# CONTENTS

General Information on Undergraduate Admissions
- Registration
- Financial Aid
- Writing Center
- Shoen Library
  - Page 7

Learning Assessment Center
- Prior Learning Assessment Program
  - Page 22

Center for Learning & Technology
- Degree Programs for Distant Students
  - Page 24

Undergraduate Requirements in Liberal Arts Core Program
  - Page 27

Department of Art
  - Page 39

Department of Business & Leadership
  - Page 48

Department of Communication Studies
  - Page 53

Department of Cultural & Historical Studies
  - Page 63

Department of English Literature & Writing
  - Page 71

Department of Human Sciences
  - Page 79

Department of Interdisciplinary Studies
  - Page 91

Department of Music
  - Page 95

Program in Organizational Leadership
  - Page 107

Center for Professional Real Estate Studies
  - Page 109

Department of Religious Studies
  - Page 113

Department of Science & Mathematics
  - Page 120

Special Program: English as a Second Language
  - Page 127

General Information on Graduate Admissions
- Registration
  - Page 129

Graduate Programs in Religious Studies
- Master of Arts in Applied Theology
  - Page 134
- Master of Arts in Divinity
  - Page 139
- Doctor of Ministry
  - Page 147

Master of Arts in Art Therapy Counseling
  - Page 149

Master of Arts in Interdisciplinary Studies
  - Page 157

Master of Business Administration
  - Page 163

General Listing of Marylhurst University Faculty
  - Page 171
Marylhurst University is a place where an innovative learning environment and accessible educational resources come together. The University places strong emphasis on the student being an active participant in the learning process; active learning rather than passive learning is the key to student success. As administrators and faculty, we believe in the ability of all students to achieve academic excellence and attain competence in their own chosen discipline. We encourage students to challenge themselves, pursue education with diligence and a sense of its value, and explore new ideas with vigor.

Whether a student attends Marylhurst for day, evening, weekend, or Web-based courses, the curriculum is designed to enable students to be good critical thinkers, responsible citizens, leaders in their work and community settings, and appreciative of education as a lifelong process.

Today, our culture faces a future of rapid change. Marylhurst is meeting that future by blending innovation with tradition as it leads its students into the next century. We are continually applying new ideas and strategies to our long-standing commitment that postsecondary education should be accessible to students of all ages, that education ought to fit our students’ needs, and that they continue to learn for life.

Marylhurst University is committed to bringing the most qualified faculty, the best academic resources, and the highest professional and ethical standards to the learning environment so that all students meet the future with creativity and excellence.

Dr. Nancy Wilgenbusch
President
Marylhurst University
## ACADEMIC CALENDAR: 2004-2005

<table>
<thead>
<tr>
<th></th>
<th>FALL 2004</th>
<th>WINTER 2005</th>
<th>SPRING 2005</th>
<th>SUMMER 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration begins, Web site access</td>
<td>8/16/04</td>
<td>11/29/04</td>
<td>2/21/05</td>
<td>5/16/05</td>
</tr>
<tr>
<td>Last day to apply for graduation</td>
<td>8/16/04</td>
<td>11/29/04</td>
<td>2/21/05</td>
<td>5/16/05</td>
</tr>
<tr>
<td>Classes begin</td>
<td>9/23/04</td>
<td>1/3/05</td>
<td>3/28/05</td>
<td>6/20/05</td>
</tr>
<tr>
<td>Late fee after</td>
<td>10/1/04</td>
<td>1/7/05</td>
<td>4/1/05</td>
<td>6/24/05</td>
</tr>
<tr>
<td>Last day to register for 10-week class</td>
<td>10/8/04</td>
<td>1/14/05</td>
<td>4/8/05</td>
<td>7/1/05</td>
</tr>
<tr>
<td>Term ends</td>
<td>12/10/04</td>
<td>3/18/05</td>
<td>6/10/05</td>
<td>8/26/05</td>
</tr>
<tr>
<td>Posted Graduation Date</td>
<td>12/10/04</td>
<td>3/18/05</td>
<td>6/11/05</td>
<td>8/26/05</td>
</tr>
<tr>
<td>Commencement</td>
<td></td>
<td></td>
<td></td>
<td>6/11/05</td>
</tr>
<tr>
<td>Holidays</td>
<td>11/25-26/04</td>
<td>1/17/05</td>
<td>3/25-27/05</td>
<td>7/4/05</td>
</tr>
</tbody>
</table>

## ACADEMIC CALENDAR: 2005-2006

<table>
<thead>
<tr>
<th></th>
<th>FALL 2005</th>
<th>WINTER 2006</th>
<th>SPRING 2006</th>
<th>SUMMER 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration begins, Web site access</td>
<td>8/15/05</td>
<td>12/5/05</td>
<td>2/27/06</td>
<td>5/22/06</td>
</tr>
<tr>
<td>Last day to apply for graduation</td>
<td>8/15/05</td>
<td>12/5/05</td>
<td>2/27/06</td>
<td>5/22/06</td>
</tr>
<tr>
<td>Classes begin</td>
<td>9/22/05</td>
<td>1/9/06</td>
<td>4/3/06</td>
<td>6/26/06</td>
</tr>
<tr>
<td>Late fee after</td>
<td>9/30/05</td>
<td>1/13/06</td>
<td>4/7/06</td>
<td>6/30/06</td>
</tr>
<tr>
<td>Last day to register for 10-week class</td>
<td>10/7/05</td>
<td>1/20/06</td>
<td>4/14/06</td>
<td>7/7/06</td>
</tr>
<tr>
<td>Term ends</td>
<td>12/9/05</td>
<td>3/24/06</td>
<td>6/16/06</td>
<td>9/1/06</td>
</tr>
<tr>
<td>Posted Graduation Date</td>
<td>12/9/05</td>
<td>3/24/06</td>
<td>6/17/06</td>
<td>9/1/06</td>
</tr>
<tr>
<td>Commencement</td>
<td></td>
<td></td>
<td></td>
<td>6/17/06</td>
</tr>
<tr>
<td>Holidays</td>
<td>11/24-25/05</td>
<td>1/16/06</td>
<td>4/14-16/06</td>
<td>7/4/06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5/29/06</td>
</tr>
</tbody>
</table>

**FOR CURRENT INFORMATION**

Web site: www.marylhurst.edu

Consult the Marylhurst University Web site for a current Calendar of Events, application deadlines, and other up-to-date program and event information. The quarterly Schedule of Courses also contains a list of offerings broken down by terms.
MARYLHURST UNIVERSITY
MISSION STATEMENT

Marylhurst University is a private institution of higher learning open to men and women of any race or religion. It is dedicated to making innovative postsecondary education accessible to self-directed students of any age. Marylhurst offers coursework 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 University 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.

A RICH HERITAGE

Marylhurst was founded in 1893 by the Sisters of the Holy Names of Jesus and Mary as the first liberal arts college for women in the Pacific Northwest. Reorganized in 1974, Marylhurst took a bold step in pioneering educational programs for students of all ages.

Marylhurst is now a co-educational university serving a diverse student body— including students just out of high school, business executives, artists, musicians, and those 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. Building on the long tradition of excellence in education, Marylhurst is recognized in the Pacific Northwest and has an excellent national reputation.

As a fully accredited liberal arts university, 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, evening, weekends, days and online, makes a college education available to working adults.

Marylhurst provides a learning environment in which education includes theory and its application to experience. Marylhurst students bring experiential knowledge and expertise to the classroom. As a result, students are empowered to extrapolate from existing experience toward general and abstract learning and increased professional proficiency. Students and faculty learn with and from each other.

Marylhurst’s beautiful campus is minutes from downtown Portland, Oregon, and via the Web through Marylhurst’s delivery of courses online.

Marylhurst University held its 109th Commencement in June 2003.
This is an image of a document page and some extracted natural text from the document. The document discusses Marylhurst University, its mission, and various sections of its catalog. The page outlines how to use the catalog, describing its organization into six sections: Introduction to Marylhurst University, Academic Calendar, Information for Undergraduate Studies, Liberal Arts Core Requirements, Undergraduate Curriculum, English as a Second Language, General Information for Graduate Studies, Graduate Curriculum, and Faculty, Board of Trustees, and Other Listings. The document also mentions the University’s mission, support organizations, and policies, and provides contact information for further inquiries. The content is structured to provide comprehensive information about the University’s programs, services, and policies.
<table>
<thead>
<tr>
<th>PROGRAMS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Business &amp; Leadership</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Cultural &amp; Historical Studies</td>
</tr>
<tr>
<td>English Literature &amp; Writing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
</tr>
<tr>
<td>Human Studies</td>
</tr>
<tr>
<td>Interior Design</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Music Therapy</td>
</tr>
<tr>
<td>Organizational Communication</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Real Estate Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
</tr>
<tr>
<td>Art Therapy Counseling</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ministry</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Theology (Applied)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

¹ Cooperative program with San Francisco Theological Seminary
People come to Marylhurst University for many reasons—to improve their professional careers, to enrich their personal lives, to begin or complete their bachelor’s degrees, or to pursue graduate studies. The primary objective of the student services offices is to respond to the life and learning needs of students of all ages. More specifically, student services:

- provide a supportive entry point into Marylhurst University for beginning and returning students;
- facilitate initial academic advising for prospective and new students;
- provide career direction for students through workshops and other resources;
- administer the admissions and registration procedures for all undergraduate and graduate degree students;
- administer assessment/placement tests for undergraduate students;
- provide academic advising for students who are undecided about their majors;
- administer student financial aid;
- provide accommodations for students with disabilities;
- coordinate student activities and organizations; and
- facilitate student grievances.

Admission Procedures for Undergraduate Students

Marylhurst University encourages prospective students to visit the campus and arrange an appointment with an academic advising specialist in the Office of Admissions. This Office responds to all requests for information and admissions procedures for undergraduate and graduate programs. Most admission decisions are made on a “rolling” basis. As soon as an applicant’s file is complete, it is processed and the applicant is notified by letter of the decision and assigned to an academic advisor.

To complete the undergraduate admission process, the applicant must submit the following:

- Application for Admission form;
- Verification of high school completion or equivalency;
- Official transcripts from all colleges/universities attended;
- Recent high school students need to submit ACT/SAT scores—minimum of ACT 19 and the SAT 900; transfer students need overall 2.00 GPA in completed college work;
- Undergraduates born on or after January 1, 1957, need to provide proof of measles immunization;
- Letter of recommendation;
- Non-refundable undergraduate admission fee.

Students who do not meet the minimum requirements will be considered on a case-by-case basis and may be asked to participate in an interview process conducted by the Admissions Committee.

Undergraduate admission is complete after the admission form, non-refundable fee, and all official transcripts have been received; and any other University requirements have been met. Applicants have six months to complete the admission process or their application will be administratively withdrawn. Any applicant having difficulty satisfying any of the requirements should contact the Office of Admissions for assistance. An applicant whose application has been administratively withdrawn will have to reapply and pay the application fee.

Applicants declare their major at the time they apply for admission. Admission to Marylhurst University does not necessarily guarantee acceptance to a particular degree program. Some departments require additional materials to accept a student to a specialized area of study. Consult the department to determine additional requirements.

The following describes undergraduate classifications and the appropriate admissions requirements and procedures.

FIRST-TIME STUDENTS

First-Time Students are those students who are currently enrolled in high school or are recent graduates (within the last two years). Students will need to submit ACT/SAT scores—minimum of ACT 19 and the SAT 900; verification of high school completion or equivalency; letter of recommendation from a teacher or counselor; and a high school minimum grade point average (GPA of 2.50 on a 4.00 scale, or GED score 50).
First-Year Students
First-Year Students are those students who have completed fewer than 45 quarter college credits. Students will need to submit verification of high school completion or equivalency; a letter of recommendation from either a current employer or an academic/professional reference; an overall 2.00 GPA in completed college coursework; and official academic transcripts from all colleges and universities attended.

Transfer Students
Transfer Students are those students who have completed more than 45 quarter college credits and will be considered for admission primarily on the basis of their academic work at all transfer institutions as reflected by regionally accredited college/university transcripts. Students must have a minimum 2.00 overall GPA in completed college work; a letter of recommendation from either a current employer or an academic/professional reference; verification of high school completion or equivalency; and official transcripts from all college/universities attended.

Lifelong Learners
Lifelong Learners are students who are not formally admitted into degree programs at Marylhurst University but wish to enroll in classes for professional development; self-enrichment; CEU (Continuing Education Unit); audit, or as a visiting student in good standing.

1. The Lifelong Learner needs to obtain a Marylhurst ID number from the Office of the Registrar or the Office of Admissions before enrolling in classes.
2. The Lifelong Learner must meet the stated prerequisites for coursework prior to enrollment.
3. Coursework taken for credit as a Lifelong Learner may subsequently apply towards a Marylhurst University degree subject to review by the academic program advisor.

Direct Enrollment
International students who plan to enter Marylhurst University on a student visa must meet the following requirements to be considered for full admission to the University:
1. Submit a completed Marylhurst Undergraduate Application form.
2. Pay non-refundable application fee by U.S. currency, draft, or check payable to Marylhurst University, or by VISA or Master Card. The fee will not be waived, deferred, or refunded. Application for admission will not be processed without payment.
3. Provide documentation of financial guarantee showing sufficient funds in U.S. dollars to cover tuition, fees, housing, and mandatory medical insurance. This may include an affidavit of support and an official bank statement.
4. Submit official transcripts from every institute, college, university, or postsecondary school attended along with a certified English translation if transcripts are not in English.
5. You may be requested to provide a course-by-course professional credential evaluation report at your expense.
6. A minimum 2.00 cumulative GPA in all college coursework previously completed.
7. Transfer students from any college or school in the United States must provide a formal transfer release form from their current school.
8. Health insurance upon enrollment is required and is available through the University or you must provide proof that you have comparable medical insurance.
9. Provide proof of measles immunization if you were born on or after January 1, 1957.
10. Provide Tuberculosis Clearance Certificate completed by home country health provider or take a TB test.
11. Show English proficiency through one of the following: a TOEFL score of 550 or higher; by taking standardized English placement tests through Pacific International Academy (PIA) upon arrival; or by completing the Marylhurst Language Foundation program.

English as a Second Language
An international student wishing to study English as a Second Language (ESL) whose TOEFL is below 510 must meet the following requirements to be considered for admission to the ESL program conducted by Pacific International Academy (PIA) (phone: 503.699.6310; email: pia@marylhurst.edu).

1. Submit a completed Marylhurst University Application.
2. Pay non-refundable application fee by U.S. currency, draft, or check payable to Marylhurst University, or by VISA or Master Card. The fee will not be waived, deferred, or refunded. Application for admission will not be processed without payment.
3. Provide documentation of financial guarantee showing sufficient funds in U.S. dollars to cover tuition, fees, housing, and mandatory medical insurance. This may include an affidavit of support and an official bank statement.
4. Health insurance upon enrollment is required and is available through the University or you must provide proof that you have comparable medical insurance.
5. Provide proof of measles immunization if you were born on or after January 1, 1957.
6. Provide Tuberculosis Clearance Certificate completed by home country health provider or take a TB test.
Undergraduate Degree Requirements

BACHELOR OF ARTS AND
BACHELOR OF SCIENCE DEGREES
1. A minimum of 180 credits with a cumulative 2.00 GPA.
2. A minimum of 60 upper-division credits.
3. A minimum of 45 Marylhurst credits: The 45-credit minimum must be taken at Marylhurst after the Application for Admission as a degree-seeking student has been processed. Credits taken prior to admission as a degree student may be applied toward the 45-credit minimum at the discretion of the academic advisor.
4. Liberal Arts Core requirements: All undergraduate degrees require Liberal Arts Core credits. See Liberal Arts Core section for distribution requirements. See pages 27-38.
5. Major area requirements: Consult specific major department section for details.
6. Elective credits sufficient to reach the minimum 180-credit requirement.

DOUBLE MAJOR
Students with a double major must complete all specified requirements for each of two distinct majors but obtain only one degree.

DOUBLE DEGREE
Students with a double degree must complete all specified requirements for each of two distinct majors and an additional minimum of 45 credits beyond those required for a single degree (225 credits). They will obtain two separate degrees.

SECOND DEGREE
A student who holds a bachelor’s degree from a regionally accredited college or university or a recognized international university, has at least a 2.00 cumulative GPA, and is seeking a second bachelor’s degree must complete the following:
- The residency requirement of 45 quarter credits,
- Demonstration of the following Liberal Arts Core learning outcomes:
  - LLA1 Computer Literacy*,
  - LLB1 Information Studies*,
  - LLC1 Listening*,
  - LLE3 Research Writing,
  - AAI1 Ethics*, and
  - SS1 through SS4 Senior Seminar.
*Equivalent transfer credit can be applied to LLA1, LLB1, LLC1, and AAI1. (See pages 27-38 for further information on the Liberal Arts Core.)
- All requirements in the major.

The Transfer Credit Committee of the Undergraduate College and the Academic Dean must approve any exception to this policy.

CERTIFICATE PROGRAMS
Certificate students seek specific, focused training through the Departments of Communication Studies, Human Sciences (gerontology), Art, Music, Real Estate Studies, Religious Studies, and Business & Leadership. Certificate students need to submit the completed appropriate Admissions form and non-refundable $20 fee.

DEFINITION OF TERMS
Major: comprehensive study in a specific discipline, courses outlined by each academic department, typically 60-72 credits.
Liberal Arts Core: courses that meet Liberal Arts Core outcomes required for graduation.

Electives: courses selected by the student to fulfill graduation credit requirements.
Concentration within a Major: focused study in a discipline. Minimum number of credits: 27.
Minor: focused study in a discipline other than the major. The discipline offering the minor determines the courses that comprise the minor. Minimum number of credits: 27.
Professional Development Seminar: course offered to provide currency in a field. May be offered with an option for either college credit or Continuing Education Units (CEUs).

Other Admissions Information

STUDENT ID
All new students are assigned a random student identification number. Marylhurst University may also use the student’s Social Security number for the purpose of student identification. Providing the Social Security number is required by federal regulation. The University will use the Social Security number for keeping records, research, and reporting. The University will not use the number to make any decision directly affecting the student or any other person. A student’s Social Security number will be carefully protected and kept confidential at all times.

ACADEMIC ADVISING
Prospective student advising is provided by an academic advising specialist in the Office of Admissions. At an initial meeting, students learn about program information and planning, admissions information, transfer information, and advising referral.

Academic advisors are assigned to counsel admitted students on an ongoing basis in matters related to academic programs and career preparation. Students are assigned advisors according to their designated major field of study. It is important for students to meet their advisor as soon as they are admitted in order to create an educational degree plan (EDP) which shows the distribution of coursework completed and the remaining coursework required to meet all major program and Liberal Arts Core requirements.

While the student is ultimately responsible for ensuring that all graduation requirements are met, the academic advisor stands ready to lend assistance, offer information, and check programs. Students should consult their academic advisors regularly, or as needed, by phone, email, or conference. Students may request a change of advisor by contacting the University Registrar.

ASSESSMENT TESTING
Each entering student is required to take writing and math skills tests through the Learning Assessment Center (see page 23). The assessment of these skills is for advising and placement purposes.

POLICIES GOVERNING TRANSFER OF CREDIT
Marylhurst students may transfer credit for a variety of past learning experiences. Applicability of any credit toward a particular baccalaureate degree is governed by the age of the credits and the grade attained. The relevance of the credits toward a degree program and the appropriate placement of these credits within a student’s educational degree plan (EDP) are determined in consultation with an academic advisor.
• Articulation Agreements
In order to facilitate student transfer to Marylhurst University, articulation agreements are honored with the following colleges/universities:
  Chemeketa Community College
  Clackamas Community College
  Clark College
  Heald College
  Klamath Falls Community College
  Maricopa County Community College District
  Mt. Hood Community College
  Portland Community College
  Western Governors University

• Co-Admission Agreements
In order to provide a seamless transition to Marylhurst University and to provide on-going academic advising, the University honors a co-admission agreement with:
  Mt. Hood Community College

• Oregon University System
Marylhurst University honors the Associate of Arts Oregon Transfer (AAOT) degree and Associate of Science/Transfer Degree in Business (AS/OT-Bus.).

• Oregon Independent Colleges
Marylhurst University accepts credits in transfer from college and university members of the Oregon Independent Colleges Association (OICA).

• Other Colleges and Universities
A student may receive credit through the evaluation of official transcripts from colleges and universities that have been accredited by a regional accrediting body. Only grades of C- or above will transfer.

• Vocational/Technical or Occupational
Marylhurst University may award credit for selective classes or programs considered vocational/technical or occupational from other accredited institutions, subject to the approval of the student’s advisor and the Marylhurst Transfer Committee.

• Military Service Schools
Marylhurst University may award 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 (ACE), which are found in the Guide to the Evaluation of Educational Experiences in the Armed Services; and/or Oregon Military Academy. Official documentation for military education and training will be evaluated and college credit may be awarded based upon the recommendations of ACE.
2. Students with credits from military service must obtain and submit a Military Service Transcript.

• Non-Collegiate-Sponsored Learning
Academic credit may be awarded for non-collegiate-sponsored learning acquired through programs in business and industry that have been approved by the American Council on Education (ACE). Marylhurst follows the recommendations published by ACE 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 Assessment Program for evaluation at Marylhurst. For other alternative credit options, refer to the Registration section.

Office of Admissions
Marylhurst University
P.O. Box 261, 17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261; Portland Metro: 503.699.6268
Outside Portland Metro: 800.634-9982, ext. 6268
FAX: 503.635.6585
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu

Undergraduate REGISTRATION
University Registrar: Susannah Valatka

Registration and changes in registration are coordinated through the Office of the Registrar in the B.P. John Administration Building.

Registration Procedures
Students may register for classes in person, by fax, by email or online at the University Web site. Registration dates and complete instructions are published each term in the quarterly Schedule of Courses. Some courses have limited enrollment; therefore, early registration is recommended. Registrations cannot be processed after the end of a course.

Tuition and fees must be paid according to the dates published in each quarterly Schedule of Courses.

HIGH SCHOOL STUDENTS
High school students may enroll in Marylhurst University classes after appropriate approval. Such students must have parent/guardian signature, written recommendation from high school advisor, and approval from instructor or department chair. High school students are typically in the top quartile of their class and their enrollment will be limited to 100- and 200-level courses.

LATE REGISTRATION
Registration must be completed prior to attending class. A late fee is assessed for initial registrations received after the first week of classes. Course adds are not charged the fee.

CHANGES IN REGISTRATION
Only the student may initiate course adds, drops, or changes in grade type. Ceasing to attend class or only notifying the instructor does not constitute official drop or withdrawal.

Classes may be added or dropped on the University Web site, in person at the Office of the Registrar, by fax, or by email. Classes may also be dropped in person at the Main Reception desk in the B.P. John Building after 6:30pm or during the weekend. No registration changes or withdrawals are accepted after a course ends. All changes in registration will be processed as of the date and time the University receives notification. A processing fee is assessed for each dropped class.

Students receiving federal financial aid or Veterans benefits must notify the Financial Aid Office.

CREDIT BY EXAMINATION
Credit may be awarded for both general and subject examinations. Please refer to the Learning Assessment Center in this Catalog, page 23.

COOPERATIVE CREDIT
Admitted Marylhurst University students may enroll in approved cooperative credit programs. Up to 45 cooperative credits may be applied to a Marylhurst University degree. Cooperative credit is non-residency credit.
COURSE CHALLENGE
An existing Marylhurst course which appears in the Catalog for which a syllabus is on file may be challenged. The existing course number is used. An application for course challenge must be completed. Guidelines and applications are available in the Office of the Registrar. Credits earned via course challenge apply to Marylhurst residency requirement.

Right of Appeal
Students are expected to be familiar with and to conform to registration policies and procedures. However, students have the right to petition any of these policies or procedures and may petition for exception to these when unusual circumstances exist. Petition forms and instructions are available in the Office of the Registrar, room 226 B.P. John Administration Building or on the University web site at www.marylhurst.edu/pdflibrary/

Tuition and Fees
Tuition is set by the Marylhurst University Board of Trustees. The University reserves the right to change its charges and policies at any time, and will endeavor to notify students if such change is necessary. For current University tuition and fees and payment deadlines, consult each quarterly Schedule of Courses, or call the Business Office at 503.699.6278, or the University Web site.

Marylhurst University accepts various forms of payment including major credit cards and employer authorizations to bill.

Admission to or registration with Marylhurst University, conferring of degrees, and issuance of academic transcripts may be withheld for failure to meet financial obligations to Marylhurst University.

TUITION REFUNDS
Students who drop one or more classes prior to the end of the refund period receive 100 percent refund of tuition. Students who withdraw from classes after the end of the refund period receive 100 percent refund of tuition. Students who drop one or more classes prior to the end of the refund period receive 100 percent refund of tuition. See quarterly Schedule of Courses for refund period dates.

Grades, Transcripts, Academic Credit, Course Numbering

GRADE REPORTS
Grades are available on the University Web site at www.marylhurst.edu/grades and are considered final three weeks after the end of the term.

TRANSCRIPTS
A request for a transcript of all credits earned at Marylhurst must be made in writing to the Office of the Registrar. All requests must include the following:
• full name under which student was registered at Marylhurst University;
• Social Security number;
• present address and telephone number;
• approximate dates of attendance at Marylhurst;
• the address where transcript copies are to be sent;
• student’s signature; and
• fee payment to Marylhurst University enclosed.
(One copy costs $5, additional copies ordered at the same time are $2 each.) Transcript requests will be honored within five to seven working days, when the above information and payment have been received.

ACADEMIC CREDIT
Academic credit is assigned not only on the basis of at least 30 hours or equivalent of academic involvement by the student for one credit, but also on such factors as level of course content, depth of research, assignments and reading, and nature of the learning experience.

COURSE NUMBERING SYSTEM

000-099 No College Credit
No college credit is awarded, no grade is issued, and the course is not recorded on the transcript.

010-099 CEU
Continuing Education Units and professional development courses. No college credit granted.

100-299 Lower Division
Basic introductory undergraduate level

186/286/386/486 Travel Study
Credit granted for travel study

195/295/395/495 Independent Study
A plan involving research, library, intern, or agency experience. Independent study courses are initiated and designed by students in cooperation with a Marylhurst instructor. An application for independent study must be completed. Guidelines are available in the Office of the Registrar.

197/297/397/497 Prior Learning Assessment
College-level prior learning that has been described, assessed, documented, and accepted by the Marylhurst Prior Learning Assessment Review Committee

290/390/490 Directed Readings or Projects
A project involving independent research

300-499 Upper Division
Beyond introductory undergraduate level

393/493 Research Project
A project which provides an opportunity to complement a student’s major area of study with specific research in an area of interest to the student. Arrangements for a research project must be made with the academic department.

394/494 Internship
A course which provides an opportunity to complement formal learning through an internship in an approved professional setting. An internship requires approval of the Internship Coordinator and academic advisor. An internship contract must be completed. Contact the Internship Coordinator in Admin 206, B.P. John Building, for more information.

496 Thesis Proposal or Senior Paper Proposal
Undergraduate level

498 Thesis or Senior Paper
Undergraduate level

499 Practicum
A course which provides an opportunity to complement formal learning through a practicum in an approved professional setting.
Academic Policies

UNDERGRADUATE STUDENT CLASSIFICATIONS

- **Freshman** designates a student who has accumulated fewer than 45 credits toward a Marylhurst University degree.
- **Sophomore** designates a student who has accumulated 45 or more credits but less than 90 credits.
- **Junior** designates a student who has accumulated 90 or more credits but less than 135 credits.
- **Senior** designates a student who has accumulated 135 or more credits but has not yet been awarded the baccalaureate degree.
- **Lifelong Learner** designates a student who is not currently pursuing a degree at the University.
- **Admitted Student** designates a student who has completed the admissions process for a degree. NOTE: Admission into the University does not guarantee acceptance into a departmental major. Check the departmental section of this Catalog for additional admission requirements for specific majors.
- **Full-Time Student** designates a student who is registered for at least 12 undergraduate credits per term.
- **Three-Quarter-Time Student** designates a student who is registered for 9 to 11 undergraduate credits per term.
- **Half-Time Student** designates a student who is registered for 6 to 8 undergraduate credits per term.
- **Less-Than-Half-Time Student** designates a student who is registered for 1 to 5 undergraduate credits per term.

STANDARDS OF ACADEMIC PROGRESS FOR UNDERGRADUATE STUDENTS

To remain in good academic standing all admitted students at Marylhurst are expected to maintain certain standards of satisfactory academic progress.

Academic progress is measured in two ways:

- Undergraduate students must maintain a cumulative 2.00 GPA in all Marylhurst classes.
- Undergraduate students are permitted a maximum of seven years to complete a degree program. The date of admission will determine when a program begins. If degree requirements cannot be completed within seven years, a student must reapply to the University. Degree requirements will be redefined according to the catalog in effect when the student is readmitted.

Academic and degree progress standards are monitored through the advising process to ensure student success by:

- providing assistance to the student in setting and achieving academic goals;
- assisting the student in utilizing the facilities and personnel of the University; and
- alerting the student of academic difficulty or deficiencies.

LEAVE OF ABSENCE

The Leave of Absence is intended to provide a short-term academic leave from Marylhurst University of up to one year maximum for students in good standing. Leaves of Absence are not normally granted to first-term students or to those who have been suspended or dismissed from the University. Those who are on an approved Leave of Absence are not considered to have withdrawn but maintain their matriculation and catalog. The catalog statute of limitations will be extended to include the length of the leave.

Students may request a Leave of Absence for medical reasons, financial difficulties, uncertainty about academic or career goals, military duty, personal considerations such as illnesses within families, or special educational opportunities not available at Marylhurst.

Financial aid awarded but not used prior to a leave will not be carried over to future terms. Reapplication for aid for the readmission period must be made according to normal office of Financial Aid policies and procedures. Guidelines and applications are available in the Office of the Registrar.

ACADEMIC PROBATION

Undergraduate students who fall below the 2.00 minimum cumulative GPA may be placed on probation for one term. Students will be notified in writing of probationary status and will then need to meet with their academic advisor as soon as possible to identify remedies. A student under academic probation may have their registration restricted and/or monitored. A student will be automatically removed from academic probation when their cumulative GPA rises to or above 2.00 during the probationary period.

Financial Aid students should refer to the Financial Aid section for additional criteria, page 18.

ACADEMIC SUSPENSION

Failure to remedy the GPA deficiency may result in academic suspension. Students will receive written notification of academic suspension. Suspended students may not enroll in additional classes for at least two quarters. At that time, a student may petition the Office of the Vice President for Academic Affairs for reinstatement. Incompletes must be changed to a final grade within the allotted time.

Financial Aid students should refer to the Financial Aid section for additional criteria, page 18.

Students who have received notice of academic suspension have the right to appeal suspension if there are extenuating circumstances. A written appeal must be submitted to the Vice President for Academic Affairs within 15 days of the date of notification. Extenuating circumstances should be explained fully in the appeal.

Appeals are initially reviewed by committee. Denied appeals may be taken to the Vice President for Academic Affairs.

ACADEMIC OVERLOAD APPROVAL

Registration for more than 21 credits per quarter is considered academic overload and may not be taken without prior approval. This policy applies to concurrent enrollments at other institutions by matriculated Marylhurst University students. Students taking more than 22 credits must obtain prior approval from their advisor and department chair.

Undergraduate Grading System

A choice of grade option for a letter grade (A-F) or Pass/No Pass (P/np) is available in most Marylhurst classes. If a preferred grade option is not requested, a letter grade (A-F) will be awarded. Requests for changes in grade options must be processed through the Office of the Registrar no later than the equivalent of the end of the second week of instruction. Only grades earned at Marylhurst University are computed in the Grade Point Average (GPA).
Grades, grade points, and evaluations are designated as follows:

**A** (4.00) A consistently outstanding achievement. It demands initiative, originality, and a thorough mastery of subject matter.

**B+** (3.33), **B** (3.00), **B-** (2.67) indicates better-than-average achievement. The student completes assigned work with originality and demonstrates a thorough understanding of subject matter.

**C+** (2.33), **C** (2.00), **C-** (1.67) indicates satisfactory achievement. All work is adequately completed and a basic understanding of the subject matter has been achieved.

**D+** (1.33), **D** (1.00), **D-** (0.67) indicates that the student has acquired the minimum essentials of the course but performance is less than satisfactory at the college level. A D grade may not be acceptable in the major.

**F** (0) indicates that the student has not acquired the minimum essentials of the course and work is below college level.

**P** (Pass) indicates that the student receives credit for Pass grades, but the student’s GPA is not affected. A grade of Pass (P) indicates a C level (2.00) of achievement or better. Arrangements for the P/NP grade option are made with the Office of the Registrar prior to the start of class.

**NP** (No Pass) indicates that the student receives no credit. The grade of No Pass (NP) does not affect the student’s GPA. For further information, see Pass/No Pass Option below.

**AU** (Audit) indicates that the student is registered and attends a class for audit purposes only. Students are not required to do assigned work for the class and receive no credit or grade. An AU is recorded on the student’s academic record for having successfully audited a class. For more information, see Audit Option below.

**IP** (In Progress) indicates satisfactory progress toward completion of theses, internships, research projects, and senior projects.

**X** (Grade Submitted) indicates the student’s grade was not available at time of grade posting. The X remains until the grade is entered in the student’s record.

**W** (Withdrawal) indicates official withdrawal.

**I** (Incomplete) See Incomplete Grade below.

**R** (Course Repeat) indicates that a course has been repeated. Upon completion of the repeated course, the grade earned will be computed in the GPA. The grade in the original course will be changed to R, and the GPA will not be affected. A class may be repeated one time. The student’s academic advisor and the Registrar must be notified prior to an attempted course repeat.

**Y** (No Basis for Grade) indicates student did not attend class.

**PASS/NO PASS OPTION (P/NP)**
Marylhurst does not restrict the number of P/NP courses a student may apply toward a degree; P is defined as C or better. Individual departments may restrict the number of P/NP courses in the major. P’s and NP’s are not calculated into the GPA.

**AUDIT OPTION**
This option must be chosen at the time of registration and receives no credit. Recording of an audit (AU) on the academic record implies that the student has attended the class on a regular basis, without needed participation or evaluation, and without credit. An instructor can override an AU grade with an NP grade if the student does not attend at least 60 percent of class sessions.

**IN-PROGRESS GRADE**
The In-Progress (IP) grade is reserved for theses, internships, research projects, and senior projects only. The maximum time allowed to complete an IP grade is one year but the instructor may set a shorter period. If the Registrar does not receive the new final grade from the instructor by the specified deadline, an F or NP will automatically be the final grade.

**INCOMPLETE GRADE**
An Incomplete (I) grade may be granted for reasons acceptable to the instructor when the quality of work is satisfactory but all course requirements have not been completed. In order to be granted an Incomplete, the student must complete the following steps prior to the end of the term for which the Incomplete is requested:

1. Consult with the instructor to request an Incomplete grade, and, if agreed to by the instructor, develop a formal agreement regarding the course requirements yet to be completed and the date all requirements are due. (The maximum time allowed to complete an Incomplete grade is one year but the instructor will usually set a shorter period.)

2. In consultation with the instructor, complete the Incomplete Grade Request and Agreement Form. Forms are available in the Office of the Registrar or can be downloaded from the University Web site at www.marylhurst.edu/pdflibrary/.

3. Obtain signatures of approval from the instructor and the department chair. File the completed form with the Office of the Registrar.

4. The Incomplete Grade Request and Agreement Form will specify a contingency grade. If the Registrar does not receive the new final grade from the instructor by the specified deadline, the contingency grade will automatically be the final grade. Each department reviews outstanding incompletes before the start of each quarter. In general, students will not be allowed to register for new courses if they have more than 12 hours of incompletes.

**Graduation**

A student graduates according to the degree requirements of the Marylhurst University Catalog in effect the first term the individual was both admitted and enrolled, unless the student chooses to graduate under a later catalog. If degree requirements cannot be completed within seven years, the student must be readmitted to the University and follow the requirements of the catalog in effect at the time of readmission.

Degrees are posted and dated to student transcripts at the end of each term. All coursework, including any outstanding incompletes, must be completed by the end of the term in which the degree will be posted.

**GRADUATION APPLICATION PROCESS**
The application for graduation process is coordinated through the Educational Degree Plan (EDP) Coordinator (503.675.3962; edp@marylhurst.edu). Graduation applications must be turned in along with the non-refundable fee by the deadlines published in each quarterly Schedule of Courses.

Undergraduate Registration
COMMENCEMENT CEREMONY
The Commencement Ceremony is held in June of each year for all graduates. A student must be officially admitted to Marylhurst University prior to initiating graduation procedures. Students who have finished their degree in the previous 12 months before the ceremony or who will have all requirements completed by the end of the following term, may participate in the commencement ceremony. Students must be registered for any remaining needed courses in the term following the ceremony, and for these students the degree will be posted and dated at the end of the term in which they complete all requirements.

CHANGE OF NAME
A certified copy of a court order, a marriage certificate, or a dissolution decree that includes a name change is required to support a request for a name change in University records.

ACADEMIC HONESTY
Since Marylhurst University is an academic community founded in the Catholic tradition, the pursuit of knowledge and the development of ethical principles are of utmost importance. A commitment to ethical academic integrity is essential. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. Violation of honesty standards can result in denial of credit (F or NP) in a course, as well as dismissal from the University. Penalties are given at the discretion of the faculty member, the department chair, or the Vice President for Academic Affairs and offenders are reported to the Office of the Vice President for Academic Affairs. Students may be dismissed from programs with selective admissions criteria at the discretion of the program director. Students charged with a violation have the right to appeal any disciplinary action. Contact the Office of the Vice President for Academic Affairs for details.

ACADEMIC DISHONESTY DEFINITIONS
Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are prohibited.
Examples of such activities include, but are not limited to, the following definitions. Additional non-academic examples of inappropriate behaviors are specified in the Student Conduct Code section of the Marylhurst University Student Handbook.

1. Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; and so forth.

2. Plagiarism: using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another’s work (paper, lab report, article, or computer work) as one’s own original creation and submitting it for an assignment; using someone else’s ideas without attribution; failing to cite a reference or to use quotation marks where appropriate; and so forth.

3. Fabrication: submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; fudging data; citing non-existent or irrelevant articles; and so forth.

4. Multiple Submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different classes without the instructor’s express prior approval.

DIRECTORY INFORMATION
The following constitutes directory information and may be released at the discretion of the University Registrar: name, address, telephone number, name(s) and address(es) of parent(s), country of citizenship, major field of study, participation in recognized activities, dates of attendance, degrees, honors and awards received, class year in school, and previous educational institutions attended.

If a student does not wish any of this information to be released, he or she must notify the Registrar in writing by the end of the second week of classes.

Directory information is published in various forms during the year and Marylhurst University will withhold information only when written requests are received in accordance with this procedure.

CONFIDENTIALITY
In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, and to ensure maximum safeguards of information contained in a student’s personal record, Marylhurst University will disclose information of a confidential nature only to the student, to a parent/guardian claiming that student as a dependent (as demonstrated through provision of a copy of the parent/guardian’s most recent federal income tax return), or to a third party upon receipt of an original written release signed by the student concerned.

Certain exceptions to this include authorized Marylhurst University personnel acting within the student’s legitimate educational interest; organizations conducting studies for educational and governmental agencies; accrediting agencies; appropriate persons in case of health or safety emergencies; agencies or offices in connection with the student’s application for or receipt of financial aid; governmental officials as identified by Public Law 93-380; an appropriate official in response to a court order or subpoena; and, in accordance with the National Defense Authorization Act for Fiscal Year 1995, U.S. military recruiters filing name and address requests under the Solomon Amendment.

Without a signed release, Marylhurst University can make only directory information available for public use in campus directories, publicity of events, honors, and the like. For details refer to the next paragraph.

CONFIDENTIALITY
In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, and to ensure maximum safeguards of information contained in a student’s personal record, Marylhurst University will disclose information of a confidential nature only to the student, to a parent/guardian claiming that student as a dependent (as demonstrated through provision of a copy of the parent/guardian’s most recent federal income tax return), or to a third party upon receipt of an original written release signed by the student concerned.

Certain exceptions to this include authorized Marylhurst University personnel acting within the student’s legitimate educational interest; organizations conducting studies for educational and governmental agencies; accrediting agencies; appropriate persons in case of health or safety emergencies; agencies or offices in connection with the student’s application for or receipt of financial aid; governmental officials as identified by Public Law 93-380; an appropriate official in response to a court order or subpoena; and, in accordance with the National Defense Authorization Act for Fiscal Year 1995, U.S. military recruiters filing name and address requests under the Solomon Amendment.

Without a signed release, Marylhurst University can make only directory information available for public use in campus directories, publicity of events, honors, and the like. For details refer to the next paragraph.

Student Records

DIRECTORY INFORMATION
The following constitutes directory information and may be released at the discretion of the University Registrar: name, address, telephone number, name(s) and address(es) of parent(s), country of citizenship, major field of study, participation in recognized activities, dates of attendance, degrees, honors and awards received, class year in school, and previous educational institutions attended.

If a student does not wish any of this information to be released, he or she must notify the Registrar in writing by the end of the second week of classes.

Directory information is published in various forms during the year and Marylhurst University will withhold information only when written requests are received in accordance with this procedure.

CONFIDENTIALITY
In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, and to ensure maximum safeguards of information contained in a student’s personal record, Marylhurst University will disclose information of a confidential nature only to the student, to a parent/guardian claiming that student as a dependent (as demonstrated through provision of a copy of the parent/guardian’s most recent federal income tax return), or to a third party upon receipt of an original written release signed by the student concerned.

Certain exceptions to this include authorized Marylhurst University personnel acting within the student’s legitimate educational interest; organizations conducting studies for educational and governmental agencies; accrediting agencies; appropriate persons in case of health or safety emergencies; agencies or offices in connection with the student’s application for or receipt of financial aid; governmental officials as identified by Public Law 93-380; an appropriate official in response to a court order or subpoena; and, in accordance with the National Defense Authorization Act for Fiscal Year 1995, U.S. military recruiters filing name and address requests under the Solomon Amendment.

Without a signed release, Marylhurst University can make only directory information available for public use in campus directories, publicity of events, honors, and the like. For details refer to the next paragraph.

Student Records

DIRECTORY INFORMATION
The following constitutes directory information and may be released at the discretion of the University Registrar: name, address, telephone number, name(s) and address(es) of parent(s), country of citizenship, major field of study, participation in recognized activities, dates of attendance, degrees, honors and awards received, class year in school, and previous educational institutions attended.

If a student does not wish any of this information to be released, he or she must notify the Registrar in writing by the end of the second week of classes.

Directory information is published in various forms during the year and Marylhurst University will withhold information only when written requests are received in accordance with this procedure.
5. **Misrepresentation of Academic Records:** misrepresenting or tampering with or attempting to tamper with any portion of a student’s transcripts or academic record, either before or after coming to Marylhurst. Examples: forging a registration form or a change of grade slip; tampering with computer records; and so forth.

6. **Facilitating Academic Dishonesty:** knowingly helping or attempting to help another violate any provision of this code. Example: Working together on a take-home exam or other assignment intended to be an individual project without the instructor’s express prior approval.

7. **Unfair Advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student’s efforts in an academic exercise; lying about a need for an extension for an exam or paper; destroying, hiding, removing, or keeping library materials; and so forth.

8. **Computer Crimes:** damaging or modifying computer programs without permission. Examples: piracy of copyright protected software; hacking; harassing; constructing viruses; knowingly introducing viruses into a system; copying programs and data belonging to others; and so forth.

**Financial Aid**

**Director:** Marlena McKee-Flores

Recognizing that many students who want to attend Marylhurst University may not be able to meet all expenses of enrollment from personal or family sources, Marylhurst attempts to provide financial assistance to all eligible students. Nearly 66 percent of Marylhurst’s students receive some form of financial assistance.

U.S. citizens and eligible non-citizens who are admitted into a degree program at Marylhurst University and attending at least half time are eligible to apply for the financial assistance available at Marylhurst University.

The quantity and composition of assistance is based upon analysis of a student’s need, which is determined by using standardized procedures defined by the U.S. Department of Education regarding the Federal Financial Aid program and based on information from the Free Application for Federal Aid (FAFSA).

The FAFSA may be completed online at www.fafsa.gov or in paper format is available in the Financial Aid Office.

Applications are accepted at Marylhurst University throughout the academic year.

**Financial Assistance Program**

Marylhurst’s financial assistance program includes grants, loans, work opportunities, and scholarships described in the sections that follow.

**GRANTS**

Grants are federal, state, and Marylhurst funds awarded on the basis of need to undergraduate students.
- Pell Grants are federal funds available for the equivalent of three full-time terms.
- Oregon Opportunity Grants are available fall, winter, and spring terms for full-time attendance only. Students enrolled in a program leading to a degree in theology, divinity, or religious education are not eligible for these state funds.
- Supplemental Educational Opportunity Grants are federal funds available on a limited basis.

**LOANS**

**FEDERAL PERKINS LOANS**

(5% interest rate)
- awarded by Marylhurst University, based on financial need
- limited funds are available
- must be repaid with payments commencing 9 months after a student leaves school or ceases to be enrolled at least half time.
- are available to undergraduate and graduate students
- are subject to annual and cumulative maximums
Financial Aid

FEDERAL STAFFORD LOANS (SUBSIDIZED)
- variable interest rate based on 91-day T-bill + 2.30% capped at 8.25% (subject to change based on legislative action)
- interest is deferred and paid by the federal government while students are in school
- are arranged through a bank, credit union, or other private lender
- must be repaid with payments commencing 6 months after a student leaves school or ceases to be enrolled at least half time.
- are available to undergraduate and graduate students, based on need
- are subject to annual and cumulative maximums

FEDERAL STAFFORD LOANS (UNSUBSIDIZED)
- variable interest rate based on 91-day T-bill + 2.30% capped at 8.25% (subject to change based on legislative action)
- interest may be deferred while students are in school but is not paid by the federal government
- are arranged through a bank, credit union, or other private lender
- must be repaid with payments commencing 6 months after a student leaves school or ceases to be enrolled at least half time.
- are available to undergraduate and graduate students, based on cost of education, not need-based
- are subject to annual and cumulative maximums

FEDERAL PARENTS LOANS FOR UNDERGRADUATE STUDENTS (PLUS)
- variable interest rate based on 52-week T-bill + 3.10% capped at 9% (subject to change based on legislative action)
- are arranged through a bank, credit union, or other private lender
- must be repaid with payments commencing within 60 days from date of disbursement
- are available to the parents of dependent undergraduate students, based on cost of education, not need-based

Scholarships

Based on need and academic excellence, Marylhurst University offers a number of scholarships from income provided by gifts from friends of Marylhurst. The University gratefully acknowledges the special gifts that have made the following scholarships possible. Students may apply for these scholarships by completing a scholarship application form available on request from the Financial Aid Office or in a downloadable format from our Web site.

- Alumni Association Scholarship
- Miller Art Therapy Scholarship for Master of Art Therapy Counseling student
- Barbara Sue Seal Scholarship
- Baxter Memorial Scholarship
- Nicketti Buchanan Brant Memorial Scholarship for Religious Studies students
- Charles Patrick Memorial Fund Scholarship
- Hooker Creek Ranch Scholarship for students 18 to 24 years old
- Delta Theta Tau Sorority Scholarship for scholastically outstanding women
- Juan Young Trust Scholarship for students under 21 years of age, preference given to lineal descendants of former employees of Kienow’s Food Stores
- Mary DeMartini Scholarship for women in Business & Leadership majors
- Gillespie Scholarship
- Graham-Huston Scholarship for African-American students
- William Randolph Hearst Scholarship
- Imelda John Condon Scholarship
- James F. Miller Scholarship
- Jean Sharp Memorial Piano Scholarship for Music students
- Jesse Paris Bassett Scholarship for Music students
- Knight Opportunity Fund Scholarship
- Lajos Balogh Orchestra Scholarship for Music students
- Lois Ball Scholarship
- Maybelle Clark Macdonald Scholarship for single women with children
- William Marsh Scholarship for Communication students
- Miller MAAT Scholarship for Master of Arts Interdisciplinary Studies students
- Miller MAIS Scholarship for Master of Arts Interdisciplinary Studies students
- Miller MBA Scholarship for MBA students
- Marylhurst University Scholarship
- Mayer Art Scholarship for Art students
- Miller Music Scholarship for Music students
- Music Department Scholarship for Music students
- Bank of America Scholarship for students at the junior or senior level
- BiMart Scholarship for Business & Leadership majors
- Jeld-Wen Foundation Scholarship
- American Association of University Women
- The Boeing Company for Science majors
- Carpenter Foundation for students from Jackson or Josephine (Oregon) counties
- Pacific Corp for students from communities served by Pacific Power
- Portland General Electric for freshman U.S. Bank Union Pacific Railroad for minority students
- United Parcel Service
- Woodard Family Scholarship for students from Lane or Douglas (Oregon) Counties
- J.R. Simplot for students from Idaho
- Washington Mutual Savings Bank for junior or senior minority students
- Religious Education Scholarship for Religious Studies students
- Shelk Foundation Scholarship for single women with children
- Shelk Family Scholarship for students from Prineville, Oregon
- Sister Anne Cecile Daigle Scholarship for Music students
- Sister Emerentia Berndorffner Scholarship for Music students
- Sister Catherine Clare Malnertsch Scholarship for single women with children
- Sister Helena Brand Scholarship for English Literature & Writing students
- Sister Loyola Mary Haran Memorial Endowed Scholarship
- Sister Mary Theodoria Barr Memorial Scholarship for Religious Studies or English Literature & Writing students
- Sister Rebecca Mary Thomison Scholarship
- Sister John Mary Lane Scholarship for Religious Studies students
- Thomas Binford Writing Scholarship for English Literature & Writing students
- R.C. Warren Scholarship
- Wentworth Foundation for Business & Leadership students
- Vivienne & Arthur Wiese Scholarship

WORK OPPORTUNITIES

Employment allows students to work part time and gain valuable work experience while pursuing educational goals. Federal College Work-Study opportunities are available on campus. Students should contact the Financial Aid Office for more information.
VETERANS’ BENEFITS
Veterans’ benefits are available to students who qualify under the regulation of the Veterans Administration; VA regulations vary among types of benefits. Veteran students should contact the VA Regional Office regarding eligibility for benefits and the application process. After eligibility has been established through the VA, students should notify the Financial Aid Office.

Applying for Financial Aid
A student planning to attend Marylhurst any time during the academic year should file the Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education as soon after January 1 as possible.

The awarding process can take several weeks. To ensure that funding is available when classes commence, students are encouraged to apply early. The student must complete a FAFSA for each academic year; the academic year commences with fall term and includes fall, winter, spring, and summer terms. Applications are accepted at Marylhurst any time during the year.

PROCESSING OF APPLICATION
The Financial Aid Application will be processed according to the regulations specified by the U.S. Department of Education in order to determine the student’s eligibility for the federal Pell Grant and the amount the student is expected to contribute toward her/his education, referred to as the Expected Family Contribution (EFC).

If the student is an Oregon resident, the student’s eligibility for an Oregon Opportunity Grant will be determined by the Oregon Student Assistance Commission, also based on the FAFSA information.

If students have named Marylhurst University as the University they plan to attend, Marylhurst University will receive results of the student’s application from the U.S. Department of Education and will notify the student of any additional information and/or documents needed to complete the financial aid application process.

OFFER OF ASSISTANCE (The Award Letter)
When the Marylhurst Financial Aid Office has received the student’s application information, all requested information and documents from the student, and has completed the required processing, the student will receive an Offer of Financial Assistance (an award letter). The student’s award letter will indicate what funds are available and will include information regarding any further action the student needs to take in order to receive the aid she/he requests.

REGISTERING FOR CLASSES AS A FINANCIAL AID STUDENT
If the student has completed the financial aid application process outlined above, at the time of registration financial aid funds will be posted to the student’s account; if financial aid funds cover all tuition and fees charged, registration is complete and the student is considered enrolled in the classes specified at the time of registration. If financial aid funds do not cover all tuition and fees charged, the student must make arrangements with the Business Office for the balance owing. If financial aid funds are in excess of tuition and fees charged, the excess will be disbursed to the student after the beginning of the term.

CONCURRENT ENROLLMENT AT MARYLHURST UNIVERSITY AND ANOTHER COLLEGE
Federal Pell Grants and Oregon Opportunity Grants are awarded per enrollment status. Pell Grant amounts differ for half-time, three-quarter-time and full-time enrollment. Oregon Opportunity Grants are available to full-time students only. For the purpose of determining enrollment status for these grant programs, students who are admitted into a degree program and enrolled at least half time at Marylhurst University, may enroll in additional classes at another school and the total number of credits from both institutions will determine enrollment status. Classes taken at another school must be courses which count toward degree requirements at Marylhurst.

SPECIFIC REQUIREMENTS REGARDING ALL FEDERAL STUDENT AID
The Higher Education Act of 1965 (as amended) outlines the federal regulations regarding student aid funds; within these regulations there are 1) specific academic progress requirements for all recipients of federal financial aid and 2) specific guidelines for repayment of federal funds if a recipient of federal financial aid withdraws from the University prior to completing the term for which financial aid was received. Following are explanations of these requirements:

SATISFACTORY ACADEMIC PROGRESS PROGRESS TOWARDS A DEGREE
Students must be accepted in a Marylhurst University degree program. A maximum of five years attendance for students enrolled full time continuously is allowed for completion of a bachelor’s degree. Any student enrolled less than full time may be enrolled for a maximum of seven years for completion of a bachelor’s degree. All coursework for the master’s degree must be completed within five years.

GOOD ACADEMIC STANDING
• All bachelor’s degree students must maintain a cumulative 2.00 GPA.
• All master’s degree students must maintain a cumulative 3.00 GPA.

COURSE ENROLLMENT AND COMPLETION
Students must register for and successfully complete the number of credit hours for which they receive funding each term.

For undergraduate study, financial aid awards are based on the student’s enrollment status. Enrollment status categories and the number required for each are:

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>12 credits</td>
</tr>
<tr>
<td>Three quarter time</td>
<td>9-11 credits</td>
</tr>
<tr>
<td>Half time</td>
<td>6-8 credits</td>
</tr>
</tbody>
</table>

For graduate study, financial aid awards are based on the number of credit hours the student expects to complete each term.

Prior Learning Assessment (PLA) classes (LRN 300 PLA Workshop, LRN 311 PLA Portfolio Development Studies) are included in defining enrollment. However, credits earned for PLA Portfolio cannot be included in defining status for financial aid purposes. Credits earned by testing, such as through the College Level Examination Program (CLEP), or by challenging a course, cannot be included
in defining enrollment status for financial aid purposes. Courses that are repeated to accomplish a satisfactory grade or improve a grade cannot be included in defining enrollment status for financial aid purposes.

The following grades demonstrate successful completion of coursework: A, B, C, D (if overall GPA is at least 2.00), P.

The following grades may be included in meeting credit-hour requirements, however, certain stipulations are applicable:

IP: In Progress (for thesis, internship, research projects, and senior projects)

I: Incomplete (if the total incomplete grades on record do not exceed 12 credits and an Incomplete Grade Request and Agreement Form has been completed by the student, instructor, and academic department; subsequent completion of incomplete grades must be accomplished within the time frame agreed upon.)

