanship II**
A course designed to directly apply materials set forth in Theory II. The outcome will be an ability to grasp music in the doing phase, to draw significant conclusions interpretively and move theory into practice. Advanced ear-training, sight singing, keyboard harmony, sight reading, and 'spot' analysis skills are emphasized. 1 cr. ea.

**MU 205, 206, 207 Theory II**
A study of advanced harmonic materials with an emphasis on diatonic modulation, use of altered chords, chromatic and modal harmony, and 20th century developments. Through composition and the analysis of existing works, students will develop a complete working knowledge of the advanced materials of music. 4 crs. ea.

**MU 210, 211, 212 Fundamentals of Jazz Improvisation**
Theory and techniques of jazz improvisation with emphasis on functional harmony, melodic form, special scales, tune studies, ear-training and development of style. 2 crs. ea.

**MU 221, 222 Beginning Composition**
Introduction to original composition through analysis, exploration and experimentation in contemporary styles. Creative assignments in small two-part and three-part forms, theme and variations; writing for various small instrumental combinations. 2 crs. ea.

**MU 256 Midi Studio I**
A studio course taught in the Center for Computer Music at Marylhurst College. Basic acoustics and sound synthesis will be discussed as well as MIDI interface, digital sequencing, FM synthesis, digital sampling, and an overview of composers and styles. Private studio time arranged. 2 crs.

**MU 300 Theory Review**
A refresher course in theory for transfer students and others who need to renew previous knowledge or fill in gaps. 1 cr.

**MU 303, 304 Twentieth Century Harmonic and Counterpoint Techniques**
Creative application of basic compositional principles to 20th century harmonic materials. Includes analysis of contemporary works, parallel reading, and original composition in various styles. 2 crs. ea.

**MU 305 Counterpoint I**
Study and analysis of 18th century Bach style counterpoint. Exercises in the five species; creative examples in small dance forms and two and three voice inventions. Survey of the 16th century motet: Palestrina, and di Lassus. Analysis and the writing of original examples will lead to a fuller understanding of early counterpoint. 3 crs.

**MU 306 Counterpoint II**
Study and analysis of the Baroque Fugue, Chorale Prelude and Cantus Firmus Variation types. Some original work in this style. 20th Century Counterpoint: study of the literature; analysis and creative experimentation in atonal and free-tonal writing. Use of strict and free 12 tone serialism. 3 crs.

**MU 307 Form and Analysis**
Review of the smaller forms: 2-part, 3-part, Theme and Variations, Song Form with Trio, — beginning with the classical period. Study and analysis of the larger homophonic forms: Sonata Allegro, Rondo Sonata related forms including 20th century adaptations. Some original work. 3 crs.

**MU 310, 311, 312 Jazz Improvisation**
Synthesis of the student's previously acquired skills through creative application to tunes; includes parallel transcription and analysis. 2 crs. ea.

**MU 321, 323 Intermediate Composition**
Free composition for small instrumental and vocal ensembles. Emphasis on cultivation of personal style within framework of current practices. 2 crs. ea.

**MU 324 Midi Studio II**
Advanced applications of sequencer, voice editing and score transcription programs using the software for the IBM to control synthesizers within the Center for Computer Music at Marylhurst. Techniques will be developed for the simultaneous control of multiple instruments with an emphasis on live performance capabilities. MIDI Studio I is a prerequisite. 2 crs.

**MU 350 Conducting I**
An in-depth introduction to the principles of the rehearsal and performance of conducted music (instrumental and choral). Students will learn patterns for simple, compound, and irregular meters and be introduced to the techniques of phrase shaping, complex shifts of tempi, moods, dynamics, etc. Students will have an opportunity near the end of the course to conduct the Marylhurst Symphony Orchestra and the Marylhurst Concert Chorale in rehearsal. This course serves as a prerequisite for specialized instrumental or choral conducting studies. 2 crs.

**MU 406(g) Advanced Form and Analysis**
Further analysis of large twentieth century forms. Introduction to the analytical theories of Hindemith and Schenker. 2 crs.

**MU 408 Orchestration I**
Range, techniques and transposition of orchestral instruments; score reading; arranging for small instrumental combinations, and introduction to full orchestra. 2 crs.
MU 409 Orchestration II
Projects and advanced problems in transcribing and scoring for full orchestra and chamber orchestra combinations. Orchestration of original compositions. 2 crs.

MU 412, 413(g) Jazz Composition and Arranging
Original composition in large jazz forms; intended to synthesize the student's previous creative skills and techniques. Parallel reading and analysis. 2 crs. ea.

MU 421, 422, 423 Advanced Composition
Composition in larger forms; intended to synthesize the student's previous creative skills and techniques. Composition problems and projects of an advanced nature. 2 crs. ea.

MU 424(g) Advanced Midi Studio/Composition
An in-depth investigation of the capabilities of advanced analog synthesizers and computer music systems directed to meet the needs of a student's particular interest resulting in the production of original compositions. Individual meetings with the instructor and extensive use of the Center for Computer Music Studio included. 2 crs.

MU 430 Advanced Conducting
Advanced studies in either instrumental or choral conducting— to be arranged as individual study with the conducting faculty. 2 crs.

MU 484 Seminar in Music Theory
Comparative style analysis of music periods. Intended to strengthen research, analytical and critical skills through the development of advanced theory project. 2 crs.

MUSIC HISTORY AND LITERATURE
MU 108 Global Music
An exploration of the cultural context of four great musical traditions: Indian, African, Indonesian and Japanese. Emphasis will be placed on the discovery of universal patterns in music through listening to musical examples and performing exercises in class. Gathered information will then be focused on contemporary trends in American music to see how they are connected to and influenced by other cultures. 2 crs.

MU 109 Development of Jazz and Popular Styles
An overview of the invention of jazz, its evolution through gospel and blues, dixieland, ragtime, to its present form. The same sort of overview will be applied to other American commercial styles (rock, folk, country, bluegrass) and their emergence into 20th century contemporary classical music. Lecturers from outside will be brought in to detail critical events and will include sessions examining history of the saxophone, history of the guitar, changes in 50 years of rhythm section playing, and details about significant figures in performance of these varied styles. 2 crs.

MU 110 Development of Classical Styles
A brief overview of music in the Western World from antiquity to the present day. The passage of eras is highlighted by presentation of selected composers' compositions representative of changes in the mainstream of music through the centuries. Students will participate in the presentation of projects, listening and playing exercises, and basic research. 2 crs.

MU 245/445 Seminar in Music Library Research
Designed for degree students who seek optimum use of their study time, this seminar is open on several levels of involvement in acquiring or strengthening library research skills; and introduction to library resources at the beginning of study; a directive for those students who have experienced a need for library research skills, and a recap of skills and sources for those preparing for graduate study. 2 crs.

MU 341, 342, 343 Music History and Literature
An indepth study of the development of music in western civilization from the earliest monophonic styles through the Medieval, Renaissance, Baroque, Classical and Romantic periods and into the 20th century. Class activities will include extensive listening and reading of source materials, analysis of historical styles and compositional theories, transcription of early notation, score study, and performance of appropriate literature. 4 crs. ea.

MU 395/495 Directed Studies
Period studies in Medieval and Renaissance Music, Baroque Music, Classical Music, Romantic Music, and the music of the 20th Century are offered as directed studies for students working toward a Bachelor of Music degree in Music History and Literature. 1-4 crs.

MU 420 Musician Survival Skills
An advanced seminar for musicians currently involved in, or about to enter, the professional music world. Subjects covered will include arranging and promoting performance events, working with the print and electronic media, working with agents and managers, working with the musicians union, copyright laws and performing rights organizations (BMI, ASCAP), auditioning, touring public and private funding for the arts, grant writing, etc. 3 crs.

MU 430 Topics in Piano Literature
An ongoing series of courses dealing with specific subjects of piano repertoire. Current offerings include the music of Chopin, Liszt, Handel and Scarlatti, Beethoven, Mozart, Bartok, etc. 2 crs.

MU 444 New Music: 1950-Present
A detailed study of new music since World War II focusing on the impact of five primary influences: serialization, indeterminacy; non-Western music; jazz and popular music; and new technology. The roots of each of these influences will be traced back to the early 20th century but most class time will be spent on the music of the past 30 years. Students can expect to be asked to do extensive reading and listening in these subjects. Scores will be studied and performed whenever possible. 2 crs.

MU 448, 449, 450 Literature of the Major Instrument
A literature course to cover all aspects of the repertoire for the instrument being studied. Current offerings include courses for piano, organ, guitar, voice, and strings. Extensive performance and score study is included. 2 crs. ea.

MU 485 Seminar in Music History and Literature
In-depth study of a period or composer, designed to strengthen the research and critical skills of the student in a summation or overview of one area of specialization. 2 crs. ea.

MU 491 History of Music Notation
A study of the symbolic representation of written music from the medieval period through graphic scores of the second half of the 20th Century. Some discussion will be directed towards the communication of musical ideas in an oral tradition. 2 crs.

SACRED MUSIC
MU 331/332 Choral Conducting Skills I & II
A course exploring many facets of choral conducting including a survey of the role of the choir in various worship traditions, repertoire for adult and children's choirs, chant conducting, professional resources, rehearsal techniques and daily in class conducting experience. 2 crs. ea.

MU 344 Service Playing and Materials for Organists I
Development and practice in hymn and service playing for organists and church musicians desirous of improving
their skills in leading worship through music. The course will include examination of appropriate organ music for the church service, weddings and funerals. 2 crs.

MU 345 Service Playing and Materials for Organists II Course will work on the development of keyboard skills in harmonization, score-reading and improvisation, and accompanying skills at the organ. Class topics include: Professional Resources for the Church Musician; organists in Various Worship Traditions: Special Skills and Needs; Wedding and Funeral Repertoire; A guide to Selection and Purchase of an Organ. Students may opt to prepare AGO Service Playing Exam as part of the course. 2 crs.

MU 350 Instruments in Worship An introduction to the use of instruments in worship (Orff instruments, Handbells, Recorder, Guitar, Strings and Brass). 2 crs.

MU 403 Psalms, Hymns and Spiritual Songs A survey course exploring the history and repertoire of Psalmody and Hymnody from the first to the 21st century. 2 crs.

MU 404 History of Church Music Seminar A review of history documents affecting music in Catholic, Protestant and Jewish worship. 2 crs.

MU 494 Parish Music Internship The student works for ten weeks as an apprentice to a local church musician assisting in preparation and performance of service music for organ and/or choir. 3 crs.

PEDAGOGY AND INSTRUMENTAL TECHNIQUES

MU 378, 379 String Instrument Techniques 1 cr. ea.

MU 388, 389, 430 Principles in Pedagogy I A detailed survey of pedagogical approaches, techniques and materials for the instrument being studied. Current course offerings include pedagogical techniques for: piano, guitar, voice and strings. 2 crs. ea.

MU 438, 439, 440 Principles in Pedagogy II A continued survey of intermediate to advanced pedagogical approaches, techniques and materials for the instrument being studied. Current course offerings include pedagogical techniques for: piano, guitar, voice and strings. 2 crs. ea.

MU 446 Creative Computing in Music Education A complete, hands-on overview of available programs and the ways they may be applied to bring music alive for learners of any age. Participants will actively involve themselves with the whole gamut of music software, from using BIGTRAK, a programmable crawler which helps to develop pre-programming skills for the young child; through a variety of music tutors in music reading, keyboard reading, scales, intervals, skills, ear training, history, terms, and composition; to use of SOUNDCATCHER keyboard system as a creative tool for composing, multi-channel digital recording and performance. No previous experience is required. Basic computer vocabulary and skills will be taught. 2 crs.

MU 490 Piano Mechanics: The Black and White of the Matter A study of the theoretical and practical workings of the piano; what to look for in a new and used instrument, touch-up tuning, string replacement, the relationship of touch tone, etc. 2 crs.

PERFORMANCE COURSES

Private Instruction Credit or non-credit lessons for both degree students and non-degree adults available with professional artists and master teachers in flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, violin, viola, cello, bass, piano, jazz piano, organ, harpsichord, harp, classical guitar, jazz guitar, recorder, percussion and voice. Lesson fee includes weekly private instruction and studio class which will involve performance development and a discussion of interpretation. 1 cr.

MU 100C Voice Class Designed for students with little or no vocal training, this course will supply each person with a better understanding of the voice as a unique and individual instrument. Classroom participation will include instruction in basic vocal technique and care of the vocal instrument. Students will learn a variety of vocal exercises to improve and enhance their individual voices. 1 cr.

MU 216/416 Marylhurst Wind Ensemble An instrumental ensemble for both Marylhurst students and serious amateurs throughout the greater Portland area. Serving as a college-community group, this ensemble performs concerts of music for winds, brass, and percussion. Interested performers will be required to schedule an informal audition. 1 cr.

MU 226/446 Piano Ensemble A performance class covering repertory for two or more players at one or two pianos. Skills in sight-reading and ensemble are stressed as well as an introduction to the duo and duet piano literature, culminating in an end of term recital. Students need not be advanced players to participate. Consent of instructor required. 1 cr.

MU 247/447 Lectures in Courage: Spontaneous Improvisation A study of the spontaneous creative act of improvisation, focusing on the ability to hear and speak, listen and play at the same time. Students will participate in weekly discussions and improvisation sessions to develop a full understanding of what is involved technically and personally in improvisation. No particular style (i.e. jazz, avant garde, etc.) will be stressed. 2 crs. ea.

MU 276/476 Chamber Music Literature and Performance Coaching and performance of major chamber music literature. Open to all serious musicians, beginners to advanced, who wish to work together to improve their performance of chamber works. Individuals and groups may enroll. 1-2 crs.

MU 278/478 Symphony Orchestra Opportunity for serious amateur and semi-professional musicians to perform major orchestral works. Public performances with soloists are presented each term. 1 cr.

MU 279/479 Marylhurst Concert Chorale A vocal ensemble for the performance of choral literature from the Renaissance to the 20th Century. This ensemble will perform concerts throughout the year, one of which may include members of the Marylhurst Symphony Orchestra in works for chorus and orchestra. 1 cr.

MU 280/480 Creative Jazz Ensemble A performance ensemble for musicians wishing to develop their jazz playing. Original compositions as well as standards will be performed. Students will be encouraged to compose for the ensemble. Permission of the instructor is required. 2 crs.

MU 281/481 Guitar Ensemble An ensemble for classical guitarists to perform literature for duos, trios and quartets. 1 cr.

MU 298/498 String Bass Performance A group, bass class focusing on a variety of subjects
pertinent to string bass performance including the mechanics of tone production, reading, improvisation and composition. These skills will be used to play solos, duets and quartets. Students will work with finger-activating exercises in a broad and fluid coverage of the fingerboard, isolating fingers and playing chromatically with 21 combinations of finger and thumb. Right hand pizzicato technique will incorporate some basic classical guitar plucking techniques. The German bow will be featured in the manner of Ludwig Streicher. 2 hrs.

MU 482 Senior Recital
Senior performance majors. One-hour program of representative works from major periods chosen by teacher and student. 4 hrs.

MU 483 Senior Project
B.A. students and senior B.M. majors in composition, music history and literature, jazz studies, and pedagogy. Original composition in large form; critical analytical study involving use of reference tools; supervised private teaching with recital of students. 4 hrs.

Directed and Independent Studies
For students unable to meet class schedules for specialized in-depth study in an area of interest: composition, music history and literature, church music, jazz studies, pedagogy, theory. Inquire with department chair. 1-3 hrs.

MUSIC FACULTY
ROBERT J. COBURN
Chair, Composition, electronic and computer music, theory. B.M. University of the Pacific Conservatory of Music; M.A. University of California, Berkeley.

ANNE CECILE DAIGLE, SNJM
Composition, theory, piano. B.M. Marylhurst College; M.M. DePaul University; D.M.A. University of Southern California.

MAGDALEN FAUTCHE, SNJM
Theory, composition, chamber music. B.M. Marylhurst College; M.M. University of Southern California.

NANCY NICKEL

TIMOTHY NICKEL
Theory, musicianship, piano. B.M. Valparaiso University; M.M. University of Illinois; Certificate of Advanced Study. Guildhall, London.

BRIAN WAGNER
Assistant to the Chair, Classical Guitar, Guitar Literature, Theory Fundamentals. B.M. University of Arizona; M.M. Lewis & Clark College.

FACULTY ASSOCIATES:

OBO ADDY
Ghanaian master drummer, singer and composer

LAJOS BALOGH
Violin, orchestra B.M. Liszt Academy of Music, Budapest; M.M. University of Oregon.

PATRICIA BAXTER, SNJM
Liturgical music. B.M. Marylhurst College; M.M. Holy Names College, Oakland, Calif.; M.A. Theology (Liturgy) University of Notre Dame.

EMERENTIA BERNDORFNER, SNJM
Piano, Harp. B.M. University of Washington; graduate studies College of the Holy Names, Mills College.

JOHN BREDA
Clarinet and saxophones; M.M. New England Conservatory; bass clarinetist with the Oregon Symphony.

ROBIN BUCKNER
Voice. B.A. Southern Illinois University; M.M. University of Arizona.

ANDRIS CHAPIN
Keyboard technician. B.M. Marylhurst College; Diploma New England School of String Keyboard Instrument Technology.

DANIEL COLE-MCCULLOUGH

PIERRE D'ARCHAMBEAU
Violin. Awarded the medal of the Eugene Ysaye Foundation (1967) and winner of the International Competition in Geneva (1948), and the Queen Elizabeth of Belgium Competition (1951). Colleague of Fritz Kreisler, Pablo Casals, Nadia Boulanger and Arturo Toscanini.

CLAUDIA FOITZ, SNJM
Voice, voice literature. B.M. Marylhurst College; Fellow of National Association of Teachers of Singing; Graduate Study University of Southern California, Juilliard School of Music.

BONNIE GARRETT
Harpichord/clavichord. B.S. in music Olivet College; M.M. Colorado State University; special studies in harpsichord and early music performances with Tön Koopman and Elisabeth Wright, and at Oberlin Baroque Performance Institute.

JERRY HAHN
Jazz guitar. Nationally recognized performer and educator.

BERNICE HANSEN, SNJM
Cello, cello literature. B.M. Marylhurst College; graduate study Music Academy of the West, University of Arizona.

GORDON NEAL HERMAN
Music History, Jazz and American popular music specialization. B.M. California State University, Long Beach; M.M. composition, University of Idaho.

LARRY HAUSER
MIDI Studio; B.A. Magna Cum Laude, University of Calif.; M.M. Lewis & Clark College

MARTINE MARY KENNEY, SNJM
Piano. B.M. Marylhurst College; M.S. Portland State University.

NANCY KING
Jazz Voice; Performer and Recording Artist.

SCOTT KRITZER
Classical guitar. B.M. in guitar performance and pedagogy San Francisco Conservatory of Music; advanced study with Michael Lorimer and Aaron Shearer.

DAVE LESLIE
World music, jazz studies. B.A. in ethnomusicology, University of Washington. Jazz composer/performer, recipient of numerous commissions and awards.

STEFAN MINDE
M.A. summa cum laude, the Mozarteum, Salzburg, West Germany.

GLEN MOORE
String bass, jazz studies. Bassist/composer with the group OREGON. Twelve years in New York performing with major jazz artists. Appears on 30 albums for the A&M, Vanguard, Electra and ECM labels. Active international artist.

HELEN MURRAY

NANCY OLSON-CHATALAS
B.M. Baylor University; Voice. M.M. University of Texas, Austin.
DENNIS PLIES
Jazz studies, percussion. B.A. Biola College; M.M. American Conservatory of Music; D.M.A. Western Colorado University.

JEFF PUTTERMAN
Jazz Guitar, B.A., University of Maine, Magna cum Laude.

CHRISTOPHER SCHINDLER

JAMES SCHMIDT
Voice; B.M. Drake University

JOHN STOWELL.
Guitar. Jazz performer and recording artist.

MARGARET WITSCHARD
Organ. M.A. University of Missouri.

JEANETTE WOOD, SNJM
Violin, violin literature and pedagogy. B.M. Holy Names College/Fort Wright College; M.M. Holy Names College, Oakland, Calif.

PREPARATORY MUSIC PROGRAM

MARTINE MARY KENNEY, SNJM
Coordinator. See above.

ROSE CATHERINE ARNOLD, SNJM
Piano. B.M. Marylhurst College.

PATRICIA BAXTER, SNJM
Suzuki piano. See above.

EMERENTIA BERNDORFNER, SNJM
Piano, harp. See above.

ROSE OKADA
B.M. Wayne State University, Detroit, Michigan

HELEN SANDOZ, SNJM
Suzuki violin. B.A. Marylhurst.

BRIAN WAGNER
Classical guitar. See above.

Marylhurst College
Marylhurst, Oregon 97036
Department of Music
Portland Metro:
503/636-8141 or 221-5828
Outside Portland Metro:
1-800/636-9982
Department of RELIGION AND MINISTRY
Pastoral Ministry Program

The Religion and Ministry faculty recognizes that the Spirit is calling people to a deeper involvement in pastoral ministry. No doubt, this call has been facilitated by church leadership programs for local church renewal, by contemporary prayer movements and organizations interested in the deepening of family relationships. Whatever the factors which have motivated the increased participation within the church on the part of the people of God, Marylhurst is committed to a long-range program of education and supervision in order to facilitate the growth of qualified ministering persons. To accomplish this goal, Marylhurst has designed a program which includes:

1. A general theoretical, inspirational preparation for ministry;
2. Theory and supervised experience appropriate to specific areas of ministry;
3. Reflection seminars designed to integrate theory and practical ministerial experience into the student's personal vision and style of ministry.

After evaluation of the student's previous course work and pastoral experience, a program will be designed to meet the student's goals. The applicability of any credits toward a degree or certificate in Pastoral Ministry is governed by the age of the credit, the grade attained and the relevance of the credit as determined in conference with the advisor.

Marylhurst offers the Bachelor of Arts degree in Pastoral Ministry as well as Certificate Programs, Mobile Packages and courses for the non-degree student. Also available is a major in Interdisciplinary Studies with a concentration in Pastoral Ministries.

Students are encouraged to find a mentor from their own denominations for help in applying what is learned in the classroom or internships to their own belief system. In addition, Certificate Programs will be designed in consultation with sponsoring institutions. For instance, a diocese, particular congregation, or organization could request a Certificate Program designed to meet a specific need such as ministry to youth or to the aged. Mobile Packages are courses designed to meet the needs and time allotments of local church groups and are meant to be taken off campus to the particular group involved.

Requirements for the Bachelor of Arts Degree

1. A minimum of 180 quarter credits.
2. A minimum of 60 upper division credits.
3. A minimum of 40 Marylhurst credits.
5. Major area requirements.
6. General Education requirements.

Distribution: A minimum of 12 credits representing at least two subjects in each of the following areas:

- Communications 12 crs.
- Humanities 12 crs.
- Science/Math 12 crs.
- Social Sciences 12 crs.
- General Education electives 12 crs.

Total 60 crs.

Major Area Requirements

The Pastoral Ministry major requires a minimum of 60 quarter hours credit in ministerial studies as follows:

Foundation Courses

PM 310 Ministry and the Church: Past Present, Future 3 crs.
PM 320 Ethics and Social Concern 3 crs.
PM 330 Introduction to Sacramental Theology* 3 crs.
PM 331 Sacraments of Initiation* 3 crs.
PM 301 Theology in Practice 3 crs.
PM 410 The Ministry of Jesus in the Synoptic Gospels 3 crs.
PM 352 Introduction To Biblical Criticism 3 crs.
PM 420 Prayer 3 crs.
PM 430 Perspectives in Morality 3 crs.
PM 440 Family Systems and Ministry 1 3 crs.
PM 486 Myers-Briggs Type Indicator & the Ministering Person 3 crs.

Sub Total 33 crs.

*If the student belongs to a denomination which does not have a sacramental focus, the student could substitute scripture courses for these two requirements.

Practicums

Students will have the opportunity for direct personal ministerial service through a Practicum. Each hour of Practicum credit will involve a total of 30 hours in practicum work. In consultation with an Adviser from Religion and Ministry and a supervisor, the student will prepare a Practicum proposal designed to meet the student's practical interests and needs. 8 crs.

Specialized Area Electives

Select an area of concentration: For example, Religious Education, Pastoral Care, Pastoral Counseling, Spirituality, Pre-Theology, Worship, Ethics or combinations designed after consultation with the adviser. In some cases, specific courses will be required. 21 crs.

Pastoral Reflection

Reflection courses are designed with the academic adviser, with the purposes of:

- Strengthening through personal integration the concepts presented in foundation courses.
- Exploring the relationship between theoretical concepts and practical applications in the lives of ministering persons.
- Developing and strengthening skills in critical pastoral reflection. 8 crs.
**Interdisciplinary Studies with Concentration in Pastoral Ministry**

Marylhurst offers a major in Interdisciplinary Studies with a concentration in Pastoral Ministry. The core courses include the following:

**PM 310 Ministry and the Church: Past, Present, Future**
3 crs.

**PM 320 Ethics and Social Concerns**
3 crs.

**PM 301 Theology in Practice**
3 crs.

**PM 330 Introduction to Sacramental Theology**
3 crs.

**PM 410 The Ministry of Jesus in the Synoptic Gospels**
3 crs.

**PM 420 Prayer**
3 crs.

**PM 430 Perspectives in Morality**
3 crs.

**PM 440 Family Systems: Bowen Approach**
3 crs.

**PM 486 Myers-Briggs Type Indicator and the Ministering Person**
3 crs.

**PM 442 PRH: Who Am I?**
2 crs.

*If the student belongs to a denomination which does not have a sacramental focus, the student could substitute scripture courses for these two requirements.

In addition, 12 credits in elective areas such as religious education, hospital ministry, etc. must be taken to total 41 credits. (These may be lower division.)

Total credits for concentration: 41 crs.

**Certificate in Pastoral Ministry**

Certificate programs can be designed for interested persons. Core courses include:

**PM 442 PRH Who Am I?**
2 crs.

**PM 510 Ministry and the Church: Past, Present, Future**
3 crs.

**PM 320 Ethics and Social Concerns**
3 crs.

**PM 410 The Ministry of Jesus in the Synoptic Gospels**
3 crs.

**PM 440 Family Systems: Bowen Approach**
3 crs.

**PM 486 Myers-Briggs Type Indicator and the Ministering Person**
3 crs.

**PM Practicum**
8 crs.

Sub Total: 25 crs.

An additional 18 credits toward the certificate design will depend upon the area of ministry for which a person wishes to be certified.

**Mobile Packages**

Any of the courses in the Religion and Ministry programs as well as other topics in ministry and theology can be designed to meet the needs and time allotments of church groups e.g. for the certification of Catechists and associate catechists for the Archdiocese of Portland. The courses are meant to be taken off campus to local interest groups throughout the Northwest.

**Ethics at Marylhurst**

The Department of Religion and Ministry in collaboration with the Department of Humanities will offer a specialized area of study in Ethics. The program incorporates various courses related to ethics offered in selected departments at the college. The following is a proposed yearly schedule of courses that, together, form a program in ethics. This specialty is a two year curriculum. For further information contact either the Religion and Ministry Department at ext. 351 or the Humanities Department at ext. 369.

**Fall 1989**

*Intro. Philosophy, Reason and Logic*

Application courses:
- Business and Society
- Film and Politics
- Following My Conscience
- Bioethics

**Winter 1990**

*Intro. to Ethics*

Application Courses:
- Law and Ethics
- Ethics and Politics

**Spring 1990**

Values and Decision Making

Continuing Religious Studies

The Religion and Ministry Dept. offers opportunities for clergy and lay professionals to take continuing education courses and seminars. Assistance is available for continuing education planning. These special educational offerings are listed each term in the Class Schedule.

Individualized study programs are offered for clergy and lay professionals. In consultation with the Director of Continuing Studies specialized programs can be developed with faculty members. These programs have credit and non-credit options.

**Courses:**

**SCRIPTURE**

**PM 350 Paul's Letters And Ministry**

Paul’s ministry formed faith communities of diverse people from cultures and customs of the ancient world. His own experience of Jesus energized his efforts to maintain the direction of these communities. When he was absent, his letters expressed his care, explored the theological framework of his faith, and exhorted his readers to deepen their commitment. 3 crs.

**PM 351 Prophetic Messages**

Do the prophetic messages have relevance today? How should we describe their experience? Is there a “prophetic” aspect of every life of faith? The prophets were a part of the religious climate of the kingdoms of Israel and Judah. They spoke and acted out Yahweh’s detailed criticism. Yet, they proclaimed hope too. 3 crs.

**PM 352 Introduction To Biblical Criticism:**

Interpretation of the Old and New Testaments

The Bible is, at one time, the work of human beings conditioned by their limitations, and “the word of God” inspired (of God) not merely about God. Introduction to the human element through the methods of modern biblical study and appreciation of the inspired element that is normative for the church. 3 crs.

**PM 355 Old Testament Literature: The Psalms and The Song of Songs**

This course will provide an appreciation for the history, the poetry, the theology, and the spirituality of the Psalter and of the Song of Songs. We will begin to feel the impact of this literature on the Judeo-Christian tradition, and its impact today, both in worship (public and private) and in questions of social justice. 3 crs.

**PM 410 The Ministry of Jesus in the Synoptic Gospels**

The Gospels are a “faithful” record of Jesus’ ministry, a model and ideal for all who serve. To discover the original and unique experience of Jesus’ ministering,
literary forms and historical circumstances must be examined. This core course will interest all who value the Gospels in their personal journey of faith. 3 crs.

PM 411 Angels, Beasts, and Cosmic Battles: Apocalyptic Literature in Scripture

Christianity emerged from a cultural situation rich in symbolic predictions about the future. Analyze the philosophical and social situation of the Book of Daniel and the Apocalypse and the characteristic literary forms. Does apocalyptic literature shed any light on contemporary experience? 3 crs.

PM 412 From Our Christian Beginning: Diversity and Unity

The reality early Christian communities faced included the need for proclamation, prayer, catechism, ministers, workable structures, discipline, worship, fear of persecution, activity of the Holy Spirit and Gnosticism. Our legacy is their reflections found in the "catholic" epistles. Acts, Hebrews and letters of the "Fathers." 3 crs.

PM 413 The Passion and Resurrection of Jesus in the Gospels

The oldest part of "gospel proclamation" is Jesus' death and return to life. Where we might hope for uniformity of detail, the authors diverge in their accounts of the events and their meaning. Modern study is highlighting this part of the New Testament; appreciating its faith and recognizing our need to appropriate its truth. 3 crs.

PM 415 Jesus' Ministry in the Johannine Community

The Gospel of John and the three epistles attributed to him have a wealth of different insights into the history and meaning of the Jesus event, the response of "faith" and the makeup of the community behind the author. Modern scholars in recent years have postulated a connection between all three. 3 crs.

PM 416 The Pentateuch

This course will provide a working familiarity with the first five books of the Hebrew/Christian Scriptures; their history, forms, sources, major theological themes, and impact on Judaism and Christianity. The Pentateuch itself will be the organizing principle for the class. 3 crs.

THEOLOGY

PM 301 Theology In Practice

An exploration of significant writers and movements that have and are shaping the present theological scene. Attention will be paid to creative religious ideas in the modern age, contemporary theological quests, and present day expressions of theological diversity. 3 crs.

PM 310 Ministry and the Church: Past, Present and Future

Value models of church as pathways to understanding in a pluralistic church. Reflect upon historical developments in the practice of ministry and project future developments in the light of new models and your own personal strengths. 3 crs.

PM 320 Ethics and Social Concern

An in-depth look at how ethics are developed through Biblical theological exposure and how personal ethics affect social action in both individual and corporate bodies. 3 crs.

PM 330 Introduction To Sacramental Theology

Sacraments are doors to the sacred and mirrors of the church's self-understanding. Constant celebration of these events in their diversity and unity is crucial to the life of its members. An introductory course of the major perspectives and historical influences that shed light on contemporary sacramental awareness and practice. 3 crs.

PM 331 Sacraments Of Initiation

These celebrations of the church's life have had the spotlight in recent years. Theological reflection is exploring many of the aspects of their renewal, community life and identity, changes in liturgical practice, development of adult faith, commitment and sacramental expression and the place of adaptation proclaiming the gospel. 3 crs.

PM 332 Sacraments Of Healing

The liturgical reform called for in the Second Vatican Council dealt profound changes in the celebration and perception of these sacraments. An appreciation of these developments and a broadening of your own spiritual journey can come from locating your experience with the help of scriptures, historical inspection and key documents and authors. 3 crs.

PM 430 Perspectives In Morality

With reference to contemporary concern over the demise of "the ethical person" students in this course will explore the process by which the morally responsible person is formed. Our study will refer to Fowler and Gilligan's work on the development of moral maturity in personality formation, with references to our grounding in scripture: study of Kean's work on the right brain involvement in the individual's moral behavior will complement Sedgwick's study of our paschal identity as formative of Christian behavior. 3 crs.

PERSONAL AND SPIRITUAL DEVELOPMENT

PM 420 Prayer

The student may choose from the prayer/spirituality offerings listed in a current quarterly schedule of courses. 3 crs.

PM 422 Tracing The Spirit

People understand the enduring story of God by reflecting upon and sharing their personal stories. We will explore the life story of Mother Teresa, a person of your choice and you, seeking to recognize stages of faith development and significant conversion experiences. In Christian Conversion, a text which will be used in the course. Walter Conn considers Thomas Merton's early conversion experience. This will allow for an exploration of any masculine/feminine differences on the faith journey. The processes used will be lecture, film, personal and group reflection and guided reading. 3 crs.

PM 423 Jesus' Jewish Spirituality

What was Jesus talking about before it became the Gospel? Who was Jesus before he was proclaimed by his followers 'the Messiah'? This study in spirituality will be a concerted effort to climb down the Christian mountain of collected assumptions in order to appreciate Jesus (and our own) Jewish foundations. 3 crs.

PM 425 Exploring Our Religious Beliefs

This course will help students understand how religious belief systems work as systems; it will help them gain clarity about their own belief systems; and it will give them an opportunity to explore and express their beliefs creatively. It will also explore the spiritual foundations underlying the twelve-step program (originally by Alcoholics Anonymous).

PM 426 Gospel Based Spirituality

Academic questions surround our choice to live the Christian Gospel. These involve biblical interpretation, methods of reflection, and cultural awareness. To deepen our conversion to the message of Jesus, these insights need translation. But either we are unfamiliar with the concepts, or we are hesitant to engage the process. This course will explore this process. 3 crs.
PM 427 Myers-Briggs Type Indicator And Spirituality
Personal spirituality is influenced by many factors: culture, tradition, personal histories, etc. The focus of this course will be the natural, unique spiritual path which flows from basic preferences known as Jungian Psychological type. 3 crs.

PM 440 Family Systems: Bowen Approach — Part I
Learn the principal concepts of systems theory: triangle, emotional climate, identification of self, fusion, open systems, closed systems, the four-dimensional self. Understand how these concepts explain interactions within and between groups and ministerial styles. 3 crs.

PM 441 Family Systems: Bowen Approach — Part II
Investigate Toman's Theory of Family Constellations and Carter and McGoldrick's systems approach to the family life cycle. Apply the principal concepts from these theories to an in-depth three generational study of your nuclear and extended family. Prerequisite: Group Process I. 3 crs.

PM 486 The Myers-Briggs Type Indicator
Grow in self-awareness and improve interpersonal and group interactions through learning more about personal needs and skills and differences in teaching, learning and leadership styles. Explore the relationship between one's psychological type and one's approach to spirituality. 3 crs.

PRH Personality and Human Relations
Pastoral Ministers students may use work in the PRH to fulfill the pastoral reflection requirement.

PRH-Personality and Human Relations Offerings
What Can Be Expected From PRH:
PRH sessions promote personal growth. They assist a person in:
- Recognizing unique gifts and qualities.
- Deepening love for self and others.
- Making decisions with greater clarity and confidence.
- Discovering creative energy.
- Clarifying and overcoming obstacles that impede growth.

PM 442 Who Am I?
The basic offering which introduces and precedes other sessions of PRH. Focal point is the inner self as a wellspring of personal uniqueness and vitality. 2 crs.

PM 443 Approach To Self Through the Body
An introduction to self-knowledge through awareness. The aim of this session is to deepen self-knowledge and increase inner freedom through awareness of the "messages" emitted by your body. The student learns to distinguish between physical and psychological sensations, and to probe the latter for their meaningful content. This process helps growth in self-understanding — physical, psychological and spiritual. 2 crs.

PM 444 Leading My Life
This session complements "Who Am I?" in which the essential components of the human person were explored. In "Leading My Life" the focus is on the functioning of these various components in an effort to: 1) Learn the proper functioning of the human organism, 2) Explore the reasoning and choosing processes, and 3) Point out conditions conducive to balanced and harmonious growth. 2 crs.

PM 445 Introduction To PRH Analysis
A session of self-analysis which helps identify inner sensations of a psychological nature and how to use these effectively. 2 crs.

PM 447 Managing My Growth
This course opens up the steps and stages of personal integration, the conditions which foster growth. The difficulties likely to be encountered in becoming fully one's self will be considered. It puts persons on the road to discovery of their mission, the source of true fulfillment.

PM 465 Seeking God
This session is intended for those who seek God. Some may wonder if He exists. Others believe, but would like to experience His in-dwelling Presence. By throwing light on your personal search, this session will help you remove obstacles and advance more surely. 2 crs.

PM 492 Initiation To The PRH Helping Relationship
This PRH session teaches a method of problem solving with the help of another person. You, the participant, will have the opportunity to learn the theory and method of a helping relationship that will enable you to become a more effective helper and client. Prerequisite: "Who Am I?". 2 crs.

LITURGY
LIT A 350 Survey Of Liturgy
An introduction to liturgy, aimed at helping people plan parish liturgies and assume responsibility for various seasonal and occasional activities, including work with children and work in the field of the fine arts for celebration. 3 crs.

LIT A 452 Music For the Rites
The course offers an introduction to the history and development of the liturgies of the Mass, of the initiation Sacraments and of the Hours. Emphasis will also be given to a study and research on chant, hymnody and other forms of music used in church worship, including contemporary expressions. 3 crs.

LIT A 465 Homiletics: To Preach The Word Of God
This course is a spiritual and practical approach to preaching the Good News in such settings as liturgical services, classrooms, special assemblies and retreat work. Participants will study the theories and traditions of preaching and have opportunities to develop the skills needed to be an effective preacher. Each student can expect personal attention in the development of one's own preaching style. 3 crs.

LIT A 491 Liturgical Year
This course offers church liturgists, musicians, artists and educators the history and development of the Christian Church Year as celebrated in the Roman Rite. This includes Season Feasts, the Sacramental Cycle, and a study of Ordinary Time. 3 crs.

MINISTRY
PM 390 The Clown As A Ministering Person
Take time out of your busy life to refresh yourself and discover the clown within. New and exciting gifts will emerge through humor, reflection, makeup, costume and participation. This will enable you to use clowning in church and community. 2 crs.

PM 421 The Homeless: Who; Why; What Can We Do?
In this seminar, participants will learn to reflect theologically upon contemporary social issues. This reflection will be focused on the plight of the homeless. There will be opportunities to work directly with homeless persons, and there will be guest lecturers who minister to homeless persons. 3 crs.

PM 433 Management In The Church
This workshop is designed for persons involved in
church or parish leadership who have responsibilities for management or program development. Topics will include: understanding values, issues, goal setting and planning, volunteer care, training and management, team building, time management issues/energy audits, defining management styles, job design that fits the work environment. The class will use case material to examine various key issues, frustrations and possibilities.

PM 490 Understanding the Self Through "The Clown"
(Bring new meaning to life, through fantasy and reality — claiming the power within.) We will investigate the relationship of clowning and self growth. We will be able to use reflective writing as a tool for growth, and discover inner strengths and how to use them. Also, the use of humor in viewing daily situations will be incorporated. We will be reclaiming our clown and continuing our journey. Prerequisite: The Clown as a Ministering Person or Mime and Clowning in Ministry.

PM 491 Introduction To Pastoral Counseling
This course is an integration of theological and psychological approaches to healing. It includes a theological history to Pastoral Counseling, examining basic assumptions and reviewing basic approaches and methodology. The focus is on pastoral assessment and includes demonstration of counseling styles. 3 crs.

PM 494 Religious Dimensions of Counseling Models
This course will review major counseling models from the perspective of their religious dimensions. The class will raise questions as to how these models take into consideration the religious/values/ethics background of clients. 3 crs.

PM 495 Pastoral Assessment
This course is an integration of theological and psychological approaches to pastoral assessments of morale and spiritual needs as well as psychological needs. Persons in church leadership need theology and psychology in order to intelligently address the needs of modern day parishioners. 3 crs.

PM 497 Grief Counseling: New Strategies For The Healing Of Loss
This course is based on an approach to grief counseling developed by Howard Clinchell. It is designed to aid the professional and lay person in understanding the grief process — loss to healing. The focus is on enacting persons to establish grief "helping groups." Persons will be trained in "how to" be of help to persons in grief. 3 crs.

RELIGION & MINISTRY FACULTY:

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DENIS LAWRENCE
Director, Continuing Religious Studies. B.A. Whittier College; Th.M. School of Theology at Claremont; M.Ed. Lewis and Clark College

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For more information contact:
Department of Religion & Ministry
Marylhurst College
Marylhurst, OR 97036
503/630-8141 or 224-5828
Extension 351
Department of SCIENCE AND MATHEMATICS

Through the disciplines of science and mathematics, world societies are reaching into the 21st century seeking solutions to age-old problems, as well as asking bold questions from new enlightenment. In a rapidly changing world, growing concerns for the preservation of the qualities of life give cause to look increasingly to science for insights that will lead to decisions imbued with wisdom.

The role of Marylhurst's science/math program is to:

- Introduce traditional disciplines through the avenue of these current issues, designed to make science and math accessible to the non-scientist;
- Investigate the relationship between science and other academic areas, especially in terms of social transformation and ethics;
- Assist students in developing a science/math major, including possible components from prior learning and current course work;
- Support the needs of other disciplines for course work to develop research skills and mathematical competency.

Competencies and Requirements

The Science/Mathematics major which provides an opportunity for learners to design degree plans tailored to their professional or personal needs. Each degree is based on a standard set of competencies (listed below) achieved through course work, prior learning credit, internship or independent study. In conjunction with the academic adviser, learners prepare a program with a problem or area focus integrating theoretical foundations with specific applications.

Competencies: In order to earn the Bachelor of Arts degree, a student in Science/Math must demonstrate the following:

1. The ability to discuss critically the philosophy of science and principles of the scientific method.
2. The ability to discuss critically the concepts and methodology of the specialization in Science/Math.
3. The ability to demonstrate familiarity with contemporary research in science in terms of (1), the general advances in the broad area of science and (2) the specific development in the area of specialization.
4. The ability to investigate thoroughly problems in the area of specialty and in two interdisciplinary areas of science.
5. The ability to apply scientific knowledge to the solution of problems of interdisciplinary societal concern.
6. The ability to communicate effectively and work with people both within and outside of the field of science/math in the investigation of problems of science.
7. The ability to explain the relationship between one's own value system and one's own specialty.

Requirements: In collaboration with the academic adviser, each student formulates a learning plan which demonstrates the above competencies by accomplishing the following:

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<tr>
<th>Requirements</th>
<th>Competencies</th>
<th>Crs.</th>
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<tbody>
<tr>
<td>S/M 380</td>
<td>1, 2, 3</td>
<td>5 u.d.</td>
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<tr>
<td>Science Perspectives</td>
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<tr>
<td>LIFE-S/M</td>
<td>3, 4, 5, 7</td>
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<td>LIFE Seminar</td>
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<tr>
<td>Science/Math</td>
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<tr>
<td>Experiential learning related to the Science/Math specialization (Through internship or Prior Learning Experience)</td>
<td>4, 5, 6</td>
<td>5 u.d.</td>
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<tr>
<td>Advanced learning related to the Science/Math specialization</td>
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<td>Total</td>
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Courses

SCIENCE

SCI 380 Science Perspectives

Science pervades our everyday life that we sometimes forget it is just one particular view of reality. What makes science such a powerful perspective? What are the uses and abuses of science in our culture? How does the scientific perspective that dominates our society differ from the philosophical foundations of other cultures? This course reviews the history and philosophy of science and examines the unique methods of scientific inquiry. The study then explores the nature and influence of science as it is practiced in this country today. 5 crs.

CHM 201 Chemistry: Molecular Introspection

The molecular transformations that rule our lives, both within our beings and in our environment, include a wondrous complex of both biological and physical processes. This course explores these effects and is intent on demonstrating the fascination of changes at the atomic level within the living and non-living world. This survey of the general concepts of chemistry stresses its relevance to people who wish to understand the fundamental workings of the human body as well as aspects of environmental quality and consumer technology. 3 crs.

PHYS 271 Physics I: All Things in Motion

From a breaking ocean wave to an accelerating sports car and a drifting maple seed, the earth in all its forms evolves in a constant state of motion. The course surveys the essence that controls these movements. This experience takes physics beyond its contribution in technology and develops exciting new ways of seeing matter in the space and time of every day life. Physics is here illustrated as a relevant and exciting science. 3 crs.

PHYS 272 Physics II: Currents, Curves, and Curiosities

The unseen entities of electricity and magnetism
The course, entitled "The Green Earth," aims to explore the lives of diverse organisms from the deepest oceans to the highest mountains. It includes discussions on the interactions of organisms in a broad range of environments, from the Arctic to the Antarctic. Participants will study the changing patterns of life forms in response to environmental changes.

The course also focuses on the link between human and animal health. It examines the effects of pollution and the role of human activities in shaping the environment. Moreover, it explores the role of technology in understanding human biology and evolution.

In addition, the course delves into the importance of biodiversity and sustainability. It discusses the role of science in guiding decision-making processes and the impact of human activities on the environment.

The course examines the complex relationships between humans and the environment, highlighting the importance of understanding these connections to promote sustainable development. It also emphasizes the need for critical thinking and informed decision-making in addressing environmental challenges.

In conclusion, the course provides a comprehensive understanding of the role of science in shaping our world and the importance of sustainability in addressing environmental issues. It encourages participants to think critically about the impact of human actions on the environment and to consider alternative approaches to achieve a sustainable future.
collection of celestial bodies of unexpected variation. From the quiet sphere of Mercury, to the seething moon of Jupiter, the range of activity is remarkable. The course examines the unique nature of each world and its surface environment. A comparison of these places yields an enhanced appreciation of the special planet Earth. 3 crs.

**ES 272 The Atmosphere: Our Changing Weather and Climate**

The atmosphere that controls life above a tropical rain forest, or between Portland sky-scrappers is ever-changing, not only from day-to-day but over the centuries. The nature of this atmosphere and the forces that drive its circulation are the central concerns of this course. The participants explore the causes of the daily changes in weather and develop the capability of forecasting. The patterns, causes, and influence of the changing climate ever the past millennia are of special relevance and this study then leads to a prediction of the climate through future decades. 3 crs.

**ES 324 Fire and Ice: Volcanoes and Glaciers in the Pacific Northwest**

During the most recent moment of our geologic past, the Pacific Northwest has been enveloped in a fiery Ice-Age. In this, volcanic activity has been struggling to build up many areas of the region while the climate with its glaciers has countered to strip away great masses of the same lands. The course examines this conflict of continental construction and destruction in Oregon and Washington with a central focus on the behavior of the Cascade volcanoes such as Mt. St. Helens and Mt. Hood. 3 crs.

**ES 371 Geology of the Pacific Northwest**

From the realm of the deep ocean volcanoes to the Cascades, and across the arid interior to the Rockies, the Pacific Northwest encloses a remarkable range of places that reflect a varied geologic history. The details of this history have only recently begun to surface and include events that are unexpectedly bizarre. The course explores these patterns of evolution in ways that are intended to leave the participants with an enhanced sense of wonder and appreciation of the landscapes across the region. 3 crs.