HOW SATISFACTORY ACADEMIC PROGRESS IS REVIEWED

Academic progress will be reviewed at the end of each term after grades have been recorded. A review of the number of credit hours successfully completed relative to the number for which funding was received and a review of grades earned will define academic progress; three categories of progress are used and are described below.

GOOD STANDING

Successful completion of the total number of credits for which funding was received and a cumulative GPA equal to or greater than 2.00 for undergraduate students and 3.00 for graduate students.

PROBATION STATUS

The Review of Credit Hours Completed

Successful completion of less than 100 percent but at least 75 percent of the total number of credit hours for which funding was received. Probation Status means that the student will remain eligible for financial assistance for the subsequent term, but while in probation status must complete 100 percent of the credit hours for which funding was received to remain eligible for continued financial assistance.

The Review of GPA

Cumulative GPA less than 2.00 but is at least 1.75 for undergraduate student; cumulative GPA less than 3.00 but is at least 2.75 for graduate students. Probation Status means that the student remains eligible for financial assistance for two subsequent terms to allow the opportunity to restore cumulative GPA. However, at the end of two subsequent terms, if cumulative GPA has not improved, eligibility for continued funding will be suspended.

AID-SUSPENDED STATUS

The Review of GPA

Cumulative GPA less than 1.75 for undergraduate study. Cumulative GPA less than 2.75 for graduate students.

Suspended Status means that the student is not eligible for financial assistance until GPA has been restored to at least 1.75 for undergraduate students and 2.75 for graduate students (See Probation Status above.)

Students have the right to appeal Suspended Status. Reinstatement may be granted if there were extenuating circumstances which prevented the student from making satisfactory academic progress. The Director of Financial Aid initially reviews appeals. Appeals denied by the Director of Financial Aid may be taken to the Office of Vice President for Academic Affairs. Appeal forms will be enclosed with aid-suspended notices and are also available in the Financial Aid Office.

WITHDRAWAL AND REPAYMENT OF FEDERAL FINANCIAL AID FUNDS

The Higher Education Act of 1965 (as amended) outlines the federal regulations for all student aid funds; within these regulations is the requirement that if a recipient of Federal Financial Aid withdraws from the University prior to completing 60 percent of a term for which he/she received financial aid, a portion of the aid received for that term must be returned to the Federal Financial Aid programs.

This requirement is based on the premise that the financial aid a student receives for educational costs (tuition, fees, books, room & board) is for the entire term and that if he/she withdraws prior to completing at least 60 percent of the term, a portion of the aid received was not "earned" and must be returned to the federal government. For example, a student who withdraws after completing only 30 percent of the term will have "earned" only 30 percent of any Federal Financial Aid received. The remaining 70 percent must be returned by the school and/or the student. In this example the school would be responsible for returning 70 percent of any tuition and fees charges (see Note on page 19) and the student would be responsible for returning 70 percent of any federal financial aid funds received for other educational expenses such as books, room and board.

• Federal Financial Aid includes:

• A student’s withdrawal date is:
  – the date the student officially notifies Marylhurst University of intent to withdraw;
  – the midpoint of the period for a student who leaves without notifying Marylhurst University;
  – the student’s last documented date of attendance in a class.

An explanation of the formula used by the Financial Aid Office to calculate the percent of funds earned and the shared responsibility of returning unearned funds is continued in Note on page 19.


REPAYMENT OF FEDERAL FINANCIAL AID FUNDS

Calculating percentage of aid earned, amount of aid earned, and the amount of aid to be returned by the University and by the student:

1. Percentage of aid earned: Number of days completed divided by total number of days in term

2. Amount of aid earned: Percentage of aid earned (number from #1) multiplied by the total aid received for the term

3. Amount of aid to be returned (the amount unearned): Subtract the amount of aid earned (number from #2) from the total aid received for the term

4. Amount of unearned aid to be returned by the University:
   - Tuition & fees (plus room & board, if applicable) multiplied by the percentage of unearned aid (100-percent earned)

   The University must return the unearned aid for which the University is responsible by repaying funds to the following sources, in order, up to the total amount disbursed from each source:
   - Unsubsidized Stafford Loan
   - Subsidized Stafford Loan
   - Parent Loans to Undergraduate Students (PLUS)
   - Federal Perkins Loans
   - Federal Pell Grant
   - Federal SEOG

5. Amount of unearned aid to be returned by the student:
   - Subtract the amount of aid due from the University (number from #4) from the total amount of aid to be returned (number from #3)
   - The student must return unearned aid for which the student is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source, after subtracting the amount the University will return. Amounts to be returned to grants are reduced by 50 percent:
     * Unsubsidized Stafford Loan
     * Subsidized Stafford Loan
     * Parent Loans to Undergraduate Students (PLUS)
     * Federal Perkins Loans
     * Federal Pell Grant x 50%
     * Federal SEOG x 50%

   * Loan amounts are returned in accordance with the terms of the promissory note. No further action is required other than notification to the holder of the loan of the student’s withdrawal date.

NOTE: The University Tuition Refund policy is separate from this requirement to return unearned Federal student aid. Tuition refunds will continue to be calculated using the University’s refund policy published in the Marylhurst University Schedule of Courses and based on the student’s withdrawal date. The student is responsible for any portion of their original tuition charges that are left outstanding after Federal aid funds have been returned and any tuition refunds have been applied.

STUDENT INFORMATION

STUDENT RIGHTS AND CONDUCT CODE

Student rights and responsibilities are outlined in the Student Handbook. This document outlines students’ rights both in and out of the classroom, grievance procedures, and policies related to the Family Educational Rights and Privacy Act. The Student Conduct Code contained within the document includes a list of prohibited behaviors and describes sanctions and investigative processes which will be used to ensure due process and to determine whether or not a violation of policies has occurred.

The Student Handbook is available online at www.marylhurst.edu/studenthandbook/. Hard copies are available through the Office of Admissions, with additional copies on reserve in Shoen Library.

Marylhurst University reserves the right to require the withdrawal of any student who fails to accept responsibilities, as evidenced by conduct, poor scholastic achievement, or failure to meet financial obligations to the University.

GRIEVANCES/DISCIPLINE

A formal academic complaint or appeal should be discussed first with the individual involved, including the chair of the department in which the matter of concern took place. Most academic appeals are resolved at this level. If a resolution at the department level is unsatisfactory, a petition may be filed with the Vice President of Academic Affairs within 90 days of the event.

DRUG- AND ALCOHOL-FREE ENVIRONMENT

Marylhurst University is committed to providing a safe, drug-free workplace and environment for students.

In accordance with federal, state, and local laws, the illegal use, possession, manufacture, sale, or distribution of illicit drugs by students while on campus or at any University-sponsored event is strictly prohibited. The possession or use of alcohol by students on campus is also prohibited except when approved for a University-sponsored event. In such instances, the use of alcohol is limited to those of legal age.

The Student Handbook outlines the effects of drugs and alcohol, available treatment programs, and sanctions for violations.

CAMPUS SECURITY

The Student Handbook provides information on the process to be used to report a crime on campus. Statistics on the number and type of crimes occurring on the campus are given in the quarterly Schedule of Courses.

SEXUAL ASSAULT

There have been no reported assaults or rapes on the Marylhurst campus. Nevertheless, all students should avoid walking through the campus alone after dark. Students should plan their schedules so they arrive and leave the campus when others are present. Marylhurst encourages all students to enroll in one of the many self-defense classes taught in the Portland Metropolitan area. The Student Handbook provides information on the process to be used for reporting sexual assault on campus. It also gives sanctions for committing the assault and resources offering assistance to victims. Statistics concerning the number of assaults occurring on campus are in the quarterly Schedule of Courses. The Student Handbook is available online at www.marylhurst.edu/studenthandbook/.
COUNSELING
Personal counseling is available to Marylhurst students for a sliding scale fee through the Psychological Service Center at 503.220.0390.

HOUSING
On-campus housing is available in Villa Maria and Thompson Hall on a per-night basis for a weekend or short-term class. Students living in the residence halls are expected to comply with Marylhurst University’s Drug and Alcohol Policy, as listed below and detailed in the Student Handbook.

Contact the Scheduling Office for more information. (email housing@marylhurst.edu or call 503.697.8730.)

INSURANCE FOR MARYLHURST STUDENTS
Any enrolled student is eligible for health insurance from a company contracted to provide such service for Marylhurst University students. Coverage for spouses and children is also available. Contact the Office of Admissions.

STUDENT ORGANIZATIONS
Students are encouraged to form and join organizations to promote their common interests. All such associations must lend themselves to the fulfillment of the mission of the institution and must be open for any Marylhurst student to join. Current student organizations are listed in the Student Handbook. For more information about a particular group or for assistance in organizing a student group, contact the Office of Admissions.

CAMPUS MINISTRY
Campus Ministry is engaged in building community on campus, and reaching out to the community with special programs.

Activities: For activities, consult the current Schedule of Courses for days and times or visit the University Web site Calendar of Events.

Meditation Room: The Blessed Marie-Rose Durocher Meditation Room, located in the B.P. John Administration Building, Room 312, provides a quiet, peaceful setting for contemplation and reflection.

Disability Services
Marylhurst University is committed to ensuring that all students have equal access to its academic programs.

Students with disabilities are entitled to reasonable accommodations according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students have the right not to be discriminated against or treated with disrespect based on an actual or perceived disability. They are entitled to access all University programs if “otherwise qualified” to participate. However, along with these rights come responsibilities.

Section 504 of the Rehabilitation Act of 1973 stipulates that a student with a disability is obligated to provide documentation of their disabling condition to the college.

To do this you must register with the Services Coordinator for Students with Disabilities. To register 1) make an appointment for an intake/accommodation assessment, and 2) provide appropriate evidence (documentation) of your disability from a qualified medical or psychological professional.

Marylhurst University has rights and responsibilities, too. These include ensuring access to all programs, evaluating applicants based on ability, and reviewing documentation supporting requested accommodations. The institution has the right to refuse any accommodation that would fundamentally alter an academic program, or would pose an undue burden on the University.

For more information, contact the Services Coordinator for Students with Disabilities at 503.636.9982, ext. 3344, or 800.634.9982, ext. 3344, or TTY 503.699.6301, or email adaservices@marylhurst.edu.

MARYLHURST WRITING CENTER
Director: Perrin Kerns, Ph.D.

Writing is discovering what you want to say and figuring out the clearest, most concise way to arrange your words and ideas.

At the Writing Center, trained writing assistants give you feedback at all stages of the writing process: prewriting, developing and revising content, second language problems, and fine-tuning style. Writing assistants can also help you overcome writer’s block, develop a strong voice in your writing, develop strategies for organization and editing, and learn how to correctly document sources.

Some people come to the Writing Center because they are referred by their instructors; others come of their own accord. Regardless of the initial motivation, most people return to the Center once they have seen that feedback can enable writers of all levels to make positive changes in their writing process. Good writing emerges from good conversation, and the Writing Center’s competent assistants are always ready to engage in a conversation about writing.

LOCATION
The Writing Center, open free of charge to students, faculty, and staff is located in room 308 of the B.P. John Administration Building. Call 503.699.6277 for an appointment, or just drop by.

COUNSELING
Writing Center
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6277
Outside Portland Metro: 1.800.634.9982, ext. 6277
FAX: 503.636.9526
Email: writing@marylhurst.edu
Web site: www.marylhurst.edu

Disability Services
Marylhurst University Career Services provides support, guidance and resources for career planning. The Career Services Office offers résumé and cover letter critiques, interview coaching, job search strategies, and career development workshops. Online career information is also available at www.marylhurst.edu/student/career/. These services are free and available to Marylhurst students, alumni and prospective students.

Career Services
Marylhurst University Career Services provides support, guidance and resources for career planning. The Career Services Office offers résumé and cover letter critiques, interview coaching, job search strategies, and career development workshops. Online career information is also available at www.marylhurst.edu/student/career/.

These services are free and available to Marylhurst students, alumni and prospective students.

Career Services are supplemental to admission advising and academic advising sessions. Call to schedule an appointment with the Career Services Coordinator, 503.699.6271.
Shoen Library is open to Marylhurst students, faculty, and staff, as well as patrons of the tri-county area libraries, at no charge. Others may borrow from Shoen Library by joining the Friends of Shoen Library.

The library’s three-story building includes seminar rooms, comfortable lounges, an art gallery, computer labs, a music listening room, and specially designed study carrels. Shoen Library is wheelchair accessible.

The Collection

The collection includes over 90,000 volumes, 1,800 videos, 1,300 CDs, current subscriptions to over 600 print periodicals, and subscriptions to a variety of electronic databases that include full-text options and electronic books. Special collections have been maintained in the areas of art, art therapy, Pacific Northwest history, and music. Access to Shoen’s collection is provided by an online public access catalog, nicknamed MOLLI (Marylhurst Online Library) found at http://shoen.iii.com.

Special Services

COOPERATIVE AGREEMENTS

Through cooperative arrangements and with a current Marylhurst I.D. card, degree students and faculty have borrowing privileges at libraries throughout the Pacific Northwest. Inquire at the library for specific procedures.

ORBIS CASCADE ALLIANCE

Shoen Library belongs to Orbis Cascade Alliance, a consortium that provides quick access to academic libraries in the Pacific Northwest. Book requests generally arrive in two days. The union catalog, called Summit, contains over 22 million books from over twenty-seven libraries.

INTERLIBRARY LOANS

Books and journal articles not available at Shoen Library or through the Summit catalog are obtainable for faculty and students from other libraries in Oregon, as well as nationally, through interlibrary loan.

OREGON UNION LIST OF SERIALS (ORULS)

The library maintains an updated list of all periodicals owned by Oregon libraries to enable quick location of those not at Shoen. The list can also be accessed on the Web at http://db.osl.state.or.us/oruls2k.htm

ELECTRONIC DATABASES

Through computerized capabilities, students and faculty can search indexes and databases online. Many of the databases offer full-text journal articles.

STREFF GALLERY

Works of students, faculty, staff, alumni, and patrons are exhibited regularly in the Streff Gallery. Contact the library to schedule an art show. Arrangements to use the room may be made through the Scheduling Office at 503.697.8730 or email campusevents@marylhurst.edu.

INSTRUCTION

The library staff provides a program of library instruction which is a resource for learning library research skills. All Marylhurst undergraduate students are required to take a one-credit course, LAC 373 Information Lab, in conjunction with a course that requires a research paper.

MEDIA EQUIPMENT

The library provides some media equipment, media services, and resources. Marylhurst students and employees may check out cassette players. Contact the Circulation Department of the library.

MILDRED WHIPPLE MUSIC ROOM

The Whipple Room provides a space for listening to music, watching a video or a DVD, or composing on the MIDI workstation.

LIBRARY COMPUTER FACILITIES

The library provides computer clusters in numerous locations throughout the facility. There is a teaching lab with PC workstations and digital projection capabilities; a media room with two high-end PC workstations and specialty software; a drop-in lab equipped with PCs; a reference area equipped with PCs; a fine arts area (Whipple Room) with PC and Mac capabilities; and selective semi-private “nooks” for PC users who want to get away from it all. All PCs have full Internet access and laser printing options. There is also a Mac-equipped design lab for students taking courses that utilize this technology.

The computer equipment is available to Marylhurst University students and faculty at no charge.

HOURS

Fall, Winter, Spring terms:

Monday-Thursday 8:30 am-10 pm
Friday 8:30 am-7 pm
Saturday 8:30 am-6 pm
Sunday Noon-5 pm

Summer term and between terms:

Call the library regarding hours.
Learning Assessment Center

Director: Denis Lawrence

Purpose Statement

The Learning Assessment Center (LAC) offers programs and services to assist students with initial educational planning, assessment of learning from prior experience, and preparation to pursue academic credit for college-level prior learning experiences. The Learning Assessment Center occasionally offers special workshops and classes that help develop skills and strategies for academic success.

In addition, the Learning Assessment Center coordinates math and writing assessment testing; credit-by-examination programs, including DANTES (Defense Activity for Non-Traditional Education Support) and the New York University Foreign Language Proficiency Examinations; and non-credit institutional options for meeting Liberal Arts Core outcomes in computer literacy, information studies, and writing research papers.

Marylhurst recognizes that some of the most valuable education a student receives is often outside the classroom. Such experiential learning can provide a context for achievement in degree programs. At Marylhurst, you can earn up to 45 undergraduate credits (one year) for documented life experience—employment, homemaking, specific military training, company-sponsored training, community service, volunteer activities, independent research, and travel study. These credits may be applied toward an undergraduate degree program.

Prior Learning Assessment Program

To receive University credit for experiential learning a student must enroll in Marylhurst’s Prior Learning Assessment (PLA) Program. The PLA program involves four steps: 1) Learning Assessment Workshop (LRN 150), 2) PLA Workshop (LRN 300), 3) Portfolio Development Studies (LRN 311/312), and 4) PLA Portfolio Evaluation. Once enrolled in the PLA program, a student must remain continuously enrolled (or on extension) until portfolio development has been completed. While most credit received through the PLA program is graded on a Pass/No Pass basis, letter grades are available in some areas. The PLA program courses are offered both on campus and online.

Prior Learning Assessment and the Liberal Arts Core

Portfolio Development Studies (LRN 311/312) meet LAC outcomes: LLE1, LLE2, and sometimes LLE3. Please see pages 27-38 for more information about the Liberal Arts Core.

Courses

LRN 150 Learning Assessment Workshop

A prerequisite for the PLA Program, this course provides an orientation to Marylhurst educational options and degree programs. In this workshop, students will:

• clarify educational goals and priorities
• evaluate skills in writing and math
• discover whether they can receive credit for prior learning
• learn if previous credit may be transferred to a degree program at Marylhurst.

The workshop culminates in completion of an individual learning analysis and initial development of a goal-directed educational plan. The workshop is an ideal way to plan either the beginning or completion of a degree. While the Learning Assessment Workshop is required for anyone planning to enroll in the PLA program, it is also recommended for newcomers to Marylhurst and students who want to explore educational options before focusing on advanced coursework in a major.

Participation in the Learning Assessment Workshop requires that each student bring to the first class copies of transcripts from previous colleges and universities attended, copies of all training certificates, a résumé, and a brief autobiography. Contact the Learning Assessment Center for further information on the development of the autobiography. 1 cr.

LRN 300 PLA Workshop

The PLA 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 classes and individual meetings held over a five- to six-week period, students learn how to describe, analyze, and document prior learning experiences. Verbal, analytical, and organizational skills necessary for the successful completion of the PLA program are addressed. Development of a PLA portfolio is initiated during class meetings and proceeds during a limited number of individualized sessions with a PLA instructor.

The PLA 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 12 credits or a need for continuing assistance with portfolio development, the student then registers, in the following term, for LRN 311 Portfolio Development Studies. If, instead, the plan projects a portfolio credit request of fewer than 12 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 portfolio, in which case enrollment in LRN 311 is not required. Prerequisites: 1) LRN 150; 2) the completion of some coursework in academic areas such as communication, literature and writing, human sciences, science, math, or business and management; 3) acceptable academic writing skills; and 4) approval of PLA Director. 3 crs.

LRN 311/312 Portfolio Development Studies

Each student is provided individualized guidance by program faculty, feedback from specialist evaluators, and assessment of portfolio components under development. Each student meets on a regular basis with a PLA instructor 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, advised as to the appropriateness of credit requests and rationales, and taught how best to demonstrate learning for which credit might be received. Prerequisites: LRN 150 & LRN 300. Meets LAC outcomes: LLE1, LLE2, and sometimes LLE3. 2 crs.
PLA PORTFOLIO EVALUATION
Upon completion of planned credit requests, the student submits a completed portfolio for review by the PLA Director, appropriate faculty members, and the student’s academic advisor. After the portfolio is reviewed and approved, credit is applied to the student’s permanent academic record in the Registrar’s Office.

Upper- or lower-division credit is awarded in art, business and management, communication, cultural and historical studies, human sciences, literature, music, math, religious studies, science, writing, and in elective areas. These credits may be applied toward degree requirements with approval of the major advisor and toward Marylhurst residency requirements.

Students are advised to work closely with their major advisors in planning their degree programs since PLA credit does not satisfy all major coursework requirements. A limit of 90 experientially derived credits (from all sources: PLA, credit-by-examination, course challenge, and transfer credit for experiential learning including internship or work experience credit) may be applied toward a bachelor’s degree from Marylhurst. Of these 90 credits, no more than 45 may be earned through PLA, and no more than 45 may be earned through credit by examination.

Students in the PLA program must complete PLA evaluation at least one academic quarter before their graduation date.

OTHER COURSE OFFERINGS
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. Two such courses are described below. Students should check the current Schedule of Courses for information on other course offerings.

LRN 009 SAT PREP
Research suggests that learning test-taking skills does improve test scores. This course is designed to provide those skills to junior and senior high school students who plan to take the SAT. Students will learn how the SAT is constructed and how this information can be used to improve test scores. Emphasis will be placed on applying effective test-taking strategies to improve examination scores. Homework on practice tests will be part of the course. No credit.

LRN 270 LIFE/WORK PLANNING
This class is designed for persons changing careers, wanting more fulfillment in their lives and in their work, entering or re-entering the job market, or returning to school. Participants learn how to self-assess what life/work transitions require, how to design a specific action plan, and the tools needed. The course is highly recommended for anyone thinking of making personal or professional changes in life. 2 crs.

OTHER SERVICES
ASSessment TESTING
Marylhurst University requires all new undergraduate degree students to take math and writing assessment tests through the Learning Assessment Center. Marylhurst uses the ASSET (and accepts COMPASS) placement tests developed by American College Testing (ACT) to help direct students to writing and math classes appropriate to their skill levels. Test dates and registration deadlines are posted in each term’s Schedule of Courses.

CREDIT BY EXAMINATION
Administered through the Learning Assessment Center, but separate from the PLA program, are credit-by-examination programs. College credit achieved through these programs may be applied on a transfer basis to degree programs at Marylhurst.

Marylhurst accepts credit earned through the College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES), New York University (NYU) Foreign Language Proficiency Examination Program, and the Excelsior College Examination Program (formerly Regents College). These programs 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.

While Marylhurst administers DANTES and NYU foreign language tests, it does not administer CLEP or Excelsior examinations, but can refer interested students to local testing centers.

A complete copy of Marylhurst University’s credit-by-examination guidelines is available from the Learning Assessment Center. These guidelines outline the minimum scores that 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, and the fees involved. Interested students are advised to speak with their degree advisor before registering for any examinations.

NON-CREDIT INSTITUTIONAL OPTIONS FOR MEETING LIBERAL ARTS CORE OUTCOMES
In addition to administering assessment testing and credit-by-examination programs, the Learning Assessment Center offers non-credit institutional options for meeting Liberal Arts Core outcomes in computer literacy (LLA1), information studies (LLB1), and writing research papers (LLE3).

There are a number of ways in which students may meet these outcomes, including taking the courses themselves, transferring comparable coursework from other institutions, earning credit through the PLA program, direct course challenge, and DANTES testing. However, those students who must meet the outcomes but do not need the credit itself should explore the non-credit options.

For more information, registration forms, and related materials, contact the Learning Assessment Center.

Learning Assessment Center
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6260
Outside Portland Metro: 1.800.634.9982, ext. 6260
FAX: 503.636.9526
Email: pla@marylhurst.edu
Web site: www.marylhurst.edu
In 2004 the Departments of Web-Based Learning and Instructional Technology moved from Flavia Hall to more spacious quarters in the B.P. John Administration Building and became the Marylhurst Center for Learning & Technology. Our expanded sense of mission and responsibility reflects the University community’s accelerating adoption and innovative adaptations of technology to the scholarship of teaching.

The Center for Learning & Technology incorporates these departments and offices:

- Department of Web-Based Learning
- Office of Instructional Technology
- Online Degree & Instructional Design Services
- Distant Student Services

Marylhurst University’s learning community is characterized by our belief that learning happens everywhere, anytime. For The Center for Learning & Technology this belief means a mandate to expand access to the innovative, high quality educational resources that characterize the Marylhurst experience. The Center provides a comprehensive suite of administration, support, and design services for technology-enhanced and Web-based education at Marylhurst, including:

- Administration of online and technology-enhanced courses and programs;
- Instructional and curriculum design services for Web-based learning courses and programs;
- Support and training services for students and faculty;
- Academic services and advising for distant students of Marylhurst University;
- Advocacy and consulting for campus initiatives in distributed and technology-based learning.

The Center exists to manage the constant change in educational technology and to provide the best and most appropriate technology to support the Marylhurst community of teachers and learners. The following describes some of our departments and services in more detail.

**WEB-BASED LEARNING (WBL)**

The keystone of Learning & Technology at Marylhurst is Web-Based Learning. Web-Based Learning provides design and content development support for faculty, technical support for students, and consultation services for academic departments seeking to put their courses online—as well as a variety of back-office services for online courses and programs. More and more on-site courses are taking advantage of Web-Based Learning services as well in order to create and distribute Web content and additional opportunities for interaction for students engaged in classroom study.

Marylhurst University’s initiative in Web-Based Learning is one of the region’s oldest. As an evolution of the University’s tradition of innovation and flexibility, Web-Based Learning manifests the University’s liberal arts values and philosophy, blending small-college intimacy and rigor with the knowledge, skills, and motivation that adult learners bring to our online community.

Marylhurst online courses are characterized by intimate class sizes, and high levels of interaction between students and faculty. Web-based courses defy the stereotype of distance learning as an impersonal or self-paced process. Courses are available in most academic areas and disciplines offered by the University.

Web-Based Learning makes online course sites available to instructors who want to supplement their work in the classroom with sites for resource distribution, collaboration, and testing. An increasing number of instructors use the Web as a means for continuing and deepening conversations begun in the classroom.

As more and more courses and programs are offered in Web-based formats, the opportunities for flexible learning at Marylhurst University will continue to expand. Our goal is to give campus-based students unprecedented opportunity to shape their education in a way that suits their lives, and to offer the benefits of a Marylhurst education to learners at a distance.

Information about current online course and program offerings can also be found at the Web-Based Learning site, [http://online.marylhurst.edu](http://online.marylhurst.edu)

**TECHNICAL SYSTEMS REQUIREMENTS FOR ONLINE COURSES**

It is the nature of technical requirements to change or become obsolete. Please check with the Department of Web-Based Learning for information about current requirements. In some cases, individual departments and courses may require or recommend particular software or hardware. Check with your department chair for recommendations.

One of the primary goals of Web-Based Learning is to enhance access to learning.

With that goal in mind, we strive to keep technical requirements firmly in the mainstream of what is available and affordable to consumers. Students do, however, have some responsibility to use hardware and software that is sufficiently robust to help ensure the quality of their online experience.

At the date of this writing (May 2004) these are the basic technical specifications for students using WebCT in their online or Web-enhanced courses:

- Windows-based PCs should run Windows 98 or higher for best performance and general file compatibility.
- Macintosh users must run OS 7.5 or higher. As most contemporary Macintosh software demands system 9.2
or OS X, it is recommended that students upgrade to one of these operating systems as possible.

- Check with Web-Based Learning for a list of currently supported Web browsers. Your browser is your ‘window’ to an online class, so it is important that you use a currently supported browser and that it is configured correctly. Web-Based Learning can help you out with these and related issues.

WebCT also has a test page for browser compatibility, and it is found at http://www.webct.com/exchange/viewpage?name=exchange_browser_tuneup#version

Correct browser cache and Java settings can be found at: http://www.webct.com/exchange/viewpage?name=exchange_browser_tuneup#settings

- Higher connection speeds significantly improve the quality of the online experience. A 56k modem is essential for dial-up connection (though your actual connection speed will often be somewhat less that this). DSL, Cable, or Satellite broadband is a worthwhile investment for students planning to take many online courses.

Updates on technical requirements and other policies related to Web-Based Learning may be found at http://online.marylhurst.edu.

INSTRUCTIONAL TECHNOLOGY

The Office of Instructional Technology plans, supports, manages, and advocates for many elements of campus academic technology. Current initiatives include expanding wireless classroom access, building smarter classrooms with expanded capacity for handling digital media, creating better access to a wider range of technology for students, and providing a consistent base of technology-enhanced experiences in support of Marylhurst University academic programs. In concert with the Shoen Library electronic resources staff, Instructional Technology works to provide appropriate technology for on-campus users.

The Office of Instructional Technology is charged with planning, implementing, and managing the various elements of the University’s commitment to appropriate technology in support of learning. We firmly believe that technology should serve the interests of teaching and learning as the central activities of the University and should enhance the student experience of learning. Our ongoing commitment to upgrading matches the rising expectations of Marylhurst’s students and faculty.

Currently, we have commenced a significant upgrade of classroom media to ensure that each classroom room has digital projection capabilities and Internet access (either hard-wired or wireless) for faculty and students.

Our current technology-enhanced classroom facilities include the following:

Flavia Science Classrooms
Flavia 101 is the W.M. Keck Foundation Chemistry and Life Science Laboratory, and Flavia 102 holds the E.L. Wiegand Physics and Earth Science Laboratory.

Each lab seats twenty students and is equipped with video projector, computer, document camera, and VHS and DVD video. Classes are supported by a full complement of field and laboratory apparatus.

Wiegand Multimedia Classroom
Funded by a generous grant from the E.L. Wiegand Foundation, the new Wiegand Memorial Classroom is a tiered, theatre-style space designed with sophisticated audio and video handling capabilities that creates a new multimedia standard for Marylhurst classrooms. The Wiegand Classroom is adjacent to The Art Gym on the third floor of the B.P. John Administration Building.

WEB-BASED LEARNING WORKSPACE

AND RESOURCE CENTER (ADMIN 301)
The WBL Workspace is a WiFi-enabled workshop and training space for students and faculty working on Web-based or Web-enhanced courses. Small-group and individual training events are also held in the Center. Students and faculty can bring their own WiFi-enabled devices or use those provided for workspace use. Print resources describing research and best practices in online learning are also available for browsing. The Center supports the emerging 802.11g as well as the currently more common 802.11b wireless connectivity standards.

The Center is staffed during business hours each weekday, several evenings per week until 7pm, and some Saturday mornings. All currently enrolled Marylhurst students and current teaching faculty can use the workshop and its resources. Check http://online.marylhurst.edu for current Center hours and special events.

The Center is also used for small-group training and seminars in Web-based instruction and technology. The curriculum for these events evolves over time—contact the Department of Web-Based Learning for a current schedule.

ART & MUSIC LABS
The Art Department and the Music Department provide access to digital technology for students. Contact the respective departments for information about their current technology.

LIBRARY RESOURCES
Marylhurst University has a rich complement of online library resources available for the use of online and on-site students and faculty. In addition, the library has digital equipment for student and faculty check-out, as well as a PC lab, a Macintosh lab and drop-in stations and other resources for student use. See Shoen Library’s section of the Catalog for a full description of these resources.

ONLINE DEGREE AND INSTRUCTIONAL DESIGN SERVICES (ODIDS)
ODIDS manages and administers the cohort-based online Program in Organizational Leadership and provides curriculum design, instructional design and faculty development services for academic departments who are interested in offering their degrees to distant learners.

DISTANT STUDENT SERVICES (DSS)
The Office of Distant Student Services provides advice, advocacy, and consultation for students who do not or cannot ordinarily come to campus. DSS provides a focal point for student access to the full suite of student services and advising relationships that make up the breadth of the Marylhurst academic experience.
DEGREE PROGRAMS FOR DISTANT STUDENTS

Marylhurst University provides access to several degree programs to students at a distance. These programs are delivered completely online and are supported by a full complement of Distant Student Services, including online registration, financial aid, and advising services. There is no transcribed distinction between an online degree program and an on-site program, and the curricula of these online programs mirrors those of their on-site counterparts. For information about delivery and advising for distant students, please feel free to contact the academic departments and Distant Student Services.

Online Degree Programs—

UNDERGRADUATE OFFERINGS

Online Degree Programs are offered through several Marylhurst University departments. All undergraduate programs are served by our Distant Student Services coordinator, who acts as a consistent point of contact for University services for students who never come to our campus. In addition, you will receive program advising through the academic departments. Of course, even students who enroll in entirely online programs are more than welcome to come to the campus at any time and access all the services of the University through any means available.

Currently Marylhurst offers online degrees in two different formats: accelerated, cohort-based programs with integrated course blocks and structured timelines; and curriculum and programs designed using stand-alone online courses and emphasizing individualized program scheduling.

Both types of programs enable students to complete their degree requirements without ever coming to campus. Both approaches are flexible and student-centered—but they embody these values in very different ways.

Cohort-Based Programs

Cohort programs allow you to complete degree requirements rapidly, efficiently, and with somewhat less “administrative time” devoted to planning your degree program. You progress through the program with a group of peers (and occasional guest students from outside the cohort) with whom you graduate the program. Cohort populations are split between students in two majors, adding an element of interdisciplinary interaction that many students find lends a stimulating perspective to their own work.

Currently there are two degrees available in cohort format—the Bachelor of Science in Business and Leadership (see page 108) and the Bachelor of Arts in Organizational Communication (see page 108). Cohort program degree requirements are clearly articulated, with a well-defined package of coursework designed with both efficiency and manageability in mind. In most cases, major requirements are completed in two calendar years, though the programs have provisions for “flexing” somewhat to accommodate student needs.

The Program in Organizational Leadership is offered only in cohort format, offering a choice of the following credentials:

- B.S. in Business & Leadership with the Certificate in Organizational Communication
- B.A. in Organizational Communication with the Certificate in Business Leadership.

Flexible Degree Programs

Learners who do not need or benefit from the level of structure provided by the cohort model can earn their degrees by taking stand-alone online courses. There are more degree options available in this model—and the relationship between advisors and students is of paramount importance as you construct your individualized educational plan.

This path is for those who may have already completed a large percentage of their degree requirements, who are not on a tight timeline, or who desire the flexibility to construct a program based on their individual interests and skills. Students work closely with departmental advisors to schedule courses that meet their needs.

The following degree programs are available in this format:

- B.S. in Real Estate Studies
- B.S. in Business & Leadership
- B.A. in Interdisciplinary Studies

See academic department catalog information for detailed information about the curricula and requirements of these programs.

Both online learning models take full advantage of the best practices of Marylhurst University’s innovative approach to adult education—liberal transfer policies, prior learning assessment for credit, and highly personalized interactions between students and advisors characterize all our programs.

In addition, all faculty are trained by Web-Based Learning with an eye toward current best practice in online education. Cohort courses seldom exceed 15 students; stand-alone courses, 20. We believe these levels to be optimal to deliver the personalization and interaction characteristic of Marylhurst University educational values and experience.

Online Degree Programs—

GRADUATE OFFERINGS

Master of Business Administration

The Master of Business Administration is available online and is identical in structure to the on-campus program. See the MBA pages (163-170) for additional information.

Center for Learning & Technology
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6319
Outside Portland Metro: 1.800.634.9982, ext. 6319
FAX: 503.699.6249
Email: learning@marylhurst.edu
Web site: www.marylhurst.edu
The Liberal Arts Core at Marylhurst University provides a multidisciplinary foundation for learning. It is designed to foster a love for inquiry, critical thinking, intellectual breadth, and ethical action. The program’s goal is to cultivate informed and supple citizens who are well-grounded in the intellectual traditions of those who have gone before us.

**THE LIBERAL ARTS CORE**
All undergraduate students at Marylhurst University are required to complete the Liberal Arts Core (LAC). See “Requirement Detail” on page 37 for requirements governing completion of the Liberal Arts Core. For advice specific to each undergraduate major on completing the Liberal Arts Core see “Suggestions for the Liberal Arts Core” on pages 31-36. All undergraduate students should take the Entering Student Seminar, LAC 115/315, within their first two terms. The Entering Student Seminar provides complete information to students about options for meeting all LAC learning outcomes. The Liberal Arts Core is built around an extensive set of learning outcomes. A learning outcome is a statement that describes what someone knows or can do as the result of a learning experience. Because students come to the University with a wide variety of goals and experiences, Marylhurst’s faculty designed the Liberal Arts Core to provide the greatest possible choice while assuring a solid breadth in the liberal arts.

Most outcomes in the Liberal Arts Core can be met within the context of a three-credit course. Up-to-date information for all Marylhurst courses that meet LAC outcomes and their transfer equivalents is available on the University Web site: www.marylhurst.edu. Course descriptions in this catalog indicate LAC outcomes met by each course.

A course can be used to meet only one LAC outcome within a student’s degree plan. When a course description indicates more than one outcome, students and their advisors must choose which way to use the course within the student’s degree. The exception to this rule is the Senior Seminar, LAC 450, which meets all four Senior Seminar (SS) outcomes.

Students must meet a total of 28 learning outcomes, 22 within the 4 broad areas of Life and Learning Skills, Arts and Ideas, Human Community, and the Natural World, and 6 associated with the Entering, MAP Completion, and Senior Seminars. Up to 6 LAC outcomes, or approximately 18 credits of coursework, can be met through courses also used to meet major requirements. (Bachelor of Music Therapy students can meet 12 outcomes and 35 credits of the Liberal Arts Core with coursework required for the degree).

In the Entering Student Seminar, LAC 115/315, students begin their Marylhurst Academic Portfolio (MAP) which records decisions made by students and their advisors concerning completion of all LAC outcomes.

The chart below shows the required distribution of outcomes and credits within the Liberal Arts Core.

<table>
<thead>
<tr>
<th>2004-2006 LIBERAL ARTS CORE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 outcomes, 70 credits</td>
</tr>
<tr>
<td>(Credits distributed in major can meet Liberal Arts Core outcomes.)</td>
</tr>
<tr>
<td><strong>INTEGRATED LEARNING (IL)</strong></td>
</tr>
<tr>
<td>1 outcome, 1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIFE &amp; LEARNING SKILLS (LL)</th>
<th>9 outcomes, 23 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> Computer Literacy</td>
<td>1 outcome</td>
</tr>
<tr>
<td>3 credits or test</td>
<td></td>
</tr>
<tr>
<td><strong>B:</strong> Information Studies</td>
<td>1 outcome</td>
</tr>
<tr>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>C:</strong> Listening &amp; Speaking</td>
<td>2 outcomes</td>
</tr>
<tr>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td><strong>D:</strong> Quantitative Skills</td>
<td>2 outcomes</td>
</tr>
<tr>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td><strong>E:</strong> Writing</td>
<td>3 outcomes</td>
</tr>
<tr>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTS &amp; IDEAS (AI)</th>
<th>5 outcomes, 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> Making Ethical Decisions</td>
<td>1 outcome</td>
</tr>
<tr>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>B:</strong> Creating &amp; Interpreting the Arts</td>
<td>1-3 outcomes</td>
</tr>
<tr>
<td>3-9 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMAN COMMUNITY (HC)</th>
<th>6 outcomes, 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> Intercultural Literacy</td>
<td>1-3 outcomes</td>
</tr>
<tr>
<td>3-9 credits</td>
<td></td>
</tr>
<tr>
<td><strong>B:</strong> People &amp; Power</td>
<td>1-3 outcomes</td>
</tr>
<tr>
<td>3-9 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL WORLD (NW)</th>
<th>3 outcomes, 9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> Scientific Method</td>
<td>1 outcome</td>
</tr>
<tr>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>B:</strong> Natural Systems</td>
<td>1 outcome</td>
</tr>
<tr>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

| **C:** Understanding Values & Beliefs | 1-3 outcomes |
| 3-9 credits |
| **D:** Cultures & Media | 1-3 outcomes |
| 3-9 credits |

<table>
<thead>
<tr>
<th>MARYLHURST ACADEMIC PORTFOLIO COMPLETION (MAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 outcome, 1 credit</td>
</tr>
<tr>
<td>registered for prior to or simultaneously with the Senior Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR SEMINAR (SS)</th>
<th>4 outcomes, 3 credits</th>
</tr>
</thead>
</table>
LEARNING OUTCOMES FOR THE LIBERAL ARTS CORE

INTEGRATED LEARNING
Outcomes in this area provide an overview of the entire Liberal Arts Core. 1 outcome, 1 credit

INTEGRATED LEARNING (1 cr.)
Students will be able to:
LLD1 Demonstrate knowledge of calculus including limits, continuity, derivatives, and integrals.
LLD2 Demonstrate knowledge of college level algebra including polynomial and rational expressions, logarithmic and exponential functions, quadratic equations and systems in two variables.
LLD3 Demonstrate knowledge of calculus including limits, continuity, derivatives, and integrals.
LLD4 Demonstrate knowledge of statistics including probability, strategies for measuring and representing variables, distribution, correlation, confidence intervals, and differences.
LLD5 Analyze and discuss the philosophy of mathematics including an ability to cite principal events that have led to the development of mathematics as a language of analysis, describe the contributions of mathematics to the progression of human history and to the solution of complex problems in today’s society.
LLD6 Analyze assertions or arguments using symbolic descriptions of logical reasoning including propositional notation, truth-value analysis, and deductive techniques for determining consistency and validity.

LIFE & LEARNING SKILLS
Outcomes in this area are those for essential skills to succeed in an undergraduate education and beyond. 9 total outcomes, 23 credits

A. COMPUTER LITERACY (3 crs. or test)
Students will be able to:
LLA1 Identify and utilize basic computer hardware and media, navigate graphical user interface, understand file management and file types, create, modify, save and retrieve basic word processor, spreadsheet, web, and presentation documents, and compare, contrast, and be able to apply the underlying logic of these computer applications in an ever-changing technological context.

B. INFORMATION STUDIES (1 cr. or test.)
Students will be able to:
LLB1 Define their information needs, conduct an effective search in a variety of formats and media, identify, analyze and evaluate information, and organize that information in a manner useful to their own stated goals.

C. LISTENING AND SPEAKING (6 crs.)
Students will be able to do both of the following:
LLC1 Distinguish among different levels and types of listening their purposes and role in critical thinking, and demonstrate strategies for improving listening effectiveness in specific contexts.
LLC2 Design and deliver clear and purposeful oral messages that consider audience and occasion, and employ effective organization, word choice, and vocal and physical behavior.

D. QUANTITATIVE SKILLS (6 crs.)
Students will be able to:
LLD1 Use computation, estimation, proportion, basic algebra, basic statistics, and effectively read and analyze data in tables, graphs, and charts to solve problems
OR
Demonstrate knowledge of geometry, how it is used in design and how algebra and trigonometry support geometrical applications.
In addition, students will be able to do one of the following:
LLD2 Demonstrate knowledge of college level algebra including polynomial and rational expressions, logarithmic and exponential functions, quadratic equations and systems in two variables.
LLD3 Demonstrate knowledge of calculus including limits, continuity, derivatives, and integrals.
LLD4 Demonstrate knowledge of statistics including probability, strategies for measuring and representing variables, distribution, correlation, confidence intervals, and differences.
LLD5 Analyze and discuss the philosophy of mathematics including an ability to cite principal events that have led to the development of mathematics as a language of analysis, describe the contributions of mathematics to the progression of human history and to the solution of complex problems in today’s society.
LLD6 Analyze assertions or arguments using symbolic descriptions of logical reasoning including propositional notation, truth-value analysis, and deductive techniques for determining consistency and validity.

E. WRITING & CRITICAL THINKING
(6 crs. & 1-cr. writing lab)
Students will be able to:
LLE1 Show critical thinking through careful reading and analytic writing that uses clear, grammatical sentences and well-ordered paragraphs.
LLE2 Formulate and support a line of argument in writing.
LLE3 Demonstrate advanced-level skills and formats for writing academic research papers in the student’s major discipline.

ARTS & IDEAS
Outcomes in this area broadly address all areas of the arts and questions around the nature of thought and spirit, of right and wrong, of reality and the divine. 5 total outcomes, 15 credits

A. MAKING ETHICAL DECISIONS (3 crs.)
Students will be able to do the following:
AIA1 Recognize the values operating in specific human actions, discern where responsibility rests, and understand the implications for resolving ethical dilemmas from recognizable ethical traditions.

B. CREATING & INTERPRETING THE ARTS (3-9 crs.)
Students will be able to do one to three of the following:
AIB1 Create a work of art, music, literature, or design that demonstrates knowledge of elementary techniques and fundamental form.
AIB2 Perform a work of music, dance, or theater in a way that demonstrates basic techniques and an awareness of the elements that contribute to valid interpretation.
AIB3 Develop well-argued interpretations of texts based on close reading.
AIB4 Critically discuss how works of art embody and/or contest socio-cultural contexts and values.
AIB5 Demonstrate an introductory knowledge of the theory, history, or interpretation of music, art, or architecture.
AIB6 Use interpretive perspectives to analyze works in fine and/or popular arts.
AIB7 Analyze how the form or structure of a work of art or literature is both an expression of and factor in forming the work’s content or meaning.
AIB8 Articulate the mutual influences between works of art in various forms: literature, visual arts, film, theater, dance, music, and others.
AIB9 Interpret the works of writers of fiction, poetry, or drama originally written in a language other than English.
C. UNDERSTANDING VALUES AND BELIEFS (3-9 crs.)
Students will be able to do one to three of the following:

AIC1 Acquire a sense of history that includes a timeline of a major philosophical or religious movements in a great civilization, and that pays respect to both the uniqueness of any given time period as well as the timeless nature of many human questions.

AIC2 Be able to explain the philosophical or theological system of one major thinker, including her or his positions on the perennial questions pertaining to the nature of truth, goodness, beauty, meaning, language, and human happiness.

AIC3 Compare and contrast the world views of two major religious traditions, including their different understandings of what counts as self, the divine, good and evil, and the afterlife.

AIC4 Locate their own spiritual tendencies in the major religious traditions while at the same time developing a sense of wonder and respect for the diversity of spiritual expression.

**HUMAN COMMUNITY**
Outcomes in this area address the variations and complexities of the human enterprise. 6 total outcomes, 18 credits

A. INTERCULTURAL LITERACY (3-9 crs.)
Students will be able to do one to three of the following:

HCA1 & HCA2 Demonstrate current proficiency at an elementary level in a foreign language in these areas: speaking, reading, writing, and listening comprehension. (This proficiency is defined as at least two terms of study in a particular foreign language, or equivalent; this outcome counts as two outcomes.)

HCA3 Distinguish and interpret the cultural context, musical concepts, characteristic instruments, and vocal styling of a variety of types of music from Africa, Asia, Eastern Europe, and/or the music of indigenous people.

HCA4 Critically discuss and interpret works of literature or art originating from outside or from the margins of western cultures.

HCA5 Demonstrate awareness of their own cultural perceptual filters, and compare and contrast their own cultural values, verbal, and nonverbal behavior patterns with those of other cultures.

B. PEOPLE AND POWER: (3-9 crs.)
Students will be able to do one to three of the following:

HCB1 Explain fundamental concepts of economics and their application to such phenomena as money and banking, international trade, factors affecting national income, the role of government in achieving economic growth and stability, and how humans behave in the face of scarcity.

HCB2 Discuss the theory behind the practical functioning of the United States political system.

HCB3 Explain the emergence, maintenance, and evolution of an economic or political system.

HCB4 Analyze examples of social inequality and explain their dimensions and consequences.

HCB5 Illustrate change over time through an historical analysis of social, cultural, economic, and/or political trends.

HCB6 Analyze the premises and validity of various interpretations for an historical period or event.

HCB7 Interpret primary sources in their historical context.

HCB8 Understand the processes and structures that create and maintain organizational cultures; demonstrate the practical use of recognized strategies for fostering organizational change.

HCB9 Understand how to manage change, plan change within a community, and assess its likely impact.

C. INDIVIDUALS AND SYSTEMS (3-9 crs.)
Students will be able to do one to three of the following:

HCC1 Describe how human identity and experience is embedded in and shaped by multi-layered social, cultural, and environmental contexts.

HCC2 Identify and compare at least two psychological theories as they relate to an aspect of the emotional, mental, and behavioral characteristics of individuals.

HCC3 Critique and apply various theories of human development to understand one’s own experience or the experience of others.

HCC4 Analyze and discuss the impact of social institutions on individual human development.

HCC5 Assess one’s own interpersonal communication skills through an analysis of such factors as self-concept, self-disclosure, perception, verbal, and nonverbal behavior, and in such common contexts as family, employment, or public service.

HCC6 Articulate the positive role of conflict in interpersonal relationships, set and clarify goals for conflict resolution, and identify styles of engaging in conflict and the consequence of those styles for how conflict proceeds.

HCC7 Examine the patterns of interconnection and interdependence between and within systems, both living and non-living, and determine how to intervene effectively to accomplish specific goals.

HCC8 Analyze strategies for functioning and flourishing within the context of complex, interrelated systems.

D. CULTURES AND MEDIA (3-9 crs.)
Students will be able to do one to three of the following:

HCD1 Explain how two or more of the factors of age, ethnicity, gender, nationality, race, religion, sexual orientation, or socioeconomic status shape communities.

HCD2 Explain the concept, function, and expression of culture and illustrate this with one or more cultures considering such factors as kinship, belief systems, social organization, artistic expression, physical characteristics, or material wealth.

HCD3 Identify the fundamental workings of various mass media including newspapers, film, television, radio, and the Internet, analyze media messages, and illustrate the media’s impact on society.

HCD4 Analyze and discuss the social consequences of technological change.

HCD5 Understand and apply principles of interaction and communication that are unique to virtual communities and workspaces.

HCD6 Analyze the cultural roots of perceptions about nature and how such social institutions as economic systems, language, or religion have shaped human interactions with the natural world.

HCD7 Understand how national and local cultures manifest the emergence of an increasingly global culture.

HCD8 Interpret artifacts or events as products of cultural, economic, and social processes.
NATURAL WORLD
Outcomes in this area examine the power and limits of science as a tool of inquiry for apprehending the more-than-human world as well as the place of scientific knowledge and inquiry in the human enterprise. 3 total outcomes, 9 credits

A. SCIENTIFIC METHOD (3 crs.)
Students will be able to do one of the following:
NWA1 Apply the scientific method as a systematic process of analysis and gain experience in the observation and identification of patterns and processes.
NWA2 Discuss the scientific worldview and its potential, purpose, and limitations as a framework for inquiry.

B. NATURAL SYSTEMS (3 crs.)
Students will be able to do one of the following:
NWB1 Show how connections between two or more disciplines of science can be used to solve problems.
NWB2 Demonstrate an understanding of the biochemical similarities among all forms of life on earth.
NWB3 Discuss the relationship between the basic physical sciences such as physics and chemistry and the importance of these basic sciences in the field of discovery.
NWB4 Analyze the relationships between mind, body, and environment in understanding human beings.
NWB5 Explain an aspect of the earth’s design and evolution using perspectives from two or more of the earth sciences: astronomy, geology, meteorology, and oceanography.

C. SCIENCE & SOCIETY (3 crs.)
Students will be able to do one of the following:
NWC1 Analyze how individual and collective technological choices are interrelated with societal change, human population growth, and human impacts on the environment.
NWC2 Examine the historical framework for and the influence of social institutions in the creation, contestation, and revision of the distinction between “nature” and “culture.”
NWC3 Use scientific method and knowledge to analyze and critique conflicting perspectives on a public policy issue.
NWC4 Compare two different cultural views of the relationship between humans and the ecosystem.
NWC5 Discuss and analyze the economic and sociopolitical influences on how scientific knowledge is generated and used.

MARYLHURST ACADEMIC PORTFOLIO & ACTION PLAN (MAP) COMPLETION
Outcomes in this area emphasize the central role of reflection in learning. 1 outcome, 1 credit

MAP COMPLETION (1 cr.)
Students will be able to:
MAP1 Reflect meaningfully on their own educational and professional strengths, challenges, and opportunities as a means of strategic planning for postgraduate endeavors.

SENIOR SEMINAR
Outcomes in this area serve as a capstone for the liberal arts. 4 outcomes, 3 credits

SENIOR SEMINAR (3 CRS.)
Students will be able to do the following:
SS1 Demonstrate research writing skills appropriate to the college senior level.
SS2 Analyze and discuss ways in which their own academic discipline has shaped such social phenomena.
SS3 Understand how different disciplinary perspectives both enable and restrain learning and the production of knowledge.
SS4 Analyze the possibilities and limitations for becoming agents of ethical action in the application of their college learning after graduating from Marylhurst.

REQUIREMENT DETAIL FOR LIBERAL ARTS CORE
The following requirement detail summarizes policies relating to the Liberal Arts Core.

WHO MUST COMPLETE THE LIBERAL ARTS CORE:
All undergraduate degree-seeking students must complete the Liberal Arts Core. Students must address the learning outcomes in the core through the Marylhurst Academic Portfolio (see below) with the following two exceptions:
• The Liberal Arts Core is satisfied through an Associate of Arts Oregon Transfer (AAOT) degree and the following additional outcomes: IL1, Integrated Learning; LLA1 Computer Literacy; LLB1 Information Studies; LLC1, Listening; LLE3, research writing (see below); AIA1, Ethics; MAP1, MAP Completion; and SS1 through SS4, Senior Seminar.
• The Liberal Arts Core is satisfied through any previous bachelor’s degree and the following additional outcomes: LLA1, Computer Literacy; LLB1, Information Studies; LLC1, Listening; LLE3, research writing (see below); AIA1, Ethics; and SS1 through SS4, Senior Seminar.

For both exceptions, equivalent transfer credit can be applied to LLA1, LLB1, LLC1, and AIA1. For details see the Liberal Arts Core advising pages on the University Web site: www.marylhurst.edu.

HOW TO COMPLETE THE LIBERAL ARTS CORE
Students should take the Entering Student Seminar, LAC 115/315, within their first two terms after admission. The Entering Student Seminar provides complete information to students about options for meeting all LAC learning outcomes. Degree-specific LAC advising documents are available on pages 32-37, see “Suggestions for the Liberal Arts Core,” and within the online advising resources of the Marylhurst Academic Portfolio. Up-to-date information for all Marylhurst courses that meet LAC outcomes and their transfer equivalents, as well as other LAC advising documents, are available on the University Web site: www.marylhurst.edu.

MAP, THE MARYLHURST ACADEMIC PORTFOLIO AND ACTION PLAN
Students begin the Marylhurst Academic Portfolio (MAP) in LAC 115/315, the Entering Student Seminar. Using the step-by-step MAP process, students design an individualized plan for completing the Liberal Arts Core. Students also reflect on Liberal Arts Core outcomes they have already met. The MAP serves as a tool in the strategic planning process for postgraduate endeavors.

In turn, the contents of the MAP help Marylhurst to determine how effectively our graduates have gained basic skills in a cross-section of academic areas. This aids Marylhurst in the ongoing assessment process of improving our Liberal Arts Core program and degree requirements.
COMPUTER LITERACY
LLA1, Computer Literacy, may be met through LAC 172, Computer Technology Survey, see below for course description. LLA1 can also be met through a no-credit outcome assessment, contact the Learning Assessment Center for details. For handouts delineating options for meeting LLA1, including requirements for challenging LAC 172 for credit, see the Liberal Arts Core advising pages on the University Web site or contact the Liberal Arts Core program.

INFORMATION STUDIES
LLB1, Information Studies, may be met through LAC 373, the one-credit Information Lab. LAC 373 is taken in conjunction with a Information-Focused Course (IFC) in their major. See “Suggestions for the Liberal Arts Core” on pages 32-37 for Information-Focused Courses, or contact a departmental academic advisor.

LLB1 may also be met through a no-credit outcome assessment, contact the Learning Assessment Center for details. A handout delineating options for meeting LLB1, including requirements for challenging LAC 373 for credit is available through the Liberal Arts Core advising pages in the University Web site, or contact the Liberal Arts Core program.

WRITING OUTCOMES
The following are specific requirements necessary to meet the writing outcomes:
• Incoming students must take the ASSET or COMPASS test, a prerequisite for LAC 115/315, the Entering Student Seminar. Students are strongly encouraged to follow the placement indicated by their scores. Students with transfer credit applicable to LAC outcomes LLE1 or LLE2 who score below an ASSET 45 or COMPASS 72 should discuss options for strengthening their academic writing skills with their academic advisor or the Department of English Literature and Writing.

• Students must complete six credits of college-level writing appropriate to outcomes LLE1 and LLE2. Up-to-date information for all Marylhurst courses that meet LAC outcomes and their transfer equivalents is available on the University Web site: www.marylhurst.edu.

• The research paper outcome, LLE3, may be met through WR 303, the one-credit Writing Lab. WR 303 is taken in conjunction with a Writing Intensive Course (WIC) in the student’s major. See “Suggestions for the Liberal Arts Core” on pages 32-37 for WIC courses, or contact a departmental academic advisor. Students must pass WR 303 with a “C” or better to graduate from Marylhurst University.

• LLE3 may also be met through a no-credit outcome assessment, contact the Learning Assessment Center for details. A handout delineating options for meeting LLE3, including requirements for challenging WR 303, the Writing Lab, for credit is available through the Liberal Arts Core advising pages in the University Web site, or contact the Liberal Arts Core program.

Information about all writing courses may be found in this catalog under the Department of English Literature and Writing, see pages 76-78.

LIBERAL ARTS CORE COURSE DESCRIPTIONS

LAC 115/315 ENTERING STUDENT SEMINAR
The Entering Student Seminar introduces students to the meaning, significance, and requirements of the Liberal Arts Core at Marylhurst University. Students will clarify their individual educational goals and will learn about the role of the Marylhurst Academic Portfolio (MAP) in planning, assessing, and achieving their own educational goals and the Liberal Arts Core learning outcomes. NOTE: Must be taken within the first two terms following admission to Marylhurst. Students with fewer than 90 completed credits on admission to Marylhurst University should sign up for LAC 115. Students with more than 90 completed credits on admission to Marylhurst University should sign up for LAC 315. Not required for students seeking a second bachelor’s degree. Prerequisites: 1) must be an admitted student, and 2) must have completed ASSET (math and writing assessment tests). Meets LAC outcome: LLE1. 1 cr.

LAC 172 COMPUTER TECHNOLOGY SURVEY
This survey course provides a foundation for the understanding and use of computing technology. Students will combine hands on learning of computer logic, hardware, operating systems, interfaces, and major applications with an exploration of the history and development of computing, as well as the interrelationship of technology and society. Meets LAC outcome: LLE1. 3 crs.

LAC 373 INFORMATION LAB
The ability to find and manage information is an essential skill for all educated people. Students will learn how to define and focus their information needs in any subject area, how to access needed information, how to evaluate information, and how to transform information into a foundation for learning and the basis for informed action. Prerequisites: Completion of requirements for the Computer Literacy outcome, LLA1. Meets LAC outcome: LLE1. 1 cr. NOTE: Must be taken in conjunction with an Information-Focused Course (IFC). To identify IFC courses within majors see “Suggestions for the Liberal Arts Core” on pages 32-37, or contact a departmental academic advisor.

LAC 415 MAP COMPLETION SEMINAR
The MAP Completion Seminar is designed to provide students with a collaborative environment in which to review and synthesize their learning and conduct strategic planning on behalf of their future endeavors. Students will review, update, and submit their final Marylhurst Academic Portfolio (MAP). In addition, students will complete a profile of prioritized work preferences from which to identify and explore career options. NOTE: LAC 415 must be taken prior to or simultaneously with the LAC 450 Senior Seminar. Not required for students seeking a second bachelor’s degree. Prerequisites: Completion of coursework to meet all LAC outcomes with the exception of MAP1 and SS1-4. Students cannot receive a passing grade for LAC 415 unless all Liberal Arts Core outcomes have been addressed in their MAP. Meets LAC outcome: MAP1. 1 cr.

LAC 450 SENIOR SEMINAR
The Senior Seminar provides students the opportunity to draw together their liberal arts education at Marylhurst University in a meaningful way. The seminar emphasizes research, writing, philosophical reading, and critical thinking. Students analyze and discuss ways in which their own academic discipline has shaped social phenomena and develop an understanding of how different disciplinary perspectives both enable and restrain the production of knowledge. The course encourages students to analyze the possibilities and limitations for becoming agents of ethical action after graduating from Marylhurst. Prerequisites: 1) strong research and writing skills, 2) completion of or simultaneous registration in LAC 415, and 3) senior status. Meets LAC outcomes: SS1 through SS4. 3 crs.
### SUGGESTIONS FOR THE LIBERAL ARTS CORE

The charts on the following pages suggest potential coursework to fulfill the Liberal Arts Core within specific undergraduate degree programs. These charts are suggestive, not prescriptive: Students have great flexibility in possible coursework to fulfill Liberal Arts Core outcomes.

Take LAC 115/315 Entering Student Seminar or consult with your advisor for information about other options for completing the Liberal Arts Core.

**NOTE: Abbreviations**
- IFC: Information-Focused Course
- ILM: Integrated Learning Module
- WIC: Writing Intensive Course

### REQUIREMENT DETAIL FOR LIBERAL ARTS CORE
See page 30.

### LIBERAL ARTS CORE COURSE DESCRIPTIONS
See page 31.

### INTEGRATED LEARNING MODULES
See page 38.

### LIBERAL ARTS CORE PROGRAM

#### ANTHROPOLOGY: B.A.

<table>
<thead>
<tr>
<th>LIFE &amp; LEARNING SKILLS (23-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy (3 crs. or test)</td>
</tr>
<tr>
<td>LAC 172 Computer Technology Survey</td>
</tr>
<tr>
<td>Information Studies (1 cr. or test)</td>
</tr>
<tr>
<td>LAC 373 Information Lab (take with IFC: HTC 221, 213, or 214 Art History*)</td>
</tr>
<tr>
<td>Listening &amp; Speaking (6 crs.)</td>
</tr>
<tr>
<td>CM 323 Effective Listening or CM 320 Public Presentation</td>
</tr>
<tr>
<td>Quantitative Skills (6 crs.)</td>
</tr>
<tr>
<td>MTH 102 Understanding Math II or above or SS 212 Research Methods &amp; Statistics*</td>
</tr>
<tr>
<td>Writing (6 crs. plus 1-cr. writing lab)</td>
</tr>
<tr>
<td>WR 221 Intro. to Expository Wr. or above or WR 303 Writing Lab (take with IFC: HS 304 History &amp; Philosophy of Human Sci.*)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTS &amp; IDEAS (15-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Ethical Decisions (3 crs.)</td>
</tr>
<tr>
<td>PSY 373 Issues &amp; Ethics in Helping Professions</td>
</tr>
<tr>
<td>Creating &amp; Interpreting the Arts (3-9 crs.)</td>
</tr>
<tr>
<td>CHS 329 African-American Autobiography or CHS 365 Popular Culture</td>
</tr>
<tr>
<td>Understanding Values &amp; Beliefs (3-9 crs.)</td>
</tr>
<tr>
<td>PHL 201 Foundations of Philosophy or SOC 360 Islam &amp; Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMAN COMMUNITY (18-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Literacy (3-9 crs.)</td>
</tr>
<tr>
<td>CM 333 Intercultural Communication</td>
</tr>
<tr>
<td>People &amp; Power (3-9 crs.)</td>
</tr>
<tr>
<td>ANT 364 Peoples &amp; Societies of the World* or HS 400D Human Diversity &amp; Oppression</td>
</tr>
<tr>
<td>Individuals &amp; Systems (3-9 crs.)</td>
</tr>
<tr>
<td>SOC 201 Introduction to Sociology or HHS 302 Systems Thinking Theory &amp; Application</td>
</tr>
<tr>
<td>Culture &amp; Media (3-9 crs.)</td>
</tr>
<tr>
<td>ANT 338 Human Evolution*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL WORLD (9-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method (3 crs.)</td>
</tr>
<tr>
<td>HS 304 History &amp; Philosophy of Human Sci.*</td>
</tr>
<tr>
<td>Natural Systems (3 crs.)</td>
</tr>
<tr>
<td>BIO 343 Ethnobotany</td>
</tr>
<tr>
<td>Science &amp; Society (3 crs.)</td>
</tr>
<tr>
<td>CHS 345 Nature, Science, Culture</td>
</tr>
</tbody>
</table>

### ART: B.A.

<table>
<thead>
<tr>
<th>LIFE &amp; LEARNING SKILLS (23-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy (3 crs. or test)</td>
</tr>
<tr>
<td>LAC 172 Computer Technology Survey</td>
</tr>
<tr>
<td>Information Studies (1 cr. or test)</td>
</tr>
<tr>
<td>LAC 373 Information Lab (take with IFC: HTC 221, 213, or 214 Art History*)</td>
</tr>
<tr>
<td>Listening &amp; Speaking (6 crs.)</td>
</tr>
<tr>
<td>CM 323 Effective Listening or CM 320 Public Presentations</td>
</tr>
<tr>
<td>Quantitative Skills (6 crs.)</td>
</tr>
<tr>
<td>MTH 108 Symmetry, Space, &amp; Shape or MTH 377 The Power of Thought</td>
</tr>
<tr>
<td>Writing (6 crs. plus 1-cr. writing lab)</td>
</tr>
<tr>
<td>WR 221 Intro. to Expository Wr. or above or WR 303 Writing Lab (take with WIC: HTC 315 The Practice of Art History*)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTS &amp; IDEAS (15-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Ethical Decisions (3 crs.)</td>
</tr>
<tr>
<td>ETH 323 Making Ethical Decisions</td>
</tr>
<tr>
<td>Creating &amp; Interpreting the Arts (3-9 crs.)</td>
</tr>
<tr>
<td>Any Art studio class 200-level or above* or HTC 316 Art History: Modernism* or HTC 317 Art History: Art Since the 60s*</td>
</tr>
<tr>
<td>Understanding Values &amp; Beliefs (3-9 crs.)</td>
</tr>
<tr>
<td>PHL 201 Introduction to Philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMAN COMMUNITY (18-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Literacy (3-9 crs.)</td>
</tr>
<tr>
<td>CM 333 Intercultural Communication</td>
</tr>
<tr>
<td>People &amp; Power (3-9 crs.)</td>
</tr>
<tr>
<td>HTC 212 Art History: Cave to Cathedral* or HTC 213 Art History: Renaissance to Revolution*</td>
</tr>
<tr>
<td>Individuals &amp; Systems (3-9 crs.)</td>
</tr>
<tr>
<td>CM 321 Small Group Communication</td>
</tr>
<tr>
<td>Culture &amp; Media (3-9 crs.)</td>
</tr>
<tr>
<td>Any online course or CM 363 Mass Media &amp; U.S. Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL WORLD (9-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method (3 crs.)</td>
</tr>
<tr>
<td>PHY 110 Survey of Physics</td>
</tr>
<tr>
<td>Natural Systems (3 crs.)</td>
</tr>
<tr>
<td>OCE 110 Survey of Ocean Science</td>
</tr>
<tr>
<td>Science &amp; Society (3 crs.)</td>
</tr>
<tr>
<td>ENV 366 Environmental Writing</td>
</tr>
</tbody>
</table>

### ART: B.F.A.

<table>
<thead>
<tr>
<th>LIFE &amp; LEARNING SKILLS (23-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy (3 crs. or test)</td>
</tr>
<tr>
<td>DIG 201 Intro. to Digital Art Tools*</td>
</tr>
<tr>
<td>Information Studies (1 cr. or test)</td>
</tr>
<tr>
<td>LAC 373 Information Lab (take with IFC: HTC 221, 213, or 214 Art History*)</td>
</tr>
<tr>
<td>Listening &amp; Speaking (6 crs.)</td>
</tr>
<tr>
<td>CM 323 Effective Listening or CM 320 Public Presentations</td>
</tr>
<tr>
<td>Quantitative Skills (6 crs.)</td>
</tr>
<tr>
<td>MTH 108 Symmetry, Space, &amp; Shape or MTH 377 The Power of Thought</td>
</tr>
<tr>
<td>Writing (6 crs. plus 1-cr. writing lab)</td>
</tr>
<tr>
<td>WR 221 Intro. to Expository Wr. or above or WR 303 Writing Lab (take with WIC: HTC 315 The Practice of Art History*)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTS &amp; IDEAS (15-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Ethical Decisions (3 crs.)</td>
</tr>
<tr>
<td>ETH 323 Making Ethical Decisions</td>
</tr>
<tr>
<td>Creating &amp; Interpreting the Arts (3-9 crs.)</td>
</tr>
<tr>
<td>Any Art studio class 200-level or above* or HTC 316 Art History: Modernism* or HTC 317 Art History: Art Since the 60s*</td>
</tr>
<tr>
<td>Understanding Values &amp; Beliefs (3-9 crs.)</td>
</tr>
<tr>
<td>PHL 201 Introduction to Philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMAN COMMUNITY (18-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Literacy (3-9 crs.)</td>
</tr>
<tr>
<td>CM 333 Intercultural Communication</td>
</tr>
<tr>
<td>People &amp; Power (3-9 crs.)</td>
</tr>
<tr>
<td>HTC 212 Art History: Cave to Cathedral* or HTC 213 Art History: Renaissance to Revolution*</td>
</tr>
<tr>
<td>Individuals &amp; Systems (3-9 crs.)</td>
</tr>
<tr>
<td>CM 321 Small Group Communication</td>
</tr>
<tr>
<td>Culture &amp; Media (3-9 crs.)</td>
</tr>
<tr>
<td>Any online course or CM 363 Mass Media &amp; U.S. Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL WORLD (9-cr. total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method (3 crs.)</td>
</tr>
<tr>
<td>PHY 110 Survey of Physics</td>
</tr>
<tr>
<td>Natural Systems (3 crs.)</td>
</tr>
<tr>
<td>OCE 110 Survey of Ocean Science</td>
</tr>
<tr>
<td>Science &amp; Society (3 crs.)</td>
</tr>
<tr>
<td>ENV 366 Environmental Writing</td>
</tr>
</tbody>
</table>
### BUSINESS & LEADERSHIP: B.S.

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
- Information Studies (1 cr. or test)
  - LAC 172 Computer Technology Survey
  - LAC 373 Information Lab
  (take with BUS 300 Leading Dynamic Environments or ORG 300 Human Resources or BUS 391 Business Strategy)*
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - LL 331 Listening to the World (ILM)
  - CM 320 Public Presentation
- Quantitative SKILLS (6 crs.)
  - MKT 305 Real-World Math Applications
  - BUS 320 Business Statistics*
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
  (take with WIC: BUS 300 Leading Dynamic Environments or ORG 300 Human Resources or BUS 391 Business Strategy)*

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - BUS 400 Personal Ethics in Organizations*
- Creating & Interpreting the Arts (3-9 crs.)
  - CHS 365 Popular Culture
  - MU 100 Fundamentals of Music
- Understanding Values & Beliefs (3-9 crs.)
  - PHL 201 Foundations of Philosophy
  - THT 301 Comparative Religions

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CM 333 Intercultural Communication
- People & Power (3-9 crs.)
  - CM 458 Managing Transitions
  - CM 337 Gender & Communication
  - HC 325 Re-Envisioning America: Gender & Culture (ILM)
- Individuals & Systems (3-9 crs.)
  - CM 322 Interpersonal Communication
  - CM 346 Conflict Management
  - CM 317 Technology, Art, History, or Music
- Understanding Values & Beliefs (3-9 crs.)
  - THT 301 Comparative Religion

**COMMUNICATION: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
- Information Studies (1 cr. or test)
  - LAC 172 Computer Technology Survey
  - LAC 373 Information Lab
  (take with IFC: CM 300 Patterns/Principles of Communication)*
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - CM 320 Public Presentation*
- Quantitative Skills (6 crs.)
  - MTH 102 Understanding Math II or above
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
  (take with WIC: CM 400 Research & Discovery in Communication)*

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - ETH 323 Making Ethical Decisions
- Creating & Interpreting the Arts (3-9 crs.)
  - AI 324 Re-Envisioning America: Gender & Culture
  - CM 322 Interpersonal Communication
- Understanding Values & Beliefs (3-9 crs.)
  - THT 301 Comparative Religion

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CM 333 Intercultural Communication
- People & Power (3-9 crs.)
  - CM 458 Managing Transitions
  - CM 337 Gender & Communication
- Culture & Media (3-9 crs.)
  - CHS 317 Mass Media & U.S. Society

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - PHY 110 A Survey of Physics
- Natural Systems (3 crs.)
  - NW 323 Listeners to the World (ILM)
  - ENV 356 Energy Resources of the Pacific NW
  - *Required within Business & Leadership major.

**COMMUNICATION: PROFESSIONAL CONCENTRATIONS**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
- Information Studies (1 cr. or test)
  - LAC 172 Computer Technology Survey
  - LAC 373 Information Lab
  (take with IFC: CM 300 Patterns/Principles of Communication)*
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - CM 320 Public Presentation*
- Quantitative Skills (6 crs.)
  - MTH 102 Understanding Math II or above
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
  (take with WIC: CM 400 Research & Discovery in Communication)*

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - PR 414 Ethics & Law for Comm. Professionals*
- Creating & Interpreting the Arts (3-9 crs.)
  - Any Literature, Art, History, or Music
  - THT 301 Comparative Religion

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CM 333 Intercultural Communication
- People & Power (3-9 crs.)
  - CM 345 Organizational Communication*
  - CM 322 Interpersonal Communication
  - CM 346 Conflict Management
  - PSY 201 Introduction to Psychology
- Culture & Media (3-9 crs.)
  - Any online course
  - HC 341 Re-Envisioning America: Gender & Culture (ILM)
- Understanding Values & Beliefs (3-9 crs.)
  - THT 301 Comparative Religion

**CULTURAL & HISTORICAL STUDIES: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
  (take with IFC, see each term’s Schedule or advisor)
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - CM 320 Public Presentation*
- Quantitative Skills (6 crs.)
  - MTH 102 Understanding Math II or above
  - SS 212 Research Methods & Statistics I
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
  (take with WIC, see each term’s Schedule or advisor)

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - SPH 300 Ethics & Social Issues*
- Creating & Interpreting the Arts (3-9 crs.)
  - LIT 223 Introduction to Literary Genres
  - LIT 370 Shakespeare
  - Any Literature, Art, History, or Music

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CHS 352 Literature of Resistance
- People & Power (3 crs.)
  - HST 201 Western Civ. I: Antiquity to Medieval
  - HST 202 Western Civ. II: Renaissance to Globalization*
- Individuals & Systems (3-9 crs.)
  - SPH 302 Foundations of Western Thought I
  - THT 301 Comparative Religion

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - PHY 110 Survey of Physics
- Natural Systems (3 crs.)
  - ENV 310 Principles of Environmental Science
  - ENV 310 Principles of Environmental Science
- Science & Society (3 crs.)
  - CHS 345 Nature, Culture, Science
  - *Options within Cultural & Historical Studies major.
**ENGLISH LITERATURE & WRITING: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
  - LAC 172 Computer Technology Survey
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
    - (take with IFC, see each term’s Schedule or advisor)
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
- Quantitative Skills (6 crs.)
  - MTH 102 Understanding Math II or above
  - MTH 377 Power of Thought
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 222 Intro. to Writing & Literature*
  - WR 303 Writing Lab
    - (take with WIC, see Schedule of Courses or advisor)

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - SPH 300 Contemporary Ethical Problems
- Creating & Interpreting the Arts (3-9 crs.)
  - LIT 321EB Literary Theory
  - LIT 223 Introduction to Literary Genre*
  - LIT 370 Shakespeare*
- Understanding Values & Beliefs (3-9 crs.)
  - MTH 102 Understanding Math II & above
  - WR 221 Intro. to Expository Writing & above
  - WR 303 Writing Lab
    - (take with WIC, HS 304 History & Philosophy of the Human Sciences*)

**HUMAN STUDIES: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
  - LAC 172 Computer Technology Survey
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
    - (take with IFC, HS 304 History & Philosophy of the Human Sciences*)
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
- Quantitative Skills (6 crs.)
  - LL 321EB Listening to the World (ILM)
  - CM 320 Public Presentation
- Understanding Values & Beliefs (3-9 crs.)
  - MTH 102 Understanding Math II & above
  - WR 221 Intro. to Expository Writing & above
  - WR 303 Writing Lab
    - (take with WIC, HS 304 History & Philosophy of the Human Sciences*)

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - HMS 375 Issues & Ethics in the Helping Professions
- Creating & Interpreting the Arts (3-9 crs.)
  - CHS 351 Celtic Myth & Legend
  - LIT 385 Postmodern Literature & Culture
  - LIT 385 Postmodern Literature & Culture
- Understanding Values & Beliefs (3-9 crs.)
  - HMS 484 Relationship with Transcendent*
  - SOC 360 Islam & Society

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - LAC 221 Elementary Spanish I
    - or any literature in Translation or World Literature course
- People & Power (3-9 crs.)
  - HST 301 Western Civ. I: Antiquity to Medieval
  - HST 302 Western Civ. II: Renaissance to Globalization
- Individuals & Systems (3-9 crs.)
  - LIT 361 Women’s Lit. & Feminist Theory
  - CHS 320 Narrative, Memory, & Postmodern Identities
- Culture & Media (3-9 crs.)
  - CHS 301 Intro. to Cultural Studies

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - PHY 100 Survey of Physics
- Natural Systems (3 crs.)
  - BIO 343 Ethnobotany
    - or any Natural Science course
- Science & Society (3 crs.)
  - ENV 366 Environmental Writing

* Required within English Literature & Writing (ELW) major.
** Required within ELW major for Literature concentration.

**INTERDISCIPLINARY STUDIES: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
  - LAC 172 Computer Technology Survey
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
    - (take with IFC, INT 301 Methods of Interdisciplinary Inquiry*)
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening,
  - or LL 331 Listening to World: Effective Listening
  - CM 320 Public Presentation
- Quantitative Skills (6 crs.)
  - MTH 102 Understanding Math II
  - MTH 377 The Power of Thought
- Writing (6 crs. plus 1-cr. writing lab)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
    - (take with WIC, INT 301 Methods of Interdisciplinary Inquiry* or INT 494A Senior Paper*)

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - WR 221 Intro. to Expository Writing
  - WR 303 Writing Lab
    - (take with WIC, INT 301 Methods of Interdisciplinary Inquiry* or INT 494A Senior Paper*)
- Creating & Interpreting the Arts (3-9 crs.)
  - CHS 351 Celtic Myth & Legend
  - LIT 385 Postmodern Literature & Culture
- Understanding Values & Beliefs (3-9 crs.)
  - HMS 482 Relationship with Transcendent*
  - SOC 360 Islam & Society

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - HMS 482 Relationship with Others*
- People & Power (3-9 crs.)
  - HMS 476 Human Processes IV: Worldwork
- Individuals & Systems (3-9 crs.)
  - HMS 370 Learning: Funda. Human Process
  - HMS 388 Humans Being* 
- Culture & Media (3-9 crs.)
  - HMS 484 Relationship with Transcendent*
  - SOC 360 Islam & Society

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - HST 201 Western Civ. I: Antiquity to Medieval
  - HST 202 Western Civ. II: Renaissance to Globalization
- Natural Systems (3 crs.)
  - CHS 303 Global Media & Consumer Culture
  - CHS 304 Identity, Politics, & Biotechnology:
    - Cultural Studies (ILM)
  - SPH 301 Foundation Western Thought I:
    - Plato/Kant
  - THT 301 Comparative Religion

* Required within Interdisciplinary Studies major.

* Required within Human Studies major.
INTERIOR DESIGN: B.F.A.

LIFE & LEARNING SKILLS (23-cr. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC: LAC 420 Technology for Interior Design)
Listening & Speaking (6 crs.)
CM 325 Effective Listening
CM 320 Public Presentations
Quantitative Skills (6 crs.)
MTH 102 Understanding Math II or above
WR 303 Writing Lab
(take with WIC: LAC 331 History of Architecture & Interiors)*

ARTS & IDEAS (15-cr. total)
Making Ethical Decisions (3 crs.)
BUS 400 Personal Ethics in Organizations
Creating & Interpreting the Arts (3-9 crs.)
CM 313 History of Architecture & Interiors*
ID 215 Studio 1*
Understanding Values & Beliefs (3-9 crs.)
PHL 201 Foundations of Philosophy:
Makers of the Modern Mind

HUMAN COMMUNITY (18-cr. total)
Intercultural Literacy (3 crs.)
MU 131 Global Music* (take with LAC 373)
People & Power (3 – 6 crs.)
HST 201 Western Civilization I
&/or MUS 432 Women in Music
Individuals & Systems (3 – 6 crs.)
PSY 201 Introduction to Psychology
HMS 370 Learning - A Fundamental Human Process
Culture & Media (3 – 6 crs.)
ANT 310 Cultural Anthropology
CM 364 Global Media Consumer Culture
Any online course

NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
PHY 110 Survey of Physics
Natural Systems (3 crs.)
BIO 161 The Physiology of Controlling Stress & Tension
Science & Society (3 crs.)
or CHS 345 Nature, Science, Culture
* Required within Interior Design BFA.

MUSIC: B.A.

LIFE & LEARNING SKILLS (23-cr. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC: MU 131 Global Music*)
Listening & Speaking (6 crs.)
CM 325 Effective Listening
CM 320 Public Presentations
Quantitative Skills (6 crs.)
MTH 102 Understanding Math II or above
WR 303 Writing Lab
(take with WIC: LAC 331 History of Architecture & Interiors)*

ARTS & IDEAS (15-cr. total)
Making Ethical Decisions (3 crs.)
ETH 323 Making Ethical Decisions
Creating & Interpreting the Arts (9 crs.)
MU 201 Theory II*
MU 44X Marilynhurst Ensemble*
& any Art, Drama, or Creative Writing course
Understanding Values & Beliefs (3 crs.)
PHL 201 Introduction to Philosophy
or THT 301 Comparative Religion

HUMAN COMMUNITY (18-cr. total)
Intercultural Literacy (3 crs.)
MU 131 Global Music* (take with LAC 373)
People & Power (3 – 6 crs.)
HST 201 Western Civilization I
&/or MUS 432 Women in Music
Individuals & Systems (3 – 6 crs.)
PSY 201 Introduction to Psychology
HMS 370 Learning - A Fundamental Human Process
Culture & Media (3 – 6 crs.)
ANT 310 Cultural Anthropology
CM 364 Global Media Consumer Culture
&/or any online course

NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
PHY 110 Survey of Physics
(includes section on acoustics)
Natural Systems (3 crs.)
BIO 161 The Physiology of Controlling Stress & Tension
Science & Society (3 crs.)
or CHS 345 Nature, Science, Culture
* Required within Music major.

MUSIC THERAPY: B.M.T

LIFE & LEARNING SKILLS (23-cr. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC: MU 131 Global Music*)
Listening & Speaking (6 crs.)
CM 325 Effective Listening
CM 320 Public Presentations
Quantitative Skills (6 crs.)
MTH 102 Understanding Math II or above
SS 212 Research Methods & Statistics in the Social Sciences*
Writing (6 crs. plus 1- cr. writing lab)
WR 221 Intro to Expository Writing
WR 222 Intro to Writing & Literature
WR 303 Writing Lab
(take with WIC: MU 203 Theory II or MU 482 Psychology of Music III)*

ARTS & IDEAS (15-cr. total)
Making Ethical Decisions (3 crs.)
PSY 374 Issues/Ethics in Helping Professions*
Creating & Interpreting the Arts (9 crs.)
MU 201 Theory II*
MU 44X Marilynhurst Ensemble*
& any Literature, Art History, or Music course
Understanding Values & Beliefs (3 crs.)
PHT 301 Comparative Religions

HUMAN COMMUNITY (18-cr. total)
Intercultural Literacy (3 crs.)
MU 131 Global Music* (take with LAC 373)
People & Power (3 – 6 crs.)
HST 201 Western Civilization I
&/or MUS 432 Women in Music
Individuals & Systems (3 – 6 crs.)
PSY 201 Introduction to Psychology
HMS 370 Learning - A Fundamental Human Process
Culture & Media (3 – 6 crs.)
ANT 310 Cultural Anthropology
CM 364 Global Media Consumer Culture
&/or any online course

NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
BIO 164 Human Anatomy*
Natural Systems (3 crs.)
BIO 161 The Physiology of Controlling Stress & Tension*
Science & Society (3 crs.)
MU 482 Psychology of Music III*
(take with WIC: WR 303 Writing Lab)
Any online course
or HC 348 Health/Physicals/Biotechnology (ILM)

ORGANIZATIONAL COMMUNICATION: B.A.

LIFE & LEARNING SKILLS (23-cr. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC: BUS 300 Managing in Dynamic Environments)
Listening & Speaking (6 crs.)
CM 323 Effective Listening
CM 320 Public Presentations*
Quantitative Skills (6 crs.)
MTH 102 Understanding Math II or above
Writing (6 crs. plus 1-cr. writing lab)
WR 221 Intro to Expository Writing
WR 303 Writing Lab
(take with WIC: CM 400 Research & Discovery in Communication)

ARTS & IDEAS (15-cr. total)
Making Ethical Decisions (3 crs.)
BUS 400 Personal Ethics in Organizations* or PR 414 Ethics & Law for Comm. Pros.
Creating & Interpreting the Arts (9-3 crs.)
Any Literature, Art History, or Music course
Understanding Values & Beliefs (3-9 crs.)
Any Literature, Art History, or Music course

HUMAN COMMUNITY (18-cr. total)
Intercultural Literacy (3 crs.)
CM 333 Intercultural Communication
People & Power (3-9 crs.)
BUS 300 Managing in Dynamic Environments* or CM 358 Managing Transitions* or CM 340 Organizational Communication*
Individuals & Systems (3-9 crs.)
CM 322 Interpersonal Communication*
CM 346 Conflict Management
Culture & Media (3-9 crs.)
Any online course or HC 348 Health/Physicals/Biotechnology (ILM)

NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
Any Science course
Natural Systems (3 crs.)
Any Natural Science course
Science & Society (3 crs.)
Any Environmental Science or NW 335 Identity/Politics/Biotechnology (ILM)
* Required for Organizational Communication major.
**PROGRAM FOR ORGANIZATIONAL LEADERSHIP (POL)**

**LIFE & LEARNING SKILLS (9 outcomes total)**
- Computer Literacy (1 outcome)
  - LLAI* embedded in POL term 7: Managing Tech. & Change (Info. Tech. Strategies)
- Information Studies (1 outcome)
  - LLBI* embedded in POL term 1: Acquiring Foundations & Skills (Info. Studies)
- Listening & Speaking (2 outcomes)
  - LLCL* embedded in POL term 3: Developing the Human Organization (Interviewing)
  - BA Organizational Communication: LLD* embedded in POL Term 5: Leading Ethical Organizations (Prof. Presentations)
- Quantitative Skills (2 outcomes)
  - MTH 102 Understanding Math II or above
- B.S. Business & Leadership:
  - CM 320 Public Presentation
  - or CM 420 Professional Presentation

**HUMAN COMMUNITY (6 outcomes total)**
- Intercultural Literacy (1-3 outcomes)
  - HCAS* embedded in POL term 2: Managing Cultures & Systems (Intercultural Cm.)
  - Managing Cultures & Systems (Bus. Econ.)
  - Developing the Human Organization (Org. Cm.)
- People & Power (1-3 outcomes)
  - HCB1* embedded in POL term 2:
- Individuals & Systems (1-3 outcomes)
  - HCC5* embedded in POL term 2: Managing Cultures & Systems (Interpersonal Cm.)
  - HCC6* embedded in POL term 6: Building Organizational Culture (Conflict Mgmt.)
- Culture & Media (1-3 outcomes)
  - HCDS* embedded in entire POL curriculum
  - HC348 Identity, Politics, & Biotechnology (ILM)
  - HC341 Nineteenth-Century Gender & Culture (ILM)

**NATURAL WORLD (3 outcomes total)**
- Scientific Method (1 outcome)
  - Any Science course
  - Natural Systems (1 outcome)
  - ATM 121 Introduction to Weather & Climate
  - Science & Society (1 outcome)
  - NW 335 Identity, Politics, & Biotechnology (ILM)

* LAC outcomes embedded in POL curriculum.

**ARTS & IDEAS (5 outcomes total)**
- Making Ethical Decisions (1 outcome)
  - AIA1* embedded in POL Term 5: Leading Ethical Organizations (Personal Ethics in Orgs.)
- Creating & Interpreting the Arts (1-3 outcomes)
  - CHS 303 Global Media & Consumer Culture or AI 324 Nineteenth-Century Gender & Culture (ILM)
- Understanding Values & Beliefs (1-3 outcomes)
  - PHL 201 Foundations of Philosophy or THFT 301 Comparative Religions

**PSYCHOLOGY: B.A.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
  - LAC 172 Computer Technology Survey
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - CM 320 Public Presentation

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - PSY 373 Issues/Ethics in Helping Professions
- Creating & Interpreting the Arts (3-9 crs.)
  - CHS 320 Narrative, Memory, & Postmodern Identities
  - CHS 370 Popular Music as Subculture
- Understanding Values & Beliefs (3-9 crs.)
  - PHL 201 Foundations of Philosophy or THFT 301 Comparative Religions

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CM 333 Intercultural Communication
- People & Power (3-9 crs.)
  - HS 400R Race & Racism in Health Care
  - Individuals & Systems (3-9 crs.)
  - PSY 316 Social Psychology
  - PSY 334 Personality Theory
- Culture & Media (3-9 crs.)
  - Any online course
  - & PSY 360 Organizational Psychology

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - HS 304 History & Philosophy of the Human Sciences
- Natural Systems (3 crs.)
  - PSY 325 Left Brain/Right Brain
  - Science & Society (3 crs.)
  - CHS 345 Understanding Values Beliefs

* Required within Psychology major.
* Required within Real Estate major.

**REAL ESTATE STUDIES: B.S.**

**LIFE & LEARNING SKILLS (23-cr. total)**
- Computer Literacy (3 crs. or test)
  - LAC 172 Computer Technology Survey
- Information Studies (1 cr. or test)
  - LAC 373 Information Lab
- Listening & Speaking (6 crs.)
  - CM 323 Effective Listening
  - CM 320 Public Presentation

**ARTS & IDEAS (15-cr. total)**
- Making Ethical Decisions (3 crs.)
  - BUS 400 Personal Ethics in Organizations
- Creating & Interpreting the Arts (3-9 crs.)
  - ID 214 Introduction to Architectural Drawing
  - Any Literature course
- Understanding Values & Beliefs (3-9 crs.)
  - THFT 301 Comparative Religion

**HUMAN COMMUNITY (18-cr. total)**
- Intercultural Literacy (3-9 crs.)
  - CM 333 Intercultural Communication
- People & Power (3-9 crs.)
  - HS 400R Race & Racism in Health Care
- Individuals & Systems (3-9 crs.)
  - PSY 316 Social Psychology
  - PSY 334 Personality Theory
- Culture & Media & Postmodern Identities
  - CHS 370 Popular Music as Subculture
- Understanding Values & Beliefs (3-9 crs.)
  - PHL 201 Foundations of Philosophy or THFT 301 Comparative Religions

**NATURAL WORLD (9-cr. total)**
- Scientific Method (3 crs.)
  - BIO 182 Human Biology
- Natural Systems (3 crs.)
  - ENV 326 Environmental Health
- Science & Society (3 crs.)
  - RE 430 Environmental Issues & Hazards

* Required within Real Estate major.
* Real Estate major elective.
Liberal Arts Core Program

[371] SCIENCE & SOCIETY (3 crs.)
LAC 172 Computer Technology Survey

[183] INFORMATION STUDIES (1 cr. or test)
LAC 373 Information Lab
(take with IFC, see each term’s Schedule or advisor)

[233] QUANTITATIVE SKILLS (6 crs.)
MTH 102 Understanding Math II or above

[350] WRITING (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[282] ARTS & IDEAS (15-cr. total)
Creating & Interpreting the Arts (3-9 crs.)
ART 193 Art for the Beginner or LIT 370 Shakespeare
WR 221 Intro. to Literature & Writing
Understanding Values & Beliefs (3-9 crs.)
PHL 201 Foundations of Philosophy: Makers of the Modern Mind
THT 301 Comparative Religions: Origins & Development of World Religions
SPH 426 Spirituality & Mysticism: Western Religions

[183] MACROSPECIALIZATION (18-cr. total)
Intercultural Literacy (3-cr. total)
CM 333 Intercultural Communication

[183] PEOPLE & POWER (3-cr. total)
SOC 325 Minorities in the United States
HS 482 Relationship with Others or PSY 334 Personality Theory

[183] CULTURE & MEDIA (3-cr. total)
CHS 303 Global Media & Consumer Culture

[183] NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
AST 122 Cosmic Real Estate: A Survey of Solar System Astronomy
Natural Systems (3 crs.)
BIO 343 Ethnobotany
Science & Society (3 crs.)
ENV 358 Global Environmental Concerns
* Required within Religious Studies major.

[183] SCIENCE: B.A.
with concentration in Environmental Science

[371] LIFE & LEARNING SKILLS (23 crs. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC, see each term’s Schedule or advisor)

[322] QUANTITATIVE SKILLS (6 crs.)
MTH 225 Math II or above

[350] WRITING (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[282] ARTS & IDEAS (15-cr. total)
Creating & Interpreting the Arts (3-9 crs.)
ART 193 Art for the Beginner
Writing (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[183] MACROSPECIALIZATION (18-cr. total)
Intercultural Literacy (3-cr. total)
CM 333 Intercultural Communication

[183] PEOPLE & POWER (3-cr. total)
SOC 325 Minorities in the United States
HS 482 Relationship with Others or PSY 334 Personality Theory

[183] CULTURE & MEDIA (3-cr. total)
CHS 303 Global Media & Consumer Culture

[183] NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
AST 122 Cosmic Real Estate: A Survey of Solar System Astronomy
Natural Systems (3 crs.)
BIO 343 Ethnobotany
Science & Society (3 crs.)
ENV 358 Global Environmental Concerns
* Required within Religious Studies major.

[183] SCIENCE: B.A.
with concentration in General Science

[371] LIFE & LEARNING SKILLS (23 crs. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC, see each term’s Schedule or advisor)

[322] QUANTITATIVE SKILLS (6 crs.)
MTH 225 Math II or above

[350] WRITING (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[282] ARTS & IDEAS (15-cr. total)
Creating & Interpreting the Arts (3-9 crs.)
ART 193 Art for the Beginner
Writing (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[183] MACROSPECIALIZATION (18-cr. total)
Intercultural Literacy (3-cr. total)
CM 333 Intercultural Communication

[183] PEOPLE & POWER (3-cr. total)
SOC 325 Minorities in the United States
HS 482 Relationship with Others or PSY 334 Personality Theory

[183] CULTURE & MEDIA (3-cr. total)
CHS 303 Global Media & Consumer Culture

[183] NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
AST 122 Cosmic Real Estate: A Survey of Solar System Astronomy
Natural Systems (3 crs.)
BIO 343 Ethnobotany
Science & Society (3 crs.)
ENV 358 Global Environmental Concerns
* Options within General Science major.

[183] SOCIOLOGY: B.A.

[371] LIFE & LEARNING SKILLS (23 crs. total)
Computer Literacy (3 crs. or test)
LAC 172 Computer Technology Survey
Information Studies (1 cr. or test)
LAC 373 Information Lab
(take with IFC: SS 202 Intro. to Social Science Inquiry or HS 304 History & Philosophy of Human Sciences*)

[322] QUANTITATIVE SKILLS (6 crs.)
MTH 225 Math II or above

[350] WRITING (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with IFC: HS 304 History & Philosophy of Human Sciences*)

[282] ARTS & IDEAS (15-cr. total)
Creating & Interpreting the Arts (3-9 crs.)
ART 193 Art for the Beginner
Writing (6 crs. plus 1-cr. writing lab)
WR 221 Intro. to Expository Wr. or above
WR 303 Writing Lab
(take with WIC, see each term’s Schedule or advisor)

[183] MACROSPECIALIZATION (18-cr. total)
Intercultural Literacy (3-cr. total)
CM 333 Intercultural Communication

[183] PEOPLE & POWER (3-cr. total)
SOC 325 Minorities in the United States
HS 482 Relationship with Others or PSY 334 Personality Theory

[183] CULTURE & MEDIA (3-cr. total)
CHS 303 Global Media & Consumer Culture

[183] NATURAL WORLD (9-cr. total)
Scientific Method (3 crs.)
AST 122 Cosmic Real Estate: A Survey of Solar System Astronomy
Natural Systems (3 crs.)
BIO 343 Ethnobotany
Science, the Individual, & Society (3 crs.)
CHS 345 Nature, Science, Culture
* Required within Sociology major.
INTEGRATED LEARNING MODULES (ILM)
The Integrated Learning Modules are an efficient and stimulating way to satisfy several Liberal Arts Core outcomes in a single term. These courses, open to all Marylhurst students, are thematically focused classes that are taught in an integrated format by specialists in a variety of fields. The integrated format and multipurposed learning projects create a unique perspective on course themes, but without the potentially repetitive requirements of separate stand-alone courses.

Integrated learning modules are offered in a variety of fixed and variable credit formats. In the variable credit format students may sign up for as few as three credits or as many as nine credits, in three-credit increments. Students should register for the modules by choosing the outcomes they need to fulfill outstanding Liberal Arts Core requirements. Student work in the course will only be assessed on the basis of the learning outcomes they have chosen. Student experience in all the subject matters in the module will be documented, if a student signs up for three credits in one area, the other outcomes in the modules will be transcribed as audits.

NOTE: ILM are intended primarily to satisfy Liberal Arts Core requirements or elective interests. Please contact your academic advisor for information on whether the modules might be also used to meet requirements within your major.

EXAMPLES: INTEGRATED LEARNING MODULES
These ILM and others will be offered over the life of this Catalog.

AI 311/HC 348/NW 335 READING THE GENOME: Identity, Politics, & Biotechnology in the 21st Century
In June 2000 the “draft” of the human genome sequence was completed. How the information from the genome is interpreted—and by whom—will determine the social implications of this enormous biotechnological event. This interdisciplinary course will examine some of the scientific, political, and ethical implications of our new understanding of human identity. Meets LAC outcomes: AIA1, HCD8, & NWCS. 3, 6, or 9 crs.

AI 324/HC 325/HC 341 RE-ENVISIONING AMERICA: Gender & Culture at the End of the 19th Century
This course will use a focused interdisciplinary approach to explore key themes and events in U.S. culture at the end of the nineteenth century. Using the lens of issues in gender, creativity, and culture, students will view the entire spectacle of U. S. culture in the Gilded Age. Course materials will include sociological, literary, and visual arts sources, as well as historical and contemporary texts that provide information on the people, themes, and signal events from this period in our cultural history. Subject matter specialists will guide students through a multidimensional experience of this fascinating period in U.S. history. Meets LAC outcomes: AIB4, HCB5, & HCD1. 3, 6, or 9 crs.

AI 325/AI 334 PLAYING IN GOD’S FIRE: Embodied Poetic Experiences of the Divine
Using techniques of theatrical improvisation and close readings of literary and spiritual texts this experiential class enacts the creative process of the actor, the poet and the spiritual seeker as they enter into authentic relationship with presence. This journey beyond ordinary reach explores poetic openings to the divine in creative play through interpretation of work by such writers and thinkers as Dante, Thich Nhat Hanh, Basho, Rumi Gadamer, Huizinga and others. This course will use a focused interdisciplinary approach to explore concepts and skills needed to run a political campaign in the age of mass media. Using communication and political science theories, students will analyze current campaigns and how careful and discriminating listening is central to both of the preceding as well as an essential component in any effective communication. Course materials will include scientific and communications sources. Subject matter experts will guide students through a multidimensional experience of this important contemporary topic. Meets LAC outcomes: AIB5 & AIC4. 3 or 6 crs.

LL 331/HC 315/NW 336 LISTENING TO THE WORLD: Developing Environmental & Cultural Literacy
This course will use a focused interdisciplinary approach to explore the key themes and events in environmental issues. Using the lens of the environment, students will 1) acquire knowledge about how humans impact the environment; 2) increase awareness of how historical events and world views influence practice, policy and communication; and 3) explore how careful and discriminating listening is central to both of the preceding as well as an essential component in any effective communication. Course materials will include scientific and communications sources. Subject matter experts will guide students through a multidimensional experience of this important contemporary topic. Meets LAC outcomes: HCA5, LLC1, & NWCS. 3, 6, or 9 crs.

LL 352/HC 322/HC 343 POLITICAL CAMPAIGNS: Media & Money
This course will use a focused interdisciplinary approach to explore concepts and skills needed to run a political campaign in the age of mass media. Using communication and political science theories, students will analyze current campaigns and design their own. Students will gain an historical understanding of campaigning, learn to articulate a position, persuade an audience, and write a financial plan. Subject matter experts will guide students through a multidimensional experience of this important contemporary topic. Meets LAC outcomes: LLE2, HCB2, & HCD3. 3, 6, or 9 crs.

Liberal Arts Core Program
Marylhurst University
17600 Pacific Highway (Hwy. 43)
P.O. Box 261
Marylhurst, OR 97036-0261
Portland Metro: 503.697.6313
Outside Portland Metro: 1.800.634.9982, ext. 6313
FAX: 503.697.5597
Email: liberalarts@marylhurst.edu
Web site: www.marylhurst.edu
The Marylhurst University Art Department provides students with solid training applicable to a wide range of careers in the visual and design arts. The department recognizes the richness of the diversity among its students and accommodates both those going to school full time for professional training and those who wish to take a class or two to acquire a basic appreciation of art. Consistent discussion and evaluation among the faculty of practicing professional artists, architects, and designers ensures that the program is directly related to the world of contemporary practice outside the classroom.

The Art Gym hosts a highly respected program of exhibitions of contemporary art from the Pacific Northwest.

The Marylhurst University Interior Design Program provides students with educational background needed to prepare for a career as a professional interior designer. See pages 45-47 for further information.

**ART PROGRAM**

Both a Bachelor of Fine Arts degree and a Bachelor of Arts degree are available. The degree requirements have been designed by the professional artists who are members of our faculty.

**THE PURPOSE OF A BACHELOR OF FINE ARTS DEGREE**

The B.F.A. degree program prepares the student to enter a career in art. Study includes not only studio practice, but also the context of history and thought that informs today’s art. In the B.F.A. program, two-thirds of the credits required for the degree are obtained from art courses including a fourth-year pre-professional thesis project. The concentrations within the B.F.A. curriculum (painting, photography, and sculpture) are designed to match contemporary professional practice.

**CAREER PATHS**

For the most part, artists today work independently. Their careers may include regular exhibitions in commercial galleries, work on public or private commissions, or consultation on design teams. The B.F.A. degree is also preparation for application to a master’s degree program in art.

**GENERAL PROGRAM LEARNING OUTCOMES FOR THE BACHELOR OF FINE ARTS DEGREE IN ART**

Students with a B.F.A. degree in art will be able to:

1. Produce artworks in the area of concentration with a clear understanding of the concepts, concerns, and techniques of the contemporary artist
2. Critically discuss their artworks and the art of others
3. Demonstrate fundamental knowledge of the history of art and art theory in Western civilization
4. Demonstrate fundamental knowledge of professional business practices in art
5. Constructively participate in the art community

**Major Requirements for the Bachelor of Fine Arts Degree in Art**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRW 115/116/117 Design</td>
<td>9 crs.</td>
<td></td>
</tr>
<tr>
<td>DRW 231/232/233 Drawing</td>
<td>9 crs.</td>
<td></td>
</tr>
<tr>
<td>PHO 241 Introduction to Photography</td>
<td>3 crs.</td>
<td></td>
</tr>
<tr>
<td>PRN 245 Introduction to Printmaking</td>
<td>3 crs.</td>
<td></td>
</tr>
<tr>
<td>SCP 345 Introduction to Sculpture</td>
<td>3 crs.</td>
<td></td>
</tr>
<tr>
<td>ART 442/444/478 The Artist’s Enterprise</td>
<td>9 crs.</td>
<td></td>
</tr>
<tr>
<td>ART 489 Professional Practices</td>
<td>3 crs.</td>
<td></td>
</tr>
<tr>
<td>Art studio electives at 300-level</td>
<td>18 crs.</td>
<td></td>
</tr>
<tr>
<td>Art studio electives at 400-level</td>
<td>9 crs.</td>
<td></td>
</tr>
</tbody>
</table>

**PAINTING CONCENTRATION REQUIREMENTS**

- PNT 381/382/383 Painting, 9 crs.
- 400-level Painting, 9 crs.
- Thesis project in painting 12 crs.

**PHOTOGRAPHY CONCENTRATION REQUIREMENTS**

- PHO 241 Introduction to Photography, 3 crs.
- PHO 342 Photography 2, 3 crs.
- PHO 434 Photography 3, 3 crs.
- PHO 445 Photographic Seminar, 9 crs.
- PHO 311/312/313 History of Photography, 6 crs.
- Thesis project in photography 12 crs.

**SCULPTURE CONCENTRATION REQUIREMENTS**

- SCP 345/346/347 Sculpture, 9 crs.
- 400-level sculpture, 9 crs. including SCP 441 Sculpture: Studio and SCP 451 Sculpture: Metal
- Thesis project in sculpture 12 crs.

**SPECIAL CONCENTRATION REQUIREMENTS**

- 18 crs. in a coherent program of coursework chosen by the student and academic advisor, and approved by the Art Department Chair.
- Thesis project 12 crs.
THE PURPOSE OF AN ART MINOR

The Art Minor provides basic skills and understanding in the visual arts.

ART MINOR (STUDIO FOCUS OPTION)

- DRW 115 OR Design: Basic ............................................. 3 crs.
- OR DRW 116 Design: Color ........................................... 3 crs.
- DRW 231 Drawing 1 .................................................... 3 crs.
- Art History (HTC 315 & HTC 317) ................................. 6 crs.
- PHO 241 Photography 1 .............................................. 3 crs.
- OR PHO 344 Photography: Color .................................... 3 crs.
- PHO 445 Photographic Seminar .................................. 9 crs.
- PHO 311 ................................................................. 6 crs.

AND/OR PHO 312

AND/OR PHO 313 History of Photography

TOTAL: 36 crs.

PHOTOGRAPHY MINOR

- DRW 115 OR Design: Basic ............................................. 3 crs.
- OR DRW 116 Design: Color ........................................... 3 crs.
- DRW 231 Drawing 1 .................................................... 3 crs.
- Art History (HTC 315 & HTC 317) ................................. 6 crs.
- PHO 241 Photography 1 .............................................. 3 crs.
- PHO 342 Photography 2 ............................................. 3 crs.
- PHO 343 Photography 3 ............................................. 3 crs.
- OR PHO 344 Photography: Color .................................... 3 crs.
- PHO 445 Photographic Seminar .................................. 9 crs.
- PHO 311 ................................................................. 6 crs.

AND/OR PHO 312

AND/OR PHO 313 History of Photography

TOTAL: 36 crs.

TRANSFER CREDITS

Generally, all art courses given credit at 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.

NOTE: The University reserves the right to photograph, use, display, or reproduce for University publications works of art produced by students enrolled in its coursework.

Students should retain all coursework until the end of the term and grades are finalized. Students should pick up papers and portfolios within two weeks after the end of the term through the Art Department Office. All works left in studios should be removed within two weeks after the end of the term. Unless arrangements are made with the Art Department Office, artworks and projects left after this time may be discarded because of lack of space. The University is not responsible for loss of or damage to student work.

Courses numbered in sequence (for example, Painting 1, 2, 3) are intended to be taken in order with each course being a prerequisite for the higher numbered course.

Coursework with a grade less than C- will not be accepted toward any art degree requirement.

Directed Study may be arranged for students when a course listed in the Catalog is otherwise unavailable to be taken at a regularly scheduled time. Permission of the instructor and the Art Department Chair is required.
Most art courses may be taken by non-majors who have the appropriate prerequisites completed. This symbol (✔) denotes classes especially recommended for beginners or non-majors.

COURSE RECOMMENDATIONS FOR LIBERAL ARTS CORE

Students completing degrees in art should use studio art coursework to meet outcome AIB1 in the Creating and Interpreting the Arts category. Courses in Art History may be used to meet outcomes AIB4 and AIB6 in the Creating and Interpreting the Arts category and outcomes HCB5, HCB6, and HCB7 in the People and Power category. Please see course syllabi, available in the Art Department Office, for specific information. Please see pages 27-38 for more information on the Liberal Arts Core.

COURSES

ART 193 FOR THE BEGINNER ✔
This class for non-art majors encourages students to explore their hidden talents and to develop confidence for their own abilities and perceptions. Students explore a variety of media in drawing and painting, and will be given a background in art history to help them understand the context. Meets LAC outcome: AIB1. 3 crs.

ART 288 ORIENTATION TO THE VISUAL ART COMMUNITY
This course is an introduction to the art community. Through discussions, field trips, and presentations by guest speakers, it provides an overview of the social, political, and commercial context in which artists work. Prerequisite: art major or consent of instructor. 3 crs.

ART 423/424/425 THE ARTIST’S ENTERPRISE 1, 2, 3
In this third-year course, the student is encouraged to explore a variety of ways of approaching the process of making art. Building on skills and knowledge from previous coursework, the course involves the student in problem-solving exercises which move toward individual directions. Work will be done outside of class for weekly discussion. This course should be taken concurrently with ART 426/427/428 Critical Response. Prerequisites: DRW 115/116/117, DRW 231/232/233, HTC 212/213/214/315/316/317 and 9 crs. 300-level art studio coursework. 3 crs.

ART 426/427/428 CRITICAL RESPONSE 1, 2, 3
This three-term course surveys art theory and criticism from Plato to postmodernism. Students participate in weekly group discussions based on readings, slide presentations, and assignments. This course should be taken concurrently with ART 423/424/425 The Artist’s Enterprise. Prerequisites: HTC 212/213/214/315/316/317. 3 crs.

ART 489 PROFESSIONAL PRACTICES
This is an advanced-level course for the student planning a career in the visual arts. Basic art business practices, slides, résumé, portfolio, taxes, presentation, and planning for life in the art world. Prerequisites: Either B.F.A. candidate in art candidate registered for ART 498C, or B.A. in art candidate with a minimum of 24 crs. in 300-level art coursework (including HTC 315) at time of registration. 3 crs.

ART 494A INTERNSHIP IN ARTS ADMINISTRATION: ON CAMPUS
In this internship with the art exhibition program of Marylhurst University, students will work with the organization, preparation, and follow up of regular exhibition programming, along with related duties and assignments. Prerequisite: ART 288. Contact Art Department Office prior to registration. Variable credit by arrangement.