**ENV 171 Environmental Science and Society**

The impact of humankind on the earth's environments is variable but undeniable and in many ways threatens the quality of life. Other troubling ecological changes are driven by phenomena unrelated to human activities. This course surveys the variety of environmental problems that face society today. In this, it is first necessary to define the basic design and workings of a biological/geological environment and then examine the nature of human population growth and culture systems imposed on these settings. Participants become familiar with the analytical approach to the solution of the environmental problems as the class surveys such issues as water and soil degradation, mineral and energy depletion, atmospheric pollution and crises related to the changing climate. 3 crs.

**ENV 272 Environmental Hazards**

Although certain hazards within the environment are considered acceptable if not necessary, others are clearly excessive. Included here are such physical phenomena as major earthquakes, tidal waves, and tornadoes. Threatening substances in our environment are varied and range from such chemicals as natural arsenic to complex toxic wastes from industrial processing. The course then examines both physical and chemical hazards that are considered natural and those perpetrated by humankind. The focus of concern is the fundamental nature of these threats and the impact of these substances or processes on humankind and other biologic systems. 3 crs.

**ENV 273 Human Resources and Limits: Minerals, Energy, and Environment**

Today, our primary sources of energy and most metals are considered limited. Some critical materials are already in short supply. Ironically, as many resources dwindle greater restraints are placed on development to protect the environment. Consequently, conflicts rage. This course examines the controversial problems of supply and demand, the issues of environmental impact on resource development, prediction of the impending trends in resources usage, and the role of energy and mineral development in the future of the Northwest. 3 crs.

**ENV 276 The Ways and Wonders of Water**

Water, with properties that seem to defy the laws of nature, is one of the most remarkable substances in the universe. This extraordinary ingredient has helped mold the unique design of Earth in unimaginable ways. The course examines the special nature of water and looks at the manner in which water has evolved and worked - as vapor, liquid and ice - to sculpt this planet as well as guide and sustain its life. The class explores the countless ways that water influences the lives of human beings, from the shaping of the physical being to the ruling of creative styles. 3 crs.

**ENV 361 Marylhurst Goes to Sea**

Puget Sound is a remarkable sample of the world's ocean. Here, the course explores the remarkable web of marine life while sailing aboard the magnificent Schooner, Adventuress. From the deck and afloat participants discover the curious origins of the channels and beaches as well as the workings of the marine current. The influence of humankind on this marine environment is of special concern. This class represents a stimulating survey from all disciplines of earth and biological sciences integrated into one exciting experience. 2-5 crs.

**ENV 371 The Pacific Northwest: A Quality Environment**

For many, the environment of the Pacific Northwest represents a treasure of diverse places for both recreational and spiritual benefits. From the wave-swept coast through alpine meadows to desert plains, the region is indeed a remarkable variety of landscapes and biologic communities. The course is first concerned with understanding of the phenomenon of the human attraction to these settings and clarifying the nature of a quality environment. The intent is then to survey the geological and biological heritage of the region to comprehend the bases of design and enhance the quality of future experience in these places. 3 crs.

**ENV 372 Columbia: The Great River and Its Landscape**

The Columbia River is both the subsistence and spiritual life-line of the Pacific Northwest. Some of its uses, however, are in conflict and much of the region and its waters is considered degraded. To comprehend and appreciate these uses and abuses, the course first explores the geologic history, climatic patterns, and plant and animal communities that represent the foundation of the river system. The design then surveys the historical place of humankind in the setting before analyzing modern day impact of the society on this river and its environment. 2-3 crs.

**ENV 373 Northwest Energy Resources: A Field Survey and Comparison**

Energy resources are diverse and relatively abundant in the Pacific Northwest. The future trends in usage and
development are difficult to predict. Will coal power eventually displace hydro power as the main source? What is the future of nuclear power? To what extent will wind, geothermal, ocean, or solar energy contribute to our needs? During a tour, course participants visit active and potential sites for each of these power generation systems. This field study of these and other possible energy sources provides an eyewitness basis for a valid comparison. 2-4 crs.

ENV 374 Introductions to the Natural History of the Pacific Northwest
Undoubtedly, the Pacific Northwest is a land of enormous natural diversity. This course explores this diversity through a series of weekly lectures and workshops each devoted to one of the many facets of the natural history. Guest authorities from across the region share their expertise with students who cultivate their understanding of and interest in such aspects as the climate and weather, geology, trees, wildflowers, mushrooms, and the birds, mammals, and fish of the continent and sea. 3-5 crs.

ENV 376 Prehistoric Portland: The Origins of a Great City
Few cities can boast of a scenery and natural history more dramatic than Portland. The green hills and plains record the violent eruptions of dozens of volcanoes and the catastrophic scour of dozens of ice-age floods and other events of often bizarre landscaping. From river marshes to forested ridges and many parks preserve remnants of the city's diverse natural settings and native plants. The class will explore some of the more scenic parks and other special places in and near Portland to discover the geologic, biologic, and climatic character of the area. This sense of natural history is intended to enhance the participant's appreciation of this great city. 3 crs.

MATHEMATICS
MA 101 Math for the Mystified
For those who took math long ago and for whom the computer revolution is a total mystery, this course transforms the mystifying world of math into familiar territory. Participants gain new and exciting appreciation of math applications in common everyday life. They learn to effectively use the calculator in all its potential and recognize the (misuses!) of math in such areas as samples and averages. The experience overcomes the psychological blockades to mathematics and encourages students to further education in mathematics-related areas. 3 crs.

MA 105 Everyday Math
As the electronic revolution becomes increasingly pervasive, consumers are challenged to keep pace by mastering new skills and techniques in the manipulation of numbers. This mastery is made painful in this course, as students gain proficiency in the use of the hand-held calculator as a primary tool in solving problems. While reviewing basic arithmetic, simple algebra, interests, percent, and ratio, participants are helped to overcome math and calculator anxiety.

MA 111 De-Ciphering Algebra
The course represents a thorough but gentle study of the ideas and techniques of basic algebra for those who have forgotten it or who never had it. Participants develop skills in the manipulation of polynomial and rational expressions, and the solution of linear and quadratic equations. They develop an appreciation of the broad range of applications of algebra in professional as well as everyday experience. The course is also ideal for those planning to study statistics, economics or those preparing for all pre-calculus mathematics course-work. 3 crs.

MA 161 The Human Side of Mathematics
Taking the side that mathematicians are "artists of the imagination," this course challenges the perception that mathematical insight is irrelevant to the everyday worlds of non-mathematicians. Designed for those who fear or dislike the subject, the course explores such topics as time, space, change, and reality with emphasis on a useful understanding of the mathematical way of viewing the world and engaging the common themes of human experience. 3 crs.

MA 163 Mathematics for Business and Statistics
This course surveys the fields of mathematics useful to students of business and those needing preparation for statistical analysis in all fields. Beginning with a basic review of arithmetic skills using a calculator, this course moves through basic algebra, with an emphasis on understanding and using formulas, equations, and graphs. Techniques gained are applicable to basic probability and statistics computation. Students are guided to new skills in a manner that dissolves math anxiety and encourages effective use of the tools of modern mathematics. 3 crs.

MA 271 Mastering Algebra
This course is intended to cultivate the foundations of "main-stream" algebra to a mastery level in a manner that is comfortable if not pleasurable. After a stimulating review of basic algebra, students are gently but thoroughly extended in their understanding of functions and systems of equations. The course then introduces and explores the concepts and curiosities of sequences, series, permutations, and combinations. A primary concern is to demonstrate the application of algebra in the areas of business, science, and other disciplines. 3 crs.

MATH 273 Basic Calculus
This course enables students to develop an understanding of the methods of calculus and the significance of this powerful tool in the solution of complex problems of today. After a review of pre-calculus mathematics, the survey introduces modeling and problem solving that depend on the concept of limits. It then proceeds with a clarification of the fundamental theorem of calculus, before assimilating the concepts of differential and integral calculus. A primary concern is to demonstrate the methods of calculus while avoiding abstraction.

Prerequisite: Mastering Algebra or equivalent 3 crs.

MA 275 Applied Calculus
The concern in this course is to demonstrate the useful applications of calculus in the fields of business and economics as well as social, life, and physical science. Here, the concepts and methods of basic differential and integral calculus are carefully extended and shown to have relevance in these and other fields in such issues as the prediction of results, and optimization of planning.

Prerequisite: Basic Calculus or equivalent 3 crs.
MA 330 Advanced Mathematics for Management and Finance
The ability to understand and apply mathematics is essential for managers in the decision making process. This course reviews the principles of mathematics and applies these principles to a wide variety of areas in the world of management and finance. Participants refine skills in general mathematical calculation, and gain computation proficiency in algebraic expression, ratio, proportion and percent, and statistical application.
Prerequisite: A prior business mathematics course or familiarity by work experience is recommended. 3 crs.

MA 351 Basic Statistics
With the arrival of modern computer society, statistics has become a vital tool in the processing of information in all fields of research, particularly social science, science, and business. This course provides the understanding of the fundamental methods of statistics in the collection, organization, presentation, and analysis of numerical data. It demonstrates the application of statistics to many problems such as the design of experiments, decision making, and the significance of trends. The relevance of statistics is explored in a stimulating atmosphere at a comfortable pace. 3 crs.

FACULTY
LARRY HANSON
Chair: B.S. University of Washington; M.S. University of Alaska; Ph.D. University of Washington

FACULTY ASSOCIATES:
RICHARD ADAMS
B.A. California State University at Los Angeles; M.A. University of Oregon

KATHRYN CASSON
B.A. University of California at Los Angeles; M.A. San Francisco State University

LARRY COLIN
B.S. Polytechnic Institute, Brooklyn, N.Y.; M.S. Syracuse University; Ph.D. Stanford University

STAN GEIGER
B.A. Central Methodist College; M.Div. Yale Divinity School; M.Sc. University of Missouri

ANDREW HOPKINS
B.S. University of Sussex; M.A. University of Chicago; Ph.D. University of Edinburgh

BECKY HOUCK
B.S. University of Utah; Ph.D. University of Hawaii

BRUCE LATIMER
B.A. University of Arizona; M.A. Case Western Reserve; Ph.D. Kent State University

CLARE MACISAAC, SNJM
B.A. Marylhurst College; M.S. Notre Dame University; Ph.D. University of Oregon

JANICE MONTGOMERY
B.S. Oregon State University; M.A. University of Bridgeport

MICHAEL OSMERA
B.A. University of Oregon; M.S. Ph.D. University of Minnesota

PHYLLIS THOMPSON-MURRAY
B.A. Marietta College; Ph.D. Cornell University

Marylhurst College
Marylhurst, Oregon 97036
Department of Science and Mathematics
Portland Metro:
503/636-8141 or 224-5828
Outside Portland Metro:
1-800/634-9982
Social science as a practice has within it several cultures: academic and applied, qualitative and quantitative. Each culture has its own philosophies and methods which shape its general perspective. The Marylhurst Social Science Program is designed to help learners not only to acquire proficiency with interdisciplinary problem areas (such as counseling), but also to develop their own personal perspective as social science practitioners. The program also provides courses of interest to non-majors who are seeking to fulfill their general education requirements, as well as to non-degree, lifelong learners with a curiosity about the human individual and his or her social world. The disciplines normally included in social science are anthropology, cultural geography, economics, political science, psychology, and sociology.

**Competencies and Requirements**

The Social Science major provides an opportunity for learners to design degree plans tailored to their professional or personal needs. Each degree is based on a standard set of competencies (listed below) achieved through coursework, prior learning credit, internship or independent study. In conjunction with the academic advisor, learners prepare a program with a problem or area focus, integrating theoretical foundations with specific applications.

**Competencies:**

In order to earn the Bachelor of Arts degree in social science, the student must demonstrate the following:

1. The ability to discuss critically the general philosophies in the social sciences.
2. The ability to discuss critically the quantitative and qualitative methodological perspectives in the social sciences.
3. The ability to apply an interdisciplinary social science perspective to the study of a specific problem or theme.
4. The ability to work effectively with people from other academic areas on a specific problem or theme.
5. The ability to discuss critically major theories and research in at least two disciplines or in one interdisciplinary social science problem area.
6. The ability to apply in a specific field setting significant conceptual knowledge from at least two disciplines or from one interdisciplinary social science problem area.
7. The ability to accomplish practical professional tasks in a specific field setting related to the disciplinary or problem area specialization(s).
8. The ability to explain the relationship between one's own value system and one's chosen academic specialization.

**Requirements:**

In collaboration with the academic adviser, each student formulates a learning plan which demonstrates the above competencies by accomplishing the following:

**Requirements**

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**Courses:**

The following list represents Social Science courses which have been offered frequently in the past. Social Science curriculum development is a dynamic and ongoing activity which reflects the evolving interests of students, faculty, and professional communities. Therefore, these courses should be viewed as indicators of program philosophy and tone rather than as an exhaustive class list.

**ANT 201/301 Themes of Anthropology**

The study of similarities and differences among human groups has led to theoretical perspectives and research methods which systematically investigate cultural differences. This course provides an introduction to the comparative study of cultures in order to enhance the student's understanding of human behavior and of the field of anthropology. 3 crs.

**ANT 270/370 No Time Like The Present: Cultural, Historical and Physical Studies of Time**

Time for many is abstract and quantifiable with sundials, calendars, and Casios. For some it passes like sand through an hourglass. Is it repetitive like the chimes of a grandfather clock or a constant progression into the future? How is time viewed by other cultures? Are there people with no future tense in their language? What is the impact of timepieces on our lives and history? Are things always well when they run like clockwork? Join us for travels through various aspects of the subject of time. 1 cr.

**ANT 271/371 Marriage and Divorce: A Cross-Cultural Perspective**

Three Oregon couples divorced for every four couples who married in 1986. Are these numbers indicative of patterns elsewhere in the world? What forms do these rituals take in other cultures? Are there common elements? In what ways might a study of these alternatives enhance our own choices and actions in these matters? The course focuses on the ways other people, as individuals and groups, form and dissolve relationships. 1-3 crs.

**ANT 272/372 Anthropology of the Himalayas: Disappearing Faces in High Places**

Explorers have long been drawn to this exotic region.
Climbers have established their international reputations on these peaks. However, the people residing in these mountains have often been treated as peripheral to these dramas. Their various cultures now form the subject matter of documentaries on disappearing ways of life.

This course will explore the neglected cultural history of this region and the special adaptations and responses to change of selected groups. 3 crs.

ANT 350 Food and Culture: From Cannibalism to Culinary Arts
Eating is a primary way of initiating and maintaining human relationships. Yet academically, it is usually only approached in nutrition or food preparation classes. This course seeks to widen the student's understanding of society and culture by exploring an anthropological perspective on what humans eat, how they do it, and why. By investigating the symbolic and ritualistic aspects of food production, preparation, and consumption in a variety of cultures, students will examine the extent to which they are what they eat.

3 crs.

HS 394/294/394/494 Human Service Internship
The internship provides the student with the opportunity to complement formal learning with supervised field experience in an approved professional setting. 1-12 crs.

PS 100 American Government
Bills, draft laws, student loans, delegate votes, banned books, gun control, birth control, media control, one-percent for the arts, tellon, deployment, acid rain, welfare, the U.N., voting rights, diversion of funds. Curious about any of these issues and the political dynamics which will determine their outcomes? From the perspective of political science, this course explores the ways in which decisions are made by us and for us in the American system of government. 3 crs.

PSY 201/301 Themes of Psychology
This course overviews psychology — the science of human behavior and experience. Covered are basic theoretical perspectives, methodologies, and key topics in the discipline such as perception, consciousness, learning, cognition, motivation, emotion, intelligence, personality, and development. 3 crs.

PSY 304 Personality Theory
Provided in this course is a comprehensive examination of the major theories and research findings on personality development. Studied are the ideas of the leading figures from each of the field's theoretical perspectives: psychoanalytic, behavioristic, and humanistic. 3 crs.

PSY 305 Abnormal Psychology
This course examines behaviors that are different or deviant from the norm and which can become maladaptive and lead to difficulty in psychological functioning. Topics covered include anxiety, psychosomatic illness, sexual variation, drugs and alcohol, depression, psychosis and schizophrenia, with an emphasis on diagnosis, treatment, and prevention. 3 crs.

PSY 306 Developmental Psychology
In order to understand individuals, it is necessary to examine a number of factors. One of the most important set of factors is the developmental stage of the person. This course investigates the major theories and pertinent issues of each of the lifespan's seven, age-related phases: pre-natal, infancy, school-age, adolescence, young adulthood, middle adulthood, and late adulthood. 3 crs.

PSY 307 Psychological Testing and Measurement
Human service professionals rely heavily on psychological testing as a means to understand their clients better. The effectiveness of such measurement depends on the skill of the practitioner in selecting the instrument, interpreting the results, and recognizing the limitations and potentials of such techniques. This course examines these issues with a special orientation toward the counselor, social worker, or educator who needs to acquire or improve skills in this area. 3 crs.

PSY 310/SCI 310 Comparative Psychology
This course is designed for anyone who has ever fantasized about studying chimps at Gombe with Jane Goodall, giant pandas in China with George Schaller, or lions in the Kalahari with Mark and Delia Owens. Students learn how to develop a behavioral research project; how learning, genes, development, culture, and evolution affect the behavior of animals; how problems all animals face; the unique way in which many of them solve these problems; and what the behavior of animals tells human beings about themselves. 3 crs.

PSY 317 Existential Psychology
Existential psychology has emerged in recent decades along with other "Third Force" psychologies to join the other major psychotherapeutic traditions — psychodynamic psychology and behaviorism. Existential psychology is distinguished by its emphasis on the way in which individuals construct their realities and make choices to change those realities. This course investigates the history, figures, concepts, and applications of existential psychology in order to provide a basic understanding of this perspective and uses. Issues examined include authenticity, freedom, responsibility, will, death, commitment, isolation, relationships, meaning, love, and self-worth. 3 crs.

PSY 323 Clinical Psychology
This is a course on the relevance of theory to the practice of psychotherapy and counseling. Psychoanalytic, humanistic, and behavioral approaches are used as examples. The focus is on evaluating theoretical approaches and using theory to decide what to actually do with clients. 3 crs.

PSY 325/CM 325 The Communication of Self-Esteem
Perhaps more than any single ingredient, a person's sense of self influences the extent to which the individual is successful in his communication with others. One's feeling of self-worth is closely linked to levels of motivation, aspiration, and actual achievement. This course will examine significant perspectives on self-esteem, review methods of enhancing personal pride, and explores approaches to communicating self-esteem in personal and professional contexts. 3 crs.

PSY 330 Trust
Trust is a way of facilitating creativity, decision-making, and growth in the individual and the group, whether the setting be a corporation, agency, or family. This course examines a new view of personal and organizational development which is based on Gibb's "TORI" theory of trust. 3 crs.

PSY 331 Alcoholism: The Family Disease
This course examines the epidemiology of alcoholism; the patterns of alcoholic family systems; and strategies for non-victimizing intervention, referral, and treatment. 3 crs.

PSY 332 Cocaine: History, Addiction and Treatment
Cocaine, mimic and deceiver, seduces under many names from the royal Incan's Mama-Coca to White Lady, Snow, and Crack. This class will outline the hypnotic physiology of cocaine abuse, describe the two major Western cycles of cocaine obsession, and explore some current treatment modalities combating La Belle Dame Sans Merci. 3 crs.

PSY 336/CM 336 Dyslexia — Functionally Explored
Is dyslexia yours forever? It may not be so if you begin to say "yes" to your experience. Both oral and written
perceptual clues for reversing words, letters, and sounds surface out of a particular internal field.

Once you begin to observe without judgment what it is you do when you reverse what you see or hear, you can then begin to enter into a field of other possibilities, reorganizing the dyslexia response into another subtly different (though not necessarily opposite) pattern.

Based on the work of Stanley Kellerman and Moshe Feldenkrais, this class does not offer correction or a "quick fix," but it does offer an opportunity to explore your perceptual responses in a guilt-free, non-threatening environment, entertaining a wide field of possibility. For people with dyslexia and those who want to understand the process of dyslexia. 3 crs.

PSY 345 Anger
Investigated are the psychological elements of anger, the theory and techniques of staying calm in conflicts, strategies for communicating effectively with angry people, and the art of giving — and getting — constructive criticism. 3 crs.

PSY 346 Counseling Strategies
This class provides a comprehensive overview of major counseling theories as well as the opportunity for skill development. 3 crs.

PSY 347/LIT 347 Fathers and Daughters
The father-daughter relationship in a woman's life has a tremendous influence on how she faces issues related to work and power as well as issues related to intimacy, trust and self-esteem. This course examines different father-daughter relationships in literature, cinema, and our own lives and explores creative ways to derive the most growth from them. 3 crs.

PSY 348 Mothers and Daughters
The mother/daughter relationship is an important human bond and has tremendous impact on an adult woman's sense of self. In this course, we will briefly discuss the relationship, what it has been in our lives, and what we can do to maintain an effective balance of feeling toward our mothers, our daughters and ourselves. 3 crs.

PSY 353 Sweet Revenge: The Psychology of Vengeance
We're taught to turn the other cheek to forgive and forget. However, revenge often beckons sweetly, despite the remorse and other problems it brings. The roots of such vengeful thoughts are found in narcissistic hurt, envy and self-hatred, and are rarely understood in the face of conflict. This course not only will examine strategies for overcoming these negative underlying motivations, but also will explore the psychology of vengeance through exercises, films, readings, folk music and drama. 3 crs.

PSY 354 Grief and the Healing Process
Explored in this course are the causes, nature, and purposes of grief and the grief process, as experienced in death, loss, change, and transition. Particular attention is given to the healing functions of grief. 3 crs.

PSY 355/CM 355 Human Sexuality: Wellness and Intimacy
Expressing itself from birth to death, human sexuality changes at each of the ages and stages of life. As a lifelong process, sexuality education refers to our capacity to nurture and adjust each of sexuality's biological, psychological, social, and spiritual aspects. This course explores familial, social, and historical influences which shape our sexuality; processes for communicating values and beliefs about sexuality clearly and honestly to others; and strategies for resolving conflicts. 3 crs.

PSY 365 Innerstandings
As we journey from the periphery of our lives to the center, a deeper innerstanding emerges. Against the backdrop of the the Oregon coast, and in a caring and supportive group setting, participants will explore pathways toward cultivating this center. 2 crs.

PSY 370 Hooked: Theories of Addiction
What do we mean when we say, "She's hooked," or "He's a drunk?" Our definitions will shape our response as voters, parents, teachers, friends, and counselors. For instance, we may assume the person suffers from lack of "will-power" or that they are "deviant" and "sinful." Or, we may think they have a disease like diabetes as well as being deficient in learned coping skills. A nuanced understanding of addiction will include many elements: psychology, physiology, sociology, pharmacology, and importantly, politics. Further, modern addiction theories have stretched their categories to include not only "addiction" psychoactive substance; but also "addiction" to behavior patterns and feeling-states. This class will explore our assumptions in relation to these theories. The goal for students is a reasoned, research-based response to addiction. 3 crs.

PSY 371 Burnout and Related Syndromes
Millions of dollars are spent annually to remedy burnout, job stress, and related productivity problems, yet nobody really knows what these problems are. Many authorities are not even sure who is actually sick — the person or the organization. This course examines theories of occupational psychopathology in order to formulate a coherent framework for understanding this debilitating set of problems. Also considered are specific interventions strategies for prevention. 3 crs.

PSY 372/CM 372 Beyond Burnout: Critical Issues for Nurses
This class will focus on the assessment of critical organizational and systemic issues facing the nursing profession, the identification of the strengths and limitations of the medical mind-set, and exploration of nursing culture — its roles, rules, and values. It will give students the opportunity to assess these issues from a process-oriented perspective and to help them identify potential avenues and perspectives for personal and professional change. 2 crs.

PSY 373 Examining the Helping Relationship: Help for The Helper
Whether involved in a career designed to assist others, such as counseling, social work, teaching, or nursing, or whether you find yourself informally being consulted by family, friends or work associates for advice and guidance, most helpers encounter questions regarding the limits and complexities of the helping relationship. This course is designed to explore issues such as discovering one's philosophy of suffering, how professionalism can serve or interfere with helping, how to deal constructively with one's own pain, using burnout as a warning system, and developing a witness, or inner guide to assist in keeping the drama of suffering in perspective. The intent of the course is to aid helpers in becoming more conscious of their helping process and develop an enhanced connection to their intuition and inner life for renewal and guidance. 3 crs.