ART 494B INTERNSHIP IN ARTS ADMINISTRATION: OFF CAMPUS
Students will work with an arts organization, for example, 1) Regional Arts and Culture Council, 2) Blue Sky Gallery, 3) Contemporary Crafts Association, 4) Portland Art Museum, 5) Northwest Film Center, and others. Prerequisite: ART 494A. Contact Art Department Office prior to registration. Variable credit by arrangement.

ART 494C INTERNSHIP: APPRENTICESHIP
Work with professionals in art, photography, and design fields is arranged for advanced students with substantial backgrounds in the disciplines in which they plan to be apprenticed. Graded on a Pass/No Pass basis. 2-9 crs.

ART 496 ART THESIS: PROPOSAL
The first quarter of the 12-credit art thesis. The art thesis proposal is a written document prepared in consultation with the thesis advisor which outlines the project to be completed. During the first quarter, the student prepares the proposal and begins artwork in line with the proposal. Prerequisites: ART 423/424/425/426/427/428 and 9 additional studio credits at 400-level; maintenance of 3.5 grade point average in upper-division major coursework; Art Department approval through application, portfolio, letter of intent. Students should register concurrently for LAC 450 Senior Seminar. Contact Art Department Office for specific information. This course is graded IP for “In-Progress” until completion of ART 498B at which time a grade is given for all three terms (ART 496/498 A/B). 3 crs.

ART 498A ART THESIS: STUDIO WORK
Second quarter of the 12-credit art thesis. Studio work as described in the proposal developed during ART 496. Prerequisite: ART 496. This course is graded IP for “In-Progress” until completion of ART 498B at which time a grade is given for all three terms (ART 496/498 A/B). 3 crs.

ART 498B 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. Students assist in mounting the exhibition; preparation of written thesis report and artworks by thesis committee. Prerequisite: ART 498A. 3 crs.

DIG 201 INTRODUCTION TO DIGITAL ART TOOLS
This is an introduction to the computer as a tool for art making, in order to learn how images created or manipulated in the computer may be integrated into artworks. Students will be introduced to Adobe Photoshop and Adobe Illustrator—fundamental computer imaging applications—the desktop, basic concepts, and basic tools. 3 crs.
DIG 310 INTRODUCTION TO PHOTOSHOP
Building on fundamentals learned in Introduction to Digital Art Tools this is an introduction to the computer as a tool for the exploration of personal imagery. Students will become familiar with Adobe Photoshop—the primary imaging computer application—its desktop, basic concepts, and basic tools. Negative and print scanning, beginning image control and manipulation with a variety of selection techniques, and creation of composites using layers and adjustment layers will be covered. Prerequisite: DIG 201 or consent of instructor. 3 crs.

DIG 311 PHOTO SHOP 2
This is a continuation of the Introduction to Photoshope class, designed to further embed the techniques learned in the first class while expanding on their use and exploring new methods, shortcuts, and ideas for creating meaningful images. Layers, masks, channels, adjustment layers, text and blending modes will be covered in much greater detail while exploring their relationship to multiple image design as it relates to the form and content of personal imagery. Prerequisite: DIG 310 or consent of instructor. 3 crs.

DIG 321 DIGITAL PROJECTS
Building on fundamentals learned in Introduction to Digital Art Tools this is an introduction to the computer as a tool for creating and manipulating images for artwork. This course may be repeated for up to 9 credits. Prerequisite: DIG 201 or consent of instructor. 3 crs.

DRW 115 DESIGN: BASIC ✔
The first step toward understanding how and why art works for the student just beginning the study of art making. Assignments and discussion topics include texture and composition. 3 crs.

DRW 116 DESIGN: COLOR
Basic color theory course designed to encourage development of sensitivity to color relationships. The course explores the formal and expressive possibilities of color interaction. 3 crs.

DRW 117 DESIGN: THREE-DIMENSIONAL
Introductory problems in working in three dimensions: form, scale, interior and exterior space. 3 crs.

DRW 231 DRAWING 1 ✔
A basic drawing course for the beginning student with emphasis on the development of perceptual skills and understanding of the vocabulary of drawing. Covers composition, the relationship of line, shape, and surface quality. Employs a variety of media and techniques. Meets LAC outcome: AIB1. 3 crs.

DRW 232/233 DRAWING 2, 3
Continuation of the basic drawing course. Exercises in a variety of media further develops perceptual skills, the drawing vocabulary, and an awareness of the perceptual qualities of drawing. 3 crs.

DRW 317/318/319 LIFE DRAWING 1, 2, 3
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. After the first term, students will be given assignments appropriate to their individual needs. Prerequisites: DRW 115/116/117, and DRW 231/232/233, or equivalent, or consent of instructor. 3 crs.

DRW 420 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 up to 9 credits. Prerequisites: three terms of life drawing or consent of instructor. 3 crs.

DRW 440 DRAWING SEMINAR
This course is open to students working on paper in any medium and is intended to bring together a variety of approaches, philosophies, and technical interests for intensive discussion and critique. It is appropriate for those interested in areas such as advanced drawing, experimental printmaking, collage, or advanced watercolor. This course may be repeated for up to 18 credits. Prerequisites: DRW 317/318/319 Life Drawing 1, 2, 3, or consent of instructor. 3 crs.

DRW 440P DRAWING SEMINAR (Senior Paper Option)
This course fulfills the Bachelor of Arts degree in Art requirement for a studio class with a written paper as a terminal project. The student does studio work as described above (DRW 440) and also produces a paper related to the studio project. Prerequisite: minimum 3 crs. DRW 440. 3 crs.

HTC 212 ART HISTORY: FROM CAVE TO CATHEDRAL
The reasons for the beginning of art are unknown, but human beings were compelled to paint the walls of caves 30,000 years ago. This course will be a whirlwind tour from prehistoric art, through the splendors of ancient Egypt, Greece, and Rome, to the modest art of manuscripts in the Middle Ages and the glory of Gothic cathedrals in the fourteenth century. Prerequisites: 3 crs. in writing should be taken before or concurrently with this course. Meets Arts LAC outcome: HCB7. 3 crs.

HTC 213 ART HISTORY: FROM RENAISSANCE TO REVOLUTION ✔
The Renaissance of the fifteenth century was a rebirth of learning and culture in Europe. The class will follow European art from the Renaissance through Mannerism, the Baroque, Rococo, and neo-Classicism to the Age of Enlightenment that produced revolution in the United States and France. Prerequisites: 3 crs. in writing should be taken before or concurrently with this course. Meets LAC outcome: HCB6. 3 crs.

HTC 214 ART HISTORY: THE NINETEENTH CENTURY ✔
This was a century that saw the inventions of photography, the telephone, and the automobile. Artists also were alive with the spirit of “progress” resulting in art movements such as Classicism, Romanticism, and Impressionism. Prerequisites: 3 crs. in writing should be taken before or concurrently with this course. Meets LAC outcome: HCB5. 3 crs.

HTC 315 THE PRACTICE OF ART HISTORY
Students will examine selected artworks in depth in order to have a greater understanding of the impact of the larger society on the works of its artists and to see how art historians shape the understanding of works of art. Readings will explore the subject matter from a variety of perspectives, and writing exercises will focus on the language, style, and variety of art writing culminating in a significant research paper. Prerequisites: one term of art history and 6 crs. in writing. Student must concurrently be registered for WR 303 Writing Lab. 3 crs.
HTC 316 ART HISTORY: MODERNISM
At the turn of the twentieth century Paul Cézanne provided the bridge from the lusciousness of Impressionism to the structure of Cubism and art has never been the same since. This course will follow art as it moves through a world of war and revolution and spawns art movements such as Fauvism, Expressionism, Futurism, Dada, Surrealism, and Abstract Expressionism. Prerequisite: HTC 315. Meets LAC outcome: AIB7. 3 crs.

HTC 317 ART HISTORY: ART SINCE THE SIXTIES
Philosopher/critic Arthur Danto has said that art as it was traditionally known ended with Andy Warhol in the 1960s. This course examines art from Pop to postmodernism and the context in which it is made and seen. In addition to classroom lectures, there will be visits to Portland-area galleries and museums and selected readings and discussion. Prerequisite: HTC 315. Meets LAC outcome: AIB4. 3 crs.

PHO 241 INTRODUCTION TO PHOTOGRAPHY ✔
Emphasis is on acquiring basic skills, camera ease, and knowledge of darkroom procedures. This course includes shooting assignments, personal/group critique, printing concerns, technical and visual exercises, and an introduction to the esthetics of photography. Meets LAC outcome: AIB1. 3 crs.

PHO 243 PHOTOGRAPHY 3
This class revolves around the clarification of technical abilities in traditional and contemporary fine printing techniques and coming to an understanding of how photographic exposure, film, and chemistry interact in black-and-white photography so that the student can use these tools comfortably in their visual exploration of the world. Prerequisite: PHO 241. 3 crs.

PHO 342 PHOTOGRAPHY 2
This continuation of the basic photography course examines new visual and aesthetic methods. While exploring the traditions of photography (portrait, self-portrait, landscape, street photography, fabricated-to-be-photographed, multiple prints, and rip, tear, damage, destroy) students will use a variety of films, developers, and papers so that each student will begin to understand what choices are available to them in creating their personal visual statement. Prerequisite: PHO 241. 3 crs.

PHO 343 PHOTOGRAPHY 3
This class revolves around the clarification of technical abilities in traditional and contemporary fine printing techniques and coming to an understanding of how photographic exposure, film, and chemistry interact in black-and-white photography so that the student can use these tools comfortably in their visual exploration of the world. Prerequisite: PHO 342. 3 crs.

PHO 344 PHOTOGRAPHY: COLOR
The emphasis of this course is on shooting and printing color photographs. Students will gain a basic understanding of the relationships among light, film, exposure, and development in color negatives and Type C print materials. Students will explore the difference between black-and-white and color pictures, discuss basic color theory from the viewpoint of photography, and examine the history of color photography and contemporary trends. Prerequisite: PHO 241. 3 crs.

PHO 445 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, making color photocopied books, or creating their work utilizing video or digital media. This course is intended to bring together a variety of approaches, philosophies, and technical interests for intensive discussion and critique. This course may be repeated for up to 18 credits. Prerequisites: 6 crs. of photography. 3 crs.

PHO 445P PHOTOGRAPHIC SEMINAR (Senior Paper Option)
This course fulfills the Bachelor of Arts degree in Art requirement for a studio class with a written paper as a terminal project. The student does studio work as described above (PHO 445) and also produces a paper related to the studio project. Prerequisites: minimum 3 crs. PHO 445. 3 crs.

PHO 311 HISTORY OF PHOTOGRAPHY: NINETEENTH CENTURY ✔
This course is a survey of the development of photography through discussion of major figures, new inventions, discoveries, and the broader context of changing attitudes toward photography and the world. Meets LAC outcome: AIB5. 3 crs.

PHO 312 HISTORY OF PHOTOGRAPHY: 1900-1940 ✔
This term begins with the fight for photography as a fine art and continues through an exploration of the evolution of changing styles, ideas, attitudes, and objectives of the major photographers of this period as they try to define the world they live in and their relationships to and with it. Meets LAC outcome: AIB5. 3 crs.

PHO 313 HISTORY OF PHOTOGRAPHY: 1940-PRESENT ✔
The third term of photographic history examines the major figures and movements of the last five decades of the medium, beginning with Robert Frank’s groundbreaking vision and continuing to the pluralistic present. Meets LAC outcome: AIB5. 3 crs.

PNT 334/335/336 WATERCOLOR 1, 2, 3
Demonstrations and step-by-step instruction will teach the beginning student how to use the materials, employ the techniques, and control the medium. Projects will include the necessary fundamental exercises and encourage individual direction. Intermediate students will explore additional techniques, abstract and non-objective approaches, painting the figure, and personal subject matter with emphasis on improving composition and technical skills. Advanced students will develop a body of work in consultation with the instructor. Prerequisites: DRW 115/116, DRW 231/232/233. 3 crs.

PNT 381/382/383 PAINTING 1, 2, 3
This course focuses on 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. Prerequisites: DRW 115/116/117 and DRW 231/232/233. 3 crs.

PNT 484 PAINTING STUDIO
Over the course of the year, the student will move from assignments designed to stretch conceptual and technical skills toward independent work in painting. A wide variety of subject matter may be approached through this class. The course will include discussions of the development of painting and contemporary approaches while focusing on developing critical awareness and studio abilities. This course may be repeated for up to 18 credits. Prerequisites: PNT 381/382/383, DRW 115/116, DRW 231/232/233. 3 crs.
This course fulfills the Bachelor of Arts degree in Art requirement for a studio class with a written paper as a terminal project. The student does studio work as described above (PRN 443) and also produces a paper related to the studio project. Prerequisites: minimum 3 crs. PRN 443. 3 crs.

**SCP 345 INTRODUCTION TO SCULPTURE**
This class will introduce the beginning student to a variety of materials including clay, wire, plaster, wood, and mixed media. Discussion of technical information and basic sculptural concepts will be augmented by discussion of contemporary artists working in three dimensions and historical context. Prerequisites: DRW 117, DRW 231/232/233. 3 crs.

**SCP 346 SCULPTURE 2**
This is a continuation of the basic sculpture course with a focus on sculpture of the human figure. Students will work from the model in clay, experiment with alternative modes of figurative representation, and study a sampling of figurative work from the twentieth century. Prerequisites: DRW 117, DRW 231/232/233 or SCP 345 or equivalent. 3 crs.

**SCP 347 SCULPTURE 3**
This is a continuation of the basic sculpture course with a focus on mixed media. Students will explore technical basics which might be applied to a variety of materials. Projects involve the use of alternative materials and found objects, and the implications of context on their constructions. Prerequisite: SCP 345 or SCP 346. 3 crs.

**SCP 341 SCULPTURE STUDIO**
This class will work with issues and ideas found in contemporary sculpture. The class is conceptually based, not technically oriented. Students may work in a variety of materials including wood, ceramic, or found objects in a workshop atmosphere with regular group discussion and critiques. This course may be repeated for up to 18 credits. Prerequisites: DRW 232/233/234, DRW 117, and previous work in sculpture or painting. 3 crs.

**SCP 441P SCULPTURE STUDIO (Senior Paper Option)**
This course fulfills the Bachelor of Arts degree in Art requirement for a studio class with a written paper as a terminal project. The student does studio work as described above (SCP 441) and also produces a paper related to the studio project. Prerequisites: minimum 3 crs. SCP 441. 3 crs.

**SCP 451 SCULPTURE: METAL**
An advanced sculpture course for the student already familiar with sculptural concepts, this course will introduce basic techniques of metal working for the artist; the course will include work in gas and electric welding of mild steel with an emphasis on functional objects. This course may be repeated for up to three terms. Prerequisite: three terms of sculpture or consent of instructor. 3 crs.
INTERIOR DESIGN PROGRAM
The Marylhurst University Bachelor of Fine Arts in Interior Design program prepares the student for the professional practice of interior design by integrating interior design, architecture, and art in a collaborative process that demonstrates the interaction of the disciplines.

THE PURPOSE OF A BACHELOR OF FINE ARTS DEGREE IN INTERIOR DESIGN
The B.F.A. degree program in interior design prepared the student to begin a professional career in interior design. The B.F.A. degree in Interior Design is aimed at the highest level of professionalism and at preparing the student for practice and national level qualification examinations. Interior design education serves the student interested in a broad-based liberal arts education including integrative thinking, and both verbal and visual creative imagination.

CAREER PATHS
Career opportunities range from commercial and residential design to specializations within the field in hospitality, medical, educational, retail and tenant improvement, museum and exhibit, or lighting design, as well as historic preservation, programming, facilities planning, showroom management, product sales representation, project management, journalism, and architectural photography.

LEARNING OUTCOMES FOR THE BACHELOR OF FINE ARTS DEGREE IN INTERIOR DESIGN
Students with a B.F.A. degree in Interior Design will:
1. Apply a working knowledge and skills in programming, space planning, concept design, design development, and professional presentation techniques.
2. Apply a working knowledge and skills in appropriate material and finish selection, lighting design, materials specifications, preparation of construction documents, and coordination with related building technologies.
3. Understand and apply regulatory codes, accessibility standards, and practices protecting the health, safety, and welfare of the public.
4. Demonstrate awareness of professional ethics, project management, and business methods.
5. Analyze an interior design problem, develop design concepts that are aesthetic, appropriate and functional, and communicate options effectively.
6. Synthesize and apply interior design knowledge and skills within a real-world context through an internship in the field of interior design.
7. Develop an in-depth independent research and design project through the completion of the Interior Design Thesis project.

Requirements for the Bachelor of Fine Arts Degree in Interior Design
DRW 115/116/117 Design ............................................. 9 crs.
DRW 231/232/233 Drawing ........................................... 9 crs.
ID 311/312/313 History of Architecture & Interiors .................. 9 crs.
ID 343/344 History of Furniture ....................................... 6 crs.
HTC 317 Art History ...................................................... 3 crs.
ID 213/214 Architectural Drawing ................................... 6 crs.
ID 215/216/217 Interior Design Studio 1, 2, 3 .......................... 9 crs.
ID 318/319/320 Interior Design Studio 4, 5, 6 .................. 9 crs.
ID 421/422/423 Interior Design Studio 7, 8, 9 ..................... 9 crs.
ID 336 Presentation Rendering ........................................ 3 crs.
ID 337/338 Construction Documents .............................. 6 crs.
ID 353 Interior Materials ............................................. 3 crs.
ID 354 Textiles for Interiors ......................................... 3 crs.
ID 355 Interior Lighting Design ...................................... 3 crs.
ID 356/357 Structures & Building Systems ....................... 6 crs.
ID 375 Computer-Aided Drafting (CAD) ........................... 3 crs.
ID 376 3-D Digital Modeling .......................................... 3 crs.
ID 377 CAD for Interiors Documents .............................. 3 crs.
ID 387 Interior Design Portfolio ...................................... 3 crs.
ID 489 Professional Practices for Interior Design ................. 3 crs.
ID 494 Interior Design Internship .................................... 3 crs.
Approved Art or Interior Design related electives .................. 6 crs.
ID 496/498A/498B ID Thesis Studio ................................. 12 crs.

TOTAL CREDITS FOR THE MAJOR: 129 crs.

TRANSFER CREDITS
Generally, all interior design courses given credit at accredited institutions are transferable to the Marylhurst Interior Design Program. If, for example, one has taken basic design or drawing, interior materials or lighting 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.

Marylhurst Interior Design Program has an articulation agreement with the Portland Community College (PCC) Interior Design Program which allows the transfer of credit from PCC to Marylhurst for courses specified in the articulation agreement. The student must earn a minimum of “B” (3.0) grade to transfer these credits into the Interior Design Program. The Interior Design Program Director maintains a current list of classes covered in the articulation agreement.

All interior design coursework required for the professional degree program must be taken for a letter grade. Pass/No Pass grading is not acceptable. Coursework with a grade less than C- will not be accepted toward any degree requirement.

RETENTION OF STUDENT WORK
The University reserves the right to photograph, use, display, or reproduce for University publications work produced by students enrolled in its coursework. The Interior Design Program further reserves the right to retain selected exemplar student work in its archives for display during periodic accreditation visits. The work will be available to students from the archives and will be returned to the student after the required accreditation site visit.

Students are to retain all coursework until the end of the term and grades are finalized. Student work not archived can be picked up within two weeks after the end of the term through the Art Office. All works left in studios should be removed within two weeks after the end of the term. Unless arrangements are made with the Art Office, artworks and projects left after this time may be discarded due to lack of space. The University is not responsible for loss of or damage to student work.

COURSE RECOMMENDATIONS FOR THE LIBERAL ARTS CORE
Students completing their degree in interior design should use interior design studio coursework to meet outcomes AIB1 and AIB7 in the Creating and Interpreting the Arts category. Courses in Art History will meet outcome AIB4 in the Creating and Interpreting the Arts category. History of Furniture meets outcome HCB5 and History of Architecture and Interiors may be used to meet outcomes HCB6 and HCB7 in the People and Power category and AIB5 in Creating and Interpreting the Arts. ID 375 Introduction to Computer-Aided Drafting (CAD) may be used to meet outcome LLB1 in the Life and Learning Skills category. Additionally Information Lab meeting outcome LLB1 is taken with ID
312 History of Architecture and Interiors

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 215/216/217. 3 crs.

ID 314/315 INTERIOR LIGHTING DESIGN

An introduction to interior lighting and trade resources through lecture, discussion, demonstration, and field trips. Prerequisites: ID 215/216/217. 3 crs.

ID 315 INTERIOR MATERIALS

This is an introduction to space analysis and design. Simple projects will focus on single spaces or simple sequences of spaces in order to build a strong foundation for spacemaking. Field trips will reinforce class discussions on design ideals, and presentations will familiarize the student with critique, review, and redesign. Prerequisites: ID 213 must be taken prior to, or concurrently with, ID 216 Interior Design Studio 2. 3 crs.

ID 316 INTRODUCTION TO INTERIOR DESIGN

An introduction to the use of drafting tools and develop an understanding of technical drawings such as sections, elevations, and floor plans. Prerequisites: ID 213 should be taken concurrently with ID 215 Interior Design Studio 1. 3 crs.

ID 317 INTERIOR DESIGN STUDIO 3

Students will move through a full-term project that will be the synthesis of both the student’s development of spatial perception and their technical drafting skills for this first year. Prerequisites: ID 213/214, 215/216. 3 crs.

ID 318/319/320 INTERIOR DESIGN STUDIO 4, 5, 6

This course will involve lectures on basic interior design concepts and studio work in application of those concepts. Prerequisites: ID 215/216/217. 3 crs.

ID 319 INTERIOR LIGHTING DESIGN

An introduction to interior lighting and trade resources through lecture, discussion, demonstration, and field trips. Prerequisites: ID 215/216/217. 3 crs.

ID 336 PRESENTATION RENDERING

This course expands on architectural drawing skills learned in ID 213/214 specifically focusing on drawings and presentation boards which illustrate interior spaces for the purpose of communication with clients. Prerequisites: ID 215/216/217. 3 crs.

ID 337 CONSTRUCTION DOCUMENTS

This course introduces the fundamentals of drawn and written documents necessary to clearly specify information required for contract construction. Prerequisites: ID 318/319/320. 3 crs.

ID 338 HISTORY OF FURNITURE

An introduction to the history of furnishings for the interior designer. Meets LAC outcome: HCB5. 3 crs.

ID 339 INTERIOR MATERIALS

An introduction to interior components and trade resources through lecture, discussion, demonstration, and field trips. Prerequisites: ID 215/216/217. 3 crs.

ID 340 TEXTILES FOR INTERIORS

An introduction to textiles (for example, upholstery and carpeting) and trade resources through lecture, discussion, demonstration, and field trips. Prerequisites: ID 215/216/217. 3 crs.

ID 341/342 HISTORY OF ARCHITECTURE AND INTERIORS

An introduction to the history of Western architecture with special attention paid to the making of interior space and the relation of other art forms to architecture. Prerequisites for ID 311/312: 3 crs. in writing should be taken before or concurrently with these courses. Also LAC 373 Information Lab should be taken concurrently with ID 312. Prerequisites for ID 313: one term of architecture history, and 6 crs. writing. Student must concurrently be registered for WR 303 Writing Lab. ID 311 meets LAC outcome: HCB6. ID 312 meets LAC outcome: HCB7. ID 313 meets LAC outcome: AIB5. 3 crs.

ID 342/343 HISTORY OF ARCHITECTURE

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 343/344 HISTORY OF FURNITURE

An introduction to the history of furnishings for the interior designer. Meets LAC outcome: HCB5. 3 crs.

ID 344/345 HISTORY OF INTERIORS

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 345/346 INTERIOR DESIGN PORTFOLIO

Discussion of basic professional portfolio development and career direction. Prerequisites: ID 318/319/320. 3 crs.

ID 346/347/348 HISTORY OF ARCHITECTURE

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 347/348 HISTORY OF INTERIORS

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 348/349 HISTORY OF ARCHITECTURE

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 349/350 HISTORY OF INTERIORS

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 350/351 HISTORY OF ARCHITECTURE

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 351/352 HISTORY OF INTERIORS

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 352/353 HISTORY OF ARCHITECTURE

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.

ID 353/354 HISTORY OF INTERIORS

A basic course in the structure of architecture and buildings, including mechanical, electrical, and HVAC systems, geared to the needs of the interior designer. Prerequisites: ID 318/319/320. 3 crs.
ID 421/422/423 INTERIOR DESIGN STUDIO 7, 8, 9
Studio work in application of design concepts and skills to the design of a range of public and commercial interior spaces. ID 421 meets LAC outcome: AIB7. Prerequisites: ID 318/319/320. 3 crs.

ID 489 PROFESSIONAL PRACTICES FOR INTERIOR DESIGN
Discussion of basic professional practice, business standards, and ethics. Prerequisites: ID 318/319/320. 3 crs.

ID 494 INTERIOR DESIGN INTERNSHIP
A working internship in the interior design field. May be repeated for up to 6 crs. Prerequisites: ID 311/312/313, ID 336, ID 337/338, ID 353/354/355, ID 356/357, open to juniors and seniors only. 3 crs. or 6 crs.

ID 496 INTERIOR DESIGN THESIS STUDIO: PROPOSAL
The thesis is an intensive program for the advanced student. It encompasses three quarters and involves the student in developing all design materials for a complete project. The interior design thesis is temporarily graded on an In Progress (IP) basis for the first two terms (ID 496/498A). The final grade for the full 12-credit thesis project, given at the completion of ID 498B, is applied to all three terms. During the first term, the thesis proposal is researched and written in consultation with the thesis advisor. This document outlines the project to be completed. During the first quarter the student also begins work on the proposal concept design. Prerequisites: maintenance of 3.50 grade point average in upper-division interior design coursework; approval by thesis faculty committee through application, portfolio, and letter of intent. Students should register concurrently for LAC 450 Senior Seminar. 3 crs.

ID 498A INTERIOR DESIGN THESIS STUDIO: DESIGN DEVELOPMENT
Design work as described in the proposal researched during ID 496 is developed and presented at term-end review. Prerequisite: ID 496. 6 crs. or 3 crs.

ID 498B INTERIOR DESIGN THESIS STUDIO: PROJECT COMPLETION
Design work is completed and presented for final review. Prerequisite: ID 498A. 3 crs. or 6 crs.

EXHIBITIONS
The Art Gym exhibition program is an important resource for the Marylhurst art student. The working philosophy underlying the Exhibition program is to promote public understanding of contemporary art of the Northwest through exhibitions, publications, and discussion.

Since the 3,000-square-foot space opened in 1980, the gallery has shown the work of over 500 artists from Oregon, Washington, Alaska, and Canada have been shown, published over 50 exhibition catalogs, and held numerous public discussions with artists and curators. Several kinds of exhibitions are produced:

Individual Artist Retrospectives: A decade or more of work by an artist is surveyed. Examples of this type of show include a twenty-three-year retrospective of the art of Tad Savinar, three decades of large-scale outdoor sculpture by Lee Kelly, a fifteen-year survey of photographs by Terry Toedtemeier, ten years of painting by Laura Ross-Paul, and a tribute to landscape architect Barbara Fealy.

Thematic Group Exhibitions: Large exhibitions that illustrate the concerns of several artists working with a particular subject. Examples of exhibitions include Ulterior Motives: Current Northwest Abstraction, Japanese/American: the In Between, Landscape Photography by Northwest Artists, As the War Ended: Artists’ Responses to War in Our Lifetime, Keys to the Keep: Humor and Satire in Contemporary Prints, and Residue: Art from the Portland Music Underground.

Siteworks: Special artworks designed specifically for The Art Gym exhibition space. Artists who have designed works or installations for the space include Ken Butler, Christine Bourdette, David Eckard, Linda Hutchins, Tad Savinar, Fernanda D’Agostino, Kay Slusarenko, Paul Sutinen, and the artist collaborative Rigga.

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 gallery frequently speak to classes or teach special workshops. The internship program is open to Marylhurst students to enable them to become familiar with current art gallery practices. The Marylhurst B.F.A. Thesis Exhibition is held in the gallery at the conclusion of each academic year.

NORTHWEST FILM CENTER COOPERATIVE PROGRAM
Coursework offered by the Northwest Film Center (NWFC) in its certificate program in film may be taken for credit through Marylhurst University and utilized in art degree programs. NWFC courses are generally offered in a semester format with variable credits. To receive cooperative credit for NWFC courses through Marylhurst, students must 1) apply and register for classes through NWFC and 2) register for cooperative credit through the Marylhurst University Registrar’s Office. Students should contact the Art Office prior to registration for current information on credits available for coursework.

The NWFC certificate program in film prepares self-directed individuals for careers in media arts and independent filmmaking. The curriculum in film, aesthetics, production, and business offers an opportunity to develop basic hands-on skills, a portfolio (reel) of work, and professional contacts in the field while focusing on media aesthetics, one’s personal vision, and the critical elements of fund-raising and distribution. For information on the certificate program in film, or to receive a schedule of current course offerings and fee information, contact NWFC at 503.221.1156. NWFC is a regional media arts resource and service organization founded in 1971 to encourage the study, appreciation, and utilization of the moving image arts, foster their artistic and professional excellence, and help create a climate in which they may flourish.
The Bachelor of Science in Business and Leadership is designed for adult-learners who want more than a piece of paper that says they have a degree. Our degree program is about making leadership principles and life-long learning part of your everyday life. Your commitment to learn, change, and grow is much more important to us than your past. Regardless of who you are when you drive on to the campus or log on to our Web site, if you let us, we will help you rewrite your dreams and visions, redefine your true potential, and reach new levels of confidence, competence, and influence.

The flexible, adult-friendly curriculum is delivered in several ways. You can take any combination of evening, weekend, and online courses. You can get your Business and Leadership degree entirely online with stand-alone courses or through our innovative Program in Organizational Leadership—a program that is cohort-based with sequenced 9-credit integrated learning modules. See pages 107-108, for details.

The business core is simple but rigorous. Aided by a skilled advisor, you will customize a degree plan that leverages your unique skills, experience, and interests. When you graduate, you will possess the critical analysis and business skills required to lead in the dynamic environments in which you live, work, and play.

THE PURPOSE OF THE BUSINESS AND LEADERSHIP DEGREE

OUR MISSION is to:

- Transform lives in an extraordinary and supportive environment for adults seeking bachelor degrees in business and leadership.
- Develop dynamic individuals engaged in a lifelong pursuit of exponential growth.

OUR VISION is to:

- Deliver a flexible, dynamic and robust program that anticipates the changing needs of society, industry and students and that is aligned with the Marylhurst mission (RELEVANCY).
- Create a legacy of NETWORKS and community that connects and serves students and alumni throughout their lives.
- Build sustainable PARTNERSHIPS with industry, other colleges and universities, and government that leverage resources and provide access to diverse student populations.
- Keep the focus on the INDIVIDUAL but shift the paradigm and circle of influence from 10’s to 100’s to 1000’s.

Constant change is the engine of life. “Followers” adapt or disappear. “Managers” facilitate change. “Leaders” are change-agents who continually learn, create vision, and teach managers and followers how to implement change. They use influence and persuasion to motivate. They complete the cycle with feedback, evaluation, and new learning. The new learning starts the next cycle resulting in a continuous upward spiral of exponential growth.

Leaders do not have to be charismatic. Leaders create change at any level: in the maintenance room, in the classroom, in the cleanroom, or in the boardroom. Leaders look beyond what is seen and have a broad and holistic perspective—that is why the Marylhurst Business and Leadership degree is distinctive in its emphasis on integrating a strong liberal arts foundation into the required business core.

Marylhurst students in the Business and Leadership Program look and act like you: average age 38, most are already leaders in their families, communities, and at work. You will interact with outstanding classmates and expert faculty to make theory come to life in facilitated current-event and case-based discussion. A premium is placed on helping you explore and identify key issues and alternative courses of action. We prepare our students to think of leading as a constantly moving three-dimensional proposition.

Successful alumni are strategic leaders who fully understand and integrate:

1. The Management Process (plan, organize, lead, and control)
2. The Organizational Functions (marketing, sales, human resources, organization behavior, finance, accounting, operations, customer service, strategic planning, research & development, information systems, and so forth)
3. The Environment Influences (industry structure and competition, globalization, culture, government/ethics, and technology, and so forth).

PROGRAM LEARNING OUTCOMES FOR B.S. IN BUSINESS AND LEADERSHIP

Students completing a B.S. in Business and Leadership at Marylhurst University will:

1. (PERSONAL PLAN) Design dynamic personal education plans and demonstrate competency in meeting the defined outcomes.
2. (LIBERAL ARTS) Demonstrate a broad-based liberal arts perspective in business-related analysis and decision making.
3. (MANAGEMENT PROCESS) Demonstrate the ability to effectively use the management process to plan, organize, lead, and control.
4. (ORGANIZATIONAL FUNCTIONS) Master and integrate the fundamental organizational functions required to lead an organization in areas such as finance, marketing, human resources, strategy and planning, information technology, and other areas of concentration.
5. (ENVIRONMENTAL INFLUENCES) Integrate environmental drivers into the organizational decision-making process including but not limited to the competitive landscape, globalization, stakeholder interests, culture, technology, and other factors.
6. (COMMUNICATION) Develop effective communication skills in collaborative global environments.
7. (PERSONAL ETHICS) Develop a personal framework for addressing ethical dilemmas within an organizational context that arise from conflicting values.
8. (LEADERSHIP PRINCIPLES) Create vision and drive change by using sustainable leadership principles that holistically integrate the management process, the organizational functions, and the environmental influences.
Major Requirements for the Bachelor of Science Degree in Business & Leadership

Required Business Core ................................................................. 24 crs.
  BUS 300 Leading in Dynamic Environments, 6 crs.
  BUS 310 Business Economics, 3 crs.
  BUS 320 Business Statistics, 3 crs.
  BUS 330 Information Technology Strategies, 3 crs.
  FIN 341 Financial Accounting Concepts, 3 crs.
  MKT 300 Principles of Marketing, 3 crs.
  ORG 300 Human Resources, 3 crs.
GateWay Following Core ................................................................. 3 crs.
  BUS 391 Business Strategy, 3 crs.
Required Perspective courses (anytime) ........................................... 9 crs.
  BUS 400 Personal Ethics in Organizations, 3 crs.
  BUS 431 Career Planning, 3 crs.
  CM 333 Intercultural Communications, 3 crs.
Capstone Course ................................................................. 3 crs.
  BUS 491 Applied Leadership Principles, 3 crs.
Business Electives ........................................................................... 21 crs.
TOTAL CREDITS IN MAJOR: 60 crs.
TOTAL CREDITS IN DEGREE: 180 crs.

By design, we have kept our required business core lean in order to increase flexibility to accommodate our diverse student population. Frequent one-on-one consultation with your advisor helps you select courses that are right for you and that meet your personal plan. Most business students starting at Marylhurst transfer some community college credits and many are able to take advantage of our Prior Learning Assessment program (see pages 22-23). Consequently, they often need a relatively small number of elective credits, which makes it difficult to fill a sufficiently broad number of electives each quarter to satisfy all students’ needs.

To compensate for our limited business elective offerings, we encourage you to take courses in other departments such as Real Estate Studies and Communication Studies to satisfy business electives. If you want to add a concentration to your major, you can provide a list of four to five recommended courses that satisfy the concentration requirement in all the major business disciplines. If we do not offer the class here, we can help guide you to another college or university where you can take the class and then transfer it to Marylhurst.

In each concentration area, we will offer a core course plus one or two other related courses that are noted in this Catalog. We also offer one-credit professional seminars that bring you the best practices taught by leaders on the cutting edge in their field. These professional seminars will be offered in a series of three related topics such as leadership, HR, and marketing. Students can take one, two, or all three. They are offered in three formats: one-day Saturday seminars over three different weekends; standard evening classes offered on the same night of the week but starting on the first, fourth, and seventh weeks of the term; or online staggered the same way (see listing at the beginning of the business electives section.

CAREER PATHS

Graduates are prepared to successfully pursue careers in corporations, government organizations, non-profit institutions, or to start or run a small business. In addition to traditional business electives, students can choose from a range of communication, real estate, or other approved courses to meet their personal and professional goals. Graduates are also prepared to pursue graduate-level studies such as Marylhurst’s outstanding MBA program (see pages 163-170 for details).

REQUIRED COURSES

BUS 300 LEADING IN DYNAMIC ENVIRONMENTS
This course uses theory and case study to lay the foundation for students to start applying strategic leadership principles that holistically integrate the management process (plan, organize, lead, control), the organizational functions (marketing, finance, human resources, etc.), and the environmental influences (competitive landscape, globalization, stakeholder interests, culture, technology). Students demonstrate their ability to capture, expand, teach, write, research, discuss, and present. Standards for the entire program are established in this foundation course. BUS 300 is very rigorous and may not be appropriate for new students. Meets LAC outcomes: HCB8, HCB9. 6 crs.

BUS 310 BUSINESS ECONOMICS
This course will focus on topics in economics of particular value to students studying business and leadership. These topics include concepts of scarcity, supply and demand analysis, behavior of the individual consumer, decision making by a profit maximizing firm under perfect competition, and the economic analysis of projects. Meets LAC outcome: HCB1. 3 crs.

BUS 320 BUSINESS STATISTICS
The emphasis of this course is for students to be able to recognize and apply practical statistics in everyday life. Students will learn descriptive statistics of sampling, estimation, and hypothesis testing. Other statistical concepts such as multiple and linear regression, correlation, chi-square, ANOVA, and non-parametric statistics will be reviewed. Prerequisite: MTH 111. Meets LAC outcome: LLD4. 3 crs.

BUS 330 INFORMATION TECHNOLOGY STRATEGIES
This course examines the critical role of information system strategies and technology in driving competition and industry structure. Using case studies, students will take the general manager’s view as they survey information systems, applications, and integration options. 3 crs.

BUS 391 BUSINESS STRATEGY
This course is designed to solidify the skill sets developed in the early business and leadership core curriculum and to provide a gateway for understanding some of the critical elements of business strategy. Emphasis will be placed on market segmentation, financial modeling, information technology, and organizational motivation, as the development of these key strategies usually drives the entire strategic management process. Prerequisites: BUS 300, BUS 310, BUS 320, BUS 330, FIN 341, MKT 300, ORG 300. 3 crs.

BUS 400 PERSONAL ETHICS IN ORGANIZATIONS
From a business and leadership perspective, students will examine the age-old questions people have asked about the “Good” and our “Duty” in making “Good” decisions. The relationship between effective business leadership and ethics, as well as an increased awareness of personal value systems, will be explored. Meets LAC outcome: AIA1. 3 crs.

BUS 431 CAREER PLANNING
Successful career planning is a lifelong process that continuously realigns your core values, interests, personality, and skills with the changing realities of the world of work and life. You will assemble a “tool box” of career management resources that you can access and update at any time allowing you to be proactive instead of reactive in designing creative strategies for realizing your true potential and life’s work. 3 crs.
BUS 491 APPLIED LEADERSHIP PRINCIPLES
This capstone course requires the student develop a business plan or strategy. Students will demonstrate their ability to synthesize the management process across all key internal business functions as well as incorporate the external forces that drive competitiveness when developing sound strategy and implementing change. Students will be required to present their business or strategic plan to the class. Prerequisites: senior standing, core courses, & BUS 391. 3 crs.

CM 333 INTERCULTURAL COMMUNICATION
What does it mean to be thrown into contact with others whose lifestyles and values differ from one’s own? Such interactions are often complex and confusing. This course examines face-to-face intercultural communication—focusing on cultural awareness, values, perception, and recognizing differences as a resource. Meets LAC outcome: HCA5. 3 crs.

FIN 341 FINANCIAL ACCOUNTING CONCEPTS
This course offers a balanced approach to the basic concepts and practices of financial accounting. Students first learn to analyze economic events in terms of the accounting equation and to prepare income statements, balance sheets, and statements of cash flow. Emphasis then shifts to understanding how to read and interpret financial reports in order to analyze and evaluate business performance. 3 crs.

MKT 300 PRINCIPLES OF MARKETING
This course introduces the basic concepts of marketing and provides a framework for analyzing marketing opportunities and challenges. Students will look at the important role marketing plays in modern business organizations. Specific topics include the marketing process, consumer behavior, customer relationships, social responsibility, market segmentation, branding, pricing, distribution, advertising, promotion, public relations, and sales. Students will learn how to develop and present a marketing plan. 3 crs.

ORG 300 HUMAN RESOURCES
Human Resource Management has moved from a low-level support staff appendage to the center of strategic management as twenty-first-century companies face tough international competition, advancing technology, and workforce diversification. In addition to the strategic human resource issues, this course covers the specific functions such as job design, employee performance evaluations, staffing, compensation/benefits, employee assistance, labor relations, personnel policies, and labor laws. 3 crs.

ELECTIVE COURSES
The following is a list of sample elective courses offered recently or planned in the near future. Please consult a current Schedule of Courses for offerings and descriptions by term or contact the Business Department. You will find the latest update for future course offerings on the Marylhurst Web site in the Undergraduate Business and Leadership section. You are also encouraged to design independent studies on topics that interest you and to do internships at companies that appeal to you.

MGT 465 PROFESSIONAL SEMINARS
These seminars that bring students the best practices taught by leaders on the cutting edge in their field. They will be offered in a series of three-related topics such as leadership, project management, marketing, etc. Students can take one, two, or all three. They will eventually be offered evening and online in addition to the current one-day Saturday format. Seminars are one credit each.

Sample titles include:
- Balancing Career & Family
- Building Business Acumen
- Business Law: Special Topics
- Collaboration & Coalition Building
- Corporate Advertising Strategies
- Determining Your Leadership Profile
- Developmental Management
- Effective Sales Leadership
- Emotionally Intelligent Leadership
- Humor in the Workplace
- Investing
- ISO 9004: Leadership Standards
- Leadership Profiles
- Leadership: Best Life Lessons
- Leadership: What Is It & How to Get It
- Life & Work: A Spiritual Integration
- Operations Management Overview
- Performance Improvement: Beyond KM
- Performance Management: Tools & Techniques
- Problem Solving
- Project Management Overview
- Sales Concepts
- Sustainability Practices
- Total Quality Management
- Others as developed

FIN 345 UNDERSTANDING MANAGERIAL FINANCE
This course combines basic accounting and economics concepts in order to 1) evaluate the financial position of a business entity and then 2) develop strategies to make the business increasingly stronger and more profitable. Emphasis is placed on financial analysis and stock valuation, sources of financing, and managing working capital. Prerequisites: FIN 341, FIN 343. 3 crs.

LAW 334 BUSINESS LAW
Protect yourself, your team, your department, or your company by building a solid foundation in the practical aspects of business law. Students will get a broad introduction as to how laws and the legal system can protect vital interests such as intellectual property, or how just as easily, through ignorance or design, those same laws can lead to bankruptcy. 3 crs.

LAW 424 LEGAL ISSUES OF MANAGING THE HUMAN ORGANIZATION
This class exposes the student to the complex world of labor law, a dynamic area being significantly reshaped by the changing nature of workplaces and working relationships. What has stood as precedent for many years may no longer apply to the employer-employee relationship. Recent rulings and changes in regulations in areas such as ADA, FMLA, OSHA, ERISA, EEOC, and Sexual Harassment have profound impacts on organizations. Students will learn how successful employers proactively manage compliance, employee training and education, and policy implementation to avoid costly litigation and penalties. 3 crs.

MGT 303 PROJECT MANAGEMENT
The intent of the course is to introduce the student to the basic concepts and techniques useful for planning, implementing, and finally terminating a project. The student will be introduced to the nature of the projects, the growing importance of effective project management in both the private and public sectors, and the major reasons for project failure. 3 crs.
MGT 305 REAL-WORLD MATH APPLICATIONS
Because virtually every business situation involves numbers, it follows that business professionals should be numbers-proficient. Mathematical topics will include amortization schedules, internal rates of return, present value calculations, financial ratios and forecasting. The course will also include a review of algebraic skills and graphing as applied to business settings. A Hewlett Packard HP 10b II financial calculator is required for this class. Meets LAC outcome: LLD1. 3 crs.

MGT 332 OPERATIONS MANAGEMENT
Students taking this course will understand that effective operations management has as much to do with enterprise-wide communications as it does with specific techniques or design features. Both manufacturing and service operations will be addressed from a systems approach, particularly focusing on how individual decisions impact the overall operations. 3 crs.

MGT 345 NON-PROFIT MANAGEMENT
This course provides an overview of the non-profit organization: How is it similar to a for-profit business? How is it different? Emphasis will be placed on learning and implementing management tools necessary for non-profits not only to survive but to thrive, including strategic management, financial management, and sound operational management. 3 crs.

MGT 350 ENTREPRENEURIAL MANAGEMENT
Thirty years of research has transformed what once was deemed an unteachable personality trait into a well-understood skill set. Entrepreneurship and its associated risk is not for everyone, but students taking this course will get the foundation to avoid common mistakes and to increase chances of successfully starting, growing, and ultimately exiting a business. 3 crs.

MGT 490 SPECIAL PROJECTS OR READINGS
Getting credit for special projects or readings may be appropriate for some students who are doing research in very specialized areas or topics. Unlike an Independent Study that involves significant interaction with faculty, special projects or readings are done entirely by the student with approval of the department chair and necessarily require and paper as part of the course assessment. Orientation and completion of an arranged class form are required prior to registration. 1-6 crs.

MGT 494 INTERNSHIP
An internship may fulfill major elective credits and may be designed by the student to satisfy individual goals or interests. Students work with the University Internship Coordinator, advisor, or department chair to identify relevant opportunities within the private and public sectors, or here at Marylhurst. Orientation and completion of an arranged class form are required prior to registration. 1-6 crs.

MGT 495 INDEPENDENT STUDY
An independent study gives the student the opportunity to work with faculty in creating a customized curriculum related to a special project or discipline that is not taught at Marylhurst. Students work with the advisor or department chair to identify a faculty member that has content expertise in a specific area and is willing to supervise the independent study. Completion of an arranged class form is required prior to registration. 1-6 crs.

MKT 402 MARKETING BEYOND BORDERS
This course provides students with an overview of international marketing. Topics will include the global business environment, business customs and practices, political environments, legal issues, and the fundamentals of importing and exporting goods and services. Students will discuss what a company needs to do to develop a product, price, place, and promotion strategy for competing in international markets. Prerequisite: MKT 300. 3 crs.

MKT 431 MARKETING RESEARCH AND STRATEGY
This course delves into the concepts of marketing research and strategy from the perspective of a strategic marketing manager. Students will look at the role that market analysis, positioning, brands, pricing, distribution, advertising, promotion, public relations, sales and international marketing play in a successful marketing strategy. Prerequisite: MKT 300 or permission. 3 crs.

ORG 344 CREATING A TRUST-BASED CULTURE
The ability to trust and be trusted generates a dynamic team culture that promotes innovative, breakthrough thinking. When a culture develops randomly it is generally fear-based. This course will explore the competitive advantage of intentionally creating an organizational culture of trust. This is not a lecture course. Experiential exercises are integrated with highly interactive dialogue. 3 crs.

ADDITIONAL ELECTIVE COURSES

REAL ESTATE STUDIES
For the following courses, see Real Estate Studies for details and prerequisites, pages 109-112.
RE 300 Introduction to Real Estate Studies
RE 340 Real Estate Law I
RE 350 Building Construction and Design
RE 370 Real Estate Finance I
RE 410 Land-Use Planning/Zoning
RE 420 The Deal: An Analysis of a Real Estate Transaction
RE 430 Environmental Issues & Hazards
RE 440 The Real Estate Development Process I
RE 445 The Real Estate Development Process II
RE 450 Real Estate Finance II
RE 460 Real Estate Investment Strategies

COMMUNICATION STUDIES
For the following courses, see Communication Studies Department for details and prerequisites, pages 53-62.
CM 320 Public Presentations
CM 321 Small Group Communication
CM 322 Interpersonal Communication
CM 340 Organizational Communication
CM 341 Interviewing
CM 345 Team Building
CM 346 Conflict Management
CM 347 Negotiation
CM 348 The Mediation Process
CM 420 Professional Presentations: Adv. Techniques for Speakers
CM 426 Facilitating Work Groups
CM 432 Leadership Communication
CM 433 Advanced Intercultural Communication
CM 440 Principles of Instructional Design
CM 442 Assessment & Evaluation for Trainers
CM 447 Designing Creative Training
CM 448 High-Impact Training Materials
CM 457 Organizational Cultures
CM 458 Managing Transitions
PR 412 Principles of Public Relations
SPECIAL PROGRAMS

BUSINESS & MANAGEMENT CERTIFICATE PROGRAM
In addition to our B.S. in Business and Leadership degree, the undergraduate Business Department offers an 18-credit Business and Management Certificate. Students completing the certificate program would have an essential toolkit for business competency in the areas of general management principles, financial accounting concepts, marketing, and human resource management. Additionally, with the help of an advisor, students would select one specialty focus course aligned with their career interest (Information Technology Strategies, Entrepreneurial Management, Nonprofit Management, Business Strategy, and so forth).

This certificate program is designed to meet the needs of three specific groups of students and working professionals:
1. Students, who, for a variety of reasons, may want to be better prepared in business concepts before starting the MBA program or before launching a career in a professional or specialty field (music, art, design, consulting, trades, start-up, family business, entrepreneurial ventures). The 18-credit certificate could easily fit within the general electives category of many Marylhurst degree programs.
2. International students desiring a stronger business background before entering our MBA program.
3. Professionals or graduates with a bachelor, master’s, or Ph.D. in a non-business field who would benefit by having a condensed business certificate program but who may not be interested in a B.S. or MBA.

Business & Management Certificate
 Required Certificate Core ................................................. 15 crs.
 BUS 300 Leading in Dynamic Environments, 6 crs.
 FIN 341 Financial Accounting Concepts, 3 crs.
 MKT 300 Principles of Marketing, 3 crs.
 ORG 300 Human Resources, 3 crs.
 Business Elective ................................................................. 3 crs.
 TOTAL CREDITS IN CERTIFICATE: 18 crs.

PROJECT MANAGEMENT ARTICULATION AGREEMENT: CLACKAMAS COMMUNITY COLLEGE
The Marylhurst University and Clackamas Community College (CCC) Business Departments have partnered since 1999 to facilitate the credit-transfer process and Bachelor of Science degree completion for students completing the Project Management and Building Construction Project Management program at Clackamas Community College. These partnerships have been expanded into formal articulation agreements.

Clackamas CC Construction Project Management courses, BC 107, BC 170, BC 201, BC 202, and BC 203, and BC 270 will transfer for up to 36 upper- and lower-division credits. Other 200 level or higher BC courses also transfer.

All Clackamas Community College Project Management courses in the BA series (BA 120-285) will transfer into the Marylhurst Business and Leadership program to satisfy required business core, business electives, or general elective requirements. We will also accept all Energy Resource Management courses with the ERM prefix.

By accepting all of these credits into the business and leadership program, Marylhurst allows the construction project management students to take full advantage of their extensive on-the-job training, journeyman work experience, and classroom studies to accelerate the process of completing a four-year degree in Business and Leadership.

As soon as students express interest in finishing their degree at Marylhurst, they will have the opportunity to work one-on-one with a Marylhurst advisor to ensure that an educational degree plan is created that allows them to get the mutual benefits of both schools. This process helps students take the right classes at the right school saving time, saving money, and maximizing the quality and value of their education.

INDUSTRIAL TECHNOLOGY ARTICULATION AGREEMENT: CLACKAMAS COMMUNITY COLLEGE AND PORTLAND GENERAL ELECTRIC CORPORATE UNIVERSITY
The Marylhurst University and Clackamas Community College Business Departments have partnered to facilitate the movement of students from the Portland General Electric Corporate University/Clackamas Community College Line Apprentice and Meter Reader apprenticeship programs into Marylhurst University. Students receiving their Associate of Applied Science: Industrial Technology degree in these apprenticeship programs will be able to transfer all of these credits to Marylhurst with enter with junior status. In the Marylhurst B.S. Business and Leadership degree, up to 50 of the apprenticeship credits could be used to satisfy general elective requirements. The prime motivator of this articulation is the need to train journeyman employees in management skills and concepts and to create a clear succession plan to replace large numbers of retiring managers.

TUALATIN VALLEY FIRE & RESCUE ARTICULATION AGREEMENTS
Marylhurst University, in conjunction with Tualatin Valley Fire & Rescue (TVF&R), offers a special two-credit Web-enhanced undergraduate business course that allows firefighters to design and implement their individual educational degree program (MGT 265FF/365FF Firefighter Career Development). TVF&R requires all firefighters and department personnel take this class as a prerequisite to receiving reimbursement for college credit, regardless of the accrediting institution.

The class is designed for personnel currently in the fire service (all ranks), individuals who are involved in the community college Fire Science programs, personnel who are considering retirement and looking forward to a second career, and volunteer firefighters interested in making the fire service a full-time career.

The classes will be held at TVF&R’s Regional Training & Simulation Center in Sherwood, Oregon. The six-week course is designed with needs of firefighters in mind. The flex schedule combines face-to-face and online instruction: you attend only on your days off. No lost vacation, trade, or personal leave required.

In this course, your fire department-related training and classes will be evaluated for transferability into college credits. You will explore the possibility of earning college credit for what you have already learned from life and work. You will explore all the educational opportunities available to you. You will chart a life and career path for your desired promotion track and for the education required to achieve your career goals.

Upon completion of the program, you will work with advisors to determine which college or university best suits your needs and interests. Firefighters who choose Marylhurst can continue to take community college credits and transfer them. In addition, you can take Marylhurst flex-schedule or online courses to accommodate your shift schedules and to accelerate your path to a degree.

Department of Business & Leadership
Marylhurst University
P.O. Box 261, 17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1-800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
Effective communication is the process by which we establish and express ourselves through friendships, families, groups, organizations, communities and cultures. To listen responsively, speak persuasively, contribute to team success, and cope constructively with conflict: these skills are essential to professional achievement, social relationships, personal health and lifelong learning. Contemporary communication is complicated by the advancing pace and reach of information technologies and a global marketplace constrained by deep, often violent, divisions among cultural communities.

Communication Studies at Marylhurst University offers degree programs, professional certificates and coursework to help learners meet the challenges of the information age, master professional communication skills, and foster a mindful understanding of communication concepts and their skillful application at work and in daily life.

THE PURPOSE OF COMMUNICATION STUDIES

The study of communication challenges students to master a wide spectrum of technical skills and knowledge. Studying communication promotes:

• individual career success and the vitality of commercial enterprises;
• personal health, social proficiency and interpersonal satisfaction;
• lifelong learning skills, including critical thinking and creative problem solving;
• constructive public dialogue and the humane, nonviolent resolution of disputes.

Throughout the program, students are asked to listen, reason, question, present, and persuade in a more responsive, informed, coherent, and effective manner. Students enlarge their familiarity with the theory and practice of human communication. Communication students practice to increase their confidence in ethically, culturally, or technologically constrained by deep, often violent, divisions among cultural communities.

Communication Studies at Marylhurst University offers degree programs, professional certificates and coursework to help learners meet the challenges of the information age, master professional communication skills, and foster a mindful understanding of communication concepts and their skillful application at work and in daily life.

CAREER PATHS

The study of communication provides pathways to careers or advanced study in business and high technology industries; public relations, marketing and advertising; government, social and human services; counseling; law; and education.

Concentrations within the Communication major provide professional preparation for careers in corporate communications, community relations, organizational development, training and consulting. Moreover, regardless of other knowledge and technical skills, increased value is placed by organizations on employees who can demonstrate proficiency in communication: listening, leadership, teamwork, collaborative problem solving, conflict management, persuasion, media production, presentation design and public speaking.

Learning Options

MAJORS

The following options for the undergraduate major are available:

• Bachelor of Arts degree in Communication
  with a concentration in
  Human Communication
  Public Relations
  Training & Development
• Bachelor of Arts degree in Communication
  (individualized plan)
• Bachelor of Arts degree in Organizational Communication
  (Also available in an integrated, fully Web-based degree-completion format. See Program for Organizational Leadership (POL) on pages 107-108.)

MINORS

Students in a different undergraduate major (for instance, Art, Business, Cultural Studies) may choose a minor in any of the following:

• Communication Studies
• Public Relations
• Training & Development
• Organizational Communication

CERTIFICATES

Professional certificates are offered in the following areas:

• Public Relations
• Training & Development
• Conflict Resolution & Mediation

BACHELOR OF ARTS DEGREE IN COMMUNICATION

PROGRAM LEARNING OUTCOMES

FOR THE B.A. IN COMMUNICATION

Students who receive a Bachelor of Arts degree with a major in Communication will be able to:

1. Formulate ideas and express them with clarity and accuracy in both written and oral communication;
2. Demonstrate effective communication skills in at least two settings (interpersonal, intercultural, small groups, organizational, technology-mediated);
3. Accomplish a practical professional task in a specific communication setting;
4. Use recognized concepts from the field of communication to investigate human interaction;
5. Discuss analytically the fundamental principles and contemporary perspectives in communication; and
6. Develop solutions to specific communication problems.

Major Requirements for the Bachelor of Arts in Communication with a Concentration

Overall, a minimum of 61 credits (including 45 upper-division) required for the B.A. in Communication:

Communication Perspectives ........................................ 9 crs.
Effectiveness in Communication Settings ........................... 9 crs.
Communication Theory & Analysis .................................. 9 crs.
Advanced Effectiveness Courses .................................... 10 crs.
Concentration Coursework .......................................... 24 crs.
TOTAL FOR MAJOR: 61 crs.

Communication majors are encouraged to select a degree track with a concentration that best fits their professional objectives. Courses/course categories marked below with an asterisk are required of Communication majors regardless of concentration. An individualized major may also be created with the assistance of the major advisor (see Requirements for an Individualized Major in Communication below).
Core Requirements for Major in Communication

*Communication Perspectives ........................................ 9 crs.
   Choose either:
   CM 200 Introduction to Communication Studies
   OR CM 322 Interpersonal Communication
*CM 300 Patterns & Principles in Communication
*CM 400 Research & Discovery in Communication

Effectiveness in Communication Settings ........................................ 9 crs.
Choose two from the following:
CM 320 Public Presentations
CM 322 Interpersonal Communication
CM 333 Intercultural Communication
CM 340 Organizational Communication
CM 341 Interviewing
CM 345 Team Building
CM 346 Conflict Management
CM 352 Media Concepts: Visual Images
CM 354 Media Concepts: Film Project

Communication Theory & Analysis ........................................ 9 crs.
Choose two from the following:
CM 336 Humor & Communication
CM 337 Gender & Communication
CM 344 Power & Influence
CM 350 Persuasion in Information Age
CM 363 Mass Media & U.S. Society
CM 47X (Special Topics) OR additional advanced coursework with advisor consent

*Advanced Effectiveness Courses ........................................ 10 crs.
Choose two from the following:
CM 421 Advanced Small Group Communication
CM 429 Professional Presentations
CM 422 Advanced Interpersonal
CM 423 Advanced Listening
CM 432 Leadership Communication
CM 433 Advanced Intercultural
CM 441 Communication & Aging
CM 456 Open Thinking
CM 457 Organizational Cultures
CM 493 Research Project in Communication

*Senior Field Experience/Project (4 crs.)
   Choose one or two from the following:
   CM 490/PR 490 Project in Comm./PR
   CM 397/497 or PR 397/497 (PLA Portfolio credit)

TOTAL: 24 crs.

CONCENTRATION OPTIONS
The following designed concentrations in communication studies are available. Communication majors who select and complete coursework required for one of these options will have their area of concentration identified on their transcript and diploma upon graduation.

Human Communication

Choose from the following: ................................................ 24 crs.
CM 325 Communications of Self-Esteem
CM 326 Invisible Gifts: Family of Origin
CM 327 Emotion in Communication
CM 328 Communication of Affirmation
CM 329 Healing Communication
CM 330 Becoming the Healer
CM 334 Self-Marketing
CM 335 Communication Anxiety
CM 346 Conflict Management
CM 347 Negotiation
CM 348 Mediation Process
CM 366/466 Professional Development Seminars
   [Effectiveness, Theory, and other communication-related coursework may be substituted with advisor consent.]

TOTAL: 24 crs.

Public Relations

Foundation Courses .................................................. 6 crs.
   To be completed before enrolling in other PR courses.
   PR 301 Writing for Media
   OR CM 360 Journalism & Free-lance Writing
   PR 412 Principles of Public Relations

Techniques Courses .................................................. 12 crs.
   3 credits each. Prerequisites: PR 301, PR 412,
   & admission to degree or certificate program.
   PR 420 Research & Planning for Marketing Comm.
   PR 424 Writing & Production for Marketing Comm.
   PR 428 Campaigns, Crises, Events & Issues

Context Courses .................................................. 9 crs.
   May be taken without prerequisite.
   PR 414 Ethics & Law for Communications Professionals
   PR 430 Integrated Marketing Communications
   PR 433 Advertising & Promotion

TOTAL: 27 crs.

Training and Development

CM 440 Principles of Instructional Design .................. 3 crs.
CM 442 Assessment & Evaluation for Trainers ................ 3 crs.
CM 446 Helping Adults Learn ................................. 3 crs.
CM 447 Designing Creative Training ......................... 3 crs.
CM 448 High-Impact Training Materials .................... 3 crs.
CM 450 Instructional Presentation &
   Interaction Techniques for the Classroom ................. 3 crs.

Professional Application Courses ..................................... 6 crs.
   Choose two or more from the following:
   CM 420 Professional Presentations
   CM 432 Leadership Communication
   CM 435 Facilitating Work Groups
   CM 437 Planning & Facilitation of Meetings
   CM 458 Managing Transitions
   CM 466 (Professional Development Seminars)
   CM 490 Project in Communication
   (also selected Business/Management coursework
   with advisor approval)

TOTAL: 24 crs.

INDIVIDUALIZED MAJOR

INDIVIDUALIZED MAJOR REQUIREMENTS FOR THE BACHELOR OF ARTS IN COMMUNICATION

Communication majors may apply for an individualized major when their educational goals include professional applications or related areas of study not part of a designed concentration. Created in consultation with the academic advisor, an individualized major is designed to fulfill all communication program outcomes by means of a unique combination of regular and alternative coursework and projects. The individualized major is indicated on transcripts and diploma as Bachelor of Arts degree with a major in Communication (no concentration is specified).

After consulting the Communication Studies advisor, the student must submit a Proposal for an Individualized Major. Acceptable proposals become the basis of an approved individualized degree plan (proposals not accepted may be revised and resubmitted). Acceptable proposals identify general goals, a tentative, feasible plan for how required communication studies program outcomes and personal objectives will be met, and a projected senior project demonstrating overall achievement or integration of learning. The senior project (including an updated individualized degree plan) must be submitted for advisor review at least 6 weeks prior to graduation.

A format for Individualized Major proposals is available from the Communication Studies advisor.
BACHELOR OF ARTS DEGREE IN ORGANIZATIONAL COMMUNICATION

PROGRAM LEARNING OUTCOMES FOR THE B.A. IN ORGANIZATIONAL COMMUNICATION

Students who complete the B.A. degree in Organizational Communication will be able to:
1. demonstrate effective communication skills in at least two settings (organizational and one or more of following: interpersonal, intercultural, small group, electronically mediated);
2. recognize business trends transforming the human environment, leadership, and how change comes about in organizations;
3. accomplish a practical professional task in organizational communication;
4. relate communication concepts to business practices and management principles; and
5. develop solutions to specific problems in organizational communication.

Major Requirements for the Bachelor of Arts Degree in Organizational Communication

Marylhurst students may complete requirements for the B.A. in Organizational Communication through on-campus coursework (described below) or through admission to the Program in Organizational Leadership (POL). For details, refer to pages 127-128.

Overall, a minimum of 61 crs. (including 45 upper-division) is required for the B.A. in Organizational Communication:

Effectiveness in Communication Settings ........................................ 12 crs.
CM 321 Small Group Communication
OR CM 345 Team Building
CM 332 Interpersonal Communication
CM 333 Intercultural Communication
CM 340 Organizational Communication
Communication Theory and Analysis ........................................... 9 crs.
CM 432 Leadership Communication
CM 457 Organizational Cultures
CM 458 Managing Transitions
Professional Focus/Problem Solving ......................................... 12 crs.
Choose four from the following:
CM 341 Interviewing: Listening-Centered
CM 343 Honoring Diversity
CM 346 Conflict Management
CM 347 Negotiation
CM 440 Principles of Instructional Design
PR 412 Principles of Public Relations
Business and Leadership Courses ............................................. 18 crs.
BUS 300 Leading in Dynamic Environments (6 crs.)
Choose one of the following:
BUS 400 Personal Ethics in Organizations
PR 414 Ethics & Law for Comm. Professionals
Choose three from the following:
BUS 320 Business Statistics
BUS 330 Information Technology Strategies
BUS 431 Career Planning
FIN 341 Financial Accounting Concepts
MKT 300 Principles of Marketing
ORG 300 Human Resources
ORG 344 Creating a Trust-Based Culture
[Other Business & Leadership, Public Relations, Training & Development OR Communication courses may be substituted with advisor consent.]
Advanced Effectiveness Courses ............................................ 10 crs.
CM 400 Research & Discovery in Communication
Choose one from the following:
CM 420 Professional Presentations
CM 421 Advanced Small Group Communication
CM 426 Facilitating Work Groups
Internship/Senior Project (4 crs.)
Choose from the following:
CM 494 Internship in Communication
CM 397/497 (PLA Portfolio cr. in Comm. topics)

CREDIT SUMMARY
Effectiveness in Communication Settings ........................................ 12 crs.
Communication Theory & Analysis ........................................... 9 crs.
Professional Focus/Problem Solving ........................................... 18 crs.
Business & Leadership ................................................................ 18 crs.
Advanced Communication Effectiveness ...................................... 10 crs.
TOTAL CREDITS FOR MAJOR: 61 crs.

MINORS IN COMMUNICATION

Requirements for a Minor in Communication Studies

Students majoring in another field of study may also minor in Communication, Public Relations, Training and Development or Organizational Communication. Specific course requirements for each minor appear below.

Minor in Communication – 36 crs.

Communication Concepts & Skills ............................................. 21 crs.
CM 200 Introduction to Communication
OR CM 322 Interpersonal Communication
CM 320 Public Presentations
CM 321 Small Group Communication
CM 324 Nonverbal Communication
CM 333 Intercultural Communication
CM 337 Gender & Communication
OR CM 340 Organizational Communication
CM 350 Persuasion
OR CM 363 Mass Media/US Society

Advanced Coursework ................................................. 3 crs.
Choose any 400-level Communication Studies Course, Project, or Internship

Applied Communication Topics ............................................. min. 12 crs.
Choose at least four:
CM 329 Healing Communication
CM 330 Becoming the Healer
CM 341 Interviewing-A Listening-Centered Approach
CM 346 Conflict Management
CM 347 Negotiation
CM 352 Media Concepts: Visual Images
CM 354 Media Concepts: Film Project
Additional advanced coursework, with advisor consent

Minor in Public Relations – 36 crs.

See requirements for Public Relations Certificate on page 56.

Minor in Training & Development – 36 crs.

Communication Concepts & Skills ............................................. 9 crs.
CM 200 Introduction to Communication
OR CM 322 Interpersonal Communication
CM 320 Public Presentations
CM 340 Organizational Communication
Training & Foundations ......................................................... 21 crs.
CM 440 Principles of Instructional Design
CM 420 Professional Presentations
CM 442 Assessment & Evaluation for Trainers
CM 446 Helping Adults Learn
CM 447 Designing Creative Training
CM 448 High Impact Training Materials
CM 450 Instructional Presentation & Interaction Techniques for the Classroom
Organizational Applications ....................................................... 6 crs.
Choose two from the following:
CM 426 Facilitating Work Groups
CM 432 Leadership Communications
CM 458 Managing Transitions
CM 466 Professional Development Seminars

Minor in Organizational Communication – 36 crs.

Communication Skills & Problem Solving ..................................... 24 crs.
CM 321 Small Group Communication
CM 322 Interpersonal Communication
CM 333 Intercultural Communication
CM 341 Interviewing-A Listener-Centered Approach
CM 345 Team Building
CM 346 Conflict Management
CM 347 Negotiation
Choose one from the following:
CM 426 Facilitating Work Groups
CM 420 Professional Presentations
CM 456 Open Thinking: Creativity & Conflict
Concepts of Organizational Communication ................................ 12 crs.
CM 340 Organization Communication
CM 440 Principles of Instructional Design
PR 412 Principles of Public Relations
Choose one from the following:
CM 432 Leadership Communications
CM 458 Managing Transitions
CM 466 Professional Development Seminars

TOTAL CREDITS FOR MINORS: 36 crs.
PROFESSIONAL CERTIFICATES 
IN COMMUNICATION

The following professional certificates are available to qualified non-degree students seeking Continuing Education Units (CEU) as well as admitted students seeking academic credit applicable to a Marylhurst University degree.

Certificate in Public Relations – min. 36 crs.
The Communication Studies Department offers a professional Certificate in Public Relations designed to develop, broaden, and upgrade the professional expertise of managers of public relations, community relations, and marketing communications. Public relations professionals fill a critical role for any organization: that of primary communicator and liaison. Communications work may involve any of the following: writing, editing, media relations, special events planning, speaking, consulting, research, management, multimedia production, or training. The certificate program prepares you to meet these challenges.

A minimum of 36 credits or CEUs are required for the Certificate in Public Relations.

Public Relations Foundation Courses ........................................ 6 crs.
These should be completed before enrolling in Communications Techniques courses:
PR 301 Writing for Media
PR 412 Principles of Public Relations

Communications Techniques Courses ..................................... 12 crs.
Prerequisites: PR 301, PR 412, and admission to degree or certificate program:
PR 420 Research & Planning for Marketing Comm.
PR 424 Writing & Production for Marketing Comm.
PR 428 Campaigns, Crises, Events & Issues: Case Studies

Communications Context Courses ......................................... 9 crs.
PR 414 Ethics & Law for Communications Professionals
Minimum of two of the following:
PR 430 Integrated Marketing Communications
PR 433 Advertising & Promotion
PR 435 Creative Advertising
PR 438 Managing Marketing Communications

Capstone Course/Project .................................................. 3 crs.
PR 494 Internship (by arrangement)
PR 490 Project (by arrangement)

Professional Electives ........................................................... 6 crs.
For example: PR 466 Professional Development Seminars
PR 470-479 Topics in Public Relations
CM 350 Persuasion in the Information Age
CM 363 Mass Media and US Society
Additional PR, MKT or CM coursework, with advisor consent.

Certificate in Training & Development – min. 21 crs.
The Communication Studies Department offers a Certificate in Training and Development. This focuses on communication skills and knowledge appropriate as preparation for a career as a trainer, training designer or consultant providing training. The curriculum is based on standards set by the International Board of Standards for Training, Performance and Instruction and the American Society for Training and Development.

A minimum of 21 credits or CEUs are required for the Certificate in Training & Development

Recommended Prerequisites: A minimum of three years work experience within a business management or human service organizational setting (or equivalent professional credential).

The following subjects are recommended for preliminary or concurrent study to students with no previous academic background.
Public Speaking
Small Group Communication or Team Building
Interpersonal Communication
or Organizational Communication Conflict Management

Required Certificate Courses ............................................. 18 crs.
CM 440 Principles of Instructional Design
CM 442 Assessment & Evaluation for Trainers
CM 446 Helping Adults Learn
CM 447 Designing Creative Training
CM 448 High Impact Training Materials
CM 450 Instructional Presentation & Interaction Techniques for the Classroom

Related Professional Application Courses ............................ 3 crs.
Choose one from the following:
CM 420 Professional Presentations
CM 426 Facilitating Work Groups
CM 458 Managing Transitions
CM 466 Professional Development Seminars

Certificate in Conflict Resolution & Mediation – min. 20 crs.
The Communication Studies Department offers a Certificate in Conflict Resolution and Mediation focused on techniques of dispute resolution, mediation, and intercultural interaction. The certificate is designed to prepare students for positions requiring skill in dispute resolution, negotiation, advocacy, and third-party mediation applicable to a variety of professional, personal, or community settings.

A minimum of 20 credits or CEUs are required for the Certificate in Conflict Resolution & Mediation.

Required Certificate Courses ............................................. min. 20 crs.
Choose one from the following:
CM 322 Interpersonal Communication
CM 323 Effective Listening
CM 341 Interviewing: Listener-Centered

Complete all of the following:
CM 321 Small Group Communication
CM 333 Intercultural Communication
CM 346 Conflict Management
CM 347 Negotiation
CM 348 Mediation Process

Choose one from the following:
CM 494 Internship in Communication
CM 490 Project in Conflict Communication

COMMUNICATION STUDIES COURSES

CM 101 SPEAKING TUTORIAL:
INDIVIDUAL ASSISTANCE
For students who wish to develop basic public communication skills or improve on those they already possess. Students have three 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 cr.

CM 200 INTRODUCTION TO COMMUNICATION STUDIES
An overview of the field of human communication including personal, social, and cultural dimensions, verbal and nonverbal elements of interaction, and basic features of common contexts: interpersonal, organizational, small group, speaker and audience-event, technology-mediated and mass communication. The relationship of communication studies to professional opportunities and employment options is explored. Meets LAC outcome: HCC5. 3 crs.
CM 220 SPEAKING TO AN AUDIENCE
A practical introduction to the art of public speaking. Topics include how to find out about listeners; choosing interesting, useful information for a speech; coping with nervousness, perfectionists, too little preparation time; learning from what listeners say about a presentation. Students deliver in-class presentations of their own design. Intended for those with no previous instruction in public speaking. Meets LAC outcome: LLC1. 3 crs.

CM 300 PATTERNS AND PRINCIPLES OF COMMUNICATION
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. Prerequisites: CM 200 or CM 323, and WR 221; or equivalent. Information-Focused Course (IFC) co-requisite: LAC 373. 3 crs.

CM 320 PUBLIC PRESENTATIONS
The professional environment demands that people express ideas clearly and confidently. This course reviews the methods and practice of public speaking, concentrating on interpersonal delivery style, speech organization, and succeeding in a variety of speaking situations. Class activities include practice of speaking skills in a supportive setting. Meets LAC outcome: LLC2. 3 crs.

CM 321 SMALL GROUP COMMUNICATION
In our complex and interdependent society, communicating effectively in groups is a necessity. Decision making, problem solving, conflict resolution, and presentation all demand special skills in group settings. Drawing on current theory and research in communication, this course explores the concepts and teaches the skills necessary for improved leadership and membership in groups. Meets LAC outcome: HCC2. 3 crs.

CM 322 INTERPERSONAL COMMUNICATION
Increase effectiveness in both personal and professional interaction through developing one’s interpersonal communication skills. The course focuses on awareness and adaptation, social roles, conflict management, and systems of relating. Meets LAC outcome: HCC5. 3 crs.

CM 323 EFFECTIVE LISTENING: FROM COMPREHENSION TO CRITICAL EVALUATION
Careful and discriminating listening is essential to effective communication. In this course, students examine the effects of listening style on personal relationships and public interaction. Students will assess listening strengths and weaknesses, and work to improve listening proficiency through in-class exercises and other activities. Meets LAC outcome: LLC1. 3 crs.

CM 324 NONVERBAL COMMUNICATION
Explore the nonverbal messages that are intrinsic to interpersonal and public communication settings. Students increase awareness of their body language as well as their understanding of concepts and principles of nonverbal communication. Meets LAC outcome: HCC2. 3 crs.

CM 325 COMMUNICATION OF SELF-ESTEEM
A person’s sense of self inescapably influences the degree of success experienced when communicating with others. One’s feeling of self-worth is closely linked to motivation, aspiration, and achievement. Students examine perspectives on self-esteem, review methods of enhancing personal pride, and explore approaches to communicating self-esteem in personal and professional contexts. Meets LAC outcome: HCC2. 3 crs.

CM 326 INVISIBLE GIFTS: FAMILY OF ORIGIN INFLUENCES ON COMMUNICATION
This class focuses on family of origin—where beliefs, attitudes, and communication styles are learned. Values and norms that originate in the family of origin, taken into adult life, affect relationships at home and work. Students focus on their own families of origin to gain insights into the formation of their communication habits and preferences. Meets LAC outcome: HCC2. 3 crs.

CM 327 EMOTION IN COMMUNICATION
Expressing emotion is regarded as a healthy thing to do, yet emotions are often feared as uncomfortable and destructive. This course will examine the nature of communicating emotion effectively: how to identify what one is feeling; taking responsibility for one’s feelings; and appropriate and assertive communication of feelings. 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 people 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. Meets LAC outcome: HCC2. 3 crs.

CM 329 HEALING COMMUNICATION
Illness is a message that communication has broken down on a cellular, personal, or community level. Developing effective intrapersonal and interpersonal communication is essential to establishing health. Students learn practical techniques to diagnose their own state of health and nurture wellness on a physical, emotional, and spiritual level. Meets LAC outcome: HCC5. 3 crs.

CM 330 BECOMING THE HEALER
The ways persons chose to communicate with friends, family, and colleagues can have the potential to harm or heal. This course explores communication techniques to help others find greater health in mind, body, and spirit. Students discover and develop their own healing skills and learn how to apply them to others in their lives. Meets LAC outcome: HCC5. 3 crs.

CM 333 INTERCULTURAL COMMUNICATION
What does it mean to be thrown into contact with others whose lifestyles and values differ from one’s own? Such interactions are often complex and confusing. This course examines face-to-face intercultural communication—focusing on cultural awareness, values, perception, and recognizing differences as a resource. Meets LAC outcome: HCA5. 3 crs.
CM 334 SELF-MARKETING: COMMUNICATING CONFIDENCE AND PROFESSIONALISM
Whatever the career path, success depends on how confidently and professionally one presents oneself. In this workshop, students practice techniques to enhance their credibility, self-image, and marketability. Recommended for job/promotion seekers or others who desire to shape their reputations. 3 crs.

CM 335 COMMUNICATION ANXIETY
In a supportive environment, participants explore ways in which different communication contexts may affect anxiety level; identify personal areas of communication confidence and apprehensions; and learn practical information and tools to reduce anxiety and increase communication confidence. Meets LAC outcome: HCC2 (or LLC2 with instructor consent). 3 crs.

CM 336 HUMOR AND COMMUNICATION
"Humor is the shortest distance between two people."—Victor Borge. This class will explore the creation and uses of humor, theories of humor, humor in print and audiovisual media and in personal and group interactions, and humor as a tool in communications. 3 crs.

CM 337 GENDER AND COMMUNICATION
Students examine the role of gender in communication and identify many of the personal and public factors involved in communication between men and women. Topics include sex-differentiated language and conversational styles; the impact of the mass media on sex roles; how intimacy is expressed in same and opposite sex friendships; the question of what constitutes ethical communication when it comes to "gender talk." Meets LAC outcome: HCB4. 3 crs.

CM 338 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. Meets LAC outcome: HCB8. 3 crs.

CM 339 INTERVIEWING: A LISTENING-CENTERED APPROACH
Increase your interviewing prowess by strengthening listening skills. This course explores essentials of productive interviewing, alternative approaches to listening, practical preparation techniques, and questioning strategies. Meets LAC outcome: LLC1. 3 crs.

CM 340 HONORING DIVERSITY: PRACTICAL STRATEGIES FOR DEALING WITH DIFFERENCE
Through application of intercultural communication concepts, this course explores the dynamics of differences that occur in interpersonal relationships, in small groups, and in the culturally diverse work environment. Includes interaction with guest speakers representing a variety of socio-cultural perspectives. Meets LAC outcome: HCD3. 3 crs.

CM 341 POWER AND INFLUENCE
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 women and men. Meets LAC outcome: HCB4. 3 crs.
setting, framing, the myth of objectivity, advertising, and the line between news and entertainment. *Meets LAC outcome: HCD3. 3 crs.*

**CM 352 MEDIA CONCEPTS: THE ART OF COMMUNICATING WITH VISUAL IMAGES**
Participants combine images, music, and editing to tell their stories with power and imagination. Through extensive hands-on exercises, students create a narrative structure, combine pictures and sounds, and learn how to plan to communicate via the media of print, television, and film. 3 crs.

**CM 354 MEDIA CONCEPTS: REALIZING A FILM PROJECT ON VIDEO**
Filmmaker Francis Ford Coppola once predicted that in the future, filmmakers would carry around their own movie studios! With the advent of digital technology, that day is practically here. This course provides practical experience on script prep, producing, using the camera, setting up shots, directing, editing, and writing. Designed to be a general overview with hands-on experience. 3 crs.

**CM 356 TELEVISION EXPOSED: A CRITICAL INSIDE LOOK**
On an average, Americans will spend about 42,000 hours—nearly five years—in front of the TV. Yet few of us know what goes into the making of what we are viewing, how TV programming decisions are made and their effect upon our lives. In this course students read scripts, view programs, analyze TV history and business, and critically explore what makes TV so powerful a communication medium. 3 crs.

**CM 357 COMEDIC TELEPLAY: WRITING THE SITUATION COMEDY**
From *I Love Lucy* to *Everybody Loves Raymond*, situation comedies are a staple of the U.S. television culture. In this course students learn the craft of writing a sitcom by simulating a Hollywood writer’s room and developing a partial script. 3 crs.

**CM 358 DRAMATIC TELEPLAY: WRITING THE ONE-HOUR DRAMA**
Do you love one-hour TV shows? This course will show students how to write scenes, analyze scripts, and learn the craft of writing dramatic television. 3 crs.

**CM 359 JOURNALISM AND FREE-LANCE WRITING**
This class will focus on writing for publication in newspapers and magazines. Students will learn how the demands of writing for a general audience can sharpen their writing and improve their powers of observation. This exploration of the fundamentals of journalism and professional writing focuses on clear, concise, accurate writing. 3 crs.

**CM 360 GRANT WRITING**
Students in this class will learn the procedures and process for writing successful grant proposals for nonprofit, religious, or educational institutions. They will explore diverse funding opportunities, and relate it to specific areas of interest. Each student will review and evaluate a sample of proposals and develop a specific proposal in the student’s own interest area. 3 crs.

**CM 361 MASS MEDIA AND UNITED STATES SOCIETY**
How do the mass media influence culture and society? In this course students trace the historical development of the mass media and analyze the way media representations influence one’s thinking about identity, politics, and culture. Designed as an introduction to media studies for students seeking a better understanding of the role of mass media in contemporary society. *Meets LAC outcome: HCD3. 3 crs.*

**CM 364 GLOBAL MEDIA AND CONSUMER CULTURE**
Television, film, music, advertising, and the Web are breaking down political borders and cultural hierarchies in an intense global search for new consumers. What does this spread of popular culture mean for the politics of daily life? Is popular culture an authentic production of the people or a tool of domination imposed on a passive audience by a multinational “culture industry?” In this course students will pose these questions as they think about what it means to be situated as a consumer of popular culture in an increasingly “globalized” economy. *Meets LAC outcome: HCD3. 3 crs.*

**CM 366 PROFESSIONAL DEVELOPMENT SEMINARS**
Practical instruction to improve specific professional communication skills. Topics vary; check Schedule of Courses for current offerings. 1-3 crs.

**CM 386/486 INDIVIDUALIZED TRAVEL STUDY**
A variety of individualized options are available for those seeking college credit while traveling and studying abroad. If students are traveling independently and wish to earn credit in communication through individualized study under faculty supervision, contact Communication Studies at Marylhurst University, 503.699.6269. 1-6 crs.

**CM 400 RESEARCH AND DISCOVERY IN COMMUNICATION**
Effective research is an essential component in developing and writing about concepts related to human communication. This course examines various research methods, strategies for selecting research topics, and appropriate documentation. Prerequisites: CM 300, LAC 373. *Writing Intensive Course (WIC) co-requisite: WR 303. 3 crs.*

**CM 420 PROFESSIONAL PRESENTATIONS: ADVANCED TECHNIQUES FOR SPEAKERS**
Speaking well gets results whether representing an organization, a proposal, a product, a lesson, or oneself. Topics include effective rehearsal and delivery techniques; using automated visual aids, coping with disinterested and “difficult” listeners; persuasive presentation strategies; facilitating group activities. For those who want a more “polished” presence and professional presentation. Prerequisite: CM 320 or equivalent training and experience with instructor consent. *Meets LAC outcome: LLC2. 3 crs.*

**CM 421 ADVANCED SMALL GROUP COMMUNICATION**
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. Prerequisite: CM 321 or equivalent training and experience with instructor consent. *Meets LAC outcome: HCC2. 3 crs.*

**CM 422 ADVANCED INTERPERSONAL COMMUNICATION**
This course goes beyond the fundamental issues addressed in the interpersonal communication course. Topics such as self-disclosure, listening, conflict resolution, and patterns of communication are looked at in greater depth with attention given to differences within the general population. Students...
examine their communication behavior as well as develop individual communication skills. Prerequisite: CM 322 or equivalent training and experience with instructor consent. Meets LAC outcome: HCC2. 3 crs.

CM 423 ADVANCED STUDY IN LISTENING
Students will learn about the effects of listening behavior through observation of listening in practice. Readings and student-led discussions prepare students to observe, analyze, and evaluate listening behavior in a selected decision-making group. Prerequisites: CM 323 or equivalent training and experience with instructor consent. Non-majors welcome. 3 crs.

CM 426 FACILITATING WORK GROUPS
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 are addressed through experiential and practice-oriented sessions. Prerequisite: CM 321 or equivalent training or experience with instructor consent. 3 crs.

CM 427 GREAT MEETINGS! PLANNING AND FACILITATING DIFFICULT GROUP DISCUSSION
Learn traditional skills of agenda setting, facilitation, and follow-up in a class focused on effective ways to organize and run a successful meeting. Students explore how to foster an atmosphere safe for dialogue; manage difficult conversations on the fly and keep the discussion progressive and productive; honor divergent opinions and leverage diversity of thinking; stay on task, on time, and still make room for fun and serendipity; and care for oneself as a facilitator through lengthy and arduous meetings. Meets LAC outcome: HCC2. 3 crs.

CM 432 LEADERSHIP COMMUNICATION
Dynamic, successful leaders and managers know that utilizing a coaching style of leadership can enhance management effectiveness and improve employee/team members’ and theories. Discover how to lead more effectively, provide positive reinforcement, and utilize constructive feedback to improve performance and effectively confront potential conflicts. Develop your personal leadership style through interactive discussions, learning activities, and skill practice sessions. Prerequisite: CM 321 or CM 340 and group or team member experience. 3 crs.

CM 433 ADVANCED INTERCULTURAL COMMUNICATION: DEEPENING CULTURAL PERCEPTION
In this course, students sharpen their ability to anticipate alternative cultural perceptions; learn how decision making in cross-cultural situations is undermined by fatigue, stress, time-constraints, and other out-of-awareness factors; explore the roles of culture and language on identity development and cognitive change; and investigate the global implications of social constructivism on defining ethical behavior in intercultural contexts. Prerequisite: CM 333 or equivalent training and experience with instructor consent. Meets LAC outcome: HCA5. 3 crs.

CM 437 HUMAN DIVERSITY AND OPPRESSION
In this course, students seek to unravel the ubiquity of oppression that dehumanizes people of diverse backgrounds and different orientations and acquire an awareness of the dynamics of oppression, prejudice, and discrimination and their impact on the human condition. Meets LAC outcome: HCB4. 3 crs.
**CM 448 HIGH-IMPACT TRAINING MATERIALS**
This course focuses on developing training materials that aid learning and support the participant’s training objectives. The class is a creative, hands-on experience for trainers, teachers, and presenters in selecting, designing, and producing effective written handouts, overhead transparencies, flipcharts, posters, computer slides, audio- and videotapes. It will cover techniques using both computer-generated materials and manual, non-computer production. Prerequisite: CM 440 recommended. 3 crs.

**CM 450 INSTRUCTIONAL PRESENTATION AND INTERACTION TECHNIQUES FOR THE CLASSROOM**
Students learn competencies important for instructors and trainers in the face-to-face class or training room environment. Topics include maintaining instructor credibility; working with different learning environments; using effective communication, presentation, and questioning skills; providing learning and task clarification; providing feedback to learners; informally evaluating learning during the training; and preparing learners for other types of evaluation. Prerequisite: CM 440 recommended. 3 crs.

**CM 451 HUMAN COMMUNICATION AND TECHNOLOGY**
Twenty-first century organizations rely on electronic communication technology tools to aid communication and collaboration. When is it most effective to use one tool over another to aid low-communicating individuals and augment team collaboration? In this Web-enhanced course students use hands-on activities and models such as “media richness” to provide participants with increased awareness and knowledge about the strengths and limitations of using various tools and how each may improve or limit communication effectiveness. Prerequisite: CM 340 recommended. Meets LAC outcome: HCD4. 3 crs.

**CM 456 OPEN THINKING: CREATIVITY AND CONFLICT**
Creativity and conflict co-exist as distinct realities in people’s daily lives. Although seemingly opposites, one cannot exist without the other. Connections, relationships, and ambiguities between conflict and creativity will be explored, especially the correlation between creative problem solving and conflict resolution. The class examines theoretical elements of both concepts with emphasis on practical applications. Prerequisite: CM 346 or equivalent training and experience with instructor consent. Meets LAC outcome: HCC2. 3 crs.

**CM 457 ORGANIZATIONAL CULTURES**
The concept of culture applied to corporations is more than a passing trend in organizational development. Through the use of anthropology, intercultural communications, and organizational psychology, this course examines how culture is created, manifested, maintained, and influenced in the organizational context. Prerequisite: CM 340 recommended. Meets LAC outcome: HCB8. 3 crs.

**CM 458 MANAGING TRANSITIONS**
This course investigates the systemic dynamics of change in organizations and large systems—its types, phases, facilitators and inhibitors, and their ripple effects. The roles of various participants in the change process will be discussed. Attention will be devoted to understanding theories of organizational change as well as behaviors and techniques known to influence the outcome of change processes. Prerequisite: junior standing. Meets LAC outcome: HCB9. 3 crs.

**CM 466 PROFESSIONAL DEVELOPMENT SEMINARS**
Practical instruction to improve specific professional communication skills. Some seminars may be available for graduate credit. Topics vary; check Schedule of Courses for current offerings. 1-3 crs.

**CM 490 PROJECTS IN COMMUNICATION**
Students interested in pursuing independent research or an application project utilizing skills and knowledge acquired in regular coursework may contract with the Communication Studies Department to receive credit for their activities. An appropriate member of the faculty is assigned to help the student develop a plan for the project, standards for evaluation, and achievement dates. Learning contracts are subject to approval by the Communication Studies Department and degree advisor prior to registration. 1-3 crs.

**CM 494 INTERNSHIP IN COMMUNICATION**
The internship program gives advanced students opportunity to earn credit for new learning achieved through experience. Students apply knowledge and skills learned in their major to appropriately supervised experiences in the community. Interns have the chance to explore career options, network, demonstrate, and solidify classroom learning in the “real world.” Opportunities are available in business, government, and non-profit organizations. Students are required to complete four credits in supervised fieldwork in one or more voluntary placements during their senior year. At least 30 hours of on-site (or approved internship-related activities) are required per credit enrolled. The internship culminates in a report to be submitted to department prior to graduation. Prerequisite: senior standing, attendance at internship orientation and consent of the Internship Coordinator. 1-4 crs.

**PUBLIC RELATIONS AND MARKETING COMMUNICATIONS COURSES**

**PR 301 WRITING FOR MEDIA**
Writing is indisputably the basic tool of the public relations practitioner. To produce clear, concise, correct writing requires well-developed language skills. Professional standards of writing for print and electronic media are introduced. Topics include grammar and spelling, AP style, data-gathering techniques, and editing for readability and interest. Prerequisite: WR 221 or equivalent writing proficiency with instructor consent. Required for Public Relations Certificate students. 3 crs.

**PR 412 PRINCIPLES OF PUBLIC RELATIONS**
This course introduces the purposes and practices of public relations and its importance and function in the community. Topics covered include career paths of the public relations professional, the public relations process, an overview of the media, and public relations history. Required for Public Relations Certificate students. Prerequisite: junior standing or advisor consent. 3 crs.

**PR 414 ETHICS AND LAW FOR COMMUNICATION PROFESSIONALS**
Legal questions and ethical issues involving the public relations professions are increasingly complex, yet the practitioner must be vigilant of laws and regulations while strongly committed to ethical requirements of the field as well as one’s personal ethical practices. This course examines the
relationship between traditional ethical principles and legal standards in light of pressures that may be created by clients or corporate employers. Required for Public Relations Certificate students. Meets LAC outcome A1A. 3 crs.

PR 420 RESEARCH AND PLANNING FOR MARKETING COMMUNICATIONS
This course explores practical and cost-effective methods of research available to public relations professionals and use of research results to accurately budget and write public relations plans. Prerequisites: PR 301 & PR 412 or equivalent experience with instructor consent; must be admitted to degree or certificate program. 3 crs.

PR 424 WRITING AND PRODUCTION FOR MARKETING COMMUNICATIONS
Newspapers, brochure copy, speechwriting, Web content, advertising copy, annual reports, backgrounds, and news releases. The successful public relations practitioner must write persuasively for a wide array of communication tools. This course prepares participants to write in a range of professional marketing formats, culminating in a communications toolkit of coordinated writing projects. Prerequisites: PR 301, PR 412, or equivalent experience with instructor consent; degree or certificate program admission required. 3 crs.

PR 426 GRAPHICS AND ELECTRONIC MEDIA FOR MARKETING COMMUNICATIONS
From designers to desktop publishing systems, this course explains how to use the graphic tools that often confront (and confuse) communication professionals. Printing terms and technology, typography, and graphic special effects will be defined and demonstrated, including e-technology terms and techniques with specific considerations for design of Web sites and Internet graphics. Prerequisites: PR 301, or equivalent writing experience approved by instructor, & PR 412. 4 crs.

PR 428 CAMPAIGNS, CRISES, EVENTS, AND ISSUES: CASE STUDIES
How are real day-to-day communications challenges successfully addressed by skilled practitioners? In this course, students analyze actual cases to learn practical solutions to communication challenges: campaigns and ongoing programs (publicity, safety, branding, etc.); events management; and how to respond to unexpected incidents and crises. Prerequisites: PR 301, PR 412, or equivalent experience with instructor consent; degree or certificate program admission required. 3 crs.

PR 430 INTEGRATED MARKETING COMMUNICATIONS: AN OVERVIEW
Integrated marketing and public relations represent an approach that blends two different but overlapping management disciplines. This course explores a values-based process for responding to the needs and interests of consumers. Topics include market segmentation, buyer behavior, marketing mix, relationship marketing, persuasion, branding, research and metrics, and creative tactics for corporate, government, and non-profit organizations. Prerequisite: PR 412 recommended. 3 crs.

PR 433 ADVERTISING AND PROMOTION
This course is a streetwise look at advertising and marketing. Want to know the merits of buying radio over TV, newspapers over magazines, telemarketing over direct mail? This class will address these and other topics include product analysis, creative strategies, agency operations and marketing, ethics in advertising, developing a marketing plan, the realities of research, and the importance of internal as well as external marketing. 3 crs.

PR 435 CREATIVE ADVERTISING
What does it take to create successful advertising? Learn the elements of “good creative” as expounded by the creative “greats” of the profession and illustrated in award-winning ads. Explore the craft of advertising: concept development, copywriting, art direction, and production. Learn how to develop and present creative ads for a client. 3 crs.

PR 438 MANAGING MARKETING COMMUNICATIONS
Communications professionals have responsibility for—and to —the management of their organizations. In this course, students review concepts and skills to improve effectiveness and leadership within the organization such as team facilitation, collaboration, negotiation and conflict resolution; strategic planning, budgeting and project management; and supervision of creative staff. 3 crs.

PR 466 PROFESSIONAL DEVELOPMENT SEMINARS
Practical instruction to improve specific professional communication skills. Check Schedule of Courses for current listing. 1-2 crs.

PR 490 PROJECTS IN PUBLIC RELATIONS
Students may contract with the Communication Studies Department to receive credit for performing a professional task utilizing skills and knowledge acquired in public relations coursework. A member of the public relations faculty is assigned to help the student plan goals, procedures, and critical features of the project. 1-6 crs.

PR 494 PUBLIC RELATIONS INTERNSHIP
Designed to advance the student toward career goals, strengthen existing skills, and provide opportunities to practice new skills, the student develops an individualized internship with the assistance of the Internship Coordinator. A variety of internships are currently available at local and regional agencies, corporations, and non-profit organizations, including Marylhurst University. Prerequisite: a minimum of 15 credits in public relations courses. Instructor consent required. Required for Public Relations Certificate students & seniors majoring in Communication with a Public Relations Concentration. Variable credit.
The Department of Cultural & Historical Studies is dedicated to interdisciplinary inquiry about historical and contemporary cultures, and is informed by current theories and methods from philosophy, literary theory, social sciences, social history, media studies, gender studies, and film.

The Department offers a variety of courses in cultural, historical, and philosophical topics, cross-listed courses with other academic departments, especially with the English Literature & Writing Department, and is the home of History, Social Philosophy, and Language courses. Students design a focus area with the academic advisor.

THE PURPOSE OF CULTURAL & HISTORICAL STUDIES

Cultural Studies emerged as an academic discipline about fifty years ago as a response to society’s increasing demand to better understand the rapid changes occurring on a global and local scale. The two World Wars, the independence of colonized peoples, Civil Rights’ movements, the Cold War, and major advancements in technology and media profoundly shook the authority of the traditional disciplines in academia. Because traditional disciplines were not always able to address such emerging issues as feminism, class, race, ethnicity, nation, media, popular culture, historical identity, and film, Cultural Studies was born from within the academy as a way to ask in new ways the most relevant and vital questions of its time. While it continues to embody a reverence for the rich literary, historical, and philosophical tradition of the West, it understands that this past must be read through a lens that is politically and ethically sensitive to the myriad complexities of contemporary life.

Integral to the discipline of Cultural Studies is the study of history and social philosophy. Thus the Cultural and Historical Studies program at Marylhurst has combined the disciplines of Cultural Studies with History and Philosophy to create a multidisciplinary approach in order to enable students to explore how social, political, ethical, and economic issues of the present are shaped by the past—and how our study of the past is influenced by the present.

The B.A. in Cultural and Historical Studies includes a required core sequence of courses, a range of required categories of study, and a senior paper.

- **Required Core Courses**: The first introductory course in Cultural Studies is designed to expose students to the central theoretical and practical approaches utilized in this field of inquiry. The second sequence of courses provides the student with a foundation in either Western civilization or the history of Western thought. Students are welcome to choose one of the two foundation sequence offerings, but are encouraged to take both. The Senior Paper prepares students to apply their theoretical understanding to a research project.

- **Required Categories of Study**: The required categories of study provide a more advanced exposure to the key questions and problems considered in Cultural and Historical Studies, such as historical representations of identity, nature, art, science, technology, film, multiculturalism, gender, and the body.

- **Focus Area Courses**: A key feature of the Cultural and Historical Studies major is that students customize their course of study by determining the content of their focus area. In consultation with the academic advisor, students create a program of courses from Cultural and Historical Studies and allied disciplines that define and support a particular field of interest. For example, a student can focus in greater depth on one or two of the topical categories listed below, or focus on a related discipline such as literature, history, philosophy, or environmental studies.

CAREER PATHS

Graduates are positioned to make significant contributions in fields that require analytical skills and practical sensitivity to cultural differences such as in education, international policy and business, the non-profit sector, international policy organizations, community organization and activism, and the news media. This new discipline is increasingly being recognized in the work place as a field of study with tremendous potential, especially in the way it provides a foundation of critical, interpretative, communicative, and writing skills. In a job market that demands agile and flexible minds, people who can think on their feet, and who are intellectually savvy, Cultural Studies is the perfect fit for our changing world. It also prepares students for graduate work in most fields, especially law, education, the social sciences, and the disciplines within Humanities.

LEARNING OUTCOMES FOR A B.A. IN CULTURAL AND HISTORICAL STUDIES

Students graduating with a B.A. in Cultural and Historical Studies will be able to:
1. Interpret artifacts or events as meaningful in the context of social processes and power relations.
2. Discuss critically representations of race, gender, and/or class in either a literary, media, or philosophical context.
3. Analyze how works of art or media representations reflect and/or contest socially and politically accepted values.
4.Examine how human identity and experience is both shaped and altered, over a period of time, by historical context and socio-political influence.
5. Discuss some of the effects of globalization on the diverse cultural values of peoples of different ethnic and class identities in areas of the world outside the West.
6. Analyze the influence of historical context, economic interest, or sociopolitical factors in determining how scientific knowledge is generated and used.
7. Acquire a sense of history that includes a timeline of either the major philosophical or socio-political movements that animate Western civilization.
8. Apply the methodology and practice of Cultural Studies to an area of specialization.

63
MAJOR IN CULTURAL & HISTORICAL STUDIES

Major Requirements for the Bachelor of Arts Degree in Cultural and Historical Studies

Required Core Courses ............................................. 12 crs.
CHS 301 Introduction to Cultural Studies, 3 crs.
SPH 301/302 Foundations of Western Thought I & II, 6 crs.
OR HST 301/302 Western Civilization I & II
CHS 490 Senior Project, 3 crs.

Required Categories for Study ................................... 18 crs.
(students take a minimum of one course in each category)
American Ethnic Studies, 3 crs.
Global Studies, 3 crs.
Studies in Art, Media, & Technology, 3 crs.
Science Studies, 3 crs.
Gender Studies, 3 crs.
Social Philosophy, 3 crs.

(SUBTOTAL: Required 30 crs.)

Focus Area Courses ................................................... 15 crs.
In consultation with the academic advisor, students take 15 or more credits from an area of study that works within the discipline of Cultural and Historical Studies. For example, a student can choose to focus on one of the Required Category subjects above, or choose a related discipline, such as History, Literature, Journalism, Celtic Studies, the Human Sciences, or Environmental Studies.

Electives ..................................................................... 15 crs.

CREDIT SUMMARY
Total credits for Required Core courses ................. 12 crs.
Total credits for Required Categories for Study courses ... 18 crs.
Total credits for Focus Area ........................................ 15 crs.
Total credits for CHS Electives ................................. 15 crs.
TOTAL CREDITS FOR MAJOR: 60 crs.

MINOR IN CULTURAL & HISTORICAL STUDIES

Requirements for the Minor in Cultural and Historical Studies

CHS 301 Introduction to Cultural Studies .................. 3 crs.
SPH 301/302 Foundations of Western Thought I & II ... 6 crs.
OR HST 301/302 Western Civilization I & II
(Students take a least one course from
of the following 6 categories) ............................... 9 crs.
Studies in Art, Media, & Technology, 3 crs.
American Ethnic Studies, 3 crs.
Global Studies, 3 crs.
Gender Studies, 3 crs.
Science Studies, 3 crs.
Social Philosophy, 3 crs.
Electives in Cultural & Historical Studies ............... 9 crs.
TOTAL CREDITS FOR MINOR: 27 crs.

CATEGORIES OF STUDY

AMERICAN ETHNIC STUDIES
This category of courses is designed to specifically examine the minority and/or marginalized histories and cultures existing within the United States and Latin America. Courses may address the historical and cultural emergence of specific groups such as African-American, Asian-American, Latino-American, Native-American, or Arab-American. Strong emphasis will be placed on literature, film, music, history, and philosophy, especially the way in which these cultural forms challenge, contest, and subvert the dominant hegemonic ideology.

GLOBAL STUDIES
This category of courses provides students with fundamental geographic and cultural knowledge of so-called “Third World” or non-Western countries and their complex relations to Western modernization and globalization. Moreover, these classes examine the diverse cultural values (religious, political, economic) held by peoples of different ethnic groups, races, and classes, and how their relation to the contemporary economic scene radically affects these values.

STUDIES IN ART, MEDIA, AND TECHNOLOGY
This category of courses explores questions that deal with the political and ethical relationship between art and society, with attention paid to the current evolution of mass media and the influence of technology on what has been previously defined only as artistic endeavor. Courses examine the effects of specific social and historical contexts on the production and reception of art. Depending on the class, a range of artistic, political, and cultural phenomena will be discussed, such as film, literature, advertising, popular music, consumerism, global media, television, virtual reality, and the Internet.

GENDER STUDIES
This category of coursework will examine historical issues around the definition and construction of gender. Gender roles and position in society will be discussed through literature, art, cinema, conduct manuals, feminist criticism, and queer theory. Many, but not all, of these courses will focus on the ways in which men and women are questioning the definitions, roles, and stigmas imposed on the body.

SCIENCE STUDIES
Distinctions between nature and culture have long preoccupied Western cultures. Whether nature is used to model political or social identity or is perceived as an unruly and primitive force that must be tamed, the difference between nature and culture has always been an intellectual and emotional preoccupation for thinkers throughout history. The Science Studies classes will examine the historical framework of this distinction as well as how modern technologies, economic interest, or sociopolitical factors help determine how scientific knowledge is generated and used.

SOCIAL PHILOSOPHY
This category of courses represents all social philosophy courses taught in the department. These courses cover a wide range of philosophical issues, both present and past; but common to them all is an interest in social, political, and ethical issues, especially in terms of how such issues relate to everyday contemporary life. These classes approach philosophy as a means to rethink or think through some of the most controversial and seemingly impenetrable issues of our time.
COURSE DESCRIPTIONS

CULTURAL STUDIES

CHS 209 FILM AND SOCIAL STRUGGLE IN AMERICA
Through film, students will analyze major issues and incidents of social struggle and political democracy in the United States. Part historical recovery of neglected events, part analysis of social structure and practices, part study of film as a medium of interpretation and meaning, this course considers the value of individual dignity and social justice in recent U.S. history. Meets LAC outcome: HCB4. 3 crs.

CHS 210 CRITICAL THINKING AND SOCIAL JUSTICE
This course gives students a solid understanding of the dramatic effects of culture and language on our thinking about social justice. By analyzing language and culture, students apply these methods of analysis to ideas of social justice as they express themselves in history, politics, economics, and society. Meets LAC outcomes: HCB4, HCD8. 3 crs.

CHS 301 INTRODUCTION TO CULTURAL STUDIES
This course focuses interpretation and meaning in media, art, and other cultural and political phenomena. Students will examine how people use different social texts to understand and organize their experience of the world and to coordinate their activities in social groupings. Students will use objects and events in popular culture, media, and the arts to study theories of interpretation and engage in practices of interpreting the structures of everyday life. Meets LAC outcomes: HCD8, AIB4. Required core course. 3 crs.

CHS 303 GLOBAL MEDIA AND CONSUMER CULTURE
Television, film, music, advertising, and the Web are breaking down political borders and cultural hierarchies in an intense global search for new consumers. What does this spread of popular culture mean for the politics of daily life? Is it an authentic production of the people or a tool of domination imposed on a passive audience by a multinational “culture industry”? Students will pose these questions as they think about what it means to be situated as a consumer of popular culture in an increasingly “globalized” economy. Meets LAC outcome: HCD3. An Art, Media, & Technology course. 3 crs.

CHS 313 CULTURAL REPRESENTATIONS OF AFRICAN-AMERICANS
From the antebellum period through the present, African-Americans struggled for self-definition in the face of racial discrimination. How have social, political, and economic motivations shaped how African-Americans are portrayed in U.S. culture? This course answers that question through primary and secondary source materials, including experiential narratives, historical examinations, public policy, film, music, literature, and art. Meets LAC outcomes: AIB4, HCD1. An American Ethnic Studies course. 3 crs.

CHS 317 MASS MEDIA, AND UNITED STATES SOCIETY
How do the mass media influence culture and society? In this course students trace the historical development of the mass media and analyze the way media representations influence thinking about identity, politics, and culture. This course is designed as an introduction to media studies for students majoring in Cultural and Historical Studies or Communication Studies. Meets LAC outcome: HCD3. An Art, Media, & Technology course. 3 crs.

CHS 320 NARRATIVE, MEMORY, AND POSTMODERN IDENTITIES
“Identity” is a word used to help express and distinguish ourselves, a way of narrating selfhood through the construction of stable and enduring images. This class examines ways in which the narration of self-identity becomes the subject of fragmented and tormented experiences (for example, trauma, amnesia, virtual reality, or sexuality). The question students will ask is how one can bear witness to these experiences, and how, subsequently, this witnessing offers insights into the conditions of postmodernity. Meets LAC outcomes: AIB4, HCC1. An Art, Media, & Technology course. 3 crs.

CHS 323 AFRICAN-AMERICAN AUTOBIOGRAPHY
Reading texts ranging from slave narratives to contemporary memoirs, this course examines issues surrounding the politics of self-representation. African-American critics and theorists will provide the basis for addressing questions about race and the role of autobiography. As Henry Louis Gates, Jr. writes, “Through autobiography, these writers could at once shape a public “self” in language, and protest the degradation of their ethnic group by multiple forms of American racism.” Meets LAC outcomes: AIB7, HCA4. An American Ethnic Studies course. 3 crs.

CHS 330 ART, CULTURE, AND TECHNOLOGY
How has the Socratic quarrel between art and philosophy become a quarrel between art and technology? By examining such concepts as mimesis (imitation), authenticity, aura, creativity, reproducibility, and translatability, this seminar will discuss how this quarrel is played out in cultural terms. Students will discuss a range of artistic forms: from Greek Tragedy, to Baudelaire, to Andy Warhol. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 338 RE-READING AMERICA
This course compares the literatures of the Americas with a broad frame of reference. Students will be considering in particular the ethnic dimension of being American in many sides of borders and geographical boundaries. Can one fruitfully compare the conquest of New Spain and the conquest of New England? Are Texans and Tejanos living worlds apart yet occupied by the same state of mind? Meets LAC outcomes: AIB4, HCD4. An American Ethnic Studies course.

CHS 340 IMAGINING NATIONS, CONSTRUCTING NATIONALISMS
This course will explore what a nation is, where it comes from, and how it affects states and societies. Nationalism will be examined as a dynamic phenomenon, and how it has been influenced by pre-existing historical, political, and cultural contexts. Course materials will introduce major theoretical concepts, such as modernization, Marxism-Leninism, ethnolinguistic theories, and will traces historical examples from Eastern Europe and Middle East. Meets LAC outcomes: HCA4, HCB5. A Global Studies course. 3 crs.