PSY 374 Psychology of Adolescence
This course is designed to focus on the complex experience of the adolescent in today's society, with special emphasis on developmental theory in the areas of cognitive, social and physical growth. Topics such as family relations, the high school culture, employment patterns, peer group interactions, sexuality and sex role identity, and the vast number of social problems facing youth will be addressed. This course will be of special
value to both practitioners and students interested in dealing with adolescents. 3 crs.

**PSY 375 Thinking**

This course will introduce participants to basic psychological concepts of the thinking process, such as memory and learning. Also, by characterizing deductive and inductive processes, we will explore arguments in terms of truth, validity, and probability. Throughout the class, we will focus on the roots of your individual mindset. This will enable us to focus and apply personal techniques of critical and creative thinking. 3 crs.

**PSY 376 Adult Children of Aging Parents: Intergenerational Crisis and Felial Responsibility**

You may be a daughter or son, or significant other, whose life includes an aging parent attempting to adjust to age-related changes such as reduced income, widowhood, and declining physical and mental health. The need for middle aged children to care for elderly parents has resulted in a generational crisis where we may be providing care out of love or obligation. Our personal goals and plans are affected or postponed leading to frustration and resentment. At times we may feel like the roles are reversed, that we become our parent’s parent. This course will explore caregiving attitudes, values, and behaviors in order to enhance the participant’s understanding and effectiveness in this helping relationship. 3 crs.

**PSY 377 Psychology of Problem Solving and Creativity**

This course examines major theory and research regarding thinking, problem solving, and creativity. Concepts such as “set,” “insight,” “hemispheric dominance,” and “imagery” are discussed and illustrated. Attention is given to improving the students’ understanding of their own abilities to solve problems and think creatively. Several techniques for enhancing creativity and problem solving abilities are demonstrated. 3 crs.

**PSY 378 Biofeedback and Self-Regulation — An Introduction**

This introductory course examines the research, theories, clinical applications, and phenomenological processes involved in biofeedback learning the awareness and control of the body’s reactions to perceived stressors. Hand-on experience with the biofeedback equipment will be minimal, but each class member may elect to receive a confidential stress-profile inventory of their (1) present level of accumulated stress, and (2) unconscious response patterns to perceived stressors. The class will be a balance between lectures, demonstrations, and experiential exercises. 3 crs.

**PSY 390/CM 390 Paranormal Communication**

Ignored in the occult fascination of supermarket tabloids and low-budget horror films, legitimate research on psychic phenomena continues to challenge the conventional understanding of human experience and communication. This course explores scientifically-investigated phenomena such as telepathy, clairvoyance, precognition, and healing as extensions of normal communication. 3 crs.

**PSY 392 Psychology of Women**

This course is an exploration of various theories regarding the psychology of women, ranging from Freudian psychoanalytic thought through current feminist psychological theory. Emphasis is on sex roles, developmental stages, and applications. 3 crs.

**PSY 410 Analytic Psychology**

The psychology of Carl Gustav Jung has inspired and illuminated many people over the years, a fact which now makes him a major figure among psychologists, therapists, and religious leaders. This class examines Jung’s theoretical system as a whole — analytic psychology — its major concepts, their interrelationships, and their applications. 3 crs.

**PSY 411 Jungian Development: Pathways of Individuation**

Individuation is C.G. Jung’s term for the developmental process that presses the person to live out what he or she truly is. In analytic psychology, it is seen as the process of becoming one’s own person through facing and dealing with one’s inner and outer conflicts. This class explores this individuation process and various “pathways” which can facilitate it. 3 crs.

**PSY 412 Dreams: A Jungian Perspective**

Dreams are the messengers par excellence from the unconscious. They tend to tell people something unexpected and to use the symbolic language which is difficult to understand. This course explores the importance of dreams and develops a Jungian conceptual framework for dealing with the unconscious and with the symbolic language of dreams. 3 crs.

**PSY 413 Those Inward Partners — The Anima and Animus**

According to Jungian psychology, within every man there is a reflection of a woman, and within every woman there is the reflection of a man. This course explores these two concepts — anima and animus — in order to enhance understanding of individuals and relationships. 3 crs.

**PSY 415 The Shadow Self/Our Hidden Self**

There exists within each person a side which he or she tries to deny. It is the hidden self, the dark side. In Jungian psychology, the person is not complete until the dark side is incorporated into awareness along with the bright side which is tempered before the world. This course examines these concepts as well as ways in which the person can succeed in achieving this kind of integration. 3 crs.

**PSY 416 Jung and Christianity**

C.G. Jung took seriously the religious impulse of mankind. He felt that finding a religious outlook on life was crucial for meaning and wholeness, and that this need had nothing to do with a particular creed or church membership. He wrote extensively on Christian themes during the last 20 years of his life. This course focuses on Jung’s writings about Christianity and on the psychological approach to Christianity. 3 crs.

**PSY 417 Archetypal Themes of Development: Stories For The Soul**

Stories tell about things that are true for all people. It has been stated, “You cannot talk about ultimate reality without stories.” Stories depict levels of reality that include the outer rational world, as well as the less understood inner world within the psyche of each individual. Using a Jungian perspective, the course will look at stories as the carriers of profound psychological and spiritual truth. The focus will be most relevant for those interested in learning about their inner life and integrating the polarities of life. 3 crs.

**PSY 419 The Roots of Psychopathology**

This course deals with the origins of emotional and behavioral disorders. A wide range of materials will be considered, including myth, the history of psychiatry and psychotherapy, and the development of psychoanalysis in its earliest stages. Modern developments in psychopathology are also considered. The class emphasizes a systemic approach to mental disorders, including inheritance, personal history, and the cultural context of disordered lives. 3 crs.

**PSY 420/HUM 420 Paths of Spiritual Development**

The person’s spirituality can develop throughout the
lifespan, just like any other aspect of personality. But there is no single path. This course explores a typology of spiritual paths which enables students to analyze the teachings and practices of all religious traditions. Also, the class helps students to investigate and evaluate their own spiritual paths as well as possible avenues for further development. Presented are two approaches to spiritual development: the path of insight, based on the negation of attachment to sense objects, focusing on the goal of transcendence — a "masculine" spirituality; and the path of imagination, based on the exploration of attachment to sense objects through fantasy and imagination, focusing on the goal of immanence — a "feminine" spirituality. The course uses Theravadin Buddhism to illustrate the path of insight and Jungian analytic psychology to exemplify the path of imagination. 3 crs.

PSY 425 Group Therapy
The professional task of the group therapist is to assist clients in their personal growth by creating a comfortable environment in which they can share feelings, beliefs, and attitudes about themselves, others, and the world around them. This course combines an introduction to group theory and research with actual group experience. 3 crs.

PSY 432/CM 432 Leadership: Theory and Practice
Leadership can be defined as communication behavior that is designed to influence the attitudes and actions of others — something which most people do every day. In this class, students learn to identify leadership styles, to use power appropriately in order to influence change, and to develop interpersonal and task skills. 3 crs.

PSY 437 Cross-Cultural Counseling
This course focuses on special issues of cultural differences within the context of the counseling process. Students develop effective skills in counseling culturally different clients as they address the role of cultural values in the counseling process. Explored are the values implicit in western therapeutic modes; conceptions of mental health and "deviant" behavior; and ethical issues and dilemmas in cross-cultural counseling. 3 crs.

PSY 442 Psychology of Victimization: Incest
No one knows the number of children who have been victims of incest. What is known is that the reactions to this trauma are often long-lasting — and generally misunderstood. This course provides a theoretical perspective for understanding responses to the incest experience, the impact of incest on the family system, and community resources for support. The discussion covers such topics as self-blame, learned helplessness, rights consciousness, and coping strategies. 3 crs.

PSY 443 Adolescent Drug and Alcohol Abuse
This class examines the psychological, social, and cultural aspects of substance abuse: types of substances, costs, and immediate and long-term effects on teenagers; and various treatment and therapeutic techniques currently in use. 3 crs.

PSY 444 Family Systems Issues: Alcoholism and Incest
The dynamics of alcoholic incestuous family systems present particularly challenging problems for the helping professional. This course examines the effects of sexual abuse and alcoholism on the family, on childhood development, and on later adulthood; reviews the healing process; and discusses treatment methods for the victim, the family, and the offender. 3 crs.

PSY 446 Counseling Techniques That Work
This course is designed for students who have mastered the basic skills in counseling and wish to learn advanced techniques to utilize with a variety of clients or situations. 3 crs.

PSY 447 Dance/Movement Therapy I
From certain theoretical perspectives, our experiences since birth are recorded in our body as neuromuscular patterns which influence our various behaviors in daily living. Through dance/movement therapy these patterns can be reached and affected for therapeutic change and personal growth. This seminar is an introduction to this field of therapy. It is equally suited for students, therapists, educators, and anyone interested in personal development. In-depth experiences will be blended with didactic presentations of theory. In addition, the field's historical development and current resources will be surveyed. 3 crs.

PSY 448 Dance/Movement Therapy II
Three different approaches of Dance/Therapy will be presented: Jung/Whitehouse. Schoop, Gestalt. 3 crs.

PSY 449 Dance Movement Therapy III: A Gestalt Approach
Gestalt movement will be the main focus of this seminar.

PSY 450 Dream/Dance: Interpretation Techniques
Psychodrama, Senci Indian techniques, and movement therapy will be the main tools for exploring the world of dreams in this seminar. 3 crs.

PSY 465 Psychology of Cancer
Contracting cancer is a complex process involving a malfunction of the body's system for warding off carcinogens. This process can be influenced by certain personality disorders and emotional conditions. In this course, scientific evidence is presented which supports this position, along with an in-depth analysis of effective psychological, sociological, remedial, and care-giving functioning. 3 crs.

PSY 471 Counseling the Sexually Active Client
This course is designed to help the counselor recognize the special issues of working with sexually active clients. Specific information about concepts such as "safe sex," sexually transmitted diseases (special emphasis on AIDS) and professional ethics will be offered. Sexual counseling techniques including sexual attitude reassessment and brief sexual history-taking will be taught. Videotapes, role plays, and small group discussion will be utilized. This course is appropriate for helping professionals and students interested in working with people of any age group or sexual orientation. 3 crs.

PSY 472 History and Systems of Psychology
This course surveys the major figures, events, and issues in the history of psychological science. In addition, students will exercise their ability to do scholarly research in the history of science. 3 crs.

PSY 473 Surviving Organizational Transition
The dynamics of change present a daily challenge to organizational leadership, and to the individuals whose jobs, lives and careers are affected. This seminar will focus on the human side of organizational change, and practical strategies for managing it: examining organizational change, the transition process, and its impact on people; developing a plan for managing people in transition, and for strategic leadership through the transition process; creating a perspective on making change work for rather than against an individual; and demonstrating models for a transition-worthy career. 3 crs.
PSY 479 Adult Development: Patterns and Applications
Research has increased dramatically in recent years on the ways in which people change and develop throughout the life span. This course synthesizes this new material, with special emphasis on the similarities and differences in the development of men and women. 3 crs.

PSY 480 Perspectives on Human Development
Most people value growth; many individuals struggle to encourage it in their own lives. Some persons even work professionally to facilitate it in other people's lives. Yet few persons have an explicit theory, or map, to guide their efforts. This course presents a theory of lifelong growth which comes from a synthesis of the psychological literature on human development. Emphasis is on applying the theory in the personal and professional domains of everyday life. 3 crs.

PSY 490 The Psychology of Transition: Overcoming Obstacles to Change
The knowledge that one ought to make a change is not enough. Even wanting to make the change is not much help sometimes. There are characteristic obstacles — inner and outer resistances — that can keep people from making the changes which they ought to make. This seminar explores typical obstacles to change as well as ways to overcome them. 3 crs.

SOC 101 Themes of Sociology
Human society is a complex system with a multitude of inter-related components. This course examines the basic elements and dynamics of society in order to help students to understand the fundamental social factors and contexts of human behavior. 3 crs.

SOC 205/305 Social Problems
A social problem is any condition that is harmful to society. More specific, a social problem exists when there is a sizeable difference between the ideals of society and its actual achievements. Along with this definition is the idea that a social problem exists when a significant number of people believe that their own condition is, in fact, a problem. In this course, we will explore some of society's major problems: problems of a changing world (e.g., warfare, environmental pollution, and overpopulation), problems of the economy and government, problems of inequality (e.g., the poor, ethnic minorities, the sick, the elderly, the sexes), problems of sexual behavior (e.g., AIDS), mental disorder, drugs, and personal violence. Because many of these problems affect us as citizens, workers and family members, the course will include policy and personal solutions to selective social problems. 3 crs.

SOC 311 Sex Roles: Content, Process and Impact
Explored in this class are the nature of American sex roles, the way in which they evolve in the individual and in society; and the influence which they exert at home, in the organization, and in personal development. 3 crs.

SOC 315 Sociology of Deviance
This course examines how the class structure affects the kinds and degrees of “deviance” in our society; compares and contrasts the differing theoretical perspectives of structural-functional, symbolic interactionist, and conflict (Marxist) theories of deviance; and explores profiles of specific “deviant” populations in American society. 3 crs.

SOC 322 Family Dynamics
This course explores the inter-relationship among the individual, the family, and the larger social context. Primary emphasis is on understanding how families function, express, and organize themselves over time. Also examined are the ways in which contemporary social trends affect families' growth and development. 3 crs.

SOC 323 Sociology and Helping: An Introduction to Clinical Sociology
Problems are always interactive, and it is now recognized that to a remarkable extent an individual's problems usually relate to dysfunctions in social systems such as the family, organization, or community. The field of clinical sociology has emerged to meet the challenge of this new systemic perspective. This course explores this field in order to provide the students with a better understanding of the social nature of individual mental health. 3 crs.

SOC 370 Women and Sexual Roles
"Anatomy is destiny," said Freud, about the female condition, and social scientists continue to dispute or support the conception that women’s sexual roles are fixed, immutable and part of the natural order of things. This class critically examines the sources, myths, and consequences of a culturally defined female body by exploring the complex interactions between body image, self-concept, gender norms, and deviance. Participants will have an opportunity to consider such sexual role issues as traditional beauty standards and female powerlessness, pornography as female objectification and sexual hostility, prostitution and the denial of sexual self-determination, the victimization of women (rape, woman battering, and incest), and eating disorders as addictive behavior. The class considers self-empowerment as an alternative to dysfunctional and deviant sexual roles. 3 crs.

SOC 372 Gender and Sex in the Workplace
Women in a man-made work world: Who are they? What supports their success? What holds them back? This course will examine our society's patterns of gender, sex and the working woman, and build on that understanding with an exploration of how to assess and enhance our personal responses to the workplace. Participants will have the opportunity to consider such work-related issues as the dual career family, the dilemmas of single parenting, sexual harassment, blocked mobility, the superwoman syndrome, and women's networks. 3 crs.

SOC 423 Social Network Therapy
This course compares and contrasts functional and dysfunctional social networks; delineates strategies and stages of social network therapy; assesses networks as related to family, ethnic, and socio-economic variables; and explores how to link formal and informal helping networks. 3 crs.

SS 101 Social Science Tutorial
Through life experience, self-directed learning, and previous coursework, students often acquire the necessary background for upper-division classes in social science. But the learning may be dated, or important gaps may exist in it. Social Science tutorials provide students with the opportunity to brush up on basic social science concepts or fill in the gaps. Each tutorial is designed to meet the student's specific needs.

SS 310 Introduction to Social Science References and Data Bases
This class introduces students to online databases and print resources in the social sciences. Through lectures, hands-on demonstrations, video tapes, and practical projects, students learn how to locate and use information for research requests and obtain needed information for use in class and work. 1 cr.

SS 271/371 American Social Change: Reflections in a Camera's Eye
The evolution of American culture is the 20th century is powerfully echoed in the popular art of film.
course traces social history from the early 1900s through the 1980s, from the artistic impact of World War I to the post-Woodstock generation. By exploring films from each decade, participants will examine the motion picture as a reflection of both real events and desired dreams. 3 crs.

**SS 371 Advance of Peace: 20th Century American Peace Movements**
This course makes a critical assessment of the evolution of peace movements and activities in America since 1900, focusing on their effectiveness in shaping public opinion and influencing policy. Included are an examination of assumptions about the cause of war; goals and solutions; and various strategies such as education, political action, symbolic protest, direct action, and ethical investing.

**SS 373 Reframing The Future**
Students will participate in the construction of a clear and hopeful vision of the future, based on the critical assessment of the evolution of 20th century political and social systems. This course explores the significance of this vision for planning global public policy to meet the challenges of the 21st century, as well as for planning individual careers, and for tapping a source of personal meaning and power.

**SS 379 Topless Understanding Other Cultures**
- **Breaking Stereotypes in the Middle East**
  The Middle East has a powerful identity as a focal point of world politics and economics. Yet little is understood about the area or its people. Stereotypes abound in Western cultures interfering with an understanding of events and the possibility of communicating effectively. This course will challenge the students to view events such as terrorism and hostage taking through different eyes. 1-3 crs.
- **Current Events in the Middle East**
  This course will deal with contemporary events in the Middle East as news breaks. Students will read and cut out articles from newspapers and news magazines on Middle East related issues. These will be brought to class and discussed with a focus on interpretation of events within a larger context. 1-3 crs.
- **Terrorism**
  This course explores the roots of terrorism — its political, economic, social-psychological, and theological dimensions. Examined are conditions which breed political extremism, problems relating to the supporters of extremist ideologies, effects of terrorism on the global community, dilemmas of combating terrorism while protecting civil liberties, and attempts to resolve conflict and achieve a viable peace. Special emphasis is on contending groups in Lebanon, Latin America, and Northern Ireland. 1-3 crs.
- **Understanding the Japanese**
  In an effort to demystify the complex and intriguing patterns of Japanese culture, this course examines Japanese behavior, values, and communication styles. By examining the Japanese approach to problem-solving, group decision making, dependency, status, obligation, and loss of face, students improve their ability to establish productive and satisfying relationships with the Japanese. 1-3 crs.
- **Understanding the Middle East**
  The Middle East has a powerful but little-understood identity as a focal point of world politics and economics. This course examines critical aspects of the modernization process in the Middle East in an attempt to understand this important region's recent and ongoing transitions. 1-3 crs.
- **Understanding the Third World**
  The Third World increasingly captures the headlines in Western newspapers. Global interdependence has become a simple fact of modern living. This course explores the concept of the "Third World" and its significance for the "West." With special emphasis on India, the course deals with the following topics: a definition of the Third World; its social, cultural, political, and religious institutions; a contrast and comparison of the Third World and the West; and future trends in both worlds. 1-3 crs.

**SS 194/294/394/494 Social Science Internship**
The internship provides the student with the opportunity to complement formal learning with supervised field experience in an approved professional setting. 1-12 crs.

**SS 420g/CM 420g Introduction To Graduate Studies**
This course is designed for those who wish to be prepared to tackle graduate studies. It is a "road map" to guide you peacefully through the sometimes-perplexing and anxiety-ridden graduate experience. We will explore ways to steer you successfully through: scholarly independent studies, seminars, and thesis development; in writing graduate level papers, in appropriate communication with professors, administration and peers; in judicious use of time; in taking objective exams; in being proficient in research methodology. 3 crs.

**SS 450 Empowerment: Cultural Development Skills for the Change Agent**
The role of the cultural worker is to empower others to take charge of their lives and communities. Artists, social workers, planners, teachers, recreation workers, and community development workers all deal with some aspect of the fabric of a group's collective existence — their culture. This course focuses on cultural animation, a model of sociocultural community development which calls for the "animateur," or cultural worker, to facilitate community empowerment. During the course, students broaden their approaches to problem-solving and change-agency as they learn to integrate various disciplines and cultural models into their work. 3 crs.

**SS 451 American Values: Individuality and Community**
This class examines the values conflict in American culture between individualism and community. Examined are major cultural institutions, — family, church, government, schools — in order to ascertain their role in perpetuating this value conflict. Utilizing the perspectives of history, political science, psychology, sociology, social work, and anthropology, this course intends to enhance cultural self-awareness in order to increase understanding of other cultures and to foster greater commitment to community. 3 crs.

**SS 471 Nontraditional Human Service: Fundamentals of Employee Assistance**
While funds from the public sector for social service delivery have become increasingly scarce, private organizations such as business corporations have found it cost-effective and humane to invest in this area in the form of employee assistance programs. From this interplay of trends has emerged "nontraditional" human service careers. Within this context, this course provides an overview of employee assistance in the workplace, examines assumptions behind the concept of employee assistance, explores ways to develop programs to fit unique work environments, increases understanding of the individual's role in the development process, and investigates limitations and conflicts in providing employee assistance. 3 crs.

**SS 480 Social Science Perspectives**
The practicing social scientist — whether academic or
applied — is most effective with a fundamental knowledge and understanding of the field's major philosophical, methodological, and disciplinary perspectives. This course provides that background in an attempt to help the student answer the questions, "What is social science?" and "Where do I fit in?" The class is required for social science majors and concentrations and is strongly recommended for all students with social science as a major component in their programs. 5 crs.

SOCIAL SCIENCE

FACULTY ASSOCIATES:
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Department of Social Science
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Outside Portland Metro:
1-800/634-9982
GRADUATE STUDIES

ADMISSION PROCEDURES FOR GRADUATE DEGREE STUDENTS

Individuals applying for admission to graduate programs at Marylhurst College must hold a baccalaureate degree from an accredited institution and obtain official transcripts of undergraduate coursework from all institutions where credit has been earned.

In addition to the above general requirements, the prospective candidate must meet all departmental requirements. These typically include a composite evaluation of the student's undergraduate grade-point average, standardized test scores, written essays, and other evidence of one's ability and motivation to successfully complete a graduate program. The decision to admit a student into a particular master's program is made by the relevant department.

Departments have the right to accept students conditionally if, in the judgment of the faculty, there is sufficient evidence of ability, but prerequisite coursework at the undergraduate level is lacking. After satisfying specific additional requirements, and upon departmental recommendations, persons admitted conditionally may become regular degree students.

Prior to confirming departmental action on a student's application, the following materials must have been received by the Registrar's Office:

- A completed application for Admission to Graduate Program;
- A non-refundable application fee of $55; (checks made payable to Marylhurst College);
- One official transcript of baccalaureate degree and/or all previous college or university work.

The admission application and non-refundable application fee are valid for one academic year. The student, upon successfully completing the admission process, will be considered admitted for the term in which the form and fee are submitted. If the student does not validate admission by registering for classes within one academic year, the student must reapply. Official transcripts will be held for two years.

TIME LIMITATION

All coursework for the master's degree must be completed within five years.

TRANSFER CREDIT

An application for transfer credit must be filed with the Registrar's Office for approval not later than the term following admission to a graduate program. Transferable credits are graduate credits graded A or B received from accredited degree programs. The maximum transfer credit accepted toward an advanced degree at Marylhurst College is determined by departmental review.

Credit cannot be transferred for the following: (1) courses for which a grade lower than B was awarded; (2) courses graded Pass; (3) correspondence courses, television courses, and some short-term courses; (4) courses completed at a date which exceeds the time limits prescribed for the degree program; (5) undergraduate courses.

RESERVATION OF WORK FOR GRADUATE CREDIT

Reservation of graduate credit is limited to 12 completed and graded graduate credits of A or B earned within the last 45 credits prior to the award of the baccalaureate degree and not used to partially fulfill the requirements for the baccalaureate degree. Graduate credit will not be granted retroactively for a 400-level course for which graduate credit was not designated during the term of original registration.

Only credits earned at Marylhurst College can be reserved for graduate credit. A Reservation of Graduate Credit form must be filed in the Registrar's Office after admission to a graduate program on a regular or conditional status, not later than the term following admission. Approval must be obtained from the degree program authorized representative to accept the courses reserved for graduate credit for the graduate degree program of study. Such courses then can be used to partially fulfill the residence requirements.

LEAVE OF ABSENCE

A student admitted to a graduate program may petition for leave of absence for one calendar year. Leave of absence status assures the student a continuation of the student's admission in the program during the period of the leave of absence. Leave of absence is granted only to graduate students in good standing and does not constitute a waiver of the time limit for completion of the graduate degree.