CHS 342 FANTASTIC VOYAGES
The Renaissance is often marked as opening up the age of discovery (both intellectual and geographic) in a way that is different from, yet echoing, such classical voyages as Homer’s Odyssey and Virgil’s Aeneid. This intensive introduction to modern literature will examine the repercussions of such an opening, exploring the nexus of subjectivity and knowledge, of wonder and bewilderment, of change and disenchantment, as students embark on the many fantastic voyages offered in these texts. Meets LAC outcomes: AIB4, HCB5. 3 crs.
CHS 345 NATURE, CULTURE, AND SCIENCE  
Human beings have been long preoccupied by the distinction between nature and culture. Whether nature is used to model political or social identity or is perceived as an unruly, primitive force that must be tamed, the difference between nature and culture has been insistently maintained. This course will examine the historical framework of these distinctions as well as how modern technologies have heightened the stakes of the ancient debate. Meets LAC outcomes: HCD6, NWCS. A Science Studies course. 3 crs.

CHS 346 NONVIOLENCE AS POLITICAL PRACTICE  
This course will examine the life and work of Mahatma Gandhi and Martin Luther King, Jr. Classes will include discussions of their views of religion, politics, world peace, and social reform, and will consider their relevance for today’s political injustices. Meets LAC outcome: HCB4. 3 crs.

CHS 350 SURVEY OF CELTIC CULTURES: THE CELTIC MYSTIQUE  
This class will study the literature, history, language, music, spirituality, and general culture of the six Celtic nations. Using film, lectures, and guest speakers, students will focus on the Irish, Welsh, and Scottish, with brief forays into the Cornish, Breton, and Manx. Students will be encouraged to research their own ethnic background or a country that holds special appeal. Meets LAC outcome: HCC1. 3 crs.

CHS 351 CELTIC MYTH AND EPIC  
It has been said that myths are the “stories by which we live.” In this course, students explore Celtic mythology and the epic cycles in the context of Celtic culture, history, and spirituality. They will examine Celtic myth and legend in the light of the claim that Celtic epic, like Greek Tragedy, is dramatic liturgy, a sacramental performance of faith that was continually re-enacted every Samhain and Beltene. Meets LAC outcomes: AIB7, HCA4. A Global Studies course. 3 crs.

CHS 352 LITERATURE OF RESISTANCE  
This course focuses on literature from around the world that testifies to political or social injustices, and through the act of testifying, poses some form of resistance. In looking at fiction, non-fiction, drama, and poetry, students will look at many issues that surround the act of bearing witness, including silencing, erasure of identity, and the break of narrative sequences that adheres in surviving and/or observing traumatic historical events; and the healing (both cultural and individual) that can come through bearing witness. Meets LAC outcomes: AIB4, HCA4. A Global Studies course. 3 crs.

CHS 353 ANCIENT CELTIC SOCIOLOGY AND CULTURE  
This course examines the origins and development of Celtic sociology through the study of social organization, ecological adaptations, religion, arts and literature, gender, and resistance to occupation. It traces Celtic themes through Christian and medieval periods and subsequent eras, and explores Celtic survivals, revivals, nationalism, and contemporary influences. Meets LAC outcome: HCB5. 3 crs.

CHS 354 ENVIRONMENT, CULTURE, FOOD  
In this class students will explore the relationships between environment, culture, and food. They will study our changing culture and how it has impacted eating habits and how in turn these choices have shaped the landscape and water supply. They will study the problem of hunger throughout the world as well as the role that big food industry interests play in determining formal governmental food choice recommendations. Meets LAC outcomes: HCD6, NWCS. A Science Studies course. 3 crs.

CHS 355 NINETEENTH-CENTURY CULTURAL AND LITERARY CONSTRUCTIONS OF FEMININE IDENTITY  
Concentrating primarily on the nineteenth century, students will explore the evolution of women’s work and women’s politics through such topics as feminism and abolitionism, the politics and practice of class, as well as criminality and madness. Looking at literature, art, contemporary feminist theory, they will use these historical examples as stepping stones to consider and critique the present. Meets LAC outcomes: AIB4, HCD7. A Global Studies course. 3 crs.

CHS 356, WOMEN'S LITERATURE AND FEMINIST THEORY  
A detailed study of works written by women, examined within the context of current and/or historical schools of literary theory that depend primarily on gender analysis. Topics may vary from year to year. The following list is representative: Renaissance Women, Women’s Autobiography, Modern Women Writers, Lesbian Literature and Theory, Women and Class, African-American Women Writers, Women and Film, Women’s Literature and War, The Body and Literature, Modern and/or Contemporary Women Poets, Women’s Drama. Meets LAC outcomes: AIB4, HCD1. A Gender Studies course. 3 crs.

CHS 358 NATIVE AMERICAN LITERATURE AND CULTURE  
This course provides a survey of literature by and about Native Americans. It includes traditional oral works and more recent novels, short stories, poetry, and critical essays. Close attention will be placed on historical context, and how these contexts affected the social and cultural lives of Native Americans. Meets LAC outcomes: AIB4, HCA4. An American Ethnic Studies course. 3 crs.

CHS 359 METROPOLIS: THE CITY IN LITERATURE AND FILM  
Students will study the representation of the urban environment in literature and film. They will begin the geographical journey in early nineteenth-century Russia, and will move on to nineteenth-century England, portrayed in Charles Dickens’ novel Hard Times. In the twentieth century, massification and bureaucratization will be the hallmarks of the modernized urban sphere. A final destination will be the postmodern Latin American city. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 360 INTRODUCTION TO FILM  
This course seeks to enhance the understanding of film as an artistic medium. Students will focus on selected narrative films, to develop the visual literacy of attentive and active viewers who can better understand how the medium creates the experience it does. To what extent can film be studied as a “text” to be read and reread rather than simply watched? Students will address questions about film’s place in culture, its political and social relevance, and how, for better or worse, it can shape a sense of the world. Meets LAC outcomes: AIB7, HCD8. An Art, Media, & Technology course. 3 crs.
CHS 365 POPULAR CULTURE
What is popular culture? Is it consumer products manufactured by the dominant ideology to control and dupe the gullible masses, or is it a resistance site of marginalized groups, who appropriate it and endow it with meaning in ways unanticipated by its producers? Are popular films just mind candy to pacify ignorant multitudes or are they vehicles for members of society to contemplate the meaning of life, explore paths to the good life, and more fully understand what it means to be human? Students will attempt to answer these questions by looking at contemporary films and what they mean to producers and consumers. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 368 POSTCOLONIAL LITERATURE AND THEORY
This course will explore the meaning of the postcolonial condition through a selection of literary texts and theoretical perspectives. While employing the term “postcolonial,” students will also challenge its appropriateness in light of continued international systems of inequality. Students will be reading widely from literatures of various continents and thus will be forced to reckon with the immensity of the colonialist legacy of global domination. Meets LAC outcomes: AIB4, HCA4. A Global Studies course. 3 crs.

CHS 369 SATIRE: THE DISCOMFORT OF LAUGHTER
Everyone loves to laugh, until they see the sharp edge of the joke and the laughter becomes laced with discomfort; but by then they often cannot help themselves. Satire uses this impulse, and this discomfort, as a powerful tool of social and political critique. Students will read a wide range of texts: from ancient Roman satire, like The Satyricon, and the Greek comedy that preceded it, to the contemporary comics of Art Spiegelman, like Maus. Meets LAC outcome: AIB7. An Art, Media, & Technology course. 3 crs.

CHS 370 POPULAR MUSIC AS SUBCULTURE
In this course students will examine the relationship between music and subculture by asking how subcultures become sites where identities are (re)negotiated and social politics are played out. In particular, they will explore how subcultures are constructed in relation to the genres of folk, punk, and hip hop and how these genres resist (and at times affirm) so-called dominant or mainstream culture. Meets LAC outcomes: AIB6, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 371 PSYCHOANALYSIS AND CULTURE
Psychoanalysis is a field of study that derives its dynamic approach to interpreting human behavior by combining elements of literature, philosophy, and metapsychology. If the appeal to psychoanalysis lies in the way it helps alleviate the pressure of “too much” existing in one’s psyche, a pressure that causes neurotic symptoms, then think of how interesting psychoanalysis will prove in trying to understand the “symptoms” that presently haunt and even threaten the future of contemporary society. Prerequisites: SPH 301/302, LIT 321, or HS 304. Meets LAC outcome: HCC1. 3 crs.

CHS 372 MODERNISM AND CULTURE
This interdisciplinary course examines twenty-first-century literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Examples of special topics include feminist modernism; surrealism and psychoanalysis in art and literature; or fragmented and marginal identities. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 373 MODERNIZATION TO GLOBALIZATION
This course will provide students with fundamental geographic knowledge of the Third-World countries and their paths toward development. Students will become familiar with regional (cultural, economic, political, and environmental) similarities and differences throughout the developing world. In addition, students will examine the global processes that connect all regions into an interdependent web. Meets LAC outcome: HCD7. A Global Studies course. 3 crs.

CHS 374 GLOBAL CAPITALISM AND CONSUMPTION
This course examines the contemporary global consumption patterns and related issues such as environmental degradation, ethnic conflicts, political instability, weapons proliferation, and arms industry. Students will become familiar with the continuing process of economic growth and the impact that this trend of growth has on the health of the natural environment and international relations. Meets LAC outcome: HCD7. A Global Studies course. 3 crs.

CHS 375 POSTMODERN LITERATURE AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 376 NINETEENTH-CENTURY LITERATURE AND CULTURE
Nineteenth-century literature in relation to social and historical texts and contexts is the focus of this interdisciplinary course. Special topics include women’s writing; the construction of childhood; or culture and ethnography. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 377 NINETEENTH-CENTURY LITERATURE AND CULTURE
Nineteenth-century literature in relation to social and historical texts and contexts is the focus of this interdisciplinary course. Special topics include women’s writing; the construction of childhood; or culture and ethnography. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 378 MODERNISM AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Examples of special topics include feminist modernism; surrealism and psychoanalysis in art and literature; or fragmented and marginal identities. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 379 SATIRE: THE DISCOMFORT OF LAUGHTER
Everyone loves to laugh, until they see the sharp edge of the joke and the laughter becomes laced with discomfort; but by then they often cannot help themselves. Satire uses this impulse, and this discomfort, as a powerful tool of social and political critique. Students will read a wide range of texts: from ancient Roman satire, like The Satyricon, and the Greek comedy that preceded it, to the contemporary comics of Art Spiegelman, like Maus. Meets LAC outcome: AIB7. An Art, Media, & Technology course. 3 crs.

CHS 380 PSYCHOANALYSIS AND CULTURE
Psychoanalysis is a field of study that derives its dynamic approach to interpreting human behavior by combining elements of literature, philosophy, and metapsychology. If the appeal to psychoanalysis lies in the way it helps alleviate the pressure of “too much” existing in one’s psyche, a pressure that causes neurotic symptoms, then think of how interesting psychoanalysis will prove in trying to understand the “symptoms” that presently haunt and even threaten the future of contemporary society. Prerequisites: SPH 301/302, LIT 321, or HS 304. Meets LAC outcome: HCC1. 3 crs.

CHS 381 POSTMODERN LITERATURE AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 382 NINETEENTH-CENTURY LITERATURE AND CULTURE
Nineteenth-century literature in relation to social and historical texts and contexts is the focus of this interdisciplinary course. Special topics include women’s writing; the construction of childhood; or culture and ethnography. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 383 MODERNISM AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 384 MODERNISM AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 385 POSTMODERN LITERATURE AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 386 MODERNIZATION TO GLOBALIZATION
This course will provide students with fundamental geographic knowledge of the Third-World countries and their paths toward development. Students will become familiar with regional (cultural, economic, political, and environmental) similarities and differences throughout the developing world. In addition, students will examine the global processes that connect all regions into an interdependent web. Meets LAC outcome: HCD7. A Global Studies course. 3 crs.

CHS 387 NINETEENTH-CENTURY LITERATURE AND CULTURE
Nineteenth-century literature in relation to social and historical texts and contexts is the focus of this interdisciplinary course. Special topics include women’s writing; the construction of childhood; or culture and ethnography. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 388 MODERNISM AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 389 POSTMODERN LITERATURE AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

CHS 390 SENIOR PROJECT
This final project, required of all majors, forms a group of writers and scholars who support each other through the research and writing process. The endpoint of the course will be a research essay created through peer review, intensive work in class, Web-based exchanges and resources, and one-on-one conferences. A core required course. 3 crs.

HC 348 IDENTITY, POLITICS, AND BIOTECHNOLOGY IN TWENTY-FIRST CENTURY
In June 2000 the “draft” of the human genome sequence was completed. How the information from the genome is interpreted—and by whom—will determine the social implications of this enormous biotechnological event. This interdisciplinary course will examine some of the scientific, political, and ethical implications of the new understanding of human identity. Meets LAC outcome: HCD8. A Science Studies course. 3 crs.

SOCIAL PHILOSOPHY

SPH 300 ETHICS AND SOCIAL ISSUES
As society moves into the twenty-first century, people are confronted with ethical problems that often leave them overwhelmed by their persistence and urgency. From bioethics to affirmative action, gay and lesbian rights, the death penalty, war crimes, and international tribunals, this class explores these issues through the great ethical traditions of the West, and beyond. Meets LAC outcomes: AIA1. 3 crs.
SPH 301 FOUNDATIONS OF WESTERN THOUGHT I: PLATO TO KANT
By doing readings of primary works in Western intellectual tradition, this class introduces some of the most important and enduring ideas that animate not only Western intellectual tradition, but also the way in which people think today. From Plato's attempt to define the good life before the trials of Greek tragedy to Kant's rejection of modern skepticism (the Rational and Empirical traditions), this class lays groundwork for better understanding literary, philosophical, and cultural movements of the nineteenth and twentieth centuries. Meets LAC outcome: AIC1. Required core course. 3 crs.

SPH 302 FOUNDATIONS OF WESTERN THOUGHT II: MARX, NIETZSCHE, FREUD
Marx, Nietzsche, and Freud are the most influential, misunderstood, controversial, and widely read twentieth-century thinkers. The value of their work is the way they have incited critical thinking to cross disciplines, and thus question the very status of knowledge and power within any given discipline. More specifically, students will discuss how history emerges as a privileged concept in the nineteenth century, and how, subsequently, this concept comes to challenge some of the most sacred Western philosophical traditions. Meets LAC outcomes: AIC1, HCC1. Required core course. 3 crs.

SPH 357 EXISTENTIALISM
Existentialism is a loosely defined, but highly controversial and influential, philosophic, and literary movement that began taking hold in the mid-nineteenth century and became widely popular around World War II. The controversy and appeal behind this movement was the way it challenged the major assumptions of Western metaphysical tradition. Existentialism has mapped the foundations of the critical, philosophical, and literary movements of the times. Students will focus on the works of Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and Simone de Beauvoir. Meets LAC outcomes: AIC2, AIB9. 3 crs.

SPH 401 CONTEMPORARY ETHICO-POLITICAL THOUGHT
Literary and cultural theory has radically affected the political and ethical climate of contemporary life, bringing to the foreground questions that have often been ignored or even repressed by traditional ethical philosophy. This class begins by familiarizing students with modern ethical philosophy, and then explores how these theories begin to breakdown under the very rich and complex strains of contemporary life. The objective is to locate and articulate emancipatory ways to think through some of the more difficult questions of our time. Prerequisites: SPH 301, 302, LIT 321, or HS 304. Meets LAC outcome: AIA1. 3 crs.

SPH 462 MADNESS AND CIVILIZATION
Around the sixteenth century, a time of tremendous optimism and anxiety over scientific advancements, the need for civilization to forcibly detain and rationally understand madness offers compelling insights into problematic assumptions of modern humanistic tradition. What is madness? How can it simultaneously be thought as a condition for creativity and a threat to a healthy society? Students will examine literary, philosophical, artistic, and medical representations of madness to gain a richer understanding of the meaning(s) of human identity, subjectivity, imagination, illness, and the body. Prerequisites: SPH 301, LIT 321, or HS 304. Meets LAC outcomes: AIC1, HCC1. 3 crs.

SPH 463 VIOLENCE AND REPRESENTATION
Whether it is Auschwitz, Hiroshima, or Columbine and 9/11, the twentieth century was littered with extreme and diverse expressions of violence. This class considers the relation between violence and representation from a historical and philosophical perspective. Students will investigate such concepts as law, sovereignty, unproductive expenditure, discipline, punishment, and Bio-Politics. Specifically, the course will be more focused on the tracing of a particular question and problem: namely, the relation or gap existing between a disaster or violent event and the way it is narrated and historicized. Prerequisites: SPH 301, LIT 321, or HS 304. Meets LAC outcomes: AIC1, HCC1. 3 crs.

SPH 465 LOVE AND SEXUALITY
Love is often thought a timeless and universal emotion that is capable of transcending humanity’s more base and biologically determined relation to sexuality. But what if the sexual act was freed of biological reductionism, or if love was thought to be an idea contingent on historical and cultural factors? This class examines these and other questions by tracing how love and sexuality are represented in both philosophical and literary texts from Ancient Greece to contemporary society. Students will discuss works from Plato, Goethe, Freud, Foucault, Irigaray, Duras. Prerequisites: SPH 301, LIT 321, or HS 304. Meets LAC outcomes: AIC1, HCC1. 3 crs.

HISTORY

HST 201/301 WESTERN CIVILIZATION I: ANTIQUITY THROUGH THE MEDIEVAL AGE
The course will examine the roots of Western civilization in the ancient world and its growth during the Middle Ages. It surveys major aspects of political, social, and cultural history on a broad comparative basis. Topics include rise of city-states, Athenian democracy and culture, Roman law, triumph of Christianity, medieval empires, the Crusades. Contributions of other civilizations to the West and its impact on the world will be traced. Meets LAC outcomes: HCB5. A required core course. 3 crs.

HST 202/302, WESTERN CIVILIZATION II: RENAISSANCE TO GLOBALIZATION
This course will examine the major historical and cultural developments in Western Europe since the Renaissance until the present. It will survey different aspects of political, social and cultural history on a broad comparative basis. Topics include Renaissance in Southern and Northern Europe, Reformation, Absolutism, L’Ancien regime, French Revolution, and European imperialism. Meets LAC outcomes: HCB5, HCD7. A required core course. 3 crs.

HST 220 HISTORY OF THE UNITED STATES: EXPLORATIONS TO 1870
This survey course encompasses the history of the United States from early attempts at exploration and discovery to the reconstruction of the Union following the Civil War. It will examine colonial beginnings, rebellion against colonial rule, development of democratic institutions, and reform movements such as abolition and women’s rights. Meets LAC outcome: HCB5. 3 crs.
HST 221 HISTORY OF THE UNITED STATES: 1870 TO PRESENT
This survey course encompasses the history of the United States from Segregation to the rise of the global economy. In addition, it will examine Populism, the Depression, the New Deal, World War II, the Red Scare, the Cold War, the Civil Rights Movement, feminism, and Vietnam. Primary sources will be utilized. Meets LAC outcome: HCB5. 3 crs.

HST 240 MODERN EUROPEAN HISTORY: 1789-1914
In this course students will learn about changes in forms of government, economic and industrial development, imperialism and the causes of World War I. Students will focus on the political, social, and economic context of these major trends and look at many specific examples in a variety of countries in Europe. Meets LAC outcome: HCB5. 3 crs.

HST 241 MODERN EUROPEAN HISTORY II: 1914 TO PRESENT
Students will learn about economic, political, and social developments in Europe since World War I. They will explore liberalism, democracy, fascism, and socialism as these developed as intellectual concepts, as well as economic recovery of Europe since World War II, consolidation and disintegration of the Soviet Union (U.S.S.R.) and its satellites, development of the two blocs during the Cold War, emergence of the welfare state, results of decolonization, and creation of the European Union. Meets LAC outcome: HCB5. 3 crs.

HST 325 HISTORY OF FILM
This course concentrates on nine phases of film between 1898 and 1970: cinema prehistory, D.W. Griffith and the development of film technique, Soviet montage theory, early documentary, German Expressionism, French Realism, Italian Neo-realism, film noir, and the French new Wave. By studying and writing about these milestones, students will become more conversant with the nature and aesthetics of film today. Meets LAC outcomes: AIB4, HCD8. An Art, Media, & Technology course. 3 crs.

HST 328 HISTORY OF THE MIDDLE EAST
The course will introduce the history and civilization of Islam to the present. It will begin with a survey of the early history of the Middle East, the cradle of three major religions. Students will trace the zenith and decline of the great pre-modern empires, then move to the Middle Eastern reformist attempts to meet the European pressures in modern times. They will also analyze the age of colonialism, the rise of nationalism, and the resurgence of the Islamist ideology today. Meets LAC outcomes: HCB5, HCD1. A Global Studies course. 3 crs.

HST 329 WOMEN’S POLITICAL CULTURE: 1820 TO PRESENT
This class will examine how the connection between culture, gender, and politics impacted women’s lives in the past. What active role did women play in creating the world around them, and how was that action “political”? A variety of topics may be discussed, including the cult of domesticity, temperance, suffrage, the politics of the welfare state, and the rise of feminism. Meets LAC outcomes: HCD1, HCB5. A Gender Studies course. 3 crs.

HST 330 SOCIETY AND CULTURE IN COLONIAL AMERICA
This course examines causes of European settlement, settlement along the eastern seaboard and frontier, implications of European colonization on native populations, the origins of U.S. slavery, and the significance of the frontier in early U.S. history. Meets LAC outcome: HCB5. 3 crs.

HST 331 THE KENNEDY AND JOHNSON YEARS
This course will examine John F. Kennedy’s New Frontier, and look at the glowing tributes and revisionist criticism directed at him from both the right and left. Students will also study Lyndon Johnson’s Great Society and learn how it became a casualty of the Vietnam War. Meets LAC outcome: HCB6. 3 crs.

HST 340 MODERN AFRICAN HISTORY AND CULTURE
An introduction to the history of modern Africa, this course explores issues of foreign colonialism, African nationalism, and subsequent battles for independence, with emphasis on the causes and effects of apartheid in South Africa. Includes an examination of political and cultural developments of Africa, focusing on events since 1960, as well as the way the continent is interfacing with the modern world. Students will also read a work of contemporary African fiction that reveals the contest and conflict between traditional African cultural values and current African politics. Meets LAC outcome: HCB4. A Global Studies course. 3 crs.

HST 341 MODERN AFRICAN HISTORY AND CULTURE
This course examines the history of modern Africa, this course explores issues of foreign colonialism, African nationalism, and subsequent battles for independence, with emphasis on the causes and effects of apartheid in South Africa. Includes an examination of political and cultural developments of Africa, focusing on events since 1960, as well as the way the continent is interfacing with the modern world. Students will also read a work of contemporary African fiction that reveals the contest and conflict between traditional African cultural values and current African politics. Meets LAC outcome: HCB4. A Global Studies course. 3 crs.

HST 353 HISTORIES OF THE 1960s
The 1960s is arguably a watershed decade in U.S. life, not only dividing eras but pitting Americans against each other. Some like to recast the 60s as a time of ludicrous, even dangerous, infantilism. This course, however, will explore how the 60s engendered a spirit of revolution in spirit and imagination that changed the culture, politics, and aesthetics in the “American” way of life. Meets LAC outcome: HCB6. 3 crs.

HST 360 HISTORY AND CULTURE OF THE LAKOTA PEOPLE
This course examines how the Lakota culture and history remains economically and politically affected by the “white man’s rule,” and will discuss how the Lakota people struggle against forgetting by renewing their spiritual practices. Meets LAC outcome: HCA4. An American Ethnic Studies course. 3 crs.

HST 361 REFORMERS AND SOCIAL MOVEMENTS IN THE UNITED STATES
Students are introduced to the reforms and social movements in nineteenth- and twentieth-century U.S. history. The intent is to understand the successes and failures of reformers and the social, political, and religious movements they mobilize. Emphasis will be placed on analyzing the historical context, the issues at stake, the role of the media and of public opinion, and the strategy and tactics of each movement. Meets LAC outcome: HCB7. 3 crs.

The Cold War dominated U.S. life for almost fifty years at a cost of over two trillion dollars. These two courses will include the origins of the Cold War, governmental policies, the scientific and technological developments, institutions, and programs arising from this new conflict. In addition, students will examine how U.S. society was reshaped by the specter of a cold war that cast a pall over the victorious Allies in World War II. Meets LAC outcome: HCB6. 3 crs.
HST 373 CONTEMPORARY EAST EUROPEAN HISTORY AND LITERATURE
The course provides an introduction to history and literature in Eastern Europe since World War II to the present, with special focus on the intellectual and political life. Attention will be devoted to traumatic political events and the way they were/are reflected and re-constructed in literature and arts. What was there before communism? What was communism? Why did it end? What was gained and what was lost? The approach will be interdisciplinary, incorporating ideas from historians, writers, journalists, anthropologists. Meets LAC outcomes: HCA1, HCA2. 3 crs.

HST 381 ANCIENT CELTIC HISTORY
This course examines the history of the people known to the ancients as the Celts from the dimness of antiquity through their migration throughout Europe and into Asia and Northern Africa. Students will explore why classical writers called them one of the “four great barbarian peoples” and the “last stronghold of Hellenistic culture,” while Caesar called them “illiterate madmen.” The course concludes with a look at the contribution of the ancient Celts to Western civilization. Meets LAC outcome: HCB5. 3 crs.

HST 383 HISTORY OF FOOD
This course explores the many relationships between history, food, and technology. Topics include influence of Columbus’ voyages upon European diet; sugar and spice, the motivating factors behind Western exploration and the slave trade; the evolution of national cuisines; and “fast food” and the history of diet and health. Meets LAC outcome: HCB5. 3 crs.

HST 383 TECHNOLOGY, HISTORY, AND GLOBAL POWER
Beginning with a review of the effect inventions such as the printing press, the steam engine, television, and the computer have had on the way humans think, the course examines how contemporary issues have been affected and shaped by technological change. Meets LAC outcome: HCD4. 3 crs.

HST 399 UNITED STATES ETHNIC AND IMMIGRATION HISTORY
This course introduces the history of immigration to North America from the time of European colonialism to the present. Whether concerning the slave plantations of Virginia, the potato fields of Ireland, Japanese internment camps in California, or the barrios of East L.A., students will cover topics including immigrant life, work, and culture. Topics will include the causes of mass migration; its effect on gender and family relations; changing ethnic identity in the United States; and federal immigration policy. Meets LAC outcomes: HCD1, HCB5. An American Ethnic Studies course. 3 crs.

FOREIGN LANGUAGE COURSES
The Foreign Language and Culture courses provide students with skills in speaking, listening comprehension, reading, and writing, as well as basic introductions into the cultures of the respective language under study.

LNG 221/222/223 ELEMENTARY SPANISH I, II, III
Meets LAC outcomes: HCA1, HCA2. 3 crs. each.

LNG 261/262/263 ELEMENTARY IRISH I, II, III
Meets LAC outcomes: HCA1, HCA2. 3 crs. each.

LNG 321/322/323 INTERMEDIATE SPANISH I, II, III
Depending on student’s level of proficiency, the Intermediate Spanish courses may be taken as directed studies if the need of certain students do not match the professor’s course syllabus. Meets LAC outcomes: HCA1, HCA2. 3 crs. each.

PROFESSIONAL DEVELOPMENT SEMINARS
These one-credit seminars prepare majors and minors in Cultural & Historical Studies for professional careers.

CHS 481 PREPARING FOR A CAREER IN TEACHING
What career paths are available in teaching? Students will consider the various options including the M.A., M.A.T, and the Ph.D. Students will also begin to prepare for entrance requirements and plan for volunteer or tutoring experience to prepare them for a career in teaching. Teachers from various career paths will share their experience with students. 1 cr.

CHS 482 PREPARING FOR CAREERS IN CULTURAL AND HISTORICAL STUDIES AND FOR GRADUATE SCHOOL: M.A., M.F.A., Ph.D., AND J.D.
Students will explore a variety of career options that draw upon the skills and strengths of a B.A. in Cultural and Historical Studies. Students considering graduate work in history, philosophy, literature, writing, or law will begin to navigate the process of graduate school selection and application and consider careers open to them upon completion of their graduate studies. Professionals and recent graduates from Marylhurst (when available) will share their experience in careers and graduate school. 1 cr.

CHS 483 PREPARING FOR A CAREER IN PUBLISHING
Students will explore the broad spectrum of careers in publishing, including editor, literary agent, and publisher’s representative as well as careers in corporate communications and academic and specialist publishing. Students will also consider the realms of small press publishing and electronic publishing. Students will have the opportunity to hear from speakers from various career paths in publishing. 1 cr.

CHS 494 INTERNSHIP
Students have the opportunity to arrange internships that help them meet learning outcomes for the major. Contact the department chair and the University’s Internship Coordinator to arrange. Prerequisites: permission of department chair. 1-3 crs.

Department of Cultural & Historical Studies
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
By investigating the complex relationship between language, self, and society, students in the English Literature and Writing program achieve a rich sense of the cultural values that inform specific uses of language. Students also develop their abilities in interpreting and writing by reflecting on their own language practices while exploring human creativity. The interdisciplinary nature of the curriculum reveals the larger role of language and writing in human life and promotes critical understanding and eloquence.

THE PURPOSE OF THE ENGLISH LITERATURE AND WRITING DEGREE
The English Literature and Writing Department provides students with a broad-based exposure to and understanding of different types of writing, including a critical awareness of the history of literature in the English language; a practitioner’s knowledge of professional, journalistic, or creative writing; and insight into the imaginative processes which are the basis of all writing.

Students who are curious about literature and language will find that the coursework in English Literature and Writing intensifies their interest, ability, and knowledge. Majors entering the program gain crucial skills in written and oral communication and become adept at understanding and interpreting challenging texts.

There are three concentrations available to students:
- **Literature**, which emphasizes the act of interpretation with a knowledge of literary, historical, and social contexts to guide the understanding of meaning;
- **Rhetoric and Teaching**, which emphasizes the skill and teaching of composition, with a grounding in rhetorical theory and composition pedagogy; and
- **Creative Writing**, which combines core courses in literature and writing with specialized workshops designed to refine skills in creative writing.

While each concentration stresses different aspects of language practice, all students investigate the interrelated aspects of the program—interpretation, composition, and creativity.

CAREER PATHS
Graduates with this major are well-prepared to enter a variety of professions which require strong writing ability coupled with critical thinking skills, for instance, teaching, law, communications, journalism, and business. In addition, students will find that the English Literature and Writing curriculum provides a strong foundation for a range of postgraduate work—such as degrees in English, education, rhetoric and composition, journalism, creative writing, law, or business. Graduate schools and prospective employers recognize and value the specific skills in interpretation, writing, and speaking that a degree in English Literature and Writing provides. They also recognize the insight and problem-solving ability that come with this major’s broad-based explorations of culture, literary art, and history.

PROGRAM LEARNING OUTCOMES WITH A LITERATURE CONCENTRATION
Students completing the Literature Concentration will be able to:
1. Compose varied forms of writing with a confident voice and a clear understanding of convention and audience.
2. Develop well-argued interpretations of literary texts based on close reading.
3. Articulate the differences and connections between the study of English literature and other disciplines in the humanities and social sciences.
4. Demonstrate familiarity with current research and thinking about literary history and literary theory through research projects.
5. Discuss the relationship between writing, culture, and the demands of critical citizenship in a democratic society.
6. Understand the concept of literary genre and apply it in the analysis of literature.
7. Discuss critically the relationship between literature and socio-historical context.
8. Discuss critically representations of identity, race, gender, and/or class in literature.

Major Requirements for the B.A. in English Literature and Writing, with a Literature Concentration

<table>
<thead>
<tr>
<th>Electives for English Literature &amp; Writing Major</th>
<th>21 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total crs. in Literature Concentration</td>
<td>21 crs.</td>
</tr>
<tr>
<td>TOTAL CREDITS FOR MAJOR:</td>
<td>60 crs.</td>
</tr>
</tbody>
</table>

CREDIT SUMMARY

| Total English Literature & Writing Core | 18 crs. |
| Total crs. in Literature Concentration | 21 crs. |
| Electives for English Literature & Writing Major | 21 crs. |

PROGRAM LEARNING OUTCOMES FOR RHETORIC AND TEACHING CONCENTRATION
Students completing the Rhetoric and Teaching Concentration will be able to:
1. Compose varied forms of writing with a confident voice and a clear understanding of convention and audience.
2. Develop well-argued interpretations of literary texts based on close reading.
3. Articulate the differences and connections between the study of Rhetoric and Composition, including pedagogy, and other disciplines in the humanities and social sciences.

<table>
<thead>
<tr>
<th>OR</th>
<th>OR</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 222 Introduction to Literature &amp; Writing, 3 crs.</td>
<td>LIT 223 Introduction to Literary Genres, 3 crs.</td>
<td>LIT 321 Literary Theory, 3 crs.</td>
</tr>
<tr>
<td>One Literature in Translation</td>
<td>OR World OR Ethnic Literature course, 3 crs.</td>
<td>One Survey of Literature, 3 crs.</td>
</tr>
<tr>
<td>WR 490 Senior Project, 3 crs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses in Literature Concentration</td>
<td>21 crs.</td>
<td></td>
</tr>
<tr>
<td>LIT 370 Shakespeare, 3 crs.</td>
<td>LIT 378 Medieval Literature &amp; Culture</td>
<td>LIT 379 Early Modern Literature &amp; Culture</td>
</tr>
<tr>
<td>LIT 380 Eighteenth-Century Literature &amp; Culture</td>
<td>LIT 381 Romantic Literature &amp; Culture</td>
<td>LIT 382 Nineteenth-Century Literature &amp; Culture</td>
</tr>
<tr>
<td>LIT 383 Victorian Literature &amp; Culture</td>
<td>LIT 384 Modernist Literature &amp; Culture</td>
<td>LIT 385 Postmodern Literature &amp; Culture</td>
</tr>
<tr>
<td>One Study in Literary Genre, 3 crs.</td>
<td>For example: LIT 323 Autobiography</td>
<td>LIT 326 Drama</td>
</tr>
<tr>
<td>LIT 327 Poetry</td>
<td>LIT 327 Poetry</td>
<td>LIT 328 Short Story</td>
</tr>
<tr>
<td>LIT 329 Novel</td>
<td>LIT 329 Novel</td>
<td></td>
</tr>
<tr>
<td>Three additional 300-level or 400-level courses, 9 crs.</td>
<td>Electives for English Literature &amp; Writing Major</td>
<td>21 crs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives for English Literature &amp; Writing Major</th>
<th>21 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total crs. in Literature Concentration</td>
<td>21 crs.</td>
</tr>
<tr>
<td>TOTAL CREDITS FOR MAJOR:</td>
<td>60 crs.</td>
</tr>
</tbody>
</table>
4. Demonstrate familiarity with current research and thinking about composition pedagogy, rhetorical history, and/or rhetorical theory.
5. Discuss the relationship between writing, culture, and the demands of critical citizenship in a democratic society.
6. Demonstrate, through coursework or writing projects, an understanding of the processes, conventions, and demands of writing in a professional setting, for example, technical writing, business writing, journalism, publishing, or some other writing-centered vocation.
7. Discuss critically the relationship between writing and socio-historical context.

**Major Requirements for the B.A. in English Literature & Writing, with a Creative Writing Concentration**

**Required Core for All Majors** ............................................. 18 crs.
WR 222 Introduction to Literature & Writing, 3 crs.
LIT 223 Introduction to Literary Genres, 3 crs.
LIT 321 Literary Theory, 3 crs.
One Literature in Translation
OR World OR Ethnic Literature course, 3 crs.
One Survey of Literature, 3 crs.
WR 490 Senior Project, 3 crs.

**Required Courses in Rhetoric & Teaching Concentration** . 21 crs.
Two Rhetorical Studies courses, 6 crs.
WR 322 Writing as Rhetoric
WR 325 Environmental Writing
WR 344 Power & Influence
WR 350 Persuasion in the Information Age
One Expository Writing
OR Professional Writing course, 3 crs.
WR 301 Writing for Media
WR 323 Expository Writing: Adv. Aca. Writing
WR 360 Journalism & Free-lance Writing
WR 364 Grant Writing
WR 424 Writing/Production for Marketing Comm.
WR 366 Writing Sem. I: Creative Non-Fiction
WR 466 Writing Sem. II: Creative Non-Fiction
WR 430 Wr. Pedagogy: Teaching/Tutoring Writing, 3 crs.
WR 432 Writing/Reading in Practice, 3 crs.
One Period Study, 3 crs.
LIT 378 Medieval Literature & Culture
LIT 379 Early Modern Literature & Culture
LIT 380 Eighteenth-Century Literature & Culture
LIT 381 Romantic Literature & Culture
LIT 382 Nineteenth-Century Literature & Culture
LIT 384 Modernist Literature & Culture
LIT 385 Postmodern Literature & Culture
One additional 300-level or 400-level course, 3 crs.

**Electives for English Literature & Writing Major** ............... 21 crs.

**CREDIT SUMMARY**
Total English Literature & Writing core ............................. 18 crs.
Total crs. in Rhetoric & Teaching Concentration ............... 21 crs.
Total English Literature & Writing Major .......................... 60 crs.

**ENGLISH LITERATURE AND WRITING PORTFOLIO**

The requirements for the portfolio are introduced in WR 222 Introduction to Literature and Writing. The portfolio is completed in WR 490 Senior Project, and must be turned in at the end of that class to receive a passing grade. The portfolio is intended to track and reflect student learning in the major. It includes:

- An analytical essay from WR 222 or other ELW course taken early in an English Literature and Writing student’s career at Marylhurst. Majors with a creative writing concentration should also include a representative sample of their early creative work.
- A research essay, preferably from the Writing Intensive Course taken to fulfill University requirements, or another ELW course taken after the Writing Intensive Course is completed. Majors with a Creative Writing Concentration can substitute a representative sample of their creative work.
- The essay from the senior project.
- A short reflective essay on the program and student’s learning.

English Literature and Writing majors should plan to gather these materials as they proceed through the program, selecting their strongest work.
ENGLISH LITERATURE AND WRITING MINORS

THE PURPOSE OF ENGLISH LITERATURE AND WRITING MINORS
The English Literature and Writing minors provide a basic understanding of English studies as a discipline, competence in interpreting literature, and core skills in writing.

English Literature Minor

WR 222 Introduction to Literature & Writing ........................................ 3 crs.
LIT 223 Introduction to Literary Genres ............................................. 3 crs.
LIT 321 Literary Theory ................................................................. 3 crs.
One Survey of Literature ............................................................... 3 crs.
One Study in Literary Genre course ................................................. 3 crs.
One Literature in Translation
   OR World OR Ethnic Literature course ....................................... 3 crs.
Electives from Literature or Writing ................................................. 6 crs.

TOTAL FOR MINOR: 27 crs.

Creative Writing Minor

WR 222 Introduction to Literature & Writing .................................... 3 crs.
LIT 223 Introduction to Literary Genres ............................................. 3 crs.
One 300- or 400-level Literature course ......................................... 3 crs.
Three Writing Seminar I courses ...................................................... 9 crs.
One Writing Seminar II course ....................................................... 3 crs.
Electives from Literature or Writing ................................................. 6 crs.

TOTAL FOR MINOR: 27 crs.

Professional Writing Minor

WR 222 Introduction to Literature & Writing .................................... 3 crs.
LIT 223 Introduction to Literary Genres ............................................. 3 crs.
One 300- or 400-level Literature course ......................................... 3 crs.
Three Expository or Professional Writing Courses ........................ 9 crs.
One Rhetorical Studies Courses ...................................................... 3 crs.
Electives from Literature or Writing ................................................. 6 crs.

TOTAL FOR MINOR: 27 crs.

COURSES

Both Literature and Writing courses are divided into two types: 1) specific individual courses which are offered regularly and 2) categories of courses with shared outcomes, but varying topics. The categories, described below, are designed to fulfill specific outcomes in the major while allowing for current or relevant topics. Majors also have the ability to take cross-listed courses from the Cultural & Historical Studies Department and Communication Studies Department.

LITERATURE CATEGORIES

Literature in Translation courses focus on works in translation, arranged around a major author, period, or topic. World or Ethnic Literature courses explore literary traditions from a spectrum of cultures. Period Studies allow students to focus on the literature of a particular century or centuries, including examination of the historical and cultural context of the period. Studies in Literary Genre courses provide students with an intensive look at a particular genre, giving them an in-depth study of a specific form and its relation to interpretation. Literature courses at the 300-level provide breadth of literary knowledge and a strong understanding of literary history. Literature courses at the 400-level allow students to pursue a specialized topic at a more advanced level.

WRITING CATEGORIES

Writing Seminar I courses are workshop-style creative writing courses that emphasize writing, critique, and revision. Students will typically be asked to read closely and critically each others’ work as well as the best examples from significant authors in a given genre. In Writing Seminar II courses, students with a particular interest in a specific genre work at an advanced level to hone their skills. In Rhetorical Studies courses, students examine issues in composition pedagogy, rhetorical theory, cultural studies, and communication studies. These courses are intended to provide an understanding of the role of writing and persuasion in contemporary society. Professional Writing courses are often cross-listed with communication studies and provide students with knowledge about writing in a business, professional and/or creative setting. They provide strategic understanding of how to write for specific audiences and technical experience working with particular writing conventions.

Specific examples of regularly scheduled courses that fall within the literature or writing categories are listed below; however, other course topics may be developed and offered.

LITERATURE

LIT 223 INTRODUCTION TO LITERARY GENRES

Students in this course investigate the theory of genre and its application to interpreting literature through an exploration of the various forms that literary creation can take: poetry, fiction, drama, film, the many varieties of literary essays, and other literary non-fiction. The evolution of these forms over time and their relationship to culture will provide a context for approaching literature. Core requirement for the major. Meets LAC outcome: AIB7. 3 crs.

LIT 301 SURVEY OF AMERICAN LITERATURE

Selected themes from a range of U.S. literature including early national roots and Native American literature to contemporaray literature: for example, inventing nationhood, race and gender, nature and landscape, African-American literature. Core requirement for major or transfer credit. Meets LAC outcome: AIB3. 3 crs.

LIT 302 SURVEY OF BRITISH LITERATURE

Selected themes that define British literature from Anglo-Saxon origins to postmodern rebellions: for example, identity; love and desire; industry, science, and culture. Core requirement for the major or transfer credit. Meets LAC outcome: AIB3. 3 crs.

LIT 321 LITERARY THEORY

This course examines definitions of literature and considers the history of literary theory while focusing on significant contemporary approaches to literary interpretation. Students will explore the relationship between literature and various other disciplines such as philosophy, history, linguistics, psychology, and women’s studies. Core requirement for major. Meets LAC outcome: AIB6. 3 crs.

LIT 323 AUTOBIOGRAPHY

Students will explore problems of narrative through the study of autobiography and memoir. Some of the issues that might be explored are the relation of gender to autobiography, the problems of truth and fiction in relationship to memory in autobiography, the relation of performativity to identity, and the problematic of self-representation. Meets LAC outcome: AIB7. A Studies in Literary Genre course. 3 crs.
A recent example of a course offered in this area is the following:

**AFRICAN-AMERICAN AUTOBIOGRAPHY: Reading texts ranging from slave narratives to contemporary memoirs, this course examines issues surrounding the politics of self-representation. African-American critics and theorists will provide the basis for addressing questions about race and the role of autobiography. As Henry Louis Gates, Jr. writes, ‘Through autobiography, these writers could at once shape a public “self” in language, and protest the degradation of their ethnic group by multiple forms of American racism.’** 3 crs.

**LIT 326 DRAMA**

Theater reflects our individual and collective psyche as it entertains, provokes, and informs. This course presents the major subgenres of tragedy, comedy, and tragicomedy across the historical and multicultural continuum with a focus on the depiction of characters in ambiguous and ethically paradoxical situations. It provides an overview of the development of theatrical representation and stagecraft from the ancient Greek festival of Dionysus to the feminist and postmodern theater. **Meets LAC outcome: AIB7. A Studies in Literary Genre course.** 3 crs.

**LIT 327 POETRY**

Poetic texts shape and are shaped by the socio-cultural contexts in which they are written. This course emphasizes the elements of poetic form and genre while also asking the following questions: How does the poetry of the last half of the twentieth century comment on the major social movements of this era? What role does poetry play in influencing these social movements? And, finally, what is poetry’s place in contemporary U.S. society? **Meets LAC outcome: AIB7. A Studies in Literary Genre course.** 3 crs.

**LIT 328 THE SHORT STORY**

How do writers make the ordinary extraordinary? To find out, students read innovative stories by masters of the form. The course focuses on elements of craft, presents short stories from a writer’s perspective, and provides a deep understanding and appreciation for this literary form. **Meets LAC outcome: AIB7. A Studies in Literary Genre course.** 3 crs.

**LIT 329 THE NOVEL**

The origins, history, and development of the novel are the main elements of this course. Students read several classic works, which could include Daniel Defoe’s *Robinson Crusoe*, Jane Austen’s *Pride and Prejudice*, Leo Tolstoy’s *Anna Karenina*, or Virginia Woolf’s *Mrs. Dalloway*. The discussion will embrace such concepts as point of view, stream of consciousness, the Bildungsroman, realism, the unreliable narrator, and so forth, and will look at current and future directions of the novel. **Meets LAC outcome: AIB7. A Studies in Literary Genre course.** 3 crs.

**LIT 331 NATURE LITERATURE**

The course begins with short works from nineteenth-century nature writers Thoreau and Muir, moves through the turn of the century, and ends with contemporary nature writing, including works by Annie Dillard. **Meets LAC outcome: AIB3.** 3 crs.

**LIT 333 FROM UTOPIA TO DYSTOPIA**

When writers, filmmakers, and theorists imagine the society of the future, they are actually judging the world of the present and how it seems destined to evolve in the future. Increasingly in the modern era, the representations of society, factual or fictional, are more critical than congratulatory, portrayed not as utopias but dystopias. Students will examine some of these works, literary and cinematic, not only to understand their critique of society and culture but also to discern possibilities for social change. **Meets LAC outcome: AIB4.** 3 crs.

**LIT 338 THE LITERATURE OF HOME**

This class explores works which center around the concept of home, whether that be a physical building, one’s own roots, or simply what ties one down but also gives a foundation and sense of connection. Using this thematic approach the course will discuss works from the nineteenth and twentieth centuries, including writers such as Willa Cather, Mari-lyne Robinson, Tracy Kidder, Scott Russell Sanders, and Nancy Mairs. **Meets LAC outcome: AIB3.** 3 crs.

**LIT 342 FANTASTIC VOYAGES**

The renaissance is often marked as opening up the age of discovery (both intellectual and geographic) in such a way that is different from, yet echoing, such classical voyages as Homer’s *Odyssey* and Virgil’s *Aeneid*. An attendant subtext to discovery is that of power and domination. This intensive survey of modern literature will examine the repercussions of such an opening, exploring the nexus of subjectivity and knowledge, of wonder and bewilderment, of change and disenchantment, as students embark on the many fantastic voyages offered in these texts. **Meets LAC outcome: AIB9.** 3 crs.

**LIT 344 HEAVEN, HELL, AND A NEW COSMOLOGY**

This course examines three authors, each with a vision of the afterlife. Students examine the traditional and contemporary understandings of belief (or not) in that after life through three great works of literature: *Paradise Lost*, *The Inferno*, and *The Marriage of Heaven and Hell*. Dante deals with the problem of human sin and notions of heaven and hell; Milton deals with the pre- and post-lapsarian worlds and his own struggle with his Trinitarian beliefs; Blake projects a whole new cosmology through the eyes of a prophet—himself. While not theological in nature, the class will discuss the literature from the Christian context of the times in which each work was written. **Meets LAC outcome: AIB4.** 3 crs.

**LIT 345 LITERATURE OF TRAVEL**

In this course students explore the world through the eyes and minds of some of its greatest travel writers: Beryl Markham, Paul Bowles, Eric Newby, Jan Morris, V.S. Naipaul, Paul Theroux, and Mary Morris. Students will study the genre of travel literature: its encompassing of history; observation; personal experience and encounter (good and bad); its relationship to tourism; its choices of places and companions. A notre bon voyages! **Meets LAC outcome: AIB3.** 3 crs.

**LIT 350 CLASSICAL MYTHOLOGY**

Selected topics in Greek and Roman mythology with an emphasis on their influence in Western literature and culture. Students will explore the origins, function, and significance of myth in Greek and Roman culture and consider different theoretical approaches to myth through the works of Homer, Hesiod, Ovid, and various of the Greek playwrights and philosophers. **Meets LAC outcome: AIB9. A Literature in Translation course.** 3 crs.
LIT 351 CELTIC MYTHOLOGY AND LEGEND
This course begins with a study of prehistoric Irish culture from which Irish mythology derives. Readings will include the two major cycles of stories: the Ulster Cycle and the Fenian Cycle. Students will also explore the origins, function, and significance of myth in Celtic culture and consider different theoretical approaches to myth. Meets LAC outcomes: AIB7, HCA4. A Literature in Translation course. 3 crs.

LIT 352 LITERATURE OF RESISTANCE
This course focuses on literature from around the world that testifies to political or social injustices, and, through the act of testifying, poses some form of resistance. In reading fiction, non-fiction, drama, and poetry, students will look at many of the issues that surround the act of bearing witness: the erasure of identity, and the break of narrative sequences that adheres in surviving and/or observing traumatic historical events, and the healing (both cultural and individual) that can come through bearing witness. Meets LAC outcomes: AIB9, HCA4. A Literature in Translation course. 3 crs.

LIT 357 LITERATURE IN TRANSLATION
A sustained study of the literature of a culture or language other than English. Students will be asked to consider the problems of translation and the relationship between writer, reader, and a linguistic community. It also provides the students with the opportunity to read works that fall outside of the Anglo-American traditions. Various specific topics are offered. Meets LAC outcomes: AIB9, HCA4. A Literature in Translation course. 3 crs.

A recent example of a course offered in this area is the following: EXISTENTIAL LITERATURE: Existentialism is a loosely defined but highly controversial and influential philosophical and literary movement that began taking hold in the mid-nineteenth century and became widely popular around World War II. Existentialism has mapped the foundations of the critical, philosophical, and literary movements of our time. Students will focus on the works of Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and Simone de Beauvoir. 3 crs.

LIT 358 LATIN AMERICAN LITERATURE
This course will expose students to seminal works from Latin American literature, introducing them to creative movements and political and social transformations that have often yielded unacknowledged influence on North American literature and culture. Meets LAC outcomes: AIB9, HCA4. A Literature in Translation/World or Ethnic Literature course. 3 crs.

LIT 361 WOMEN’S LITERATURE AND FEMINIST THEORY
A detailed study of works written by women, examined within the context of current and/or historical schools of literary theory that depend primarily on gender analysis. Topics may vary from year to year. The following list is representative: Renaissance Women, Women’s Autobiography, Modern Women Writers, Lesbian Literature and Theory, Women and Class, African-American Women Writers, Women and Film, Women’s Literature and War, The Body and Literature, Modern and/or Contemporary Women Poets, Women’s Drama. Meets LAC outcomes: AIB6, HCC1. 3 crs.

LIT 366 WORLD AND ETHNIC LITERATURE
This course explores literature outside the traditional Western canon, focusing on the literature of diverse peoples, both in the so-called “Third World” and in the United States. Native American Literature, Literature of Immigration, African-American Literature, Hispanic Literature, Caribbean Literature, African Literature, Asian Literature, and Post-Colonial Literature. Meets LAC outcomes: AIB4. HCA4. A World or Ethnic Literature course. 3 crs.

LIT 370 SHAKESPEARE
This class focuses on introducing students to a range of Shakespeare’s dramatic works, including comedy, tragedy, history, as well as selected sonnets. The course emphasizes increasing facility in reading Shakespeare and close and critical reading of the texts. Students may also explore some of the following topics: Shakespearean poetics, Renaissance print and material culture, the play of identity, Shakespeare in performance, film adaptation, and Shakespeare in popular culture. Meets LAC outcomes: AIB4, AIB7. 3 crs.

LIT 371 MAJOR AUTHOR
This class explores a single author’s work, or might pair two authors, allowing the students to read deeply in the author or authors’ work. Authors might include Malory, Wordsworth, Dickinson, Woolf, Hurston, Hughes, Hemingway, H.D., or Plath. Meets LAC outcome: AIB3. 3 crs.

LIT 378 ARTHURIAN SAGA
The Arthurian legend rose out of the highly politically charged milieu of the twelfth and thirteenth centuries. The legend, however, is based on a nebulous British fifth-century king. Given its political and philosophical nature, what effect did the Arthurian sagas have on the course of history? Meets LAC outcome: AIB4. A Period Studies course. 3 crs.

LIT 379 MEDIEVAL LITERATURE AND CULTURE
The literature of the medieval period is extraordinarily diverse. Course topics may include Arthurian Romance, Tolkien and his Medieval Influences, Chaucer and the Politics of English, and Imagining East. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

A recent example of a course offered in this area is the following: IMAGINING EAST: Violence and fascination between East and West reaches back to the Middle Ages when the earliest silk road travelers such as Marco Polo wrote tales of exotic cultures and during which time the Crusades brought the two cultures into conflict. Students will read, in modern translation, European and Islamic literature to explore ways in which the Other can be imagined or contained. Students will also study early maps as both geographic and cultural narratives. A Period Studies course. 3 crs.

LIT 380 EIGHTEENTH-CENTURY LITERATURE AND CULTURE
In this interdisciplinary course, students examine eighteenth-century literature in relation to social and historical texts and contexts. Examples of special topics for a particular term include home and domesticity; enlightenment religious and philosophical belief systems; or empire and colonialism. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

LIT 381 LITERATURE AND CULTURE OF THE ROMANTIC PERIOD
With attention paid to standard figures such as Blake, Coleridge, Wordsworth, Byron, or Shelley, special topics such as monstrosity or revolution are explored in this course. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.
LIT 382 NINETEENTH-CENTURY LITERATURE AND CULTURE
Nineteenth-century literature in relation to social and historical texts and contexts is the focus of this interdisciplinary course. Special topics include women’s writing; the construction of childhood; or culture and ethnography. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

LIT 383 VICTORIAN LITERATURE AND CULTURE
This course examines literary works within the context of the nineteenth century, during which time technological advances led to the rise of factories and the growth of urban centers throughout England. This cultural shift had a profound impact on literature, with novels such as Jane Eyre, Great Expectations, and North and South tracing the migration from the isolation of the countryside to the bustle of city streets. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

LIT 384 MODERNIST LITERATURE AND CULTURE
This interdisciplinary course examines early twentieth-century literature in relation to social and historical texts and contexts. Special topics include feminist modernism; surrealism and psychoanalysis in art and literature; or fragmented and marginal identities. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

LIT 385 POSTMODERN LITERATURE AND CULTURE
This interdisciplinary course examines contemporary literature in relation to social and historical texts and contexts. Examples of special topics include literature and chaos; hybrid identities; virtual culture; or global literacies. Meets LAC outcomes: AIB4, HCD8. A Period Studies course. 3 crs.

LIT 414 THE LEGENDS OF KING ARTHUR
This class will study the complex interwoven elements of Celtic legends, Christian symbolism, and medieval philosophy that contribute to the King Arthur stories. Prerequisites: WR 221, or equivalent introduction to literature course & one upper-division literature course. Meets LAC outcome: AIB4. 3 crs.

LIT 415 SCIENCE FICTION
New science fiction has integrated the cyberpunk of the 80s and 90s with a whole new exploration of the impacts of technology on social organization and social being. In this course students will read the work of a new generation of science fiction writers such as Molly Gloss and Maureen McHugh, and also see how the generation of the 80s and early 90s—William Gibson, Neil Stephenson, and others—has evolved its style to address the cultural, ethical, and technological issues that confront denizens of the twenty-first century. Prerequisites: WR 221, or equivalent introduction to literature course, & one upper-division literature course. Meets LAC outcome: AIB7. 3 crs.

LIT 420 IRISH LITERATURE AND NATIONAL IDENTITY
This course will explore the literary responses of Yeats, Joyce, O’Casey, and Synge to Ireland’s transition from a British colony to an independent nation. Students will study the political and cultural background to major texts by these authors and see how the texts both influenced and were influenced by the socio-political discourse of the time. Prerequisites: WR 221, or equivalent introduction to literature course, & one upper-division literature course. Meets LAC outcomes: AIB4. 3 crs.

LIT 465 LOVE AND SEXUALITY
Love is often thought to be a timeless and universal emotion that is capable of transcending humanity’s more base and biologically determined relation to sexuality. But what if the sexual act was freed of biological reductionism, or if love was thought to be an idea contingent on historical and cultural factors? This class examines these questions, and others, by historically tracing how love and sexuality are represented in both philosophical and literary texts from Ancient Greece to contemporary society. Students will discuss works from Plato, Sappho, Horace, Donne, Goethe, Nerval, Rimbaud, Freud, Foucault, Luce Irigaray, Judith Butler, Marguerite Duras. Meets LAC outcomes: AIB4, HCC1. 3 crs.

PROFESSIONAL DEVELOPMENT SEMINARS
These one-credit seminars prepare majors and minors in English Literature and Writing for professional careers that draw upon a degree in English.

LIT 480 PREPARING FOR PUBLICATION
This seminar will focus on the process of preparing your writing for publication in a variety of venues (magazine, book, journal). Professionals in the publishing field and writers who have gone through the publication process will lead roundtable discussions that explore what it means to take your writing to the next step. Workshops will offer writers the opportunity to talk about their work and assess it for potential publication. 1 cr.

LIT 481 PREPARING FOR A CAREER IN TEACHING
What career paths are available in teaching? Students will consider the various options including the M.A., M.A.T, and the Ph.D. Students will also begin to prepare for entrance requirements and plan for volunteer or tutoring experience to prepare them for a career in teaching. Teachers from various career paths will share their experience with students. 1 cr.

LIT 482 PREPARING FOR CAREERS OR GRADUATE SCHOOL: M.A., M.F.A., Ph.D., AND J.D.
Students will explore a variety of career options that draw upon the skills and strengths of a B.A. in English. Students considering graduate work in literature, writing, or law will begin to navigate the process of graduate school selection and application and consider careers open to them upon completion of their graduate studies. Professionals and recent graduates from Marylhurst (when available) will share their experience in careers and graduate school. 1 cr.

LIT 483 PREPARING FOR A CAREER IN PUBLISHING
Students will explore the broad spectrum of careers in publishing, including editor, literary agent, and publisher’s representative as well as careers in corporate communications and academic and specialist publishing. Students will also consider the realms of small press publishing, literary magazines, and electronic publishing. Students will have the opportunity to hear from speakers from various career paths in publishing. 1 cr.

LIT 494 INTERNSHIP
Students have the opportunity to arrange internships that help them meet learning outcomes for the major. Contact the department chair and the University’s Internship Coordinator to arrange. Prerequisites: permission of department chair. 1-3 crs.
WRITING

WR 205 EXPRESSIVE WRITING
Developing self-confidence in the student’s writing skills is a major objective of this course. Students will enjoy the challenge of experimenting with a number of writing techniques focused on personal insights and memories. Recommended for some students based on their ASSET or equivalent COMPASS score in writing. Either WR 205A or WR 205B meet this recommendation. WR 205 does not meet LAC Writing outcome but is taken to prepare for WR 221 or as an elective. 3 crs.

WR 215 BASIC EXPOSITORY WRITING AND CRITICAL THINKING
This course will focus on sound paragraph construction in preparation for academic writing. Recommended for some students based on their ASSET or equivalent COMPASS score in writing, WR 205 does not meet LAC Writing outcome but is taken to prepare for WR 221 or as an elective. 3 crs.

WR 221 INTRODUCTION TO EXPOSITORY WRITING AND CRITICAL THINKING
This course will help students learn the conventions of academic writing and critical thinking through reading, analytical writing, and discussions. Recommended for some students based on their ASSET or equivalent COMPASS score in writing. Meets LAC writing outcome: LLE1. 3 crs.

WR 222 INTRODUCTION TO LITERATURE AND WRITING
This course serves as an introduction to the major by familiarizing students with three central activities in literature and writing: the interpretation of literary works, creative and expository writing, and the exploration of the imaginative process. Students explore and create various forms of writing through the lens of a special topic, which may change from term to term. Core requirement for the major. An essay from this class forms part of the student’s English Literature and Writing Portfolio. Meets LAC outcomes: LLE2, AI B3. 3 crs.

WR 225/226/227/228 DIRECTED WRITING
These directed study courses help Prior Learning Assessment (PLA) students develop and refine essay writing skills for PLA by focusing on foundational writing skills such as syntax, composition techniques, and awareness of style and audience. 1-2 crs.

WR 301 WRITING CONFERENCES
These intensive, one-on-one conferences provide guidance and assistance with concepts, techniques, and mechanics for self-motivated writers. This advanced tutorial works through private, informal discussion and critique and is designed to help experienced writers bring their projects to effective completion. Prerequisites: 12 crs. upper-division writing; permission of instructor and department chair. 1-3 crs.

WR 303 WRITING LAB
This workshop is a co-requisite to Writing Intensive Courses (WIC) and provides a structure for reviewing the writing process, working on revision, and receiving feedback from a writing teacher. Students should take WR 303 when they take the WIC in their major. An essay from WIC class is included as part of the student’s English Literature and Writing Portfolio. Prerequisites: Completion of LAC outcomes LLE1 & LLE2; & registration in WIC in major. Meets LAC outcome: LLE3. 1 cr.

WR 310 WRITING FOR MEDIA
Writing is indisputably the basic tool of the public relations practitioner. To produce clear, concise, correct writing requires well-developed language skills. Professional standards of writing for print and electronic media are introduced. Topics include grammar and spelling, AP style, data-gathering techniques, and editing for readability and interest. Prerequisite: WR 221 or equivalent writing proficiency with instructor consent. A Professional Writing course. 3 crs.

WR 322 WRITING AS RHETORIC
How is writing, including literary writing, an act of persuasion? What are the roles the writer plays in a democratic society? Through the lens of contemporary rhetorical theories, students will examine the nature of writing as a rhetorical act and apply that understanding to a variety of writing projects. Students will examine how different authors make appeals to readers while exploring their own voice and skills. Meets LAC outcome: LLE2. A Rhetorical Studies course. 3 crs.

WR 323 ACADEMIC WRITING
College writers are expected to produce academic research papers on a variety of subjects. This advanced class will help students who want to write high quality papers with minimal stress by reviewing the writing process and the conventions for various types of college writing. Prerequisites: Recommended ASSET score of 50, or COMPASS equivalent, or WR 221. Meets LAC outcome: LLE3. 3 crs.

WR 325 ENVIRONMENTAL WRITING
Writing is one of the most powerful tools persons have for cajoling people into caring about the human species relationship with the rest of creation. This course surveys the enormous variety in forms for serious environmental writing from academic discourse, fiction, formal literary and personal essays, poetry, or journalism to environmental impact statements. Meets LAC outcomes: HCD6, NWC6. A Rhetorical Studies course. 3 crs.

WR 340 JOURNALISM AND FREE-LANCE WRITING
This class will focus on writing for publication in newspapers and magazines. Students will learn how the demands of writing for a general audience can sharpen their writing and improve their powers of observation. This exploration of the fundamentals of journalism and professional writing focuses on clear, concise, accurate writing. A Professional Writing course. 3 crs.

WR 344 POWER AND INFLUENCE
This course examines agents exercising power, types of power, uses and abuses of power, and particular power issues, including power at work and power between women and men. Meets LAC outcome: HCB4. A Rhetorical Studies course. 3 crs.

WR 350 PERSUASION IN THE INFORMATION AGE
The world has never been more saturated with messages competing for attention and response. This course investigates the persuasion process, the values underlying persuasive campaigns, the motives to which persuaders appeal, and contemporary ethical standards. Through the analysis of real-world persuasive campaigns in advertising, politics, change-agency, and news media, the course helps participants understand how they can respond effectively to influence. Meets LAC outcome: HCD3. A Rhetorical Studies course. 3 crs.
WR 364 GRANT WRITING
The main elements of this course are the processes and procedures for writing successful grant proposals. Diverse funding opportunities are covered and then related to a student’s specific area of interest. Each student will review and evaluate a sample of proposals and develop a specific proposal in a particular interest area. A Professional Writing course. 3 crs.

WR 366 WRITING SEMINAR I: CREATIVE NON-FICTION
In this course, students read and write a variety of creative non-fiction, with a specific emphasis during a given term, such as the personal essay or nature writing. Students critique work in class and compose a portfolio of their best work. The focus of the class is reading creative non-fiction, generating ideas, and writing and critiquing new pieces. Meets LAC outcome: A1B1. 3 crs.

WR 367 WRITING SEMINAR I: POETRY
This class will involve participants in the study of selected poets whose works reveal the dynamics of poetic expression. Through selected reading, writing activities, and classroom discussion, students will identify their own creative voice. Constructive feedback will assist students in developing writing style and technique. Meets LAC outcome: A1B1. 3 crs.

WR 368 WRITING SEMINAR I: SHORT FICTION
This course will examine the development of the short story form. There will be guided discussions, written exercises, two stories written from models studied in class, informal critique of student work, and mutual assistance and encouragement. Meets LAC outcome: A1B1. 3 crs.

WR 369 WRITING SEMINAR I: SCREENWRITING
Students will do the groundwork for and begin writing a 120-page screenplay. Students will choose a story idea appropriate to the medium, research their subject, develop characters, and structure their story. The story idea will be developed into a screenplay treatment. Students will then write the first act (approximately 30 pages) in proper format. Completion of this workshop will give students the necessary foundation and tools to write their screenplay. Meets LAC outcome: A1B1. 3 crs.

WR 424 WRITING AND PRODUCTION FOR MARKETING COMMUNICATIONS
Newsletters, brochure copy, speechwriting, Web content, advertising copy, annual reports, backgrounders, and news releases. The successful public relations practitioner must write persuasively for a wide array of communication tools. This course prepares participants to write in a range of professional marketing formats, culminating in a communications toolkit of coordinated writing projects. Prerequisites: WR 310, PR 412, or equivalent experience with instructor consent; degree or certificate program admission required. A Professional Writing course. 3 crs.

WR 430 WRITING PEDAGOGY: TEACHING AND TUTORING WRITING
In this seminar, students will explore current composition theory and pedagogy for tutors and potential teachers. Through the lens of the tutorial process, students will reflect on the educational significance and interpersonal richness of the teaching and tutoring experience, coming to terms with important philosophical and psychological implications of writing pedagogy. Prerequisites: one upper-division writing course & permission of department chair. 3 crs.

WR 432 WRITING/READING IN PRACTICE
Students can earn credit through internships that stress professional writing, by tutoring at the Writing Center, or via service learning projects that stress literacy activism. Prerequisites: permission of department chair. 1-3 crs.

WR 466 WRITING SEMINAR II: CREATIVE NON-FICTION
This non-fiction seminar will focus on the “postmodern memoir,” i.e., non-fiction that purposely blurs the lines between non-fiction and fiction. Students will read and write several essays, and there will be writing exercises, discussions of the assigned readings, and informal critiques of student work, i.e., the workshop. Prerequisites: Writing Seminar I course & permission of instructor or department chair. 3 crs.

WR 467 WRITING SEMINAR II: POETRY
This advanced course will explore poetry in all its variety. Students will be expected to write regularly, to share their work with the class, to read a wide range of published poetry and essays about poetry, and to engage in a ten-week dialogue about the very nature of poetry. Students will also consider the larger issues of the creative process, poetic form and technique, historical context, strategies for disarming the inner critic, and whatever else draws their attention throughout the term. Prerequisites: Writing Seminar I course & permission of instructor or department chair. 3 crs.

WR 468 WRITING SEMINAR II: SHORT FICTION
Student work is discussed in this class in a supportive atmosphere that encourages risk-taking in the creative process and respect for the writer, with the understanding that students have mastered the basics of writing fiction. Students concentrate on sharpening the language and focus of their work, and the course investigates by what means writers engage readers in their fictional world. A range of representative short fiction is used as a point of reference for discussing how voice, dramatization, significant detail, and other elements can be improved in student own work. Prerequisites: Writing Seminar I course & permission of instructor or department chair. 3 crs.

WR 469 WRITING SEMINAR II: SCREENWRITING
Students with a strong interest in a screenwriting work at an advanced level to hone their skills. Students must read closely and critically each other’s work as well as instructive examples of successful screenplays. Prerequisites: a Writing Seminar I course & permission of instructor or department chair. 3 crs.

WR 490 SENIOR PROJECT
Students work together in this course in peer writing groups and one-on-one tutorials with the instructor to develop and research a topic for their research or creative project. The completed project serves as the capstone piece for the English Literature and Writing major and is included as part of the student’s English Literature and Writing Portfolio. Prerequisites: completion of core courses for major & senior status. 3 crs.
The Human Sciences include a wide variety of academic disciplines and fields of study that take as their primary focus understanding the complexities of human behavior and what it means to be a human being. At Marylhurst, the fields of study and disciplines under the Department of Human Sciences include Human Studies, Psychology, Sociology, Anthropology, and Gerontology.

**GENERAL LEARNING OUTCOMES FOR THE DEPARTMENT OF HUMAN SCIENCES**

Students completing an undergraduate degree in the Department of Human Sciences will:

- **HS1.** Develop a basic understanding of the historical and philosophical origins of the Human Sciences.
- **HS2.** Develop a basic understanding of how knowledge in a discipline or field of study is produced and used.
- **HS3.** Demonstrate a working understanding of disciplinary perspectives, theoretical frameworks, methodologies, and practices used in the Human Sciences.
- **HS4.** Use critical reflection to synthesize personal experiences and insights with academic understanding.

**LEARNING OPTIONS**

Four undergraduate major options are available: a Bachelor of Arts in Human Studies; a Bachelor of Arts in Psychology; a Bachelor of Arts in Anthropology; and a Bachelor of Arts in Sociology. The Department of Human Sciences also offers an Undergraduate Certificate in Gerontology. Each course of study represents a variation on the theme of studying what it means to be a human being.

**THE PURPOSE STATEMENT FOR THE HUMAN STUDIES DEGREE**

The Human Studies program provides an integrated, interdisciplinary course of study for learners interested in utilizing a systems theory approach to consider the complex contexts that shape and are shaped by individuals as they develop and learn, enact their understandings, and travel through the life course. A “systems theory approach” emphasizes the holistic nature of human and non-human systems, and the ways these systems organize, interconnect, relate, and evolve new forms and processes.

Human Studies is an excellent choice for learners who are self-directed, critically and actively engaged in their own learning, and interested in doing academic work that resists and transcends traditional disciplinary categories.

**COURSEWORK WITHIN THE MAJOR**

COURSEwork within the major is organized into four clusters: Human Studies Integrative Foundation Colloquia; Required Topics; Related Electives; and Inquiry/Action.

- **Human Studies Integrative Foundation Colloquia** provide the theoretical and methodological grounding for the Human Studies major. Each of the six colloquia are predicated on the assertion that human beings are holistic, functioning systems—minds, bodies, and spirits—and further, that human existence is a relational phenomenon. As such, the integrative foundation colloquia synthesize a wide-range of disciplinary perspectives and traditions—literature, cultural studies, natural sciences, social sciences, communication, philosophy, ethics, religion and spirituality, and systems science—to explore the intra-personal, social, environmental, and transcendent facets of human experience.

- **Human Studies Required Topics:** Required Topics courses are designed to provide focused inquiry in each of four thematic areas: 1) Learning—the nature and processes of thought, knowledge, creativity, and memory; 2) Development—growth and change in the mind, body, and spirit over the life course; 3) Systems—the ways human and non-human systems organize, interrelate, and evolve new forms and processes; and 4) Methods perspectives and tools for collecting, interpreting, and using information.

- **Related Electives:** This cluster allows learners to customize their Human Studies degree by utilizing courses from the Human Sciences and other academic departments, as well as prior learning and transfer credits. In consultation with their academic advisor, learners craft the related electives cluster around their educational and professional interests and commitments.

- **Inquiry/Action:** The Human Studies degree is predicated on the idea that learning is incomplete until meaningfully and responsibly enacted. The inquiry/action requirement provides learners with the opportunity to demonstrate and use their understanding of issues related to Human Studies through an internship or research project.

**PROGRAM LEARNING OUTCOMES FOR THE B.A. IN HUMAN STUDIES**

In addition to demonstrating the learning outcomes for the Department of Human Sciences, students earning their B.A. in Human Studies will:

- **HMS1.** Understand and apply a systems theory approach to consider the complex interconnections between individual, social, cultural, ecological, spiritual, and historical contexts.
- **HMS2.** Understand and enact theoretical frameworks, methodologies, and practices used in the Human Studies.
- **HMS3.** Think critically and holistically about perennial and contemporary issues related to human experience.
- **HMS4.** Demonstrate a working knowledge of ways human beings learn, adapt, and develop over the life course.
- **HMS5.** Develop increased skills and confidence in thinking and writing in an integrative, interdisciplinary, and scholarly fashion.

**Major Requirements for the Bachelor of Arts Degree in Human Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 304</td>
<td>History &amp; Philosophy of the Human Sciences</td>
<td>3 crs.</td>
</tr>
<tr>
<td>HS 340</td>
<td>Integrative Foundation Colloquia</td>
<td>23 crs.</td>
</tr>
<tr>
<td>HMS 480</td>
<td>Human Studies Perspectives</td>
<td>4 crs.</td>
</tr>
<tr>
<td>HMS 481</td>
<td>Relationship with the Self</td>
<td>4 crs.</td>
</tr>
<tr>
<td>HMS 482</td>
<td>Relationship with Others</td>
<td>4 crs.</td>
</tr>
<tr>
<td>HMS 483</td>
<td>Relationship with the Environment</td>
<td>4 crs.</td>
</tr>
<tr>
<td>HMS 484</td>
<td>Relationship with the Transcendent</td>
<td>4 crs.</td>
</tr>
<tr>
<td>HMS 488</td>
<td>Humans Being: Developing a Perspective</td>
<td>3 crs.</td>
</tr>
<tr>
<td>HMS 493</td>
<td>Human Studies Research Project</td>
<td>22 crs.</td>
</tr>
<tr>
<td>HS 304</td>
<td>History &amp; Philosophy of the Human Sciences</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

**Required Topics**

Choose 3 of 4 topic areas in which to take courses.

- **Topic 1:** Learning, 3 u.d. crs.
- **Topic 2:** Development, 3 u.d. crs.
- **Topic 3:** Systems, 3 u.d. crs.
- **Topic 4:** Methods, 3 u.d. crs.

**Research and Action**

3 crs.

**HMS 494 Human Studies Internship**

**OR**

**HMS 493 Human Studies Research Project**

**Related Electives** (min. 12 u.d.)

TOTAL CREDITS FOR MAJOR: 60 crs.
CAREER PATHS
By intent and design, the Human Studies program exposes learners to a powerful holistic intellectual sensibility that can be harnessed on behalf of a wide variety of personal, educational, and professional endeavors. Human Studies majors participate successfully in postbacalaureate and graduate-level training and education in disciplines such as social work, education, rehabilitation, art therapy, and interdisciplinary studies. Human Studies students go on to work in the helping professions, the social services, organizational and community development, the non-profit sector, and elementary and secondary education.

THE PURPOSE STATEMENT FOR THE PSYCHOLOGY DEGREE
The Psychology degree program by intent and design allows learners to pursue a more focused, disciplinary study of the influences on, correlates of, and outcomes for human behavior and experience. Students selecting this major receive a solid foundation in the Social Sciences theories, methodologies, and applications, but conduct the majority of their major work in Psychology. The Psychology major is a good fit for students who anticipate pursuing a graduate degree in psychology and working in a clinical or research setting.

COURSEWORK WITHIN THE MAJOR
Coursework within the Psychology major is organized into three clusters: Required Human Sciences Core; Required Psychology Core; and Related Electives.
- **Required Human Sciences Core**: The courses in the Required Human Sciences Core are designed to provide learners with a multidisciplinary exposure to the central theoretical, methodological, and practice approaches in the Human Sciences disciplines. Throughout the core curricula learners have the opportunity to acquire and practice academic researching and writing skills. In addition, Psychology majors participate in an internship or advanced research project related to their disciplinary focus and future educational and professional interests and goals.
- **Required Psychology Core**: The courses in this cluster provide Psychology majors with a comprehensive consideration of the foundational content areas, theories, methodologies, and practice approaches in Psychology.
- **Related Electives**: This cluster allows learners to customize their Psychology degree by utilizing courses in Psychology and other Human Sciences disciplines, as well as prior learning and transfer credits. In consultation with their academic advisor, learners craft their related electives cluster.

PROGRAM LEARNING OUTCOMES FOR THE B.A. IN PSYCHOLOGY
In addition to demonstrating the learning outcomes for the Department of Human Sciences, students completing an undergraduate major in Psychology will:
P1. Trace the history and progression of psychological theory and practice.
P2. Attain an understanding of the processes of thought, learning and development.
P3. Recognize the ways in which theory, scientific investigation, politics and public opinion influence the identification, classification, and treatment of psychological disorders.
P4. Develop an understanding of the contributions of social and biological influences on human behavior.
P5. Think critically about the elements of sound research methodology, including how to choose the appropriate methodologies for one’s inquiry.
P6. Demonstrate a basic working knowledge of the distinctions between and commonalities among each of the four social sciences disciplines.
P7. Understand and enact the process of scholarly inquiry to answer questions appropriate for social scientific research.

Major Requirements for the Bachelor of Arts Degree in Psychology
Required Human Sciences Core ................................................. 16 crs.
SS 202 Introduction to Social Science Inquiry, 4 crs.
HS 304 History & Philosophy of the Human Sciences, 3 crs.
SS 212 Research Methods & Statistics I, 3 crs.
SS 304 Research Methods & Statistics II, 3 crs.
PSY 494 Psychology Internship, 3 crs.
OR PSY 493 Research Project, 3 crs.
Required Psychology Core ....................................................... 24 crs.
PSY 201 Introduction Psychology, 3 crs.
PSY 334 Personality Theory, 3 crs.
PSY 336 Abnormal Psychology, 3 crs.
Learning Issues: one course, 3 crs.
PSY 320 Learning: A Fundamental Human Process
OR PSY 308 Behavior Modification
OR PSY 432 Cognitive Psychology
OR related course
Developmental Issues: one course, 3 crs.
PSY 328 Developmental Psychology
OR PSY 363 Child Psychology
OR PSY 364 Adolescent Psychology
OR PSY 360G Adult Development & Aging
OR related course
Mental Health Issues: one course, 3 crs.
PSY 375 Disorders of Personality
OR PSY 338 Roots of Psychopathology
OR related course
Sociocultural Issues: one course, 3 crs.
PSY 316 Social Psychology
OR PSY 318 Cultural Psychology
OR PSY 377 Psychology of Groups
OR related course
Biopsychological Issues: one course, 3 crs.
PSY 370 Biopsychology
OR PSY 371 Individual Differences
OR PSY 480 Addictive Disorders
OR related course
Electives for Psychology Major
Psychology & other Human Sciences courses .............. 21 crs.

TOTAL CREDITS FOR MAJOR: 61 crs.

CAREER PATHS
The focused disciplinary approach of the Psychology major prepares learners for advanced educational and professional work in research, clinical, and applied psychology. Psychology students go on to work in the helping professions, the social services, and related areas.

THE PURPOSE STATEMENT FOR THE SOCIOLOGY DEGREE
The Sociology degree program by intent and design allows learners to pursue a focused, disciplinary study of society and social life, including social behavior, social institutions, social movements, and social development and change. How social groups form, relate, discriminate, influence, agree, acquiesce, worship, educate, work, adjudicate, and endure are just a few of the collective transactions that are addressed through sociological theory and practice.
COURSEWORK WITHIN THE MAJOR
Coursework within the Sociology major is organized into
three clusters: Required Human Sciences Core; Required
Sociology Core; and Related Electives.
• **Required Human Sciences Core:** The courses in the Re-
quired Human Sciences Core are designed to provide
learners with a multidisciplinary exposure to the central
theoretical, methodological, and practice approaches in
the Human Sciences disciplines. Throughout the core cur-
cricula learners have the opportunity to acquire and prac-
tice academic researching and writing skills. In addition,
Sociology majors participate in an internship or advanced
research project related to their disciplinary focus and fu-
ture educational and professional interests and goals.
• **Required Sociology Core:** The courses in this cluster
provide Sociology majors with a comprehensive consider-
atation of the foundational content areas, theories,
methodologies, and practice approaches in Sociology.
• **Related Electives:** This cluster allows learners to custom-
ize their Sociology degree by utilizing courses in Sociology
and other Human Sciences disciplines, as well as prior
learning and transfer credits. In consultation with their
academic advisor, learners craft their related electives
cluster.

PROGRAM LEARNING OUTCOMES
FOR THE B.A. IN SOCIOLOGY
In addition to demonstrating the learning outcomes for the
Department of Human Sciences, students completing an
undergraduate major in Sociology will be able to:
S1. Practice “sociological imagination” informed by a critical
understanding of the interactions between individuals
and historical, cultural, and social forces.
S2. Demonstrate a working knowledge of how humans’ life
experiences are shaped by positionality: class, age,
ethnicity, gender, religious beliefs and subculture
membership.
S3. Demonstrate a fundamental understanding of the central
theoretical and methodological approaches of sociology.
S4. Trace the history and progression of sociological theory
and practice.
S5. Think critically about the elements of sound research
methodology, including how to choose the appropriate
methodologies for one’s work.
S6. Understand and enact the process of scholarly inquiry to
ask and answer questions appropriate for sociological
theorizing and researching.

Major Requirements
for the Bachelor of Arts Degree in Sociology
Required Human Sciences Core ............................... 16 crs.
HS 304 History & Philosophy of Human Sciences, 3 crs.
SOC 394 Sociology Internship
OR SOC 493 Sociology Research Project, 3 crs.

Required Sociology Core ........................................... 24 crs.
SOC 201 Introduction to Sociology, 3 crs.
SOC 316 Social Problems, 3 crs.
SOC 325 Minorities in the United States, 3 crs.
SOC 341 Society Becomes Visible, 3 crs.
SOC 350 The Sociological Imagination, 3 crs.
SOC 440 Critical and Postmodern Sociology, 3 crs.
Two additional upper division Sociology courses, 6 crs.

Related Electives in the Human Sciences ..................... 21 crs.
(Sociology & other Human Sciences courses)

TOTAL CREDITS FOR MAJOR: 61 crs.

CAREER PATHS
Students successfully completing a degree in Sociology are
prepared to participate in postbaccalaureate and graduate-
level training and education in any of the Human Sciences
disciplines. Because of the multidisciplinary foundation of the
Sociology degree, learners receive excellent preparation for
professional work in the non-profit sector, social work, the
legal system, politics and government, community develop-
ment and grassroots organizing, public relations and adminis-
tration, and applied research.

THE PURPOSE STATEMENT
FOR THE ANTHROPOLOGY DEGREE
The Anthropology degree program by intent and design al-
lowers learners to pursue a focused, disciplinary study of the
full range of human variations, both cultural and biological.
Often but not always achieved through ethnographic field-
work and other idioms of qualitative inquiry, Anthropology
focuses on all aspects of human culture—such as language,
creativity, family systems and child-rearing, sexuality, and
rites-of-passage—as well as physical characteristics of contem-
porary human beings and their ancestors.

COURSEWORK WITHIN THE MAJOR
Coursework within the Anthropology major is organized into
three clusters: Required Human Sciences Core; Required
Anthropology Core; and Related Electives.
• **Required Human Sciences Core:** The courses in the Re-
quired Human Sciences Core are designed to provide
learners with a multidisciplinary exposure to the central
theoretical, methodological, and practice approaches in the
Human Sciences disciplines. Throughout the core curricula
learners have the opportunity to acquire and practice
academic researching and writing skills. In addition,
Anthropology majors participate in an internship or
advanced research project related to their disciplinary focus
and future educational and professional interests and goals.
• **Required Anthropology Core:** The courses in this cluster
provide Anthropology majors with a comprehensive
consideration of the foundational content areas, theories,
methodologies, and practice approaches in Anthropology.
• **Related Electives:** This cluster allows learners to customize
their Anthropology degree by utilizing courses in Anthropol-
ogy and other Human Sciences disciplines, as well as prior
learning and transfer credits. In consultation with their
academic advisor, learners craft their related electives cluster.

PROGRAM LEARNING OUTCOMES
FOR THE B.A. IN ANTHROPOLOGY
In addition to demonstrating the learning outcomes for the
Department of Human Sciences, students completing an
undergraduate major in Anthropology will be able to:
A1. Develop an anthropological sensibility that appreciates
the complex connections between cultural formations,
social structures, and socio-historical contexts.
A2. Demonstrate a working knowledge of how human culture
functions as a dynamic network of social institutions,
relationships, and meaning systems.
A3. Demonstrate a fundamental understanding of the central
theoretical and methodological approaches of Anthropology.
A4. Trace the history and progression of anthropological
theory and practice.
A5. Think critically about the elements of sound research
methodology, including how to choose the appropriate
methodologies for one’s inquiry.
A6. Understand and enact the process of scholarly inquiry to
ask and answer questions appropriate for anthropological
theorizing and researching.
Major Requirements for the B.A. in Anthropology

Required Human Sciences Core ................................ 16 crs.
SS 202 Introduction to Social Science Inquiry, 4 crs.
HS 304 History & Philosophy of the Human Sciences, 3 crs.
ANT 493 Anthropology Research Project
OR ANT 394 Anthropology Internship, 3 crs.

Required Anthropology Core .................................... 24 crs.
ANT 201 Introduction to Anthropology, 3 crs.
ANT 310 Cultural Anthropology, 3 crs.
ANT 338 Human Evolution, 3 crs.
ANT 340 Archaeology, 3 crs.
ANT 364 People & Societies of the World, 3 crs.
HS 400 Qualitative Inquiry, 3 crs.
Two additional upper division Anthropology courses, 6 crs.

Related Electives in Human Sciences .......................... 21 crs.
(Anthropology & other Human Sciences coursework)

TOTAL CREDITS FOR MAJOR: 61 crs.

CAREER PATHS

Students successfully completing a degree in Anthropology are prepared to participate in postbaccalaureate and graduate-level training and education in any of the Human Science disciplines. Because of the multidisciplinary foundation of the Anthropology degree, learners receive excellent preparation for professional work that focuses on human diversity and cross-cultural issues in the non-profit sector, social work, the legal system, politics and government, community development and grassroots organizing, public relations and administration, and applied research.

CERTIFICATE IN GERONTOLOGY

THE PURPOSE STATEMENT FOR GERONTOLOGY

The Undergraduate Certificate in Gerontology represents a unique and exciting approach to the multidisciplinary field of Gerontology. The Gerontology course work takes a holistic approach to adult development and aging, recognizing the complex contexts in which individuals travel through the life course. The Gerontology courses and the Certificate are available to students majoring in Human Sciences degrees, as well as students in other undergraduate programs, and provide a highly relevant and useful enhancement to a variety of programs of study.

The Gerontology courses can also be completed as a stand-alone certificate for students who already have an undergraduate degree or are not currently pursuing a bachelor’s degree.

LEARNING OBJECTIVES

FOR THE CERTIFICATE IN GERONTOLOGY

Students seeking an undergraduate certificate in Gerontology will:
• Explore the social, psychological, and biophysical changes that occur as part of the aging process.
• Examine the political and economic issues of old age.
• Recognize the importance of social, cultural, and historical context in understanding the aging process.
• Appreciate the diversity of individual aging experiences due to gender, race/ethnicity, class, and other sources of diversity.
• Gather information about potential career, learning, and service opportunities.

COURSEWORK WITHIN THE CERTIFICATE

To earn an undergraduate certificate in Gerontology a student must complete successfully a minimum of 21 credits total of Gerontology coursework.

Required Courses for Gerontology Certificate

All students seeking a Certificate must take these courses. 12 crs.
GER 430 Multidisciplinary Perspectives on Aging, 3 crs.
GER 431 Embodiment in Later Life, 3 crs.
GER 433 Theorizing & Researching in Gerontology, 3 crs.
GER 436 Gerontology: Synthesis & Action, 3 crs.

Additional courses .............................................. min. of 9 crs.
(students select from a menu of Gerontology courses to complete 21 credits total).
GER 432 Psychosocial Aspects of Aging, 3 crs.
GER 434 Social Systems in Later Life, 3 crs.
GER 435 Women’s Issues in Aging, 3 crs.
GER 437 The Psychology of Wisdom, 3 crs.
GER 438 Communication in Aging, 3 crs.
GER 460 Special Topics in Gerontology, 3 crs.

TOTAL: min. of 21 crs.

CAREER PATHS

New professional roles are emerging and traditional roles are expanding to adapt to the needs of an aging population. Gerontological specialists can be found in the fields of law, corrections, human services, counseling, education, business, housing, health care, and government. Students completing an undergraduate degree in one of the Human Sciences programs with a certificate in Gerontology are prepared to participate in postbaccalaureate and graduate-level training and education.

COURSE DESCRIPTIONS

THE HUMAN SCIENCES SEMINARS

The Human Sciences seminars are upper-division courses that are intentionally cross-disciplinary in nature. That is, the critical topics and issues addressed in these courses demand an integrative design that transcends the boundaries of any one perspective or discipline. These courses, which are open to majors and non-majors alike, provide a variety of interesting ways to address the department-level Human Sciences outcomes, as well as selected Liberal Arts Core outcomes.

HS 304 THE HISTORY AND PHILOSOPHY OF THE HUMAN SCIENCES

This seminar is a requirement for all students majoring in one of the Human Sciences programs. The purpose of HS 304 is to provide Human Studies, Anthropology, Sociology, and Psychology majors with a common meeting-place for engagement in a rich and comprehensive survey of the histori cal and intellectual contexts out of which the central theories, methodologies, and practices in the Human Sciences developed. Prerequisite: junior standing or instructor approval. Can be taken as WIC with WR 303 to fulfill LAC Writing Lab outcome. Meets LAC outcome: HCD8, NWA2. 3 crs.

HS 330 EDUCATION AND HIGHER HUMAN DEVELOPMENT

Education for human development is an idea that has guided the work of great educators from the time of Plato to the present. Human Development is a common value in education, though as a purpose it is seldom given priority. Yet this timeless idea is seen by many as the ultimate goal of education, and in this course students explore that goal in light of the higher—or deeper—dimensions of human development. Meets LAC outcome: HCC3. 3 crs.
HS 348 SELF IN SOCIETY: THE ACT OF COMMUNITY
What is community? What are its purposes? When and how does it work? What makes it fail? What is the relationship between communities and society at large? Is the human need for community universal? What is the relationship between the individual and community? How can individuals balance the need for freedom and self-expression with the contributions, commitments, and responsibilities of being in community? In this course students will grapple with these and other questions, and seek direct experience by participating in a local community building action. Meets LAC outcome: HCC1. 3 crs.

HS 400 QUALITATIVE INQUIRY
This course provides an introduction to qualitative inquiry in the Human Sciences. Students focus on the various methodological idioms and theoretical frameworks used by qualitative researchers; particular methods for systematically gathering and analyzing qualitative data, such as observation, interviewing, case studies, and examining historical artifacts; and forms of interpretation and representation of qualitative data. Students also examine the ethical responsibility of the researcher and the power and potential of imaginative, alternative approaches to researching, theorizing, and practicing in the Human Sciences. Prerequisites: SS 212, SS 304, or equivalent, or instructor’s approval. Required course for all Anthropology majors. Meets LAC outcomes: NWC2. 3 crs.

HS 420 ALTERNATIVE PHILOSOPHIES OF EDUCATION
This course explores the meanings of education, asking critical questions such as: What are those ideas about education and its purpose that have been largely disregarded by the public school system? What are schools really for? Whom do they serve? Who is implementing those ideas and why? Will you—or how will you—use these ideas in developing your own philosophy of education? Meets LAC outcome: HCC4. 3 crs.

HS 430 HUMAN DIVERSITY AND OPPRESSION
This course examines the social dynamics of human oppression; effects of institutional discrimination, inequality, stigma, and prejudices stemming from racism, sexism, and classism; implications of human oppression and diversity for human behavior; and implications for mental health practitioners in research and policy. In this course students will unravel the ubiquity of oppression that dehumanizes people of diverse backgrounds and different orientations. Students will acquire an awareness of the dynamics of oppression, prejudice, and discrimination and their impact on the human condition. Fulfills Cultural Psychology course requirement for Psychology majors. Meets LAC outcome: HCB4. 4 crs.

HS 431 RACE AND RACISM IN HEALTH CARE
This course will examine how the delivery of health care is played out with different racial and ethnic groups. Race, particularly racial segregation, casts a pervasive shadow over the organization of U.S. health care. Historically, and today, medical care has been filled with racial and ethnic inequality. Growing documentation in the medical field indicates that race, and racism, is a direct variable in health care in the United States. This course will provide a forum for students to explore this issue further and to have a meaningful dialogue about the effects of institutionalized racism in the U.S. health care system. Meets LAC outcome: HCB4. 3 crs.

HUMAN STUDIES COURSES

INTEGRATIVE FOUNDATION COLLOQUIA

HMS 480 HUMAN STUDIES PERSPECTIVES
In this seminar learners gather amid the voices of poets, fiction writers, spiritual sages, philosophers, and their own ripening to listen, press down roots, contemplate the nature of humanity, their relationships with others, the earth, the transcendent, and the self. Meets LAC outcome: HCC1. 4 crs.

HMS 481 HUMAN STUDIES: RELATIONSHIP WITH THE SELF
Perceptions of self, others, and the world all contribute to the development of a self-concept and an appreciation of one’s living experience. In this course, students study their experience of being, the personal and social processes at work, and the effects of change. Models of human experience will also be examined and used to promote growth of awareness and understanding of self and others and how humans relate to all aspects of their existence. Meets LAC outcome: HCC3. 4 crs.

HMS 482 HUMAN STUDIES: RELATIONSHIP WITH OTHERS
This course is designed to enhance students’ awareness of human interactions as affected by their perceptions, attitudes, and behaviors. Both theoretical contributions and personal experiences are examined as a basis for understanding individual and group dynamics. While emphasis is placed on family and social interactional processes, cultural dynamics are also examined. Meets LAC outcome: HCC5. 4 crs.

HMS 483 HUMAN STUDIES: RELATIONSHIP WITH THE ENVIRONMENT
“Environment” encompasses everything that surrounds us, both natural and constructed, and may be experienced in any number of ways from functional to aesthetic. The course is designed to increase awareness of human aesthetic, ecological, and economic relations with the surrounding and supporting ecosystems and the values that we impose upon and derive from our environments. Modern and historical effects of human actions and belief systems on the health and sustainability of ecosystems and society are examined. Meets LAC outcome: HCD6. 4 crs.

HMS 484 HUMAN STUDIES: RELATIONSHIP WITH THE TRANSCENDENT
This course guides students in a critical inquiry into the nature and experience of transcendence. Our relationship with the transcendent will be explored from historical, psychological, biological, religious, and personal perspectives. Students will endeavor to understand more clearly the role of the transcendent in their lives and how numinous experience impacts their relationship with self, others, and the environment. Meets LAC outcome: HCC1. 4 crs.

HMS 488 HUMANS BEING: DEVELOPING A PERSPECTIVE
In this capstone colloquium students examine many facets of human nature and existence. Personal and scholarly inquiry, assessment, and dialog provide the means for this community of learners to develop perspectives on the issues selected for consideration by the class. Process and content will contribute to understanding the connectedness and integration of humans being. Meets LAC outcome: HCC1. 3 crs.
HUMAN STUDIES SPECIAL TOPICS

HMS 302 SYSTEMS THINKING: THEORY AND APPLICATION ✔
What is systems theory and why is it an important theoretical perspective? The intent of this seminar is to 1) familiarize learners with the core concepts and structures of systems theory; 2) explore some current applications; and 3) consider Human Studies and other course content from a systems theory perspective. Fulfills Systems course requirement for Human Studies majors. Can be taken as WIC course. Meets LAC outcome: HCC2. 3 crs.

HMS 352 BIO/PSYCHO/PSPIRITUAL INTEGRATION ✔
Throughout the life span, humans experience constant change and growth in body, mind, and spirit. Exploring different views and practices from around the world through readings, discussion, and experiential exercises, the goal of this seminar is to expand one’s awareness and understanding of the processes involved in holistically integrating the growth of body, mind, and spirit. Fulfills the Systems course requirement for Human Studies majors. Meets LAC outcome: HCC1. 3 crs.

HMS 361 BODY IMAGE AND EGO ✔
In this course, ego formation, ego function, and personality development will be examined within a body-mind paradigm. Body awareness and movement activity will be used to heighten understanding of the body’s role in self-concept, psychological defense, expression, and relationship. Conceptual foundations, developmental perspectives, cultural differences, and psychosocial interventions will be considered. Students will endeavor to apply this knowledge in clinical, social, and educational environments. Can be used to fulfill Development course requirement for Human Studies majors. Meets LAC outcome: HCC3. 3 crs.

HMS 362 MOVEMENT AND EMOTION ✔
In this course the dimensions of emotion are explored through bodily-felt sensing and emergent movement patterns. Theories of emotion and psychosocial perspectives are examined. Students study how emotional states are reflected in breathing, body tension, posture and gesture. Movement parameters related to emotion, identity, metaphor, boundaries, and interpersonal dynamics are explored. Students will have the opportunity to enhance their emotional awareness of self and other. Fulfills the Development course requirement for Human Studies majors. Meets LAC outcome: HCC5. 3 crs.

HMS 370 LEARNING: A FUNDAMENTAL HUMAN PROCESS ✔
Learning is fundamental for human survival and development—at both the individual and cultural level. This course explores learning as a lifelong process, beginning at birth and continuing throughout the entire life course. A holistic, interdisciplinary approach is used to examine a variety of learning theories, as well as the application of these theories in practice. Fulfills Learning course requirement for Human Studies majors. Meets LAC outcome: HCC3. 3 crs.

HMS 380 THE JOURNEY THROUGH CHANGE
This course explores and integrates the change process within the systems we live in: body, self, family, group, organizational, and societal. Various models of change are examined: Campbell’s writings on the hero’s journey; the readiness to change model; Schutz’s integrative biological/psychological/organizational/societal model; and the family life cycle model of Carter and McGoldrick. Useful and practical strategies to deal with the change process are discussed. Fulfills Systems course requirement for Human Studies majors. Meets LAC outcome: HCC2. 3 crs.

HMS 381 PSYCHOLOGY OF TRANSFORMATIONAL NARRATIVE ✔
This course focuses on the components and preconditions that foster positive change through narrative communication and how that communication can shape the whole person. Students will look at why stories are often so empowering when other forms of instruction have failed. They will use their own life stories to see how transformative sharing can reframe history. Meets LAC outcome: HCC5. 3 crs.

HMS 382 WOMEN AND CHANGE
This course focuses on the change process and women’s major life transitions within a systems theory context. Included are theories of human development, feminist and interactionist models of adult development, women and work, emerging life issues, challenges and barriers for self-fulfillment, cross-cultural perspectives on change and large systems change. Fulfills Systems course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HUMAN PROCESS SERIES

Process Work is on the cutting edge of the interface between psychology, contemporary physics, education, conflict resolution, organizational development, and spirituality. The Human Process series of courses presents an introduction to this transdisciplinary field. At the heart of Process Work is the assumption that the seeds to a problem’s resolution are present within the problem itself. Learning to uncover those seeds and allow them to grow is a primary goal. Upon completion of the series students will have acquired new knowledge and skills, together with a growing ability to move more fluidly in and out of the various systems encountered in daily life.

HMS 321 HUMAN PROCESSES I
This course is for learning about the connections between dreaming and waking, physical symptoms and relationship conflicts, addictions and spirituality, inner work and work in the world. Throughout the course students will be looking for ways to acknowledge the Spirit behind the spirits and to enact understanding through just actions based on deep compassion. Fulfills Methods or Development course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HMS 322 HUMAN PROCESSES II
Students explore human processes in relationships, considering a range of issues such as dreaming, trust, sexuality, spirituality, emotions, roles, and conflicts. In addition, the connection between physical symptoms and relationship problems, and the ways individual and world systems affect relationships, are examined. Students also explore relationship myths and develop skills for resolving conflicts. Prerequisite: HMS 321. Fulfills Development course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HMS 422 HUMAN PROCESSES III: THE SPIRIT
At the heart of human processes is a sense of the unknown or the mysterious. As a process unfolds, experiences looking and feeling like the primordial experiences that gave rise to the major religions of the world emerge. In this course,
students will explore some of these primordial experiences, the place where Spirit and spirits meet; where Mystery interrupts the familiar; and where not-doing interrupts doing. Prerequisite: HMS 321. Fulfills Development course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HMS 476 HUMAN PROCESSES IV: WORLDWORK
In this course participants will open themselves to thinking and feeling in new ways. They will inquire into changes in how leadership is perceived and what happens when it is regarded as a role accessible to all. And, they will experiment with tools for processing issues like racism, sexism, privilege and hierarchy, nationalism and classism. Prerequisite: HMS 321. Fulfills Systems course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HMS 477 HUMAN PROCESSES V
This is the capstone course in the Human Process series and is devoted to exploring the link between the theory and practice of process work. The focus will be on unfolding the dreaming process as it manifests in personal feelings, physical symptoms, and the tensions in group relationships. Students explore the connections between sensory-grounded information and the meaning embedded in that information. Prerequisite: HMS 321. Fulfills Development course requirement for Human Studies majors. Meets LAC outcome: HCC8. 3 crs.

HMS 478 HUMAN PROCESSES: DREAMBODYWRITING
The process of writing is the subject of this class, a subject students will explore by scanning the body, writing, dreaming, reading and again, writing. Working with sensory-grounded description, perspective, voice, inner criticism and edges to creativity, the goal is to develop a sustainable writing practice. 3 crs.

GERONTOLOGY COURSES

GER 430 MULTIDISCIPLINARY PERSPECTIVES ON AGING
This course provides an introduction to and comprehensive overview of the multidisciplinary field of Gerontology. Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored. Particular attention is given to the following topics: the origins and intent of Gerontology as a discipline and practice; demographics; cross-cultural perspectives; multidisciplinary theoretical approaches; ageism and age stereotypes; economics and aging; social policies and programs; mid- and late-life transitions; diversity and aging; bio-psycho-social aspects of aging; and health and illness. Meets LAC outcome: HCC1. 3 crs.

GER 431 EMBODIMENT IN LATER LIFE
This seminar focuses on discourses surrounding embodied aspects of the aging experience. Equal attention is devoted to the bodily changes thought to be a normal part of aging, and chronic illnesses and disabilities associated with aging (but not caused by aging per se) and how these bodily changes interrelate with and impact psychological and social aging processes. Students will explore the meanings of biophysical aging changes at the individual and sociocultural level, as well as how states of health and illness may impact one’s relationship with one’s bodily self. Meets LAC outcome: HCC1. 3 crs.

GER 432 PSYCHOSOCIAL ASPECTS OF AGING
Recognizing that aging is a dynamic, multidimensional process, this course addresses the complex interface between the psychological and social aspects of aging. Students will explore topics such as the relationship between perceptions of control, self-efficacy, and health; change and stability in personality characteristics; and age consciousness and identity. Meets LAC outcome: HCC3. 3 crs.

GER 433 THEORIZING AND RESEARCHING IN GERONTOLOGY
This course has a dual intent: 1) to engage students in a more sophisticated exploration and examination of important and exemplary theorizing and researching in gerontology; and 2) to encourage students to formulate and pursue their own questions about adult development and aging, and thus, participate in the ongoing scholarly conversation in gerontology. 3 crs.

GER 434 SOCIAL SYSTEMS IN LATER LIFE
This course focuses on the multilayered social context in which individuals age. Through the learning projects in this course students become acquainted with each layer of the social system, including informal to formal social programs and agencies for older adults; aging-supportive living environments and neighborhoods; and interpersonal relationships with friends, family, and pets. Meets LAC outcome: HCD1. 3 crs.

GER 435 WOMEN’S ISSUES IN AGING
In this special topics seminar students use an interdisciplinary approach grounded in a critical Feminist Gerontology framework to consider issues of particular concern to women as they travel through the life course. Students will examine the meaning of gender in later life, and how gender intersects with other positionalities—ethnicity and class, for example—and shapes the life chances and lived experiences of older women. Meets LAC outcome: HCC4. 3 crs.

GER 436 GERONTOLOGY: SYNTHESIS AND ACTION
By intent and design, this seminar offers Gerontology students the opportunity to: 1) reconsider and integrate all of their coursework in gerontology into a dynamic whole; and 2) explore ways to actualize their learning into action in a variety of contexts and surrounding key issues related to adult development and aging. 3 crs.

GER 438 COMMUNICATION AND AGING
Late life can be a time of creativity and personal growth as well as adaptation to changing needs and physical limitations. This course explores the normal transitions of aging and the communication needs that accompany these transitions. It is designed to broaden the student’s understanding of the aging process and to provide skills that enhance relationships with older adults. Meets LAC outcome: HCC3. 3 crs.

SOCIAL SCIENCE COURSES

SS 202 INTRODUCTION TO SOCIAL SCIENCE INQUIRY
By intent and design, this course provides students with an introduction to inquiry in the Social Sciences. “Inquiry” has to do with the entire systematic process through which we pose and explore and attempt to answer our questions about human phenomena. Inquiry also has to do with the sources from and the procedures with which we collect information and the standards and forms for how we communicate our understanding through scholarly writing. Students will consider the issues and problems scientists working within each discipline are interested in, and the ways they describe, define, and study the subject of their inquiry. This course will also provide the student with a collaborative environment in which to explore more systematically what it means for them to be a Psychology, Sociology, or Anthropology major, and, perhaps, a future Social Scientist. Required for all Sociology, Anthropology, and Psychology majors. Can be taken as IFC course. Meets LAC outcome: LLE2. 4 crs.
SS 212 RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I
This course focuses on the interrelationship between data collection and analysis and is designed to equip the budding researcher or anyone who encounters research findings in their daily lives (all of us!) with a basic understanding of the research methodologies and statistics used in the Human Sciences. Topics will include ethical considerations, research designs, sampling and generalizability, central tendency, variability, hypothesis testing, and meta-analysis. Prerequisites: Math 95, 102, 107 or equivalent. Required for all Sociology, Anthropology, and Psychology majors. Meets LAC outcome: LLD4. 3 crs.

SS 304 RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II
The second course in the sequence, SS 304, will delve more deeply into research methods and statistics that support discovery and understanding. Topics covered include instrumentation, experimental design and group comparison, observational design and correlational analysis, reliability and validity, and statistical and practical significance tests. Prerequisite: SS 212. Required for all Sociology, Anthropology, and Psychology majors. 3 crs.

PSYCHOLOGY SEMINARS

* PSY 201 INTRODUCTION TO PSYCHOLOGY
This course provides a survey of the basic principles and theories of psychology. Topics include the nature of consciousness, intelligence, emotion, stress, motivation, personality, and development, as well as psychological disorders, therapy, and interpersonal issues. Course is prerequisite for many upper-division psychology courses. Required for all Psychology majors. Meets LAC outcome: HCC2. 3 crs.

PSY 304 APPLIED PSYCHOLOGY: PSYCHOLOGY IN EVERYDAY LIFE
The focus of this course is on the application of central psychological concepts and principles to issues of everyday life, providing theory and practical skills for enhancing our capacity to analyze human situations and for increasing the number of tools in our “tool box for life” for professional and personal success. Meets LAC outcome: HCC3. 3 crs.

PSY 307 PSYCHOLOGY OF WOMEN: CONTEMPORARY ISSUES
Women’s rules, roles, and spirituality are in constant flux in fast moving western societies. Exploring developmental theories helps us to reflect on women’s lives as a biological, social, and emotional continuum. From traditional psychological theory to current feminist writers, this course explores women’s psyches and experiences from a holistic perspective. Variable credit.

PSY 308 BEHAVIOR MODIFICATION
This course provides a survey of recent developments in the application of behavioral modification theory to understanding and treating psychological problems. Topics considered include sexual dysfunction, stress, phobias, and anxieties, as well as depression, marital discord, addictions, and interpersonal conflict. Prerequisite: PSY 201 or equivalent. Course is an option for required Learning Issues area for Psychology majors. Meets LAC outcome: HCC2. 3 crs.

PSY 316 SOCIAL PSYCHOLOGY
This course examines the phenomena of social behavior and the psychological experience of individuals in social contexts. Special attention is given to the formation of attitudes, values, and beliefs, as well as to the ways social groups and societal structures influence individual behavior. Prerequisite: PSY 201 or equivalent. Course is an option for the required Sociocultural Issues area for Psychology majors. Meets LAC outcome: HCC2. 3 crs.

* PSY 320 LEARNING: A FUNDAMENTAL HUMAN PROCESS
Learning is fundamental for human survival and development—at both the individual and cultural level. This course will explore learning as a lifelong process, beginning at birth and continuing throughout the entire life course. Students will utilize a holistic, interdisciplinary approach to examine a variety of learning theories, as well as the application of these theories in practice. Prerequisite: PSY 201 or equivalent. Course is an option for required Learning Issues area for Psychology majors. Meets LAC outcome: HCC2. 3 crs.

PSY 325 LEFT BRAIN/RIGHT BRAIN: POWER OF THE TWO-SIDED MIND
This course provides a theoretical and experiential understanding of basic functions of the brain, as well as neurological differences between men and women. Topics include modes of thinking and problem solving, communication between people who have different thinking styles, emphasizing multisensory learning through art, music, and movement. Emphasis is on right hemispherical functions. Meets LAC outcomes: NWB4 & HCC1. 3 crs.

* PSY 326 PSYCHOLOGY OF INTUITION
This course explores the role(s) of intuition in modern life. Students will examine the impact of beliefs and family mythology on intuition, and the meaning persons attribute to unusual experiences. Students will explore strategies for cultivating intuition and use critical thinking to support (rather than diminish) awareness. Students will examine terminology associated with the field, necessary to write and speak coherently about experiences that may be controversial, and challenging to define. Meets LAC outcome: HCC5. 3 crs.

* PSY 328 DEVELOPMENTAL PSYCHOLOGY
This course, which is required for all students majoring in psychology, examines the central theories of psychological development. Emphasis is placed on processes of growth and maturation throughout the life course. Prerequisite: PSY 201 or equivalent. Required course for all Social Science majors concentrating in Psychology, and is an option for required Developmental Issues area for Psychology majors. Meets LAC outcome: HCC3. 3 crs.