GRADUATE GRADING SYSTEM

The following system of grading is used at the graduate level:

A = Excellent; P = Pass (at a level of B or better for graduate courses); for standard 547 and MGT 587
B = Satisfactory; MGT 588
C = Below graduate; for B or F indicate clearly unacceptable work and carry no graduate credit.

The deadline for completion of an incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. An agreement to a longer period must be in writing.

The following marks are also used:

I = Incomplete
IP = In Progress (used for thesis coursework only)
W = Withdrawal
Y = No basis for grade

A grade of C is below the graduate standard, but may be counted as credit toward a graduate degree. Grades of D or F indicate clearly unacceptable work and carry no graduate credit.

The deadline for completion of an incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. An agreement to a longer period must be in writing.

A student's graduate degree program must be completed within five years. If a student does not complete their degree within five years, they will be considered to have graduated if they successfully complete all required coursework.

RESIDENCE CREDIT

A student's graduate degree program must be completed within five years. If a student does not complete their degree within five years, they will be considered to have graduated if they successfully complete all required coursework.

CANDIDACY

Graduate students are advanced to graduate candidacy upon satisfactory completion of 18 credit hours of graduate course work from Marylhurst College. The student must apply to the department for advancement to candidacy.

ACADEMIC PROBATION

Satisfactory progress in a graduate program is considered to be a "B" or better in all graduate courses. Less than a "B" in any course may result in department counseling which may lead to the student being placed on probation. Once on probation, the student must obtain a "B" or better in all courses. A student on probation may be dropped from the program if a grade of less than "B" is obtained. Students with a GPA of less than 3.0 must achieve a cumulative GPA of 3.0 within completion of next 12 hours of credit work. Failure to do so results in dismissal.

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Program of
MASTER OF ARTS IN
ART THERAPY

A Clinical Training Program

Art therapy is a rapidly growing field which had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of art. In recent years it has expanded to reach a broader range of populations within a variety of settings.

Art therapists integrate the creative process with understanding of psychological theory in order to facilitate growth and development in clients.

In art therapy, the focus is often placed upon communication through art processes and products. Art processes, forms, content and associations are recognized as reflections of personality, development and concerns.

The Marylhurst Art Therapy Program helps students arrive at a balanced understanding of the therapeutic application of the creative process, and the informed use of psychological theories.

Students learn to modify and adapt two disciplines — the visual arts and psychotherapy — in order to effect the synthesis which is art therapy.

The Program is designed to prepare art therapists to work as team members in facilities which provide therapeutic services, for example: community health centers, psychiatric and general hospitals, therapeutic schools, day treatment and residential centers.

Marylhurst College offers the only graduate program leading to a Master of Arts in Art Therapy within the Northwest region of the country.

Inquiries from prospective students presently living in Oregon, other states or foreign countries are welcome.

The objectives of the graduate program are:
1. To provide the student with opportunities to learn the theory and practical skills necessary to practice art therapy.
2. To encourage the student to achieve excellence in scholarship, and the practice of art therapy.
3. To stimulate enthusiasm for continued cultural, personal and professional growth on the part of the student.
4. To be at the service of the community beyond the campus, in the advancement of understanding and professional implementation of art therapy.

The Graduate Program in Art Therapy at Marylhurst College has been planned in accordance with the American Art Therapy Association Guidelines, and is accredited by the Northwest Association of Schools and Colleges.

The program can be completed in six quarters. The first three quarters consist of sequential study in art therapy. This includes theoretical and experiential work focusing on assessment and treatment approaches. Studies in the areas of human development, psychopathology and counseling are an integral part of course content. Field work is required during the first year.

The second three quarters are primarily devoted to internship in art therapy. The student completes a minimum of 200 hours of internship work each quarter in a clinical setting.

Internship opportunities are available in a variety of clinical settings, including but not limited to: Veterans Administration Medical Center, Janis Youth Programs, Christie School, Dammash Hospital, Doernbecher Hospital, Mental Health Services West, Oregon State Hospital Forensic Program and Correctional Treatment Program, YMCA Outer East Youth Service Center, Providence Hospital—Hospice Program, The Doug Center, Southeast Mental Health Network.

Internships can, under some circumstances, be arranged outside the Portland-Salem-Vancouver area.

The M.A. Program can be completed on a part-time basis.

Admissions:

The application deadline for Fall admission is during the preceding Winter quarter. Persons interested in the Art Therapy Program should call (503) 636-8141, ext. 405, to clarify admissions procedures.

Prerequisites:

Art therapy draws upon art and psychology. The profession requires in-depth understanding of authentic art expression. Art Therapists use the creative process as a catalyst for integration and healing.

Applicants are expected to have significant preparation in art and psychology:
1. A bachelor's degree.
2. Proficiency in the visual arts as demonstrated by a portfolio of work in painting, drawing and sculpture. Minimum credits:
   - Painting — 9 credits
   - Drawing — 9 credits
   - Sculpture — 9 credits
3. Courses in psychology (a minimum of 18 credits) including: Psychology of Personality, Developmental Psychology, Abnormal Psychology, Counseling Strategies.
4. Evidence of ability to do graduate work as indicated by a 3.00 G.P.A. or better on applicant's transcripts.
5. Some experience working with people, preferably in a human services agency.

Credits are calculated on the quarter system (four terms per year). Semester-system credits should be multiplied by 1 1/2 to equal quarter-system credits.

All applicants are required to submit portfolios of artwork demonstrating competency. No art training
is offered within the M.A. program.

Applicants who have not met prerequisites at time of application must express the intent of meeting the prerequisites prior to entrance into the program.

In addition to art and academic competence, applicants must exhibit those personal and interpersonal qualities that, in the judgement of the faculty, are necessary for the pursuit of a successful and meaningful career as an art therapist.

A faculty panel will review applications for the available positions in the program.

Provisional Admission
This is available for qualified students who wish to enter the M.A. Program and have missed the application deadline. Provisional admission enables students to obtain financial aid.

Obtaining Provisional admission does not assure the student of admission to the M.A. Program.

Certificate Program
For applicants with a Master’s degree in a related field, who do not seek a second Master’s degree. Upon completion of 32 quarter credits in sequential art therapy courses, and 700 hours of internship, successful students are awarded a certificate of completion. Applicants for the certificate program must follow the same guidelines for admission as degree seeking applicants, including prerequisites.

Learning Opportunities for Non-Admitted Students
The Marylhurst Art Therapy Program offers classes and workshops in art therapy which are open to students who are not part of the M.A. Program. Art therapy training can be of benefit to counselors, teachers, occupational and recreation therapists, psychologists, nurses and others in the human services professions.

Grade Standards
All students are required to maintain a minimum grade point average of 3.00.

The grade of C is below the graduate standard. No more than six credit hours of C may be applied towards the degree.

A student whose cumulative G.P.A. is less than 3.00 will be placed on probation or dismissed from the M.A. Program.

A student placed on probation will be required to change this status by achieving a cumulative G.P.A. of 3.00 within the completion of the next 12 hours of credit work.

Failure to achieve the 3.00 G.P.A. will result in the student's dismissal from the M.A. Program.

Excessive poor grades, even when balanced by A's are unacceptable and may result in probation or dismissal.

In addition to academic competence, the student must demonstrate personality and interpersonal skills which, in the judgement of faculty, are necessary for the sensitive and demanding nature of the work of an art therapist.

Personal Therapy
Students are expected to obtain individual psychotherapy during the first year of the program. Continuing therapy during the second year is strongly recommended.

Art Therapy Curriculum
The two-year Marylhurst M.A. in Art Therapy Program has a 60-credit curriculum composed of a first year of coursework and a second year which includes 600 hours of Art Therapy Internship in settings such as hospitals, mental health centers, or schools. Field work is required during the first year. Fifty-two credits are obtained from core courses and the Internship. Eight credits are electives.

The Art Therapy Program may be completed on a part time schedule. Many of the courses and workshops are offered during evenings and weekends.

M.A. in Art Therapy Program Plan

First Year:

Fall
AT 510 Introduction to Art Therapy 3 crs.
AT 511 Art Therapy Technique 3 crs.
AT 512 Art Therapy with Children 3 crs.
AT 513 Psychopathology 3 crs.
AT Elective(s)

Winter
AT 530 Psychological Assessment by Graphic Means 3 crs.
AT 521 Art Therapy in Clinical Practice 1 3 crs.
AT 522 Art Therapy with Adolescents 3 crs.
AT 524 Cross Cultural Issues in Therapy 2 crs.
AT 540 Pre Internship Seminar 1 1 cr.
AT Elective(s)

Spring
AT 520 Group Process in Art Therapy 3 crs.
AT 531 Art Therapy in Clinical Practice 2 3 crs.
AT 532 Art Therapy with Adults 3 crs.
AT 541 Pre Internship Seminar 2 1 cr.
AT Elective(s)

Summer
AT Electives are offered each Summer.

Second Year:

Fall
AT 594A1 Internship 1 3 crs.
AT 594B1 Internship Seminar 1 3 crs.
Elective(s)

Winter
AT 594A2 Internship 2 3 crs.
AT 594B2 Internship Seminar 2 3 crs.
Elective(s)

Spring
AT 594A3 Internship 3 3 crs.
AT 594B3 Internship Seminar 3 3 crs.
Elective(s)

Courses
M.A. in Art Therapy Core Requirements:
AT 410/510 Introduction to Art Therapy
An overview of the history, development, major theories and application of art therapy with various client populations. Slide lectures, discussion, some experiential work. 3 crs.
AT 511 Art Therapy Technique
Art media and art therapy methods are explored and discussed in relation to treatment of clients within different diagnostic categories (D.S.M. III). Art therapy theories are discussed as they refer to the processes and products of the student's studio experience in class. Experiential, lecture, discussion. Prerequisite: AT 510 and 513 (may be taken concurrently). 3 crs.
AT 512 Art Therapy with Children
Theories of psycho-social and graphic development are presented in relation to art therapy assessment and treatment of children. Art therapy methods for children
with mild to acute mental/emotional disturbances are presented. Slide lectures, discussion, experiential work.
Prerequisite: AT 510 (may be taken concurrently). 3 crs.

AT 513 Psychopathology
Studies of the description, causes and treatment of behaviors considered abnormal by our society. This course integrates and extends previous study in abnormal psychology. A research component is included. Prerequisites: AT 510 (may be taken concurrently). 3 crs.

AT 522 Art Therapy with Adolescents
Theories of psycho-social and graphic development are presented in relation to art therapy assessment and treatment of adolescents. Art therapy methods for adolescents with mild to acute mental/emotional disturbances are presented. Slide lectures, discussion, experiential work. Prerequisite: AT 510. 3 crs.

AT 540 Pre-Internship Seminar 1
This class serves as an initial orientation to the possibilities and challenges presented in preparing for and beginning internship. Ethical standards for art therapists. The role of the art therapist in the clinical setting. Lecture, discussion, conference. Prerequisites: AT 510, 511, 521 and 513. (512, 530 and 522 may be taken concurrently). M.A. students only. 1 cr.

AT 541 Pre-Internship Seminar 2
Internship preparation. Standards of practice for art therapists. Internship site visits and observations. Development of proposals for internships, and finalization of plans for internship. Lecture, discussion, field visits, conference. Prerequisites: AT 521, 522, 530, 540 (520, 531, 540 may be taken concurrently). M.A. students only. 1 cr.

AT 542 Cross Cultural Aspects of Therapy
This course addresses historical, ethical and socio-economic issues and their psychological impact. Understanding of cultural values is necessary to effect communication/counseling. Lecture, discussion. Prerequisite: AT 510. 2 crs.

AT 532 Art Therapy with Adults
Art therapy for adults with mild to acute mental/emotional disturbances is presented. Assessment and treatment methods are introduced in relation to the developmental stages of adult life, current psychotherapies and D.S.M. III/R. Slide lectures, discussion, experiential work. Prerequisite: AT 510. 3 crs.

AT 520 Group Process in Art Therapy
Methods of facilitating group art therapy with varied populations are presented in relation to current theories of group therapy. Skills in clinical observation and group leadership are developed. Experiential, lecture, discussion. Prerequisite: AT 510, 511 and 513. 3 crs.

AT 530 Psychological Assessment by Graphic Means
Examination and analysis of art in relation to personality and psychopathology. Evaluation of form and content of pictorial and sculptural works in relation to D.S.M. III/R diagnostic classifications. Skills are developed in interpreting evidence of developmental level, perceptual capacities, psychodynamic processes and environmental stimuli in art work and behavior. Slide lectures, discussion, experiential. Prerequisites: AT 510, 511 and 513. 3 crs.

AT 521 Art Therapy in Clinical Practice 1
Development of practical professional skills and clinical knowledge. Skills are developed in counseling, therapeutic intervention strategies and treatment planning. Lecture, discussion, role playing.

Prerequisites: AT 510, 511, 512, 513 (530, 522, 540 and 524 may be taken concurrently). M.A. students only. 3 crs.

AT 531 Art Therapy in Clinical Practice 2
Development of practical professional skills and clinical knowledge. Topics include: standards and methods of documentation, treatment planning, treatment team reports - oral and written. Case presentations. Lecture, discussion, experiential. Prerequisites: AT 521, 530, 522, (520, 532 and 533 may be taken concurrently). Open to M.A. students only. 3 crs.

AT 594A Internship 1
20 hours weekly (minimum) providing art therapy services in a clinical community setting. Field work, discussion, consultation. Prerequisites: successful completion of all core courses. Must be taken concurrently with AT 594B1. Open only to M.A. students with faculty approval. 3 crs.

AT 594A2 Internship 2
20 hours weekly (minimum) providing art therapy services in a clinical community setting. Field work, discussion, consultation. Prerequisites: successful completion of 594A1, 594B1. Must be taken concurrently with 594B2. Open only to M.A. students with faculty approval. 3 crs.

AT 594A3 Internship 3
Continuation of work done during Winter term, AT 594A2. 20 hours weekly providing art therapy services in the same clinical community setting. Prerequisites: successful completion of 594A2, 594B2. Must be taken concurrently with 594B3. Open only to M.A. students with faculty approval. 3 crs.

AT 594B1 Internship Seminar 1
Case studies in art therapy. Discussion of case material, in order to further develop clinical skills relevant to internship experience. Discussion of theoretical and practical issues of concern to interns. Discussion, consultation. Prerequisites: successful completion of all core courses. Must be taken concurrently with AT 594A1. Open only to M.A. students with faculty approval. 3 crs.

AT 594B2 Internship Seminar 2
Case studies in art therapy. Continuation of 594B1. Development of clinical and practical skills relevant to internship experience. Discussion, consultation. Prerequisites: AT 594A1, 594B1. Must be taken concurrently with AT 594A2. Open only to M.A. students with faculty approval. 3 crs.

AT 594B3 Internship Seminar 3
Case studies in art therapy. Continuation of 594B2. Development of clinical and practical skills relevant to internship experience. Community presentation on art therapy. Prerequisites: AT 594A2, 594B2. Must be taken concurrently with AT 594A3. Open only to M.A. students with faculty approval. 3 crs.

Electives:
AT 451/551 Art Therapy with Special Populations
Approaches and methods for special populations such as physically handicapped, prisoners, mentally retarded, chemically dependent. Social and cultural factors such as religious and ethnic values are studied in relation to mental health and the use of art therapy in treatment. Slide lecture, discussion, some experiential work. 3 crs. Introductory level.

AT 584 Thesis
An original investigation in art therapy. Requires consent of faculty. M.A. students only. Credit by arrangement. Advanced level.

AT 402/556 Art Therapy in Assessment and Treatment of the Sexually Abused
A theoretical overview of the treatment of sexually
abused clients, using art therapy. Topics will include identification, communication, effects of abuse, desirable outcomes, art therapy methods. Current research on graphic indicators of sexual abuse will be presented. Participants will directly experience several basic art therapy methods. Ways of using these methods as an integral part of treatment will be discussed. 3 crs. Introductory/Intermediate levels.

AT 493 Experiential Introduction to Art Therapy
Process oriented course introducing art therapy theories in relation to students' studio work. Experiential, lecture, discussion. 3 crs. Introductory level.

AT 595 Independent Study
In-depth investigation of one aspect of art therapy. By approval of faculty only. Prerequisite: AT 510 and 511. Credit by arrangement. Intermediate/advanced levels.

AT 493A Understanding Children's Art
Examines child art development in relation to psychosocial development. Topics will include the importance of art in child development, ways to encourage creativity, and how to look at children's art as a non-verbal means of communication. Slide lectures, experiential, discussion. 1 cr. Introductory level.

AT 493H Children's Art in Play and Art Therapy
Introduction to dysfunctional family systems, and the effects of addiction on children who grow up with it. Play and art techniques are presented as treatment interventions. 1 cr. Introductory level.

AT 493M Art Therapy Assessment
An introduction to the uses of the visual arts in psychological assessment. 1 cr. Introductory level.

AT 452/552 Theories of Creativity
This class investigates various different theories of creativity and what happens during the creative process. Lecture, discussion, experiential. 3 crs. Intermediate/advanced level.

AT 493L Grant Writing for Human Services Practitioners
A workshop focusing on writing human and social service federal grant application proposals. Students are guided through the process. Lecture, discussion. 1 cr. Introductory/intermediate levels.

AT 493S Therapeutic Techniques with Life Threatened and Grieving Children and Families
The uses of art and play therapy techniques with hospitalized, dying and grieving children and families. Lecture, experiential. 1 cr. Introductory level.

AT 493K Introduction to Dance/Movement Therapy
This workshop introduces an overview of treatment approaches with different ages and populations, assessment strategies, research using dance/movement therapy and non-verbal interventions. Lecture, experiential. 1 cr. Introductory level.

AT 494 Using Art in Therapy with Children
Introductory workshop on using the language of play/art with children in treatment. Slide lecture, videotape, experiential. 1 cr. Introductory level.

AT 493DS Treatment of Sexual Abuse and Multiple Personality Disorder through Art, Imagery and Hypnosis
This addresses the treatment issues which can be the result of sexual abuse, including: dissociation and multiple personality disorder. Practical methods of working with clients are correlated to patterns and stages applicable to the process of restoration and integration. Slide lectures, experiential. 2 crs. Intermediate/advanced level.

AT 493D Introduction to Therapeutic Recreation
This workshop focuses on an overview of therapeutic recreation service delivery. Participants explore leisure concepts and identify personal barriers to satisfying leisure. Information is given about the application of these concepts in a variety of treatment and rehabilitation settings. Lecture, video, experiential. 1 cr. Introductory level.

AT 493I Psychodrama Workshop

AT 493C Art Therapy - Introductory Workshop
An introduction to Art Therapy. Theory is presented in relation to workshop experiences. History and development of the profession is discussed. Slide lectures, experiential. 1 cr. Introductory level.

AT 493E Introduction to Music Therapy
This class provides an introduction to music therapy as it is applied in schools, rehabilitation centers, and psychiatric facilities, as a treatment intervention. Lecture, experiential. 1 cr. Introductory level.

AT 493MB/593MB Psychological Perspectives on Contemporary Art
This class addresses the work and lives of selected contemporary artists (1974 to present). Emphasis is placed upon the psychological content and context of the work. Students investigate their own creative process in relation to class topics. Seminar format, slide lectures, videotapes. 3 crs. Intermediate/advanced level.

AT 493RS/593RS Art for Children with Special Needs: Screening for Depression, Self Concepts and Cognitive Skills through Drawings
Introduction of stimulus drawing techniques. Designed to screen children and adolescents for depression, self concepts and cognitive skills. Slide lectures, experiential. 1 cr. Introductory/intermediate level.

AT 493EB/593EB Healing Is Possible: The Impact of Sexual Abuse on Adult Survivors
A class focusing on treatment issues in working with post-traumatic stress disorder in those who have been sexually abused. Lecture, videotapes/slides, experiential. 2 crs. Intermediate/advanced levels.

AT 493R Kinetic Projective Drawing Techniques
A workshop which includes the study of actions, symbols, themes and symbols in kinetic projective drawings. Theoretical basis, administration, interpretation and specific usage in situations such as child abuse, alcoholism. Uses of the techniques in counseling/treatment. Slide lectures, experiential. 2 crs. Intermediate/advanced levels.

Note: Electives are offered on a variable schedule. Presentations by guest speakers who are experts in art therapy and related areas of interest occur throughout the year. These are open to M.A. students, and to other interested people.
ART THERAPY FACULTY:
CHRISTINE TURNER, A.T.R.
Program Director. M.S. Portland State University; graduate study, Antioch University, Seattle

FACULTY ASSOCIATES:
ELAINE BAGLEY
M.A. Antioch University, Seattle; M.A. Emporia State University, Emporia, Kansas

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M.A. Lewis & Clark College, Portland

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Ph.D. University of Tennessee

MARY HAMMOND, C.A.C.
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BETH KAPLAN-WESTBROOK, A.D.T.R.
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HANON LYNNE
Ph.D. University of Wisconsin, Madison

KAY MCDONALD, A.T.R.
M.A. Vermont College of Norwich University, Montpelier

EILEEN NOLAN-KRESSEL, A.T.R.
M.S.W. Portland State University

RUTH SATYANARAYAN
Psy.D. Oregon Graduate School of Professional Psychology

DEE SPRING, A.T.R.
Ph.D. Fielding Institute, Santa Barbara, California

IZZETTA SMITH
M.A. Antioch University, Seattle

Distinguished guest lecturers have recently included:
Rawley Silver, D.Ed., ATR
Robert C. Burns, M.A.
Janie Rhyne, Ph.D., ATR

Marylhurst College
Marylhurst, Oregon 97036
Program of Master of Arts in Art Therapy
Portland Metro:
503/636-8141 or 221-5828
Outside Portland Metro:
1-800/634-9982
Marylhurst College is committed to the education of working adults. The Master of Science in Management program is designed for adults seeking personal growth, career enhancement and solutions to challenging management issues. The program emphasizes applied skills in problem solving, critical thinking, and decision making in order to deal with today's complex management problems. The program emphasizes applied learning. Students are encouraged to adapt seminar and research work to areas related to their own personal and corporate career goals, and design their own emphasis for study based on interests and goals.

Classes are conveniently scheduled on weekends and evenings.

M.S. in Management
56 crs.
Management Core: 29 crs.
ASM 550 Systems Analysis 4 crs.
EC 512 Managerial Forecasting 3 crs.
FIN 516 Financial Analysis 3 crs.
MGT 510 Management & Decision Making 3 crs.
MGT 514 Management Law & the Information Age 3 crs.
MGT 519 Strategic Planning 3 crs.
MGT 520 Theory of Organizational Behavior 3 crs.
MGT 550 Human Resources Systems 3 crs.
MKT 550 Marketing Systems 3 crs.
Research Core: 27 Credit Hours
QA 518 Statistical Analysis 3 crs.
MGT 546 Organizational Analysis I 5 crs.
MGT 547 Organizational Analysis II 5 crs.
QA 581 Field Research Methods I 2 crs.
QA 582 Field Research Methods II 2 crs.
QA 583 Field Research Methods III 2 crs.
MGT 584 Thesis Problem Statement 2 crs.
MGT 585 Thesis Proposal 2 crs.
MGT 586 Thesis Analysis 2 crs.
MGT 587 Thesis Completion 2 crs.
*May be replaced with choice of one of the following professional specialties.

Professional Specialties: 12 crs.
Telecommunications Systems Management
TSM 540 Introduction to Telecommunications 4 crs.
TSM 542 Data Telecommunications 4 crs.
TSM 543 Voice Telecommunications 4 crs.
TSM 544 Telecommunications Systems Planning 4 crs.
TSM 545 Telecommunications Systems and Process Planning 4 crs.

Technological Systems
ASM 551 Data Management 4 crs.
ASM 552 Decision Support Systems 4 crs.
ASM 599 Integration Seminar 4 crs.

Human Resources Management
MGT 551 Human Resources Analysis 4 crs.
MGT 552 Human Resources Problems and Productivity 4 crs.
MGT 553 Human Resources Management Issues Seminar 4 crs.

Marketing
MKT 531 Marketing Analysis I 4 crs.
MKT 532 Marketing Analysis II 4 crs.
MKT 533 Marketing Issues Seminar 4 crs.

Entrepreneurship
ENT 510 Entrepreneurial Strategy and Planning 4 crs.
ENT 520 New Venture Creation 4 crs.
ENT 530 Entrepreneurial Management and Marketing 4 crs.
ENT 540 Strategic Business and Finance 4 crs.

Other Approved Professional Specialties
(Consult with adviser for details)

Applied Systems Management Option
An option in Applied Systems Management is available as part of the Master of Science in Management. The program was developed in response to industries' desire to integrate management and technological systems. The basis of the program is strategic management and information systems with a choice of professional specialty. The program develops in managers the ability to understand a variety of major technological systems and to integrate that knowledge with current management systems. The courses are designed for managers by combining industrial and academic expertise. The Applied Systems Management program is designed for working adults. Students may attend on a full-time or part-time basis. The curriculum is designed with the "Information Age" in mind, recognizing the importance of integrating these technologies into the development of management strategies. The program is divided into three segments: the management core, the technological systems core, and a professional specialty.

M.S. in Management
Applied Systems Management Option
60 crs.
Management Core: 24 crs.
EC 512 Managerial Forecasting 3 crs.
FIN 516 Financial Analysis 3 crs.
QA 518 Statistical Analysis 3 crs.
MGT 510 Management & Decision Making 3 crs.
MGT 514 Management Law and the Information Age 3 crs.
MGT 519 Strategic Planning 3 crs.
MGT 550 Human Resources Systems 3 crs.
MKT 550 Marketing Systems 3 crs.

Technological Systems Core: 20 crs.
ASM 550 Systems Analysis 4 crs.
ASM 551 Data Management 4 crs.
ASM 552 Decision Support Systems 4 crs.
ASM 599 Integration Seminar 4 crs.

Professional Specialties: 16 crs.
Telecommunications and Information Management
TSM 477(g) Advanced Data Telecommunications 3 crs.
TSM 467(g) Advanced Voice Telecommunications 3 crs.
TIM 544 Information Systems Integration 4 crs.
TIM 545 Information Management Project 4 crs.
TIM 465(g) Information Management Seminars 1 & 2 crs.

Human Resources Management
MGT 520 Theory of Organizational Behavior 4 crs.
MGT 551 Human Resources Analysis 4 crs.
MGT 552 Human Resources Problems and Productivity 4 crs.
MANAGEMENT
MASTER OF
IN
Telecommunications and

ASM

Certificates are available for admission to the program. Applicants must submit the following:

1. Completed application and application fee;
2. Official transcripts of all undergraduate coursework and record of a bachelor's degree from an accredited institution;
3. Current resume;
4. Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT), or Graduate Record Examination (GRE) test scores;
5. A letter of purpose discussing the following: benefits anticipated from completing the degree program; how past academic and work experiences have influenced current degree plans; personal strengths and areas which can be improved by the program. The applicant may provide any other pertinent information for consideration;
6. Recommendations from at least three people commenting on the applicant's potential to do graduate work (may include the candidate's managers or former instructors); and
7. An admissions interview.

Note: All admission requirements must be completed prior to the second term of coursework.

*Required before registration.

CERTIFICATE PROGRAMS

The certificate programs are intended for people interested in developing or upgrading clusters of specific technical or managerial skills. The admission to the certificate program is based on the same documentation as the Master's Degree program, except that a bachelor's degree is not required and more emphasis is placed on the recommendations of the applicant's immediate supervisor and group or division manager. Only one certificate may be obtained without admission to the M.S. in Management degree program. Certificates are available in the following areas:

Technological Systems

ASM 550 Systems Analysis
ASM 551 Data Management
TSM 540 Telecommunications Overview
ASM 552 Decision Support Systems
ASM 599 Management Integration Seminar

Telecommunications and Information Management

TSM 541 Telecommunications Overview

TSM 477(g) Advanced Data Telecommunications
TSM 467(g) Advanced Voice Telecommunications

TIM 544 Information Systems Integration Seminars
TIM 545 Information Management Project Seminars
TIM 465(g) Information Management

Human Resources Management

MGT 520 Theory of Organizational Behavior
MGT 551 Human Resources Analysis
MGT 552 Human Resources Problems and Productivity
MGT 553 Human Resources Management Issues Seminar

Marketing

MKT 531 Marketing Analysis I
MKT 532 Marketing Analysis II
MKT 533 Marketing Issues Seminar
MKT 534 Marketing Independent Study

Entrepreneurship

ENT 510 Entrepreneurial Strategy and Planning
ENT 520 New Venture Creation
ENT 530 Entrepreneurial Management
ENT 540 Strategic Business and Finance

Other Approved Professional Specialties

(Consult with advisor for details)

Admission Procedures

The admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate degree is required for admission, but previous coursework in finance, marketing, information systems, and human resource management is recommended.

Applicants must submit the following:

1. Completed application and application fee;
2. Official transcripts of all undergraduate coursework and record of a bachelor's degree from an accredited institution;
3. Current resume;
4. Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT), or Graduate Record Examination (GRE) test scores;
5. A letter of purpose discussing the following: benefits anticipated from completing the degree program; how past academic and work experiences have influenced current degree plans; personal strengths and areas which can be improved by the program. The applicant may provide any other pertinent information for consideration;
6. Recommendations from at least three people commenting on the applicant's potential to do graduate work (may include the candidate's managers or former instructors); and
7. An admissions interview.

Note: All admission requirements must be completed prior to the second term of coursework.

*Required before registration.

ASME 550 Systems Analysis

This course is designed to provide the student with a knowledge of the place and role of systems analysis and design in our increasingly complex, information-oriented society. Emphasis is placed on the skills necessary to evaluate, describe, and improve an organizational information system. Special consideration is given to the managerial aspects of the process. 4 crs.

ASME 551 Data Management

Information systems, concepts, and characteristics developed in the ASME 550 (Systems Analysis) are relied upon in the development of techniques for the evaluation of system alternatives for data collection/transmission, organization and storage, processing, retrieval and display. Critical factors involved in database system development, selection of software packages, and database management systems issues are considered. 4 crs.

ASME 552 Decision Support Systems

Stresses the building of models of complex systems operating under uncertainty. The student will be exposed to model formulation and solution procedures, and develop an understanding of trade-offs involved in the use, design, and construction of decision making systems. 4 crs.

ASME 599 Management Integration Seminar

This seminar is intended to provide an integration of the ASME course material. Special topics of current interest, case studies, "expert" speakers/panels, simulations, and student briefings are used in developing a synthesis of previous ASME course materials. 4 crs.

EC 512 Managerial Forecasting

This course integrates the concepts of microeconomics with various methodologies of importance to decision making at the firm level. Topical coverage includes: optimization, estimation of demand functions, forecasting, economics of production, pricing theory, profit analysis, and capital expenditure. 5 crs.

ENT 510 Entrepreneurial Strategy and Planning

Selecting the Right Opportunity and Determining its Potential for Success

Most new ventures fail. Even for those that survive past the first few critical years, most become "also-rans" in terms of profitability, growth and market penetration.
This course is premised on the fact that a firm needs much more than a “better mousetrap” to be successful. It provides the essential conceptual and strategy-building tools to evaluate business venture opportunities, and to develop workable strategies for entrepreneurial business formation or rejuvenation. The course does not intend to teach students how to generate good new business ideas; rather, it is about how to recognize good ideas, improve upon them and convert them into realities which can produce sustainable profitability. 4 crs.

ENT 520 New Venture Creation: From Business Plan to First Round Financing
Once a core concept has been selected for a new venture, the difficult task of pulling together the organizational and financial resources necessary to get the business off the ground begins. Entrepreneurial success stems from solid, well-informed planning and decision making from the start. Because so many things are capable of going wrong and because it is easy to lose sight of the founding objectives of the organization, a business plan is valuable in 1) specifying the objectives and assumptions of the entrepreneur for others to productively criticize and improve upon, 2) assuming that the often complex integration of key business functions takes place with reasonable efficiency, and 3) serving as a road map for the future. It is also the basic sales tool for acquiring initial and follow-on financing for the new firm. Acquiring financing under the right terms, consistent with the founders’ objectives and the business plan, is stressed. A range of financing and business development alternatives is explored, with emphasis on the proper applications of each type of financing option. 4 crs.

ENT 530 Entrepreneurial Management and Marketing For Sustained Profitability and High Growth
Most academic programs in management and marketing are directed toward the requirements of existing organizations facing static or incrementally changing competitive environments. High-growth, high-profit potential ventures require much different approaches that are being employed by entrenched, well-capitalized competitors. Attempting to compete on the same turf as these large, established firms often results in disadvantage and failure for the new venture. Management and marketing skills for the entrepreneurial firm focus on the advantages of the new venture’s relatively small size, flexibility, adaptability to change, and focus on the specialized or niche markets. Change in markets, management techniques, products, services, and technology, create the raw materials out of which entrepreneurial firms are born. The approaches taught in this course are designed to develop management and marketing skills which take advantage of these changes, rather than viewing them as threats. 4 crs.

ENT 540 Strategic Business and Financial Moves For The New Venture: Maximizing Wealth Through Mergers, Acquisitions, Selling Out, Recapitalization and Restructuring
A range of proven options exist to substantially increase the growth and wealth creating potential of entrepreneurial firms. These options include various forms of business combinations, acquisition of low cost financing and techniques for increasing the firm’s return to stockholders by altering its capital structure. Similarly, the founders and original stockholders may wish to monetize their shares. This course is designed to provide a strong foundation in business valuation and how to increase a firm’s new value. It will provide an understanding of the strategic growth and wealth creating options available to entrepreneurial firms, with emphasis on the use of financial leverage and the analytic and negotiating skills necessary to succeed in this high stakes arena. 4 crs.

MGT 510 Management & Decision Making
This course develops an in-depth understanding of managerial processes and decision making. The focus is on managerial decisions and techniques of problem solving. Spreadsheet software and expert system software will be used to explore various techniques useful to decision making. 3 crs.

MGT 514 Management Law & The Information Age
Business people are finding the environment in which they must operate to be rapidly increasing in complexity. Much of this complexity can be traced to an increasing amount of governmental regulation and an explosion of new laws. Government speaks through the law, so managers must become fluent with legal terms and concepts. Students completing this course will become sensitive to legal issues, develop legal analytical skills, and become informed and effective users of legal systems. After establishing a foundation by understanding basic legal terms and concepts, information-age and high-technology legal issues will be emphasized. 3 crs.

MGT 516 Financial Analysis
This course is designed to give the manager a strong basis of financial skills in order to be an active participant in the financial systems of organizations. The course stresses the integration of the financial systems analysis and organizational planning and decision making. 3 crs.

MGT 519 Strategic Planning
Analyses of complex cases facing top management in the modern business enterprise. Topics include: the formulation and implementation of basic strategy, the development of supporting policies, the interrelation of strategy and structure, the identification of environmental opportunities, and the surveillance of environmental factors. 3 crs.

MGT 520 Theory of Organizational Behavior
The purpose of this course is to develop an applied understanding of various theoretical models of individual and group behavior in organizational settings. The focus is on the practical application of theory to managerial decision making. 4 crs.

MGT 546 Organizational Analysis I
The purpose of this course is to provide the student with analytical and consulting techniques and processes for understanding organizations and solving organizational problems. 5 crs.

MGT 547 Organizational Analysis II
This is a continuation of MGT 546. Teams of three or four students will work together to conduct an organizational analysis of a business or other organization. Instructors work with students in a practicum situation; design a method for analyzing the organization; develop a work plan; and provide support for conducting the organizational analysis. 5 crs.

MGT 550 Human Resources Systems
This course develops a systems orientation to the management of an organization’s human resources. Emphasis is placed on the skills needed in making decisions (i.e. force reduction, force expansion, technological change, etc.) which effect the human resources and the relationship of these decisions to strategic planning. 3 crs.
MGT 551 Human Resources Analysis
This course uses analytical techniques provided by the social sciences in studying an organization's human resources. The focus is on jobs and the supply, performance, and retention of employees, and the subsequent development of policies and procedures in human resources planning. 4 crs.

MGT 552 Human Resources Problems and Productivity
This course presents a broad spectrum of laws governing relations between employer and employee, and the impact of state and federal legislation in the area of collective bargaining. 4 crs.

MGT 553 Human Resources Issues Seminar
Current issues of relevance to the management of an organization's human resources are used to a synthesis of understanding useful to the strategic use of human capital. 4 crs.

QA 581 Field Research Methods I
This course examines in depth the research methods most widely used by business managers as aids to decision making. Students will learn techniques for constructing questionnaires, for conducting unbiased survey interviews, for analyzing the data using appropriate statistical procedures, and for reporting the results in a clear and concise manner. 2 crs.

QA 582 Field Research Methods II
This course continues the examination of research methods likely to be used in organizational settings. There will be a continuing emphasis on the relationship between the specific research method and the appropriate statistical procedures, and on report writing. 2 crs.

QA 583 Field Research Methods III
Program evaluation is a composite research tool commonly used in organizational settings. Students will learn about program evaluation by utilizing skills learned in the first two terms and by providing examples from their own organizations. 2 crs.

MGT 584 Thesis Problem Statement, 2 crs.
MGT 585 Thesis Proposal, 2 crs.
MGT 586 Thesis Analysis, 2 crs.
MGT 587 Thesis Completion, 2-4 crs.
MGT 588 Thesis Extension, 3 crs.
MKT 530 Marketing System, 3 crs.

MKT 530 Marketing Systems
Key processes and strategies needed for effective marketing are considered. This course develops a systems orientation to the management of an organization's marketing function. Equal emphasis is placed on the evaluation of the marketing function and the strategic linkage of marketing to organizational planning and decision making. 3 crs.

MKT 531 Marketing Analysis I
This course is the first of a two part sequence dealing with marketing research and decision making. Topical coverage of this course includes: (1) value and cost of information in marketing research, (2) sources of marketing information, (3) techniques of measurement used in marketing, (4) sales forecasting, and (5) marketing information system design. 4 crs.

MKT 532 Marketing Analysis II
This is a continuation of marketing research and decision making topical coverage. This course considers the methods and techniques used in making decisions regarding: (1) the kind and types of products and services sold, (2) their price levels, (3) the kind and amount of promotion they receive, and (4) the nature and extent of their distribution. 4 crs.

MKT 533 Marketing Issues Seminar
The concept of product life cycle is used to examine current issues, trends and challenges in marketing are used to develop a strategic understanding of an organization's marketing system. Expert speakers and cases are relied upon in the development of a synthesis of marketing course work. 4 crs.

MKT 534 Independent Study
This course provides an opportunity to strengthen marketing skills through an in-depth study initiated and designed by the student in cooperation with a Marylhurst instructor. Offered every term. Department consent required. 4 crs.

QA 581 STATISTICAL ANALYSIS
The emphasis in this course is on the practical application of statistical techniques to managerial problem solving. The course includes an overview of both descriptive and inferential statistical techniques. Classroom lectures and discussion are supplemented by the use of computer software packages to enhance student learning. Math pre test or overview course required. 3 crs.

TSM 541 TELECOMMUNICATIONS OVERVIEW
This course provides a foundation in the current economic, technological, and managerial issues effecting telecommunications. Students will study about the causes, effects, and results of industry divestiture and deregulation. A specialized vocabulary will be developed enabling the student to understand the applicable technologies and their management. Current case studies will be used to sensitize the student to the complexities and dynamic interrelationships effecting telecommunications. This course is required for all ASM degree students. 4 crs.

TSM 477(g) ADVANCED DATA TELECOMMUNICATIONS
This course provides the conceptual/technical basis for data communications. The course includes consideration of prominent industry architectural systems and their managerial implications. Complex data systems will be designed and evaluated. 3 crs.

TSM 467(g) ADVANCED VOICE TELECOMMUNICATIONS
This course provides the conceptual/technical basis for advanced voice communications system design. The course includes analysis of current and future premises and central office based voice systems. 4 crs.

TIM 544 INFORMATION SYSTEMS INTEGRATION
This course provides a framework for analyzing communications patterns and needs within an organization. Strategic design of a communications system is the focus of student project. Projects include a written and oral presentation of a telecommunications strategy, incorporating long-range organization-wide planning. 4 crs.

TIM 545 INFORMATION MANAGEMENT PROJECT
Current and future issues, trends, challenges and opportunities in information management are evaluated in creating a major project. Prerequisite: TSM 541, TIM 544. 4 crs.

TIM 405(g) INFORMATION MANAGEMENT SEMINARS
1 & 2 crs.

COURSES AND CONTENT ARE SUBJECT TO CHANGE.
BUSINESS AND MANAGEMENT
MASTER OF SCIENCE
IN MANAGEMENT FACULTY:

STEVE HUNGERFORD
B.A. University of Nebraska; M.S. University of Oregon;
Ph.D. candidate, University of Oregon

EUROPE KAMSKY
B.A. Beloit College; M.S. University of Oregon; J.D.
Northwestern School of Law, Lewis and Clark College

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Marylhurst College
Marylhurst, Oregon 97036
Program of Master of Science in Management
Portland Metro:
503/636-8747 or 221-5828
Outside Portland Metro:
1-800/634-9982
Special Programs for:
LEARNING ASSESSMENT CENTER
PRIOR LEARNING EXPERIENCE
LIBRARY PROFESSIONAL MANAGEMENT
LIFE PLANNING STUDIES
WEEKEND COLLEGE

Maryhurst’s Learning Assessment Center and the Prior Learning Experience (PLE) Program it administers are described in this section of the Catalog, along with other special programs offered by Marylhurst College – including the Life Planning Studies and Weekend College programs. All are designed to fit the special educational needs and schedules of a diversity of students. Also included here is information on the Library Professional Management Program of special interest to librarians seeking continuing professional development.

LEARNING ASSESSMENT CENTER

Maryhurst recognizes that adults gain valuable learning in many places outside of the classroom. Life experiences such as employment, homemaking, company-sponsored or military training, community service and volunteering activities, independent research and travel study, can result in learning that provides a context for achievement in degree programs at Marylhurst. In addition, one may obtain academic credit for documented college-level learning from prior experience.

The Learning Assessment Center offers programs and services to assist students with initial educational planning and the setting of objectives, assessment of learning from prior experience, and preparation to pursue academic credit for college-level prior learning experience. Interested persons should contact Student Services or a Marylhurst degree adviser for more information.

LAC 100 Learning Assessment for Academic Planning Workshop, 1 cr.
Required for students interested in the Prior Learning Experience Program, this course provides an orientation to Marylhurst educational options and degree design as well as helping students to:
- clarify educational goals and priorities
- evaluate fundamental skills in writing
- assess potential for receiving credit for prior learning

The LAAP workshop culminates in the completion of an individual learning analysis and initial development of a goal-directed educational plan (to be completed in later consultations with an assigned degree adviser). The workshop is an ideal course with which to begin degree planning or to consider completion of a degree program begun years before. The LAAP Workshop is required for anyone planning to enroll in the PLE Program. It is also recommended for newcomers to Marylhurst College, students who want to explore educational options before focusing on advanced coursework in a major, and pre-Management students with fewer than 90 credits upon college admission.

Important: To derive maximum benefits from this course, non-admitted students who expect more than 18 academic credits to be transferred to Marylhurst from previously attended colleges must provide copies of ALL college transcripts NO LATER THAN the first class session. These may be in the form of “official” transcripts mailed directly to Marylhurst from previous colleges or “unofficial” copies (or complete grade reports) from personal records.

In addition to transcripts, each student must bring to the first class meeting a copy of his or her resume (or equivalent) and a brief autobiography summarizing past activities and achievements which have contributed to the student’s learning.

PRIOR LEARNING EXPERIENCE PROGRAM

In order to receive credit from Marylhurst for college-level learning acquired from experiences outside of college, a student must enroll in the Prior Learning Experience Program. The PLE Program involves three major steps: the PLE Workshop class, individualized assistance in portfolio development from PLE instructor/mentor, and portfolio evaluation by a team of Marylhurst academic specialists. Once enrolled in the PLE Program, a student must remain continuously enrolled (or on “extension”) until portfolio development has been completed. Credit received through the PLE program is graded on a “Pass/No Pass” basis.

Class Sessions:
CM 310 PLE Workshop, 3 crs.
The Workshop provides an introduction to a step-by-step method of developing a portfolio of academic skills and knowledge drawn from life and work experiences. In class meetings held over a five to seven week period, students are instructed in how to describe, analyze, and document prior learning experiences. Verbal, analytical, and organizational skills necessary for the successful completion of the PLE Program are addressed. Development of a PLE portfolio rough draft is initiated during class meetings and proceeds during a limited number of individualized sessions with a PLE instructor/mentor.

The PLE Workshop culminates with the submission of essential elements of the student’s portfolio and a plan for its subsequent development and completion. If the plan projects a portfolio credit request of more than 18 credits or a need for continuing assistance with portfolio development, the student then registers for CM 311 - Portfolio Development Studies. If, instead, the plan projects a portfolio credit request of fewer than 19 credits and need for limited assistance with portfolio development, the student may be given an extension of one term in which to submit the completed rough draft. A grade of “I” (Incomplete) is recorded while a student is on extension.

Individualized Sessions:
CM 311, 312 Portfolio Development Studies, 1 cr. ea.
Each student is provided individualized guidance by
program faculty, feedback from specialist evaluators, and critiquing of portfolio components under development. Each student meets on a regular basis with a PLE instructor/mentor who reviews essays in development, collected documentation materials, and the overall portfolio as it is assembled. Students are tutored, as needed, in conventions of academic writing, directed as to the appropriateness of credit requests and rationales, and advised of how best to demonstrate learning for which credit might be received. 1 cr. ea.

PLE Portfolio Evaluation

Upon completion of planned credit requests, the student has the option of submitting them for evaluation to a review committee composed of Marylhurst faculty or resource people with academic specialties related to the subjects for which credit is requested. As part of the evaluation, an evaluator on the review committee may ask to interview the student about learning described in the portfolio. It is important that a student be ready to discuss his or her prior learning as presented in the portfolio, in case an interview is requested.

Effective Winter Term 1990, the total number of credits a student may potentially earn through the PLE program is 66 credits. For students entering the program Spring Term 1990, this will be reduced to a maximum of 45 credits. These policy changes are in response to recently revised standards of the Northwest Association of Schools and Colleges (NASC), and apply to all accredited colleges in the Pacific Northwest. For more information, contact the Learning Assessment Center.

Upper or lower division credit is awarded in Communication, Humanities, Art, Human Studies, Management, Pastoral Ministries, Science/Math, Social Studies, or in elective areas. These credits may be applied toward degree requirements with approval of major adviser and toward Marylhurst credits required for graduation.

Students are advised to work closely with their major advisers in planning their degree programs, since PLE credit does not satisfy all major coursework requirements. A limit of 90 hours of experientially derived credit (PLE, credit by examination, and transfer credit for experiential learning including practical, internship, or work experience credit) may be applied toward baccalaureate graduation.

Students in the PLE Program must complete PLE evaluation at least one academic quarter before their graduation date.

LAC 101 Adult Student's Guide To College A Workshop For Re-entering And "1st Time" Students, 1 cr.

Stepping onto a college campus after years of absence from the classroom can be a jarring experience. The transition from "adult" to "adult student" is easier if one is prepared to deal with personal issues such as:

* classroom listening, notetaking, and asking effective questions
* managing one's limited time for college
* nurturing/expanding one's personal support system
* dealing with the "jargon" and "culture" of academia: what does it mean to "apply a theory," "analyze a concept," or "cite a secondary source?"
* evaluating the general efficiency of one's study habits and skills (reading textbooks, doing research writing papers, taking tests)

Students discuss these and other issues and complete several brief take-home assignments. Recommended for adult learners who have not been enrolled in college classes for several years.

LAC 102 Learning Styles And Strategies, 1 cr.

With this course, students are able to define effective learning strategies and plan coursework which will enhance their college experience. Contrary to what many people believe, learning habits can be changed in adulthood. Using the Kolb Learning Styles Inventory, a Myers-Briggs Type Indicator and other tools, the relationship of learning style and personality type are explored in this class. Through selected readings, reflection and discussion, one can design a personal strategy for increasing efficiency and enjoyment while learning. An additional credit may be earned for further application of concepts presented. Especially recommended for adults returning to school after several years away and for students enrolled in LAC 100.

OTHER COURSES

Special workshops and classes are offered through the Learning Assessment Center. These occasional courses provide support and skill development opportunities to increase the academic achievement potential of students whose enrollment in college represents a return to the classroom after an absence of several productive years. Interested students should check the current Schedule of Classes for more information.

CREDIT-BY-EXAMINATION AND ACADEMIC SKILL TESTING

Administered through the Learning Assessment Center, but separate from PLE Program, is credit-by-examination. College credit achieved through recognized credit-by-examination programs may be applied on a transfer basis to degree programs at Marylhurst.

Marylhurst has been designated by the Educational Testing Service as a Limited Institutional Testing Center. The Learning Assessment Center may therefore administer and score CLEP tests for admitted Marylhurst degree students. These examinations, as well as those offered by the American College Testing Proficiency Program (ACT-PEP) and Defense Activity for Non-Traditional Education Support (DANTES) enable students to obtain college credit in a variety of subjects where learning may have been acquired through self-study or instruction outside of college. The Learning Assessment Center does not administer ACT-PEP examinations but can refer interested students to testing centers at local universities.

An informative brochure, Credit-by-Examination Guidelines, is available from the Learning Assessment Center. These guidelines indicate the minimum scores which must be attained for credit to be granted, the maximum number of credits accepted by Marylhurst for each examination, general restrictions on the applicability of credits received through CLEP, ACT-PEP or DANTES, places and times of test administration and the fees involved. Interested students are advised to obtain a current copy of Credit-by-Examination Guidelines and speak with their degree advisers before registering for CLEP, ACT-PEP or DANTES.

Registration for Academic Skills Testing in English Composition, Mathematics, and selected other areas may be arranged through the Learning Assessment Center. Interested degree students should contact the Director or Program Assistant.
LEARNING ASSESSMENT CENTER FACULTY:

JEFFREY R. SWEENEY  
Program Director. B.S. University of Oregon; M.S.  
Portland State University

MARY DUVALL  
B.S., M.A. Portland State University

LESLIE HICKCOX  
B.A. University of Redlands; M.A. University of the  
Pacific; M.Ed. Columbia University; Ed.M., Ph.D.  
candidate, Oregon State University.

MARY KARR  
B.S., M.S. Portland State University

LYNDE PAULE  
B.A. California State University, Sacramento; M.S., Ph.D.  
University of Oregon

Marylhurst College  
Marylhurst, Oregon 97036  
Learning Assessment Center  
Portland Metro:  
503/636-8141 or 224-5828  
Outside Portland Metro:  
1-800/634-9982
Program of
LIBRARY PROFESSIONAL MANAGEMENT

Library classes at Marylhurst provide continuing professional development for school, public, academic and special librarians. Instructors are professionals teaching in their areas of expertise. Courses are taught at the post-baccalaureate level and may be taken for credit or non-credit. Although Marylhurst does not offer a master's degree program in librarianship, graduate credit can be earned upon request.

Classes change quarterly to meet the current needs of librarians. Please call Shoen Library for the current course offerings: 636-8141, or 224-5828, ext. 370.

MDL 383 Basics of Online Literature Searching
Subjects to be covered are Boolean logic, search negotiation, system and file selection, search strategy, commands and various search features. Students will have the opportunity to search online in the DIALOG2 System. 1 cr.

PAULA HAMILTON
Library Director. B.A. San Francisco College for Women, Gonzaga University, Florence, Italy; M.L.S. University of Wisconsin.

FACULTY ASSOCIATE:
LESLE WYKOFF
M.L.S. University of Pittsburgh

Marylhurst College
Marylhurst, Oregon 97036
Library Professional Management
Portland Metro: 503/636-8141 or 224-5828
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Program of
LIFE PLANNING STUDIES

Life Planning Studies offers courses assisting adults clarifying career, personal and educational goals; identifying skills, interests and preferences; and initiating the next step in career, educational and personal renewal. While there is no formal degree in the Life Planning Studies, credit is offered for many LPS courses.

LPS 165 The Hidden Job Market
This course assists persons in taking steps toward finding a job and work environment suited to them. 2 crs.

LPS 166 Transferable Skills Assessment
For those wishing to change career focus, this workshop is designed to help identify transferable skills, preferred work environments and physical capacities. A transferable skills and abilities assessment instrument will provide needed information about which skills may be used in other settings. 1 cr.

LPS 171 Developing Self-Esteem
During times of professional and personal change, we find that people's self-concepts also evolve. This workshop aims at identifying key areas of personal worth and accomplishments. 2 crs.

LPS 201 Overcoming Indecisiveness
This workshop will use both logical and intuitive processes to help participants discover their own unique decision-making styles and capitalize on their strengths. 1 cr.

LPS 202 Taking Risks and Building Confidence
For most of us, fear is an unwelcome burden. It saps our confidence, limits our ability to take risks, and stunts our growth. Because confidence comes only as a result of facing our fears and taking risks, this workshop is designed to give students the opportunity to practice doing just that. 1 cr.

LPS 260 Using Assertiveness Effectively
Topics include building self-esteem, dealing with conflict and criticism and expressing positive feelings. 1 cr.

LPS 270 A.B.C.D. Life Work Planning
Participants gain tools for career choices, life planning, goal setting and self-directed change. This class provides a comprehensive focus on career and life development. It creatively explores interests and values, assesses skills and maps work environments, enables career targeting, assists with decision-making and career goal realization. 2 crs.

LPS 272 Turning Interviews Into Jobs
Participants will receive individualized attention in identifying self-perceived talents, motives, values, and "career anchors," as well as potential employment opportunities. 2 crs.

LPS 273 Moving Up: Practical Skills For Projecting Professionalism
Emphasis will be on speaking for impact, business etiquette, first and lasting impressions, plus effective resumes, interviewing, and career development techniques. 2 crs.

LPS 274 Beyond Self-Defeating Behaviors
This course is a structured process designed to provide participants with tools and strategies to eliminate self-defeating behaviors that interfere with development of a person's full potential. 2 crs.

LPS 290 Seminars in Personal and Professional Development
Contemporary issues and perspectives on life and career planning and development taught by national leaders in the fields of psychology, life planning and career development. Variable topics. 2-3 crs.

FACULTY:
KAREN KARELIUS
Dean of Students and Director of Life Planning Studies. B.A. Scripps College; M.A. University of California at Los Angeles; M.A. California State University, Northridge; Ph.D. Michigan State University

FACULTY ASSOCIATES:
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MONICA SCHNEIDER
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SUE STEMMER
B.A. University of Montana; M.S. Portland State University

Marylhurst College
Marylhurst, Oregon 97036

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Outside Portland Metro: 1-800/634-9982
Program of

WEEKEND COLLEGE

Responding to the needs of working men and women who want to complete their baccalaureate or master's degrees, Marylhurst College has established Weekend College — designed to help meet new educational demands for career or personal growth by offering degree programs on weekends.

WEEKEND DEGREE PROGRAM

The undergraduate program offers all upper-division courses necessary to complete a bachelor's degree with a major in either Management or Organizational Communication. The weekend curriculum is designed to take advantage of maximum benefits through Financial Aid. A full-time student who has completed lower-division requirements (at least 110 credit hours), can complete coursework for either major within two years.

The Master of Science in Management curriculum emphasizes applied learning in critical thinking, problem solving and decision making. The Weekend College format offers all the course requirements for the degree with either the thesis option, or with a "professional specialty" in Entrepreneurship.

Completion time depends on the program you choose. Details regarding program options and admissions are available from the Weekend College Office or the Business & Management Department.

COURSE SCHEDULING

To keep flexibility in the program, yet help maximize the number of credit hours a student can carry each term, four different class formats are offered. A weekend student can use any one format, or combine formats to develop a schedule that best suits his or her needs. Check Marylhurst's quarterly class schedule for course offering on the various formats each term.

Six-weekend format —
Classes meet every other weekend for six weekends over a 12-week period.

Weekend No.:

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Each class session is approximately four hours long. Classes are scheduled during the following times:

- Friday: 6:30 p.m. - 10:00 p.m.
- Saturday: 8:30 a.m. - 12:30 p.m.
- Saturday: 2:00 p.m. - 6:00 p.m.
- Sunday: 9:00 a.m. - 1:00 p.m.

Three-weekend format —
Classes meet every other weekend for three weekends over a six-week period. Two three-weekend sessions are scheduled each term, except during the summer.

SESSION I

Weekend No.:

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Class meets for two four-hour sessions each weekend. Classes are scheduled either in the Friday evening/Saturday morning time frame (Friday, 6:30-10 p.m. & Saturday, 8:30 a.m.-12:30 p.m.), or the Saturday afternoon/Sunday morning time frame (Saturday, 2-6 p.m. & Sunday, 9 a.m.-1 p.m.).

Two-weekend format —
Classes meet two weekends during the term, generally Friday evening from 6:30-9:30 p.m., Saturday from 9 a.m.-5 p.m., and Sunday from 9 a.m.-1 p.m. for a three-credit course. This format often requires completion of an assignment prior to the first weekend session.

Weekend No.:

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- Class A
- Class B

One weekend format —
Classes meet one weekend during the term. Courses offered within this format include those awarding one (1), two (2) and three (3) credits. Consequently, class schedules vary.

A three-credit course on this format will generally meet all day Friday, Saturday and Sunday. This format is most often used for LIFE (Living Issues for the Eighties) Seminars and other experiential learning, and often requires that students stay in a campus residence hall during the weekend class session. This format also generally requires completion of an assignment prior to the beginning of class.

Weekend No.:

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The various formats are designed to be integrated. Different academic subjects require different formats. Math, science and accounting courses require shorter class periods extending over a longer time, whereas classes in communication and social science, involving experiential learning, require intensive classes extending over a shorter time.

CREDIT FOR PRIOR LEARNING

At the undergraduate level, degree requirements may be fulfilled through any of the following learning options: credit courses, independent studies, internships, credit by examination, course challenge, or the Prior Learning Experience (PLE) program. These options are available only at the undergraduate level. The master's degree requires completion of the full course of study. However, up to twelve credit hours of relevant graduate course work (grade B or better) may be transferred into the program by petition.

ENROLLMENT AND ADMISSION TO

WEEKEND COLLEGE

Either new students or students currently attending Marylhurst College can take advantage of the Weekend College format. A student who is primarily a Weekend College student, can split classes between the weekend format and other Marylhurst course offerings, if desired. Students may attend Weekend College on either a full-time or part-time basis.

Applications for admission are accepted continuously throughout the year. The same admission policies and procedures applicable to other Marylhurst programs apply to Weekend College applicants. Even though admission to the College is not required prior to starting classes, the College recommends completion of the admission process as early as possible. A good educational plan cannot be adequately developed until prior course credit has been officially evaluated.

HAZEL LARCENTREUR

Weekend College Coordinator
General Information on
REGISTRATION
FINANCIAL AID
STUDENT SERVICES

Degrees and Majors
Marylhurst College offers the following baccalaureate
degrees and majors:
- Bachelor of Arts (B.A.) with Art major
- Bachelor of Arts (B.A.) with Communication major
- Bachelor of Arts (B.A.) with Crafts major
- Bachelor of Arts (B.A.) with Humanities major
- Bachelor of Arts (B.A.) with Human Studies major
- Bachelor of Arts (B.A.) with Music major
- Bachelor of Arts (B.A.) with Pastoral Ministries major
- Bachelor of Arts (B.A.) with Science major
- Bachelor of Arts (B.A.) with Social Science major
- Bachelor of Arts (B.A.) in Interdisciplinary Studies
(see Interdisciplinary Studies Program section)
- Bachelor of Fine Arts (B.F.A.) with Art major
- Bachelor of Music (B.M.) with Music major
- Bachelor of Science (B.S.) with Management major

Marylhurst College offers the following graduate
degrees:
- Master of Arts (M.A.) in Art Therapy
- Master of Science (M.S.) in Management

ADMISSION PROCEDURES
FOR UNDERGRADUATE DEGREE
STUDENTS

Applications for admission are accepted continuously
throughout the year. Each applicant is considered
individually. Admission is granted on a term-by-term
basis to applicants who will, in the judgment of the
faculty, benefit from the courses of study offered and
contribute to the college community.

An applicant for undergraduate admission is
responsible for submitting — to the Registrar,
Marylhurst College, Marylhurst, Oregon 97036 — the
following:
1. A Completed Admission Form and Fee. These
forms are available in the Registrar's Office. The
non-refundable admissions fee must accompany the
form.
2. Official Transcript(s). Any student applying for
admission to Marylhurst who has attended other
colleges, is required to submit official transcripts of
courses taken at those institutions. Transcripts
submitted in support of an application must be
official and must be sent directly to the Registrar's
Office by the issuing institutions.

Upon admission of a transfer student, all credits
earned or attempted, and all grades received in
college-level courses at accredited institutions, are
evaluated, and Marylhurst curriculum equivalencies are
designated by the Registrar. The applicability of these
credits to the student's major is determined by the
student's major department.

Applicants who have no previous college credit
should submit verification of completion of high school
education, GED or equivalent.

Undergraduate admission is complete after the
completed admission form and nonrefundable fee have
been received and after all official transcripts have been
evaluated.

Admission to Marylhurst College does not necessarily
guarantee admission to a particular degree program.

Some departments require additional materials to
admit a student to a specialized area of study. Please
consult the department to determine additional
requirements.

When the admission process is complete, an
academic adviser is assigned to assist the student with
a program of study.

Advising
Academic advisers are assigned to counsel admitted
students on an ongoing basis in matters related to
academic programs and career preparation. Students
should consult their advisers quarterly. Any change in
adviser requires notification of the department and the
Registrar's Office.

ADMISSION OF NON-DEGREE STUDENTS

Some students may already have a degree or may not
presently wish to pursue a bachelor's degree. These
persons are designated as non-degree students. They
are welcome to register for as many courses as they
wish; no formal admission process is involved, although
some prerequisites may apply. These students may
register directly for the course or courses desired. (See
the sections on Registration Procedures and Process.)
At a later time, should they decide to become degree
students, they will need to apply formally for degree
admission.

Admission of International Students

Foreign applicants are considered for admission as
degree students if they meet the following
requirements:
1. Appropriate academic background, which must
include an earned grade-point average of 3.0 in two
years of college, or the equivalent, prior to entry at
Marylhurst;
2. Proficiency in speaking and writing English, which
must include a minimum score of 550 on the Test
of English as a Foreign Language (TOEFL) and
passing performance on a written composition test;
or equivalent;
3. Documentation of adequate funding to complete a
full course of study at Marylhurst;
4. Submission of official (notarized) copies of previous
college and/or high school documents as well as
official (notarized) translations of the original
documents;
5. Completed admissions forms and fee.

Policies Governing Transfer of Credit

Marylhurst students may receive credit for a variety
of past learning experiences. Advanced standing
within a degree may be obtained through official
transcripts from other accredited colleges and
universities, military service schools, credit by
examination and non-collegiate sponsored learning
approved by the American Council on Education
(ACE).

Credit for coursework completed at regionally
accredited colleges may be accepted toward a
Marylhurst College degree.

Applicability of any credits toward a baccalaureate
degree is governed primarily by the age of the credits,
the grade attained and the relevance of the credits
toward a degree program as defined by the academic
policies of each department. The appropriate
placement of these credits within a student's
educational degree plan (EDP) is determined in
consultation with an academic adviser.

Military Service Schools

Marylhurst College may grant credit to admitted
degree students for training received through
1) formal military service schools which have been
evaluated by the Office of Educational Credit,
American Council on Education, which are found in
the Guide to the Evaluation of Educational
Experiences in the Armed Services; or
2) the Oregon Military Academy.
A minimum of 24 Marylhurst college credits must be successfully completed before the transfer credit evaluation can be initiated.
Applicability of any credits toward a baccalaureate degree is governed primarily by the relevance of the credits within a student's educational degree plan (EDP) which is determined in consultation with an academic adviser.

Non-Collegiate Sponsored Learning
Marylhurst follows the recommendations published by the American Council on Education in the National Guide to Educational Credit for Training Programs. Credit for non-collegiate learning not listed in the National Guide may be included in the Prior Learning Experience Program for evaluation at Marylhurst.

Standards of Academic Progress
All admitted students at Marylhurst must maintain certain standards of satisfactory academic progress. These standards will assist the student in accomplishing academic goals by:
• Alerting the student and the college of academic difficulties or deficiencies in satisfactory academic progress.
• Providing the opportunity for the college to be of greater assistance to the student in setting and achieving academic goals.
• Assisting the student in utilizing the facilities and personnel of the college.
• Creating an atmosphere in which the student may become successful in pursuit of an education.
Academic progress is measured in three ways: grade point average, the number of credits completed each quarter/term and the length of time within which the educational objective or degree is expected to be completed.

G.P.A.: Students must maintain a cumulative 2.0 grade point average in all Marylhurst College classes.

Credit Completion (Measured on a per term basis):
Full-time undergraduate students are required to complete a minimum of 12 credits per term. Full-time graduate students are required to complete a minimum of 6 credits per term. Three-quarter time undergraduate students are required to complete a minimum of 9 credits per term.
Half-time undergraduate students are required to complete a minimum of 6 credits per term.
Half-time graduate students are required to complete a minimum of 3 credits per term.
Less than half-time students are required to complete all credits each term.

Completing Educational Objective/Degree in a Timely Manner:
A maximum of 5 years attendance for all students enrolled full-time continuously is allowed for completion. Any student enrolled less than full-time may be enrolled for a maximum of 7 years.

Failure to Maintain Academic Progress:
Students who fail to meet the requirements of Academic Progress will be granted probationary status for one term. Failure to meet the standards at the end of the probationary term will result in the student's losing the right to enroll.

Right To Appeal Academic Progress Standards:
Students denied enrollment may appeal in writing, for consideration of extenuating circumstances. The appeal must be received within 15 days of the date of notification. Those students receiving financial assistance will file their appeal with the Registrar. The reason(s) for failure to meet the Academic Progress Standards should be carefully and fully explained. Appeals are subject to the review and approval of the Dean of Students. Reinstatement of enrollment rights may be granted to students who have interrupted their studies for one or more terms due to Academic Progress failure. A written appeal must be submitted to the Dean of Students. This type of appeal is subject to the review and approval of the Vice President for Academic Affairs.

REGISTRATION PROCEDURES
Arrangements for registration, changes in registration and applications for admission/graduation are made at the Registrar's Office in Room 122 of the Administration Building.
Registration instructions and dates are published each term in the quarterly class schedule.

In Person: Go to the Registrar's Office, Room 122 of the Administration Building, Monday through Friday, 8:30 a.m. to 6:30 p.m.

By Mail: Send check, money order or credit card charge number and expiration date with the registration form in current schedule. Mail these to the Registrar's Office, Marylhurst College, Marylhurst, Oregon 97036.

By Telephone: (1) Call the Registrar's Office, 636-8141 or 224-5828, ext. 319. (2) Have available your Social Security Number, course(s) you wish to take and your VISA or MASTERCARD number.

Late Registration
Registration procedures must be completed prior to attending class. Consent from the instructor and the academic department is required to register for a class after the first class meeting. Some classes have limited enrollment.

Change in Registration
ALL CHANGES IN REGISTRATION MUST BE PROCESSED THROUGH THE REGISTRAR'S OFFICE. If a student finds it necessary to withdraw from the College or from certain classes, the Registrar's Office must receive a written request or a Change in Registration Form must be signed. All changes in registration will be processed as of the date and time the Registrar's Office receives official notification. The following policies will determine the amount of tuition that will be refunded.
• 100% refund, less 56 processing fee, if official withdrawal is prior to the beginning of class, workshop or event as scheduled.
• 75% refund, less 56 processing fee, if official withdrawal is prior to 25% or less time having elapsed for the class, workshop or event as scheduled.
• 50% refund, less 56 processing fee, if official withdrawal is after 25% but prior to 50% or less time having elapsed for the class, workshop or event as scheduled.
• 25% refund, less 56 processing fee, if official withdrawal is after 50% but prior to 75% or less time having elapsed for the class, workshop or event as scheduled.
• No refund, plus 56 processing fee, if official withdrawal is after 75% of the time having elapsed for the class, workshop or event as scheduled.
Complete withdrawal or dropping coursework does not cancel a student's financial obligation or pay a student loan or cancel the balance of a deferred note due. Refund amounts will be applied, first, to any outstanding obligations due to the College; next as credit to any applicable Financial Aid programs administered by the College; and, lastly, as direct reimbursement to the student. If withdrawal is due to unusual circumstances, a student may petition the
REGISTRATION
FINANCIAL
AID
STUDENT SERVICES

Tuition

Music

Graduation Fee

Transcripts

Request a transcript of all credits received at Marylhurst.

Registrar's Office in writing for an adjustment to the stated policy on refunds.

Students receiving Veterans benefits must also notify the Veterans' Office to have their intentions withdrawn. Failure to do so may result in overpayments which will need to be returned to the Veterans Administration. Students receiving financial aid must also notify the Financial Aid Office of their intentions to withdraw. Students are advised to consult with an adviser prior to withdrawal.

Grade Reports

Grade reports are usually mailed within three weeks after the close of each term. Grades are not reported through telephone requests. If a student does not receive a grade report, the Registrar's Office may be contacted.

Financial Obligations

Admission to or registration with the College, conferring of degrees and issuance of academic transcripts may be withheld for failure to meet financial obligations to Marylhurst College.

When any student loan (NDL/Perkins, GSL/SLIS, etc.) has been disbursed to a student while attending the college, failure to appear for an exit interview before graduation or withdrawal constitutes failure to meet a financial obligation and transcripts may be withheld.

Graduation

For Graduation information and required forms, please contact the Registrar's Office.

Tuition and Fees

(Effective Fall Term 1989)

Admissions Fees

Undergraduate Degree Students $60.00
Graduate Degree Students $35.00

Graduation Fee $70.00

Tuition, all regular classes undergraduate classes per credit $141.00
Tuition, undergraduate audit per credit $141.00
Tuition, undergraduate Independent/directed study, per credit $174.00
Tuition, all regular graduate classes per credit $151.00
Tuition, graduate audit per credit $151.00
Tuition, graduate independent/directed studies per credit $184.00

Fees, course challenge, instructor's fee plus $28 per cr. $151.00
Tuition, special class, non-credit or co-op (Varies with department) $151.00

Student Service Fee - Charged once per term to students requesting academic credit 10.00

Music Lessons, private, per quarter
60 minutes weekly (2 crs.) $260.00
60 minutes weekly (1 cr.) $225.00
30 minutes weekly $140.00

Preparatory Music Lessons,

(five 10-week term)

Private Lessons:
60 minutes weekly $185.00
45 minutes weekly (age 6 or older) $165.00
30 minutes weekly (age 5 and younger) $140.00

Suza Violin and Piano:
60 minutes weekly $185.00
45 minutes weekly $165.00
30 minutes weekly $140.00

Group, pre-school
(age 5 and younger) $112.00

Prior Learning Experience program

LAC 100 Learning Assessment for Academic Planning Workshop
Tuition, fees & materials (1 cr.) $155.00
Tuition, fees & materials (non-cr.) $120.00
CM 310 PLE Workshop
Tuition & fees (3 crs.) $555
CM 312, 313 PLE Portfolio Development Studies
Tuition & fees (1 cr. each) $270.00
CM 030 PLE Portfolio Development Studies/Re-Entry (permission required - non-cr.) $240.00

Evaluation Fee (per credit-hour) $25.00
Registration Processing Fee (Add, drop, etc.) $6.00

Transcript
(first copy) $6.00
(additional copy, same time) $2.00

Library Card

Facult, staff & current students No charge
General Public:
Individual per year $14.00
Family per year $20.00

CLEP Test Fee $37.00

Computer Lab Fees

Class using center entire term:
1-cr. class $17.00
2-cr. class $22.00
3-cr. class $28.00

Class using center less than term:
1-cr. class $10.00
2-cr. class $12.00
3-cr. class $15.00

Student (non-class) lab use:
per hour, without tutor $4.00
per hour, with tutor $12.00

Faculty & Staff computer use No charge

Tuition Payment

Marylhurst accepts various forms of payment, including major credit cards and employer authorizations to bill. Registration is completed when payments are finalized. The institution reserves the right to change its charges and policies at any time, and will endeavor to notify students if such changes are necessary.

Tuition is set by the Marylhurst Board of Trustees and may be changed at any time. Current tuition is published in the Schedule of Courses for each term.

ACADEMIC POLICIES

COURSE NUMBERING SYSTEM:

Academic credit is assigned not only on the basis of at least 30 hours of academic involvement by the student for one quarter hour credit, but also on such factors as level of course content, depth of research, assignments and reading, and nature of the learning experience.
001-099 NON-CREDIT
Student is not required to complete assigned work. No credit is awarded and no grade is issued.

100-299 LOWER DIVISION
Basic introductory level.

300-499 UPPER DIVISION
Beyond introductory level.

400(g)-499(S) UNDERGRADUATE/GRADUATE
Courses which may be taken for either undergraduate or graduate credit. Graduate credit option is available to students who have the prerequisites where required and are prepared to do graduate level coursework. Arrangements for graduate credit must be made with the instructor prior to registration.

500-599 GRADUATE

EXISTING

DIRECTED STUDY
An existing Marylhurst course which appears in the catalog and for which a syllabus is on file. Course may be taken by one or more students in a term in which the course is not scheduled. Existing course number is used. Instructor and student must complete a directed study form. Guidelines available in Registrar's Office.

EXISTING COURSE CHALLENGE OR WAIVER
Existing course number is used. Application for course challenge or waiver must be completed. Guidelines and application available in Registrar's Office.

195, 295, 395, 495(g), 595

INDEPENDENT STUDY
A plan involving research, library, field or agency experience. Independent study courses are initiated and designed by students in cooperation with a Marylhurst instructor. Application for independent study must be completed. Guidelines are available in Registrar's Office.

294, 394, 494(g), 594 INTERNSHIP
A course which provides an opportunity to complement formal learning with field experience in an approved professional setting. Requires approval of department chairperson or faculty internship sponsor. An internship agreement must be completed. Guidelines available in Registrar's Office.

499(g), 599 PRACTICUM
A course designed to allow students an opportunity to apply theoretical classroom study with work experience in solving actual problems. Involves identification and definition of problem, research and design, and evaluation. Guidelines and application available in academic departments.

487(g), 488(g), 489(g) SEMINAR

197, 297, 397, 497 PRIOR Learning EXPERIENCE
College-level prior learning experience that has been described, assessed, documented, and accepted by the Marylhurst Prior Learning Experience Review Committee.

365, 465 CORRESPONDENCE STUDY

186, 286, 386, 486(g) TRAVEL STUDY
Courses arranged by departments for study that involves travel.

496 THESIS PROPOSAL
Undergraduate

497, 498 THESIS
Undergraduate

584, 585, 586, 587 THESIS
Graduate

588 THESIS EXTENSION
Graduate

500 REVIEW COURSES
Graduate. Review courses for graduate and prospective graduate students.

Student Classifications
Freshman: One who has accumulated less than 45 credits.
Sophomore: One who has accumulated 45 or more credits but not more than 89 credits.
Junior: One who has accumulated 90 or more credits but not more than 134 credits.
Senior: One who has accumulated 135 or more credits but has not yet been awarded the baccalaureate degree.

Matriculated Student: One who has completed the admissions process for a degree, and has been accepted into a departmental major.
Non-degree Student: One who is not currently pursuing a degree at the college.

Admitted Student: One who has completed the admissions process, but has not yet fulfilled departmental requirements for acceptance.

Post Baccalaureate Student: One who has completed a baccalaureate degree, admissions to a Master's Program and enrolled in graduate coursework.

Full-time Student: One registered for at least 12 undergraduate hours per term, or 6 graduate hours.
Three-quarter time Student: One registered for 9 to 11 quarter hours per term.
Half-time Student: One registered for 6 to 8 undergraduate quarter hours per term, or 3 graduate hours.

Part-time Student: One registered for 1 to 5 quarter hours per term.

Grading System
Grades, grade points for each credit hour and evaluations are designated as follows:
A(4) indicates consistently outstanding achievement. It demands initiative, originality and a thorough mastery of subject matter.
B(3) indicates better than average achievement. The student completes assigned work with originality and demonstrates a thorough understanding of subject matter.
C(2) indicates satisfactory achievement. All work has been adequately completed and a basic understanding of the subject matter has been achieved.
D(1) indicates that the student has acquired the essentials of the course but performance is less than satisfactory at the college level.
F(0) indicates that the student has not acquired the minimum essentials of the course and work is below college level.
P-NP (Pass-NoPass) Students receive credit for Pass grades but the grade is not computed in the grade point average. Arrangements for the P-NP grade option are made with the instructor prior to the start of class. A grade of P indicates a C level of achievement or better.
IP (In Progress) indicates satisfactory progress toward completion of graduate level thesis coursework.
W(0) indicates that the student enrolled but did not attend class.
NC (non-credit) Students who elect to take a course for noncredit are not required to do assigned work and receive no credit or grade.
AU (Audit) indicates that a student is registered and attends a class for audit purposes only. Students are not required to do assigned work and they receive no credit or grade. An AU is recorded on the student's academic record for having successfully audited a class.
W indicates official withdrawal.
INC Incomplete
Incomplete Grade
An incomplete grade is granted when the quality of work is satisfactory but the course has not been completed for reasons acceptable to the instructor. To receive credit, the incomplete grade must be changed to a grade by the end of the quarter following the issuance of the incomplete. If it is not completed an I/W (Incomplete/Withdrawal) is permanently recorded on the student's academic record. Requests for extensions of incomplete grades may be made on a term-by-term basis. Requests are made of the department and are filed in the Registrar's Office. A grade of incomplete may not be extended beyond one year. A grade of I/W may only be changed by petitioning the Registrar's Office.

I/W indicates an incomplete not completed by the end of the following quarter. An I/W may be changed to another grade within one year.

PASS/NO PASS OPTION
This option must be exercised at the end of registration or not later than the equivalent of the end of the second week of instruction. Some courses may require permission of instructor before registering for Pass/No Pass option.

AUDIT OPTION
Matriculated students frequently desire access to information outside their major field of study, but cannot or do not wish to fit peripheral coursework into their curricular plans. An audit option is intended to serve these students. This option must be chosen at the time of registration and receives no credit. Recording of auditing (AU) on the academic record implies that the individual has attended the class on a regular basis without needed participation, evaluation and without credit. An instructor can override an AU (audit) grade with a Y (did not attend) grade if the individual is not consistent in attendance.

CHANGING OF GRADES
Grades are assigned at the end of a term based on work completed during that term unless an Incomplete is assigned. An Incomplete grade will be changed to a letter grade upon satisfactory completion of the required work during the term immediately following the end of the course. No other grades may be altered.

GRADE-POINT AVERAGE
Only grades earned at Marylhurst are computed in the GPA. The GPA is computed as follows: the number of credits earned in any Marylhurst 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 Marylhurst courses is divided by the total number of credits earned in those courses. The resulting figure is the GPA.

GRADUATION
Marylhurst students will be graduated according to the degree requirements included in the catalog in effect the quarter they enroll following admission, unless they choose to graduate under a later catalog. Marylhurst College catalogs are available in the Registrar's Office, Administration Building.

GRADUATION REQUIREMENTS
Undergraduate:
1. A minimum of 180 quarter credits
2. A minimum of 60 upper division credits
3. A minimum of 40 Marylhurst credits
4. A LIFE Seminar (see Individualized/Interdisciplinary Studies Program section)
5. Major area requirements (consult specific major Department section for details)

6. Liberal arts requirements:
B.A. (except Art)
60 minimum credits with a minimum of 12 credits representing at least two disciplines in each of the following areas:
- Communication 12 crs.
- Humanities 12 crs.
- Science/Math 12 crs.
- Social Science 12 crs.
- Total 48 crs.

The remaining 12 credits may be distributed anywhere within the liberal arts areas.

NOTE: Those majoring in one of the above liberal arts areas require only 48 quarter hours of liberal arts credits distributed in the three areas other than their major area.

B.A. (Art), B.F.A., and B.S.
48 quarter hours with a minimum of 12 credits representing at least two disciplines in each of the following areas:
- Communication 12 crs.
- Humanities 12 crs.
- Science/Math 12 crs.
- Social Science 12 crs.
- Total 48 crs.

NOTE: Art courses may not be included in the 12 Humanities quarter credits for Art and Fine Art majors.

B.A. in Music
78 credits with a minimum of 12 credits representing at least two disciplines in each of the following areas and 30 credits of general studies electives.
- Communication 12 crs.
- Humanities 12 crs.
- Science/Math 12 crs.
- Social Science 12 crs.
- General Studies Electives 30 crs.
- Total 78 crs.

B.M.
45 credits with a minimum of 10 credits representing at least two disciplines in each of the following areas, and 5 credits general studies electives.
- Communication 10 crs.
- Humanities 10 crs.
- Science/Math 10 crs.
- Social Science 10 crs.
- General Studies Electives 5 crs.
- Total 45 crs.

Certain areas of specialization within the Bachelor of Music degree specify particular subject requirements in the general studies areas. Please consult the Music Department section of the catalog for details.

CHANGE OF MAJOR/ADVISER
Students may request a change of major and/or adviser by contacting the Registrar.

REQUIREMENTS FOR A SECOND DEGREE
Students wishing to earn a second baccalaureate degree must meet residency and major requirements for the desired degree.

GRADUATE DEGREES
Marylhurst offers the following graduate degrees:
- Master of Arts (M.A.) in Art Therapy
- Master of Science (M.S.) in Management

See these sections for specific graduation requirements.

GRADUATION
Commencement exercises are held in June and December each year. Three months (one term) prior to the proposed graduation date, the student is required to make a formal application for graduation, complete the required forms and submit them with the graduation fee to the Registrar's Office.
LEARNING ALTERNATIVES
In addition to taking scheduled credit coursework, degree requirements may be fulfilled through the following learning options for the baccalaureate degree in collaboration with the academic adviser.
- Independent Studies
- Internships and Field Research
- Travel Study
- Credit by Examination
- Course Challenge
- Prior Learning Experience (PLE Program)

Guidelines and forms pertaining to registering for Independent Study, Internships, Field Research, Course Challenge and Credit by Examination are available in the Office of the Registrar. Prior to pursuing these options, students are encouraged to consult with their academic advisors and the Learning Assessment Center.

Student Records Policy
In compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), Marylhurst College conforms to fair information practices. Persons who are subjects of the college record-keeping system are hereby informed of the existence of such a system, are provided with the right to inspect and review data about themselves which are on record, are assured that the data are used for intended purposes only, are able to seek correction or amendment of their records, and are assured that those responsible for maintaining student data systems take reasonable precautions to prevent misuse of the data. Student records at Marylhurst College are maintained by the Registrar's Office, Administration Building, Room 124.

A detailed account of Student Rights and Responsibilities is available in the Registrar's Office. Students are encouraged to obtain a copy.

Civil Rights Statement
Marylhurst College is an equal opportunity employer and does not discriminate in its educational programs, admissions, or employment policies.

REGISTRATION AND RECORDS
KEITH W. PROTONENTIS
Registrar, B.A. Portland State University; graduate work Portland State University and Marylhurst College
MARY V. GIOVANNI, SNJM
Assistant Registrar, B.A. Holy Names College
GEORGE L. GUILLOTE
Assistant Registrar, B.A. University of the State of New York; M.A. Lewis and Clark College
LUCILE JONES, SNJM
Records Clerk, B.A. Marylhurst College; M.A. Seattle University
JAMIE M. ELLGEN
Admission Assistant/Credit Evaluator, B.S. Portland State University

FINANCIAL AID
Marylhurst seeks to bring the College's educational opportunities within reach of students, regardless of financial circumstance.

Financial Aid is awarded on the basis of financial need as determined by a uniform procedure developed by the College Scholarship Service. The College recognizes that information on application forms can be misleading and welcomes the opportunity to discuss and reevaluate a student's financial situation. It is the student's responsibility to report any change that occurs in his/her financial circumstances as soon as it happens.

Grants, scholarships, loans, and work opportunities are available to qualified students. Application forms and assistance in accurately completing them are available in the Financial Aid Office located in the Administration Building.

GRANTS
A grant is based entirely upon the student's financial need. Grant funds need not be repaid and are renewable on an annual basis.

Pell Grants: This grant makes funds available to students who demonstrate financial need, as determined by the federal government. Grants range from $200 to $2,200 per year. Students must take a minimum of six credit hours each term to qualify for this program.

Supplemental Educational Opportunity Grant (SEOG): The federal government provides these grants to assist undergraduates who demonstrate financial need. Supplemental grants range from $200 to $2,500 per year.

State of Oregon Grants: Oregon State Scholarship Commission (OSSC) Need Grants are funded by both the State of Oregon and Federal Title IV funds and are awarded solely on the basis of need. These grants are available only to undergraduate residents of Oregon who are attending any two or four-year public or private, non-profit college or university in Oregon. They may be transferred from one institution to another by contacting OSSC. The amount of Need Grant may be adjusted in relation to potential eligibility for a Pell Grant. To insure that the maximum amount of Financial Aid is available, students should apply for the Pell Grant program.

Oregon State Scholarship Commission Cash Awards are funded by the State of Oregon and awarded to undergraduate Oregon residents on the basis of academic achievement and scholastic aptitude, as well as on financial need. Availability and transfer procedure for Cash Awards is the same as for State Need Grants. Students will not be eligible for a State Need Grant or Cash Award if enrolled in a program leading to a degree in theology, divinity or religious education. Students must be enrolled for at least twelve (12) credit hours to receive either the State Need Grant or Cash Award. State grants are limited to a duration of either 12 quarters or 8 semesters.

SCHOLARSHIPS
Students at Marylhurst may qualify for a scholarship. Scholarships range from $100 to $1,500 per year on a non-renewable basis. A variety of scholarships are available. To apply, it is necessary to complete one basic form and obtain at least two letters of recommendation. It is your responsibility to ensure that the Financial Aid Office receives all information required before a scholarship determination is made. In some instances, additional information must be submitted. If applying for an Art Department scholarship, an example of your work may be required. Contact the Financial Aid Office for application forms and additional information.
The Watson Scholarship: This scholarship is available only to Sisters of the Holy Names and Marylhurst College alumni. The maximum scholarship award is $150 per term. Complete the Watson application and submit it to the Financial Aid Office. Funds are limited so early application is essential.

LOANS
Loan funds are the most widely available resources to help students meet their educational costs. Most loans need not be repaid until or unless the student leaves school.

What Forms Need to be Completed?
1. The College Scholarship Services (CSS) Financial Aid Form (FAF).
2. Admissions Form.
3. Financial Aid Transcripts. Federal regulations require that these forms are on file for all colleges attended, even if the student never received or even applied for financial aid at that time.

VETERANS BENEFITS
Full veterans benefits are available to participants who qualify under the regulations of the Veterans Administration. To insure the timely receipt of benefits, contact the Veterans Adviser in the Financial Aid Office.

SATISFACTORY ACADEMIC PROGRESS
All students receiving financial aid through Marylhurst must comply with the college's Standards of Academic Progress. Refer to the Student Services section.

FINANCIAL AID
CLAUDIA JUSTICE
Director of Financial Aid, B.A. Fort Wright College, M.S. candidate Marylhurst College

Perkins Loan (formerly National Direct Student Loan): This low interest loan (5%) is available for both undergraduate and graduate students. Award is based on need. Limited amounts are available. Apply early.

Stafford Loan (formerly Guaranteed Student Loan): These low interest loans are from lenders such as banks, credit unions, savings & loan associations. Interest is paid by Federal government while you are in school at least halftime. Need must be demonstrated. These loans are available to undergraduate and graduate students.

PLUS (Parent Loans for Undergraduate Students) & SLS (Supplemental loans for Students): The interest rate is variable. Interest payments begin 60 days from disbursement for independent students. Principal payments may be deferred while you are in school at least halftime.

Marylhurst College Loans: Students who demonstrate extraordinary need for financial assistance for tuition but do not qualify for other grants and loans, may find assistance under this program. Funds may be borrowed to assist with meeting tuition expenses at Marylhurst through this program for the student who is enrolled for a minimum of six credits each term. Repayment begins six months after leaving school. During repayment, 8% interest will be charged on the unpaid balance of the loan principal. Marylhurst requires minimum payments of $40 per month. Short term loans may be made for students in emergency situations.

EMPLOYMENT
College Work Study: This program provides jobs for students who need financial aid and who must earn part of their educational expenses. Work study is a federally-funded program that pays students at least the current federal minimum wage to work in a variety of jobs on campus. Contact the Financial Aid Office for more information.

Marylhurst Institutional Work Study: Funded through Marylhurst College, this program is awarded to students who demonstrate need but who may not qualify for the federal Work Study Program. Students are paid at least the current federal minimum wage and are placed in jobs on campus. Enrollment for at least six credit hours per term is required to qualify for this program. The Financial Aid Office has more information.

Who Should Apply?
Any student who could use financial assistance while attending college should apply for financial aid.

Where Should Students Go With Questions About Financial Aid?
Anyone in the Financial Aid Office can answer questions or provide help with aid applications. The sooner an application is completed, the better the student's chance of receiving maximum financial aid.

When is the Best Time to Apply?
Students planning to attend during the next academic year should complete application forms for financial aid as soon after January 1 as possible and before March 15 for maximum aid availability. Applications may be submitted at any time during the school year. Limited funding in some programs may reduce the aid available to later applicants.

STUDENT SERVICES
People come to Marylhurst College for many reasons - to improve their professional careers, to enrich their personal lives, to complete a bachelor's degree, or to pursue graduate studies. Student Services' primary objective is to respond to the life and learning needs of students of all ages. More specifically, Student Services:

- Provides a supportive entry point into Marylhurst for beginning and returning students;
- Recruits students for Marylhurst and facilitates their retention;
- Facilitates initial academic advising for those unsure of a degree area;
- Provides personal/career redirection for students through courses offered in Life Planning Studies;
- Administers the admissions and registration procedures for all undergraduate and graduate degree students;
- Administers a student financial aid program.

Dean of Students Office
The Office of the Dean of Students is an umbrella for recruitment, initial academic advising, student retention, and student advocacy.
Staff members in the Dean of Students Office provide for supportive entry into Marylhurst for those inquiring about the college. They help potential students sort through learning alternatives, clarify goals and determine the part education can play in their life plans. The admissions counselor provides initial academic advising and referral to academic departments.

Those persons needing to discuss personal problems that inhibit their successful progress as students at Marylhurst can meet with the Dean of Students for an initial assessment of the problem and discussion of its possible solutions. Students requiring in-depth counseling assistance will be referred to appropriate agencies equipped to deal with acute crisis or long-term therapy. Students have specific rights and responsibilities. Students who have concerns about their classes, instruction, grades, or treatment can see the Dean of Students.

Students have rights and responsibilities as members of the Marylhurst academic community. These are detailed in documents which are available in the Dean's Office.

Marylhurst reserves the right to require the withdrawal of any student who fails to accept responsibilities, as evidenced by conduct, scholastic achievements, or failure to meet financial obligation to the college.

**Student Advisory Committee**

The Student Advisory Committee advises the President about topics of interest to students. Representatives from each academic department meet bimonthly with the President, the Vice President for Academic Affairs, and the Dean of Students to share information and concerns.

**KAREN KARELIUS**

Dean of Students and Director of Life Planning Studies.
B.A. Scripps College; M.A. University of California at Los Angeles; M.A. California State University, Northridge; Ph. D. Michigan State University.

Marylhurst College
Marylhurst, Oregon 97036
Student Services, Registration, Financial Aid; Shoen Library
Portland Metro:
503/636-8141 or 224-5828
Outside Portland Metro:
1-800-634-9982
SHOEN LIBRARY

Shoen Library is open to Marylhurst students, faculty and staff, as well as to patrons of Clackamas County libraries, at no charge. Others may use the library for an annual fee. The library's modern three-story building includes seminar rooms, comfortable lounges, an art gallery and 200 specially designed study carrels.

THE COLLECTION
The collection includes approximately 100,000 volumes, current subscriptions to 300 periodicals, audio tapes and phonograph recordings. Special collections have been maintained in the areas of Contemplative Thought or Western Mysticism, Children's Books, Art, Art Therapy and Music.

SPECIAL SERVICES
METROLOANS: through a cooperative arrangement and with a Marylhurst library card and Metroloan form, degree students and faculty have limited borrowing privileges at Portland State University Library. In addition, with their Marylhurst library cards, students may borrow materials from most private college and university libraries in Oregon.
INTERLIBRARY LOANS: books and periodicals not available at Shoen are obtainable from city, county, state, regional or national libraries.
DIALOG: a database system that provides immediate access to the world's largest and most comprehensive computer storehouse of information. It contains more than 95 million references, directory listings, abstracts or statistical data. Over 300 DIALOG databases cover all major disciplines — science, chemistry, technology, medicine, law, business finance, social sciences, education, humanities, the arts, public affairs and general news.
ART EXHIBITS: works of students, alumni, patrons and LARC artists are exhibited regularly in the Streff Gallery.
BIBLIOGRAPHIC INSTRUCTION: the Library staff provides a program of bibliographic instruction in conjunction with classes. They work with students and faculty to provide a resource for learning library sources and services.
AUDIO-visual: Audio and Video equipment is supplied to faculty for classes, and in-service training in its use is provided. The service also dubs tapes and makes recordings of special events.
COMPUTER CENTER: the computer center at Shoen Library is equipped with IBM and IBM-compatible computers. All have hard disks. The Center is available both to students and outside groups. The fee for student use is $3 per hour or $10 per hour with a tutor. For more information or to reserve time on the computers, call 636-8141, ext. 370.

HOURS
Academic Terms — fall, winter, spring: Mon.-Thurs., 9 a.m.-9:30 p.m.; Fri. & Sat., 9 a.m. to 5 p.m.; Sun., noon to 5 p.m.

STAFF
PAULA HAMILTON
Library Director. B.A. San Francisco College for Women; Gonzaga University; Florence, Italy; M.L.S. University of Wisconsin
PIERINA PARISE
Technical Services/Reference. B.S. Cornell University; M.L.S. University of Hawaii
SUSAN BARNES WHYTE
Technical Services/Reference. B.A. Earlham College; M.L.N. Emory University

Sister Marie Streff: Special Collections
Stan Hintz: manager, Audio-visual & Computer Center
Phone: 636-8141 or 224-5828, ext. 370

Marylhurst College
Marylhurst, Oregon 97036
Portland Metro:
503/636-8141 or 224-5828
Outside Portland Metro:
1-800/634-9982
Other Learning Opportunities:
ELDERHOSTEL
LITURGICAL ARTS RESOURCE CENTER (LARC)

ELDERHOSTEL

Elderhostel is an educational program for older adults that expands their horizons and initiates new interests and enthusiasms. The success of Elderhostel testifies to the belief that retirement can be a new beginning filled with opportunities and challenges.

Elderhostel participants enjoy inexpensive, short-term academic offerings in a college setting. Most Elderhostel programs are one week in length, beginning on a Sunday afternoon and ending the following Saturday morning. Generally three courses are offered each day during the week, scheduled so that the participants may enjoy all course offerings.

Although courses are of college level, no particular knowledge or previous study is required. Courses are not offered for credit, and there are no examinations, grades or homework. A lifetime of experience and an inquiring mind are all that are needed to enjoy an Elderhostel program.

While attending an Elderhostel program, students live on campus and have access to its resources and facilities. Students live comfortably but simply in the dormitory and dine in Clark Commons.

The cost of Elderhostel is structured on the awareness that retired persons are often on a limited income. The all-inclusive program fee pays for:
1) registration costs; 2) dormitory accommodations for six nights; 3) all meals from the Sunday evening meal through Saturday breakfast; 4) five days of classes; and 5) a variety of extra-curricular activities.

Scholarships are available on a need basis.

Elderhostel is for persons 60 years of age and older, and for their companions, spouses or friends who are at least 50 years of age.

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The Liturgical Arts Resource Center (LARC) is a community of artists, poets, musicians, dancers and dramatists dedicated to worship through the arts.

Ecumenical in spirit, members meet quarterly to design worship experiences incorporating creative liturgical planning and experimentation. Low-cost workshops and classes, as well as exhibits, are held on the Marylhurst campus.

Instructors provide updated information and training for church lay ministers, artists and worship committees. LARC is a non-profit organization solely supported by membership and workshop fees. For information, call LARC, 697-5097.

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