* PSY 334 PERSONALITY THEORY
This core course in the Psychology curriculum looks at the history and critiques of selected theories of personality, including Humanistic, Psychoanalytic and Behavioral models. Particular attention is focused on the principles of personality development, the concept of the self, and identity. Prerequisite: PSY 201 or equivalent. Required course for all Psychology majors. Meets LAC outcome: HCC1. 3 crs.
* **PSY 336 ABNORMAL PSYCHOLOGY**
This seminar examines distortions in behavior, emotions, thoughts, and perceptions. Topics include anxiety, depression, schizophrenia, and other psychotic disorders. Students also learn about approaches for diagnosis and treatment. Prerequisite: PSY 201 or equivalent. Required course for all Psychology majors. Meet LAC outcome: HCC2. 3 crs.

**PSY 360 SPECIAL TOPICS IN PSYCHOLOGY**
Courses numbered 360 are topical courses designed to address important and timely subject areas in psychology. Content will vary from term to term. Variable credit.

NOTE: Example of Special Topic course:
**EASTERN PSYCHOLOGY:** This course provides a new conception of “total mind”. Student will gain deeper insight into the mind’s structures, its cognitive and emotional processes, its energy and its potential for both neurosis and wisdom. Sessions will include discussion of the values in Hindu psychology, Buddhist psychology, Zen psychology, and Chinese energetic and body psychology. Meets LAC outcome: HCC3. 3 crs.

**PSY 361 YOUTH AT RISK**
This course explores the challenges faced by youth in the United States, with a focus on psychological, familial and sociocultural risk factors. Subjects include pregnancy, substance use and abuse, school life, and aggressive behaviors. Students will explore prevention and intervention of these complex problems and examine current policies in the United States. Prerequisite: PSY 201 or equivalent. Meets LAC outcome: HCC3. 3 crs.

**PSY 362 COUNSELING THEORIES AND STRATEGIES: LEVEL ONE**
This course introduces students to several counseling theories while teaching skills that are fundamental to making counseling effective. Establishing rapport, analyzing problems from different theoretical perspectives and formulating interventions are examples of skills covered. Students who complete this course will understand the concepts and terminology of several widely used counseling theories. Prerequisite: PSY 201 or equivalent. Meets LAC outcome: HCC3. 3 crs.

**PSY 363 CHILD PSYCHOLOGY**
This course examines development of the child from conception to preadolescence, emphasizing the theories associated with the development of physical, cognitive, and visual-motor skills, personality, and social behavior. Consideration will be given to the impact of family and environment on the child. Application of principles for helping the troubled child will be addressed. Prerequisite: PSY 201 or equivalent. Course is an option for required Developmental Issues area for Psychology majors. Meets LAC outcome: HCC3. 3 crs.

**PSY 364 ADOLESCENT PSYCHOLOGY**
This course explores normal adolescent psychology and issues that interfere with the process of development. Normal as well as problematic cognitive, social, and emotional development will be explored. Topics include the impact of family functioning on the teen, identity development, development of healthy relationship and communication skills, and issues leading to adolescent problems such as substance abuse, aggression, depression, and feelings of isolation. Prerequisite: PSY 201 or equivalent. Course is an option for required Developmental Issues area for Psychology majors. Meets LAC outcome: HCC3. 3 crs.

**PSY 365 ORGANIZATIONAL PSYCHOLOGY**
Organizational psychology involves the practical application of psychological principles to issues in the work context. This course will examine various concepts and ideas central to organizational psychology, such as job design, employee motivation, hiring, decision making, performance management, training systems design, leadership assessment, and occupational health psychology. People working with others in any organizational setting will find this course useful. Meets LAC outcome: HCD8. 3 crs.

**PSY 369 FAMILY AND COUPLES THERAPY**
This course teaches fundamental interpersonal skills such as forming a relationship, deciding which behaviors are important, analyzing what the problems are, and strategies for intervention. The foremost theories will be compared. The format includes simulated family interviews where students will practice their skills, training films of master clinicians, and videotaped demonstrations. Prerequisite: PSY 201 or equivalent. Meets LAC outcome: HCC2. 3 crs.

**PSY 373 ISSUES AND ETHICS IN THE HELPING PROFESSIONS**
This course provides a comprehensive overview of professional issues and ethical standards in mental health practices. Topics include professional burnout and self-care, values and the helping relationship, clients’ rights, professional responsibilities, confidentiality, ethical and legal issues, managing boundaries and multiple relationships, training and supervision, and multicultural and diversity issues in individual, marital, family, and group treatment and current issues in the managed health care industry. Prerequisite: PSY 201 or equivalent. Meets LAC outcome: AIA1. 3 crs.

**PSY 374 PSYCHOLOGY OF LOSS AND GRIEF**
The course examines processes of attachment, separation, and loss. Different types of loss, including sudden and anticipated, and the grief reaction experienced by the bereaved, will be covered along with a task-based model for mourning. Facilitation of adjustment to loss will also be explored. Prerequisite: PSY 201 or equivalent. Meets LAC outcome: HCC2. 3 crs.

**PSY 375 DISORDERS OF PERSONALITY**
This course examines disorders of personality, focusing on the contributions of ego psychology, object relations theory, and self-psychology, and the origins of personality disorders. In addition, the implications of therapeutic diagnosis and treatment options are considered. Psychodynamic, behavioral, and biological approaches will be covered. Prerequisite: PSY 201 & PSY 334, or equivalents. Course is an option for required Mental Health Issues area for Psychology majors. Meets LAC outcome: HCC2. 3 crs.

**PSY 376 EXCEPTIONAL CHILDREN IN THE SCHOOLS**
This course explores some of the common childhood exceptionalities encountered by educators in the school system, including learning disabilities, sensory impairments, and talented youth. These exceptionalities will be considered from educational, developmental, and psychological perspectives. Emphasis will be on identification and intervention in the schools, as well as on relevant special education laws. Prerequisite: PSY 201 or equivalent. Required course for all Music Therapy majors. Meets LAC outcome: HCC4. 3 crs.
PSY 377 PSYCHOLOGY OF GROUPS
This course explores group dynamics from a depth psychology perspective. Emphasis is placed on how groups impact individual authenticity, creativity, and autonomy, how group dynamics can lead to destruction, and processes for creating healthy group environments. Types of groups explored include religious cults, mobs, hate groups, extremists, and economic and political organizations. Prerequisite: PSY 201 or equivalent. Course is an option for required Sociocultural Issues area for Psychology majors. Meets LAC outcome: HCC1. 3 crs.

PSY 379 INTRODUCTION TO SOCIAL WORK ✓
This course provides an introduction to the history and development of social work practice and includes basic principles, values, and beliefs, areas of practice, and work opportunities. There is an overview of generalist practice as well as social work programs, services, and agencies and their impact on specific populations. Meets LAC outcome: HCC3. Can be taken as IFC course. 3 crs.

PSY 432 COGNITIVE PSYCHOLOGY
This upper-division seminar provides students with an introduction to the history, theory, and research of the subdiscipline of cognitive psychology. The application of cognitive techniques in the treatment of depression, anxiety, and interpersonal conflicts is emphasized. Prerequisite: PSY 201 or equivalent, & junior status. Course is an option for required Learning Issues area for Psychology majors. Meets LAC outcome: HCC2. 3 crs.

PSY 480 ADDICTIVE DISORDERS IN CONTEMPORARY SOCIETY
Participants will be exposed to selected topics in substance abuse and chemical dependency in the context of the helping professions, for instance, social work, counseling, pastoral care, and nursing. There will be an emphasis on conceptual and treatment approaches regarding substance abuse in general with a specific focus on major etiological theories and sub-theories of alcohol abuse and family dynamics associated with alcohol abuse. Meets LAC outcome: HCC2. 3 crs.

PSY 481 CHILDHOOD BEREAVEMENT
This course examines childhood bereavement and is specifically designed for those in the helping professions. In the past, society thought that death does not have a traumatic or psychological affect on children. We now know this is not the case, that in reality children grieve differently than do adults. Students in this course will learn a variety of techniques to help children and families work through grief related to the death of someone close to them. Meets LAC outcome: HCC1. 3 crs.

PSY 482 SOCIAL WELFARE POLICY
Social welfare as an institution and social work as a profession have been influenced and been influenced by the growth of U.S. society. This course presents an overview of the relationship between the social welfare system, social policies, and the problems and issues addressed by social services and the professional social worker and other mental health providers. Meets LAC outcome: HCB5. 3 crs.

PSY 483 HUMAN BEHAVIOR IN THE ENVIRONMENT
The understanding of human behavior is taught with a focus on the person and the environment from a life span developmental approach. The course content is designed to increase students’ potential for effective social work interventions with individuals, groups, families, social systems and communities. The effects of social structures, social policies, and cultural patterns on individuals at all stages of life will be examined. A systems approach is combined with an ecological perspective to analyze social conditions and to identify problem areas in society. Meets LAC outcome: HCC1. Can be taken as WIC course. 4 crs.

PSY 484 INTRODUCTION TO THE STRENGTHS MODEL OF PRACTICE
This brief course will familiarize students with the strengths model of practice: how to look at what is right about a person, rather than what is wrong. The problem is not ignored, but rather placed on a continuum as we assist our clients to look for solutions. The primary goal of the strengths model of practice is to act as a conduit for people to realize their own inherent power by focusing on their strengths. In order to do this many of the empowerment techniques are utilized. The strengths model focuses on the person-in-environment, using a systems approach while working with clients. 1 cr.

PSY 485 COUNSELING THEORIES AND STRATEGIES: LEVEL TWO
This course takes students deeper into counseling covered in Counseling Theories and Strategies: Level One and introduces students to more advanced and specialized theories. Students are assumed to already understand basic counseling theories and to have basic counseling skills so this course focuses on building advanced skills, introducing students to challenging counseling problems and expanding student’s understanding of counseling approaches. Prerequisite: PSY 362. Meets LAC outcome: HCC3. 3 crs.

PSY 493 RESEARCH PROJECT IN PSYCHOLOGY
This arranged course takes the student through the steps of designing and implementing a research project selected by the student. Arrangements must be made with department chair prior to registration. Variable credit

PSY 495 INDEPENDENT STUDY IN PSYCHOLOGY
This is an arranged course for students wishing to do advanced study in a specialized area in psychology. Students must prepare a brief proposal. Permission of department chair and instructor is required prior to registration. Variable credit.

ANTHROPOLOGY SEMINARS

* ANT 201 INTRODUCTION TO ANTHROPOLOGY ✓
This seminar focuses on the study of human culture, origins, and history, and the wide array of theories and methods used by anthropologists. The four major fields of inquiry—cultural anthropology, physical anthropology, linguistics, and archeology—will be explored to show how and why anthropologists produce the results they do. Required course for all Anthropology majors. Meets LAC outcome: HCD2. 3 crs.

ANT 304 APPLIED ANTHROPOLOGY
This course addresses the application of anthropological concepts and principles to everyday life by examination of music, dance, play, art, humor, and values as well as reproduction and child-rearing practices. Prerequisite: ANT 201 or equivalent. Meets LAC outcome: HCD2. 3 crs.
* **ANT 310 CULTURAL ANTHROPOLOGY**
This course offers students an opportunity to engage in a comparative study of culture. In particular, variations in the sociocultural organization, customs, values, and beliefs of human groups around the world are examined, as well as the role that cultural anthropologists play in gathering and disseminating information about cultures familiar and not.
Prerequisite: ANT 201 or equivalent. Required course for all Anthropology majors. 3 crs.

**ANT 316 AMISH/LAS VEGAS: POLARITY IN AMERICAN LIFESTYLES ✔**
The Amish and Las Vegas are subcultures symbolizing the polarities that exist within society and ourselves: simplicity, plainness, selflessness, community, slow-change, and humility versus complexity, materialism, individualism, instant gratification, risk, impulse, and excitement. This course will explore and reflect upon the everyday societal, familial, educational, and personal tensions that mirror the conflicts within and between these two subcultures. Meets LAC outcome: HCD2. 3 crs.

**ANT 338 HUMAN EVOLUTION**
This course examines how evolution has occurred through natural selection, and events and patterns of human evolution over the last five million years as informed by the methods and findings of primatologists, biologists, chemists, geographers, and anthropologists. Other topics covered will include the nature of the similarities and differences among modern human populations and medical anthropology.
Prerequisite: ANT 201 or equivalent. Required course for all Anthropology majors. Meets LAC outcome: HCD2. 3 crs.

**ANT 340 ARCHAEOLOGY**
In this course students will learn about the practice of archaeology through "excavation" of a computer-based, virtual recreation of a Middle Paleolithic site. Students will model the process used by archaeologists in research formulation, data acquisition, analysis, and interpretation to see the relationship between theory, methodology, planning, technique, and understanding. Prerequisite: ANT 201 or equivalent. Required course for all Anthropology majors. Meets LAC outcome: HCD8. 3 crs.

**ANT 360 SPECIAL TOPICS IN ANTHROPOLOGY**
Courses numbered 360 are topical courses designed to address important and timely subject areas in anthropology. Content will vary from term to term. 3 crs.

**ANT 364 PEOPLES AND SOCIETIES OF THE WORLD ✔**
Students will gain a better understanding of the interrelationship between human activities (culture) and the physical environment (nature). Among various topics discussed will be population and human movement, language, religion, race, politics, economics, and rural and urban development. Students study the culture as an all-encompassing phenomenon that identifies the mosaic of lifestyles of various people and their prevailing values and beliefs. Required for all Anthropology majors. Meets LAC outcome: HCB6. 3 crs.

**ANT 493 RESEARCH PROJECT IN ANTHROPOLOGY**
This arranged course takes the student through the steps of designing and implementing a research project selected by the student. Arrangements must be made with department chair prior to registration. Variable credit.

**ANT 495 INDEPENDENT STUDY IN ANTHROPOLOGY**
This is an arranged course for students wishing to do advanced study in a specialized area in anthropology. Students must prepare a brief proposal. Permission of department chair and instructor is required prior to registration. Variable credit.

**SOCIOLOGY SEMINARS**

**SOC 201 INTRODUCTION TO SOCIOLOGY ✔**
This course introduces a sociological way of viewing society and its institutions: To think critically about society, how it works, whom it works for, and where we fit in. The ideas and concepts underlying this perspective are explored so students can examine their own preconceptions, and use a “sociological imagination” to increase their understanding of social and historical events, social changes which seem bewildering, and their impact on individuals’ lives. Sociology is therefore an important tool for students who wish to understand the social world as well as to find a springboard for self-emancipation. It does so by providing a basis for understanding the connections between individual troubles and societal problems. Required for all Sociology majors. Meets LAC outcome: HCB4. 3 crs.

**SOC 310 APPLIED SOCIOLOGY**
The purpose of this course is to intentionally apply sociological principles to everyday life. Students will examine the impact that sociological processes have on individuals and their families as well as on their communities. Topics include socialization and social reality, urban relations, friendship and love, and health and illness, among others.
Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCC1. 3 crs.

**SOC 316 SOCIAL PROBLEMS**
This course presents the sociological approach to contemporary social problems, including crime, violence, gender relations, urban growth, racism, homelessness, and poverty. Analytical thinking and methodological study of social problems will be emphasized in regard to understanding and reducing the impact of these issues. Prerequisite: SOC 201 or equivalent. Required for all Sociology majors. Meets LAC outcome: HCB4. 3 crs.

**SOC 325 MINORITIES IN THE UNITED STATES**
America is known to be a “melting pot society”. Students will examine this concept and study the U.S. minorities in a sociocultural context. They will study the perception, experience, and positions of minority nationalities including Blacks, Latinos, Native Americans, Asians, and Middle Easterners. Prerequisite: SOC 201 or equivalent. Required for all Sociology majors. Meets LAC outcome: HCB4. 3 crs.

**SOC 329 GENDER RELATIONS**
Men and women are different in many ways—though less so than it appears. This course examines issues related to women’s and men’s socialization, emergent identities, and experiences. Theory and research on gender formation are reviewed with special attention given to the contributions to this process of race, ethnicity, class, sexual orientation, and various social institutions. Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCD1. 3 crs.
SOC 332 RACE AND ETHNIC RELATIONS: A GLOBAL APPROACH
In this course students will examine the issues of race and ethnicity, and study their interrelationships with the contemporary global patterns of political factionalism, economic disparity, religious fervor, and ethnic nationalism. They will examine the impact of these issues on the processes of development for various countries (developed and developing) throughout the world. Meets LAC outcome: HCB4. 3 crs.

* SOC 341 SOCIETY BECOMES VISIBLE: CLASSICAL SOCIAL THEORY
This course examines the intellectual movement that led to the discovery of society and the resulting monumental shift in perspective about human behavior. Students will explore the works of Marx, whose vision of society and history inspired generations of thinkers and activists; Durkheim, who showed how social forces influence the behavior of individuals and the sanctity of social life; Weber, who analyzed history and large organizations and the interaction between religious beliefs and the economic life; and Simmel, whose particular perspective on the life of the modern individual is central to sociological understanding. Prerequisite: SOC 201 or equivalent. Required course for all Sociology majors. Meets LAC outcome: HCC1. 3 crs.

* SOC 350 SOCIOLOGICAL IMAGINATION
This course investigates the influence of society and history on individuals by exploring personal experiences that result from social conflict and social change, and actions taken by individuals to cope with and/or overcome them. The focus is on the work of C. Wright Mills’ rich analysis of contemporary U.S. society; Erving Goffman’s examination of strategies individuals employ in their social behavior under varying conditions; George Herbert Mead’s investigations of how individuals become social beings; and Harold Garfinkel’s exploration of the unarticulated assumptions and social rules underlying everyday human interaction. Prerequisite: SOC 201 or equivalent. Required course for all Sociology majors. Meets LAC outcome: HCC1. 3 crs.

SOC 360 SPECIAL TOPICS IN SOCIOLOGY
Courses numbered 360 are topical courses designed to address important and timely subject areas in sociology. Content will vary from term to term. 3 crs.

SOC 360S SOCIAL INEQUALITY: RACE, CLASS AND GENDER
This course familiarizes students with theoretical explanations of social inequality and its extent in the United States. It analyzes how inequalities become patterned and passed down from generation to generation and how they affect all aspects of social life. Students will learn how inequality is maintained; how race/ethnicity, gender, class, and sexual orientation interact to produce social divisions, how people fit into these stratified systems in terms of their life chances, and existing forces for social change. Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCB4. 3 crs.

SOC 360W UNITED STATES-MIDDLE EAST RELATIONS
This course will take you beyond the conventional media propaganda to examine the nature of U.S. involvement in the Middle East. It will trace the history of U.S. involvement efforts, economic aids, and military assistance and adventures. Major contemporary issues of the Middle East with regard to U.S. interests and involvement are examined. Meets LAC outcome: HCB5. 3 crs.

SOC 364 SOCIOLOGY OF FAMILIES
This course examines families as we experience them personally and as a social institution that varies over time and across cultures. Topics include historical development of families, the diversity within U.S. families, interaction patterns and personal relationships, the life cycle of families—marriage, parenthood, and families in later years. Special issues relating to contemporary families such as dual career families, divorce, remarriage, and reconstituted and alternative family forms will be covered. It concludes by analyzing the future of this social institution in the United States. Prerequisite: SOC 201 or equivalent. Meets LAC outcome HCC1. 3 crs.

SOC 372 SOCIOLOGY OF EDUCATION
In this course students consider the educational institution in the United States, the issues surrounding public schools, and pressures on those in the teaching profession. Emphasis is placed on the realities and potentialities of education from a sociological-educational perspective. Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCC4. 3 crs.

SOC 402 SOCIAL MOVEMENTS AND SOCIAL CHANGE
People’s collective efforts to change society occurred throughout history everywhere, even under repressive regimes. This course examines the conditions under which people make such efforts, their motives, strategies used to achieve goals, strategies used by opponents, and the ways such efforts change society and affect history. It explores U.S. social movements of the twentieth century that affect us personally, locally, and as a nation, and the heroic efforts of individuals who enter the political arena, mobilizing their communities to challenge the status quo and to bring about political and social change. Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCC5. 3 crs.

* SOC 440 CRITICAL AND POSTMODERN THEORY
Are persons conditioned by social forces and institutions to conform? Are invisible manipulations and/or controlling mechanisms directing our everyday actions and thoughts? Critical and postmodern theories address these issues squarely, and unmask the cultural devices and the systems of social control which rule our daily lives. This course examines theories of Foucault, Baudrillard, Marcuse, and Habermas who address these questions, challenging the assumptions resulting in domination, and explaining the contemporary human condition: the emphasis on material success, compulsive consumerism, exaggerated individualism and the reluctance to participate in political life, immersion in television land, and many other phenomena characteristic of our postmodern age. Meets LAC outcome: HCD8. 3 crs.

SOC 476 SOCIO-POLITICS OF SEXUALITY
This course is designed to increase your awareness of sexuality and gender generally, and related socio-political problems that cut across cultural and national boundaries. Students examine how sexual identity is socially constructed, how sociocultural constructs shape and are shaped by sexualities, and why sexuality, as it is currently experienced includes many options. The impact on the individual of gender, class, race/ethnicity, sexual orientation, and self-identity are examined, as is the connection between violence, sexuality, and notions about “appropriate” behavior. Starting with Foucault’s theoretical work, students explore other texts about sexuality and its varied expressions to enhance our understanding of how we experience it. Prerequisite: SOC 201 or equivalent. Meets LAC outcome: HCD1. 3 crs.
SO 493 RESEARCH PROJECT IN SOCIOLOGY
This arranged course takes student through the steps of designing and implementing a research project selected by the student. Arrangements must be made with Chair of Human Sciences prior to registration. Variable credit.

SO 495 INDEPENDENT STUDY IN SOCIOLOGY
This is an arranged course for students wishing to do advanced study in a specialized area in sociology. Students must prepare a brief proposal. Permission of Chair of Human Sciences & instructor is required prior to registration. Variable credit.

POLITICAL SCIENCE COURSES

PS 350 POWER ✔
This course examines the thinking behind a variety of ways that political power can be expressed. To explore the assumptions about human nature that lie at the core of various theories of power students will read classic works on how power can be used, including The Prince (absolute ruler), 1984 (totalitarianism), and The Federalist Papers (democracy). Meets LAC outcome: HCB3, 3 crs.

PS 460 WOMEN AND POLITICS
This course uses an interdisciplinary approach to understanding the political status and situation of women in the United States and around the world. Subjects covered include women’s social movements, psychological gender differences important in the political arena, the “gender gap” in voting behavior, and women as candidates and elected officials. Prerequisite: Introduction to Political Science or equivalent, junior status. Meets LAC outcome: HCD1. 3 crs.

PS 493 RESEARCH PROJECT IN POLITICAL SCIENCE
This arranged course takes student through the steps of designing and implementing a research project selected by the student. Arrangements must be made with department chair prior to registration. Variable credit.

PS 495 INDEPENDENT STUDY IN POLITICAL SCIENCE
This is an arranged course for students wishing to do advanced study in a specialized area in political science. Students must prepare a brief proposal. Permission of department chair and instructor required prior to registration. Variable credit.

Department of INTERDISCIPLINARY STUDIES
Chair: Simeon Dreyfuss

The undergraduate interdisciplinary studies program offers students the opportunity to design their own degrees. The degree provides a flexible structure and individual support to help students realize academic, personal, and professional aspirations.

The Interdisciplinary degree contains two defined concentrations, in Media and Film Studies and Preparatory Art Therapy.

Most students design their own degree, working closely with department faculty. Students plan a focused study of their own definition that combines two or more academic disciplines according to their interests, utilizes relevant transfer credit, and takes advantage of credit for prior learning. The majority of coursework in an undergraduate interdisciplinary major is composed of studies in academic disciplines either taught at Marylhurst or transferred to the University. Students learn both the theories and methodologies for the disciplines they combine as well as techniques and methods for undertaking a major interdisciplinary project.

THE PURPOSE OF THE INTERDISCIPLINARY STUDIES DEGREE
The interdisciplinary studies program is designed with serious students in mind—students with eclectic interests, a clear sense of academic mission, and high expectations for their undergraduate experience. It’s a great program for students who have followed a few twists and turns in their life and schooling and need to design a degree around their intellectual history and diverse interests. It’s the right program for students who don’t like to be told what to study and are looking for the opportunity to shape their own learning. It is a perfect program for students with an abiding passion and who are looking for a program that will let them follow their dreams.

The undergraduate interdisciplinary studies degree offers benefits to students in three areas. First, through a structured process students gain experience in defining a major goal and systematically attaining it. The interdisciplinary degree process encourages students to plan their degree design in broad terms at the same time it assists students in articulating the details of their learning goals and the coursework needed to achieve those goals. This experience in long-term planning and follow-through is a central outcome of the degree.

Second, through concentrated study in two or more areas of scholarship, students learn the rich disciplinary traditions that are directly relevant to their goals. This apprenticeship to academic disciplines is one of the most important components to the solid foundation the interdisciplinary degree gives for future study and application.
Third, academic excellence and interdisciplinary methodologies are stressed throughout the degree program. Students begin with a mission statement that outlines their plan for study and the particular benefits of such an integrative approach. Students work closely with the interdisciplinary studies advisor throughout their degree, ensuring that all aspects of the degree plan are well connected to the student’s mission statement and long-term goals.

The program culminates with a senior project composed of two parts:
1. Action: an internship or service project that applies the mission articulated by the student (this may be waived if students are already active in the field they are studying), and
2. Reflection: a senior research paper of sound academic quality that explores learning from the internship, service project, or work or volunteer experience and applies research, theories, and tools of analysis in a way that integrates the disciplines represented in their concentrated study.

CAREER PATHS
Career paths for Interdisciplinary Studies majors range widely. The degree teaches skills in articulating attainable goals and achieving them. It provides a solid foundation in at least two academic disciplines, at the same time it fosters the creative application of ideas, methods, and critical perspectives. It teaches intellectual flexibility and the ability to solve problems from a variety of perspectives. These are foundational skills for accomplishment in all areas of life and work.

Because the degree is highly customizable students have designed majors which prepared them for an astonishing variety of long-range goals. Some students pursue an interdisciplinary degree for personal fulfillment and remain in positions they held prior to coming to Marylhurst.

Other graduates have started their own businesses in areas as varied as financial planning, theatrical management, and picture framing. They have secured new positions with major high-tech multinational firms and other regional manufactures, both in management and design functions. They have become successful free-lance writers, graphic designers, photographers, artists, and managers of art galleries. They have become teachers from the early childhood years through the collegiate level. Graduates have entered traditional M.A. or Ph.D. programs in English, Psychology, Ministry, and the environmental sciences. They have also entered interdisciplinary graduate programs such as Law, Art Therapy, or the Master of Arts in Interdisciplinary Studies.

PROGRAM LEARNING OUTCOMES FOR B.A. IN INTERDISCIPLINARY STUDIES
All Students completing a B.A. in Interdisciplinary Studies will be able to:
1. Develop and fulfill an academic plan that is rooted in a sense of personal mission. Specifically, students will:
   a) Write their own mission statement that reflects their personal, academic, career, and life goals.
   b) Demonstrate the common thread that connects the disciplines they are integrating.
   c) Identify the discipline-specific content of their individual academic plan by identifying appropriate learning outcomes within the disciplines and the courses that deliver the desired learning.
   d) Develop a plan for attaining their defined goals and objectives, and take responsibility for monitoring, evaluating, and updating that plan.
2. Achieve an interdisciplinary perspective based on solid academic attainments. Specifically, students will:
   a) Demonstrate strong research and writing skills.
   b) Clearly articulate and apply theories, methods, and critical perspectives from at least two academic disciplines in a manner consistent with the traditions of those disciplines.
   c) Solve problems using methodologies from various disciplines.
   d) Discuss critically the points of convergence and dissonance between the disciplines central to their mission.
   e) Synthesize complementary and divergent theories, information, methods, and critical perspectives.
3. Share these accomplishments with the community through personal, civic, professional, or scholarly life. Specifically, students will:
   a) Synthesize and apply the academic disciplines in their major through real-world application and action.
   b) Develop a plan for utilizing their completed interdisciplinary degree for further study or professional life.

CONCENTRATIONS

SELF-DESIGNED CONCENTRATION
Students pursuing a Self-Designed Concentration will choose or write additional learning outcomes expressing their degree goals.

Major Requirements for the Bachelor of Arts Degree in Interdisciplinary Studies – Self-Designed Concentration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6 crs.</td>
</tr>
<tr>
<td>INT 300 Introduction to Interdisciplinary Studies</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 301 Methods of Interdisciplinary Inquiry</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Concentrated Study</td>
<td></td>
</tr>
<tr>
<td>Coursework in at least two disciplines</td>
<td>min. of 48 crs.</td>
</tr>
<tr>
<td>No more than one-third of total Concentrated Study</td>
<td></td>
</tr>
<tr>
<td>Study may be lower-division credit</td>
<td></td>
</tr>
<tr>
<td>Senior Project</td>
<td>6 crs.</td>
</tr>
<tr>
<td>INT 003 Senior Project Proposal</td>
<td>0 cr.</td>
</tr>
<tr>
<td>INT 494 Internship or Service Project</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 498A Senior Paper</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 009 Interdisciplinary Studies Portfolio</td>
<td>0 cr.</td>
</tr>
<tr>
<td>TOTAL: min. 60 crs.</td>
<td></td>
</tr>
</tbody>
</table>
CONCENTRATION IN MEDIA AND FILM STUDIES
The Concentration in Media and Film Studies has the following potential learning outcomes. Students completing the Concentration in Media and Film Studies will be able to:
- Identify the fundamental workings of various mass media, analyze and evaluate media messages, and illustrate media’s impact on society.
- Critically discuss media in relation to cultural institutions and interpret visual images and narratives as meaningful in the context of social processes and power relationships.
- Utilize fundamental techniques and concepts of their chosen media to produce a meaningful visual statement and be able to discuss that work in the context of the formal considerations of that medium.
- (Others expressing individual student degree goals.)

Major Requirements for Concentration in Media and Film Studies (min. 60 crs.)
Core Courses ................................................................. 12 crs.
  INT 300 Introduction to Interdisciplinary Studies, 3 crs.
  CM 363 Mass Media & United States Society, 3 crs.
  CHS 365 Introduction to Film, 3 crs.
  One of:
    PHO 241 Introduction to Photography, 3 crs.
    CM 354 Media Concepts: Revalidating a Film on Video, 3 crs.
    CM 291A Art of Filmmaking (co-op NWFC), 4 crs.
Focus area, Culture and Theory or Production ...... min. of 24 crs.
(See course lists below)
Other Media and Film Studies ................................. min. of 18 crs.
(Production students are advised to take at least 6 additional crs. in Culture & Theory.
(See course lists below.)
Senior Project ................................................................. 6 crs.
  INT 003 Senior Project Proposal, 0 cr.
  INT 494 Internship, 3 crs.
  INT 498A Senior Paper, 3 crs.
  INT 009 Portfolio, 0 cr.
TOTAL: min. 60 crs.

Course List Culture & Theory Focus Area
CHS 301 Introduction to Cultural Studies
CHS 303 Global Media & Consumer Culture
CHS 320 Narrative, Memory, & Postmodern Identity
CHS 330 Art, Culture, & Technology
CHS 365 Popular Culture
CHS 384 Modernist Lit. & Culture
CHS 385 Postmodern Lit. & Culture
HST 325 History of Film
HST 383 Technology, History, & Global Power
CM 200 Introduction to Communication Studies
CM 350 Persuasion in the Information Age
CM 351 Fair & Balanced? The News Media in an Age of Spin
INT 301 Methods of Interdisciplinary Inquiry
PHO 311 History of Photography: 19th-Century
PHO 312 History of Photography: 1900-1940
PHO 313 History of Photography: 1940-Present

Course List Production Focus Area
CM 352 The Art of Communicating with Visual Images
CM 370-379 Topics in Communication
(check current Schedule of Courses for special courses in TV Writing & Video Production)
DIG 201 Introduction to Digital Art Tools
DIG 310 Introduction to Photoshop
DIG 311 Photoshop 2
PHO 342 Photography 2
PHO 343 Photography 3
PHO 344 Photography: Color
PHO 445 Photography Seminar

Cooperative Program
Marylhurst has a cooperative arrangement with the Northwest Film Center (NWFC). Course list of available co-op courses is available through Interdisciplinary Studies Department. All NWFC courses meet requirements in the Production Focus area.

CONCENTRATION IN PREPARATORY ART THERAPY
The Concentration in Preparatory Art Therapy has the following potential learning outcomes. Students completing Concentration in Preparatory Art Therapy will be able to:
- Utilize fundamental skills and concepts of contemporary art in order to produce artworks.
- Participate in critical discussion of their artwork and the art of others.
- Trace the history and progression of selected core areas within psychological theory and practice.
- Recognize the ways in which theory, scientific investigation, politics, and public opinion influence the classification and treatment of psychological disorders.
- Articulate an introductory understanding of the nature of the field of Art Therapy.
- (Others expressing individual student degree goals.)

Major Requirements for Concentration in Preparatory Art Therapy (min. 62 crs.)
Core .................................................................................. 6 crs.
  INT 300 Introduction to Interdisciplinary Studies, 3 crs.
  INT 301 Methods of Interdisciplinary Inquiry, 3 crs.
Concentrated Study ............................................................ 50 crs.
  Art: Studio Drawing, Painting, Sculpture - min. of 27 crs.
  Psychology - 18 crs.
    PSY 328 Developmental Psychology, 3 crs.
    PSY 334 Personality Theory, 3 crs.
    PSY 336 Abnormal Psychology, 3 crs.
    PSY 362 Counseling Theories & Strategies, 3 crs.
    Psychology electives, 6 crs.
  Art Therapy - 5 crs.
    AT 475 Intro. to Art Therapy, 1 cr.
    Four additional 1-cr. Art Therapy workshops, 4 crs.
Senior Project ................................................................. 6 crs.
  INT 003 Senior Project Proposal, 0 cr.
  INT 494 Internship or Service Project, 3 crs.
  INT 498A Senior Paper, 3 crs.
  INT 009 Interdisciplinary Studies Portfolio, 0 cr.
TOTAL: min. 62 crs.

NON-CREDIT-BEARING REQUIREMENTS FOR THE INTERDISCIPLINARY MAJOR

INT 003 SENIOR PROJECT PROPOSAL
This program is due prior to or concurrent with registering for INT 494 or INT 498A. To complete the proposal, register for the class and contact your advisor. The proposal identifies the subject of your senior project, the relationship of that project to your Mission Statement, and resources in terms of books, journals, articles, or individuals that will be useful in fulfilling your senior project. The proposal also identifies the relationship between the kind of internship or service project you will seek and the overall subject of your senior project. Those students seeking to waive the internship requirement use the proposal to describe and document the professional or volunteer work they feel has already met the intent of the internship requirement. 0 credit.
INT 009 INTERDISCIPLINARY STUDIES PORTFOLIO
The requirements for the Interdisciplinary Studies Portfolio are introduced in INT 300, Introduction to Interdisciplinary Studies. The finished portfolio signals the completion of the Senior Project. Students should register for INT 009 in the quarter they plan to graduate and contact their advisor to arrange for final submission of portfolio. The portfolio is used to organize, integrate, and demonstrate the structure of the student’s major. It includes such items as:
- Mission statement and learning outcomes
- Individual Degree Plan (detailed plan of intended coursework made in INT 300)
- Course papers
- Course Rationales and Evaluations (brief statements on how the courses taken relate to the student’s mission and learning outcomes)
- Internship evaluation
- Final draft of senior paper
- Program evaluation and postbaccalaureate plan (the student’s evaluation of the educational process and plan for the next steps in fulfilling their mission)
0 credit.

COURSES

INT 300 INTRODUCTION TO INTERDISCIPLINARY STUDIES
This course introduces students to interdisciplinary studies, both as an academic major and as a contemporary trend in scholarship. Students will explore the rich history of liberal and interdisciplinary studies. The interdisciplinary major is self-designed; this is the course in which students design their major. The course also introduces the interdisciplinary studies portfolio, which provides students with a forum to both see and show how the disciplines within the major blend into a unified field of study. Prerequisites: Students should be declared interdisciplinary majors and have met with their advisor. Students majoring in interdisciplinary studies must take this class within the first two terms after declaring the major. 3 crs.

INT 301 METHODS OF INTERDISCIPLINARY INQUIRY
In this course students are introduced to the various modes and methods of inquiry common to academic disciplines and the assumptions different disciplines make about the nature of knowledge. Students will learn tools for navigating these often-complimentary though sometimes-dissonant assumptions. Emphasis will be placed on understanding selected methods of academic inquiry and the unique contribution of interdisciplinary thought and scholarship. The class is valuable for students in any discipline who are undertaking a major interdisciplinary project. Prerequisite: INT 300 or approval of department chair. INT 301 can be taken as a Writing Intensive Course and an Information-Focused Course in conjunction with WR 303 & LAC 373 to fulfill Liberal Arts Core requirements. 3 crs.

INT 494 INTERDISCIPLINARY INTERNSHIP OR SERVICE PROJECT
Through the interdisciplinary internship or service project, students test the ideas at the core of their mission statement and the learning gained through their concentrated study by applying them in real-life settings. The internship or service project is an opportunity for students to place their learning in the service of others. The interdisciplinary internship should be viewed as a part of the overall senior project, which is composed of this internship or action component and the academic or reflective component, INT 498A, the senior paper.

INT 494 may be waived for students who, in a professional or volunteer setting, have already been applying the ideas at the core of their interdisciplinary mission. Students interested in waiving INT 494 make the request as part of their senior project proposal. If INT 494 is waived, INT 498A must be taken for six credits. Prerequisites: senior standing, INT 003, and orientation with Internship Coordinator. 3 crs.

INT 498A/498B SENIOR PAPER SEMINAR
The senior paper is an analysis and synthesis paper based on a topic or research interest that grows from the student’s interdisciplinary mission statement. In this course, students receive guidance as they conceptualize, research, and write their senior paper. The senior paper synthesizes the lessons gained through INT 494 and/or life experience with the cumulative knowledge of the student’s concentrated study and any additional research conducted for this project. The senior paper is part of the overall senior project, composed of INT 494, the action or internship component, and this paper, the academic or reflective component. Students completing an internship take only INT 498A for three credits. Students for whom INT 494 was waived through INT 003 must take INT 498A/498B for 6 credits over two terms. Prerequisites: senior standing, INT 003, INT 494. 3 crs. each.
Music is the quintessential art form that combines the intellect, emotion, and physical expression. It is essential to a vibrant, healthy community. The Marylhurst Music Department is committed to serving our community by offering a broad range of courses and experiences for the major and non-major alike, within a traditional and nurturing environment. Whether it is through our unique Music Therapy program, the Bachelor of Arts in Music degree, community ensembles, Suzuki lessons for children, or certificate programs for working professionals, the Music Department is committed to improving life in society by promoting musical artistry and excellence.

The Marylhurst University Music Department offers two degrees, the Bachelor of Music Therapy degree and the Bachelor of Arts in Music degree, a music minor, plus certificates in music therapy, keyboard pedagogy, vocal pedagogy, performance, and composition. A sacred music certificate is offered in conjunction with the Religious Studies Department.

Campus music facilities include the intimate and acoustically attractive Wiegand Recital Hall, St. Anne’s Chapel which houses the magnificent Fred and Maybelle Clark MacDonald Pipe Organ, and The Lois Rarick Cooke Sacred Music Collection in Shoen Library.

The Marylhurst University Music Department has been a fully accredited member of the National Association of Schools of Music since 1961, and is a member of the American Music Therapy Association.

THE MARYLHURST MUSIC CORE: GENERAL LEARNING OUTCOMES FOR MUSIC

Every music degree program at Marylhurst incorporates a rigorous set of courses that help develop a student’s musicianship. These required courses cover the traditional music subjects of theory, harmony, form and analysis, composition, music history and literature, plus practical skills such as aural dictation, sight-singing, keyboard harmony, and improvisation. Whether a student is pursuing a professional degree in music therapy or a liberal arts degree in music, the student is expected to strive towards excellence in all subjects and skills incorporated in the Marylhurst Music Core. Students completing any music degree from Marylhurst University will:

1. Perform on a primary instrument or voice, individually and in ensembles, at the appropriate level to the student’s specific music degree, demonstrating musicianship, technical proficiency, interpretive understanding, and breadth of repertoire.
2. Identify and work conceptually with the elements of the musical language, analyzing and imitating the use of melody, harmony, rhythm, structure, and style in the music of the past and present.
3. Understand how music has been created, performed and perceived throughout history and cultures, while acquiring an acquaintance with a wide selection of music literature.
4. Accurately read, sing, hear, and notate music.
5. Demonstrate fluency at the keyboard, playing scales and standard harmonic progressions in all keys, harmonizing melodies, improvising, accompanying song sessions, and performing repertoire from the classical, traditional, folk, and popular repertoire.
6. Understand how technology serves the field of music as a whole, and acquire a working knowledge of technological developments in the student’s musical field of interest.
7. Develop conducting and rehearsal skills sufficient to work as a leader and collaborator in musical interpretation.
8. Demonstrate the ability to write and speak effectively about music, developing and defending musical judgments, engaging in critical discussion of the student’s own music-making and the music of others.
9. Develop research methods appropriate to one’s musical emphasis, resulting in a research paper or project.
10. Constructively participate in the music community.

Requirements for Marylhurst Music Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 104/105/106</td>
<td>Keyboard Skills I, II, III</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 111/112/113</td>
<td>Aural Skills I, II, III</td>
<td>6 crs.</td>
</tr>
<tr>
<td>MU 131</td>
<td>Global Music</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 201/202/203</td>
<td>Musical Language IV, V, VI</td>
<td>9 crs.</td>
</tr>
<tr>
<td>MU 204/205/206</td>
<td>Keyboard Skills IV, V, VI</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MU 211/212/213</td>
<td>Aural Skills IV, V, VI</td>
<td>6 crs.</td>
</tr>
<tr>
<td>MU 221</td>
<td>Introduction to Music Technology</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 284</td>
<td>Music Participation Portfolio (6 terms)</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 296A</td>
<td>Keyboard Proficiency</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 296D</td>
<td>Sight-Singing Proficiency</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 296F</td>
<td>Aural Dictation Proficiency</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 299</td>
<td>Primary Performance Exam</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 341</td>
<td>Introduction to Conducting</td>
<td>2 crs.</td>
</tr>
<tr>
<td>MU 396</td>
<td>Music Literature Proficiency</td>
<td>0 cr.</td>
</tr>
<tr>
<td>MU 484</td>
<td>Music Participation Portfolio (6 terms)</td>
<td>0 cr.</td>
</tr>
</tbody>
</table>

TOTAL FOR MUSIC CORE: 55 crs.

PLACEMENT ASSESSMENTS

After acceptance into any music degree or certificate program, all new music majors are given assessments in theory, keyboard and aural skills. These assessments determine the level at which the student can be placed in order to ensure success in the program. If the student has prior experience or training in theory and musicianship, either in high school or as a transfer student, then placement in a higher course level is possible. If a deficiency in theory or musicianship is determined, then the student will be placed in the appropriate course.

PERFORMANCE STUDIES

Entering students must show a certain level of musical mastery on their primary instrument or voice before being accepted into private applied lessons for majors (MUP 200-level courses). This is typically part of the audition/interview process. Music majors enroll for private instrumental or vocal study each quarter until applied music requirements are met for the major. Performance juries are required at the end of each quarter for students enrolled in 200- and 400-level lessons. Before a student may enroll in upper-division applied lessons at the 400-level, they must pass MU 299 Primary Instrument Performance in the preceding term. A jury of at least two faculty must be present to approve a student’s upper-division standing.
Music

ENSEMBLES
All music students are required to perform in Marylhurst ensembles during their studies here. Suitable ensemble credits may be transferred from other accredited music degree programs, one credit per term of previous studies. Music therapy majors are required to take 9 ensemble credits and up to 9 transfer credits may be used to fulfill this requirement (if they transfer in with 9 terms of ensemble experience). B.A. in Music majors are required to take 12 ensemble credits. Up to 6 transfer credits may be used to fulfill this requirement; 6 credits must be taken while at residence at Marylhurst. All students are encouraged to continue participating in Marylhurst ensembles as community members (for non-credit), once they have met their credit requirements.

The University features several small and large performing ensembles, and students are encouraged to participate in a variety of ensembles. Large ensembles include the Marylhurst Concert Chorale and the Marylhurst Symphony. Small ensembles include the Marylhurst Chamber Singers, the Marylhurst Jazz Ensemble, Marylhurst Piano Ensemble, Marylhurst Chamber Music, and Marylhurst Guitar Ensemble.

MUSIC PARTICIPATION PORTFOLIO
Every term a student is enrolled in a music degree or certificate program, the student must show evidence of responsible participation in the musical community, both on-campus and off-campus, as performer, listener, music therapy student, teacher, and/or composer. This requirement is met by enrolling in MU 284/484 Music Participation Portfolio. At the end of the term the student submits to the music office a portfolio with programs, writing examples, teaching rosters, and other examples of musical activity. Minimum requirements for a passing grade are available from the Music Office.

KEYBOARD PROFICIENCY
All music students in a degree or certificate program must meet a passing grade in MU 296A Keyboard Proficiency before graduating. The proficiency examination covers a broad range of essential keyboard skills: scales, arpeggios, harmonization, transposition, improvisation, and repertoire. Keyboard Skills classes (MU 104/105/106, 204/205/206) help prepare the student to meet this requirement. Each entering music student will be assessed their keyboard skill level so that they may be placed in the appropriate course level. Each course requirement may be waived based upon demonstration of the skills covered in the course. The entire 6 credits of Keyboard Skills may be waived only for students passing MU 296A Keyboard Proficiency. Transfer students must take the proficiency exam. Majors should meet this requirement by the end of the second year of studies. For students not passing the proficiency after completing MU 206 Keyboard Skills VI, the department will recommend private lessons in piano until the proficiency has been passed. Please see the Music Department for more information.

AURAL SKILLS PROFICIENCIES
All music majors must meet passing grades in MU 296D, the Sight-Singing Proficiency, and MU 296F, the Aural Dictation Proficiency, before graduating. Aural Skills classes (MU 111/112/113, 211/212/213) help prepare the student to meet both these requirements. Each course requirement may be waived based upon demonstration of the skills covered in the course. The entire 12 credits of Aural Skills may be waived only for students passing MU 296D and MU 296F. Transfer students must take these proficiency exams. Majors should meet this requirement by the end of the second year of studies. For students not passing the proficiencies after taking MU 213 Aural Skills VI, the department will recommend auditing a previous Aural Skills course or enrolling in MU 305 Aural Skills Review until the proficiency has been passed. See the Music Department for more information.

MUSIC LITERATURE PROFICIENCY
All music majors must meet a passing grade in MU 396, the Music Literature Proficiency before graduating. MU 131 Global Music and MU 311/332/333 Music History and Literature classes help prepare the student to meet this requirement, as do the Musical Language and Aural Skills classes. The examination demonstrates the ability to visually and aurally identify stylistic elements in various musical works, and to place those works in cultural and historical context. Transfer students must take this exam. Majors should meet this requirement after completing MU 333. For students not passing the proficiencies after taking MU 333, the department will recommend enrolling in MU 433, the Musical Literature Review class until the proficiency has been passed. Please see the Music Department for more information.

GRADUATION REQUIREMENTS
All music students must complete all required courses, proficiencies, portfolios, performances, recitals, and senior projects prior to graduation.

PLEASE NOTE: The University reserves the right to record, use, broadcast, or reproduce for University publications music performances, compositions, and arrangements by students enrolled in its coursework.

THE MUSIC THERAPY PROGRAM
Music therapy is a branch of the behavioral sciences gaining wide acceptance in medical, institutional, and educational settings. The Music Therapy program at Marylhurst offers a fully accredited program that combines coursework in music with music therapy, psychology, special education, anatomy, physiology, and related natural and social sciences. This curriculum is designed specifically to develop the student’s musical and therapeutic skills.

CAREER PATHS
Students completing the Music Therapy program pursue careers in diverse clinical settings that include agencies for hearing and visually impaired children, private and public schools, special education facilities, hospitals, rehabilitation facilities for developmentally disabled persons, wellness programs, outpatient mental health clinics, correctional facilities, senior citizen care facilities, hospice care centers, and private practice. Completion of this program will also prepare students for a graduate program in music therapy at any AMTA-approved university offering the master’s degree. Other graduate-level program options include speech therapy, psychology, and special education.

PROFESSIONAL CERTIFICATION
Upon completion of academic coursework, students are eligible to apply for a clinical internship to either one of Marylhurst University’s three approved affiliate internship sites or to one of AMTA’s national training sites. Following the internship, students will receive their Marylhurst diploma, complete the national board certification exam, and then be eligible to begin their career as a board-certified music therapist (MT-BC).
Requirements for the Bachelor of Music Therapy degree

B.M.T. Marylhurst Music Core (see page 95) .................. 55 crs.
MUP 2** Lower-Division Applied Music, 6 crs.
6 terms of private music lessons
MU 299 Primary Performance Exam, 0 cr.
MU 24* Lower-Division Marylhurst Ensemble, 6 crs.
MU 44* Upper-Division Marylhurst Ensemble, 3 crs.
B.M.T. Applied Study on Clinical Instruments ............... 6 crs.
MU 117 Guitar Skills I, 2 crs.
MU 120 Percussion Class, 2 crs.
MU 124 Vocal Skills I, 2 crs.
MU 296B Guitar Proficiency, 0 crs
MU 296C Voice Proficiency, 0 crs
Up to 3 crs. of ensemble may be taken using a clinical instrument that is not the student’s primary instrument.
B.M.T. Music Therapy Requirements ......................... 39 crs.
MU 180 Introduction to Music Therapy, 3 crs.
MU 280 Music in Recreation & Special Education, 3 crs.
MU 285 Music Therapy Practicum & Seminar I, 3 crs.
MU 375 Songwriting & Composition for Music Therapy, 2 crs.
MU 376 Keyboard Improvisation for Music Therapy, 2 crs.
MU 380 Music Therapy with Children, 3 crs.
MU 381 Music Therapy with Adults, 3 crs.
MU 385 Music Therapy Practicum & Seminar II, 3 crs.
MU 392 Clinical Repertoire, 1 cr.
MU 485 Music Therapy Practicum & Seminar III, 3 crs.
MU 490 Senior Project, 2 crs.
MU 494 Music Therapy Internship, 2 crs.
B.M.T. Human Sciences Requirements* ....................... 24 crs.
PSY 201 Introduction to Psychology, 3 crs.
PSY 308 Behavior Modification, 3 crs.
PSY 336 Abnormal Psychology, 3 crs.
PSY 362 Counseling Theories & Strategies, 3 crs.
PSY 363 Child Psychology, 3 crs.
PSY 373 Issues/Ethics in the Helping Professions, 3 crs.
PSY 376 Exceptional Children, 3 crs.
BIO 161 The Physiology of Controlling Stress & Tension, 3 crs.
BIO 164 Human Anatomy, 3 crs.
*Note that many of these human sciences, science & mathematics courses meet Liberal Arts Core outcomes. Please check with your advisor for details.

Additional Liberal Arts Classes ..................................... 31 crs.
Electives ................................................................. 4 crs.

CREDIT SUMMARY
B.M.T. Music Core Requirements ................................. 55 crs.
B.M.T. Applied Study on Clinical Instruments ............... 6 crs.
B.M.T. Music Therapy Requirements ......................... 39 crs.
B.M.T. Human Science Requirements ......................... 24 crs.
Additional Liberal Arts Classes ................................. 31 crs.
Electives ...................................................................... 4 crs.
TOTAL FOR MAJOR: 180 crs.

PROGRAM LEARNING OUTCOMES FOR MUSIC THERAPY
Students with a Bachelor of Music Therapy degree or the Music Therapy Certificate will be able to:
1. Demonstrate all the learning outcomes of the Marylhurst Music Core.
2. Perform solo and ensemble undergraduate classical and popular repertoire on a primary instrument or voice to an advanced intermediate level.
3. Demonstrate basic compositional and arranging skills.
4. Reach a level of sufficient clinical and musical proficiency on the three designated clinical instruments of piano, guitar, and voice, plus acquire performance ability on percussion and non-symphonic instruments.
5. Demonstrate an understanding of movement and rhythm experience in conjunction with the therapeutic relationship.
6. Demonstrate basic knowledge of the principles of normal human development, clinical exceptionality, and the therapeutic relationship.
7. Demonstrate basic knowledge of music therapy foundations, principles of clinical application, and current research methods.
8. Demonstrate a basic understanding of professional ethics and interdisciplinary collaboration.
9. Combine knowledge of music and behavioral/social/ natural sciences with the altruism and artistry in service to society’s emotionally and physically challenged individuals.

MUSIC THERAPY ADMISSIONS
Students desiring to pursue music therapy studies need to request admission to the program at the outset of their Marylhurst studies. Acceptance is determined by the Director of the Music Therapy Program in consultation with the Music Department Chair. A full interview, audition, and essay must be presented for consideration. Please see full admissions procedures under Admissions, pages 7-10. Transfer, certificate and second-degree students must complete the same process.

CLINICAL INSTRUMENT PROFICIENCIES
The Music Therapy degree requires the student to reach a certain level of proficiency on the designated clinical instruments of voice, piano, and guitar. Music Therapy students will need to enroll in and meet a passing grade in MU 296A Keyboard Proficiency, MU 296B Guitar Proficiency, and MU 296C Voice Proficiency. The standards for each proficiency are given to the students upon admission to the Music Therapy Program and are available in the music office. It is highly desirable that prospective music therapy students begin acquiring competency on at least one of these three instruments before entering the program.
- MU 104/105/106, 204/205/206 Keyboard Skills (6 crs.) help the music therapy student acquire clinical proficiency on piano.
- MU 117 Guitar Skills (2 crs.) helps the music therapy student acquire clinical proficiency on guitar.
- MU 124 Vocal Skills (2 crs.) helps the music therapy student acquire clinical proficiency on voice.
- MU 392 Clinical Repertoire (1 cr.) enables the music therapy student to acquire a basic repertoire of 30 songs on the 3 clinical instruments.

After fulfillment of the 6 terms of ensemble on their principal instruments, music therapy students are strongly encouraged to enroll in Guitar Ensemble or a choral ensemble to help strengthen their clinical instrument skills. Piano students may enroll in 6 terms of ensembles that emphasize the other clinical instruments. Students will use the clinical instruments during each term of practicum, and students have an opportunity to take private lessons for non-credit to continue improving their skills.

SENIOR PROJECT REQUIREMENT
Music Therapy students must publicly present a senior project in their last year of study. Music therapy students are required to give a public presentation concerning music
therapy and develop a comprehensive business plan for music therapy services. Senior Projects proposals must be evaluated and approved by the Director of the Music Therapy Program.

**MUSIC THERAPY CERTIFICATE**

The Music Therapy Certificate is an equivalency program for those students who already hold a bachelor’s degree and wish to prepare for a career as a board-certified music therapist. The certificate consists of all the same program requirements as the Bachelor of Music Therapy degree, and prepares the student to take the national music therapy board certification exam following the completion of the clinical internship. Entrance into the music therapy certificate program follows the same application procedure as the degree program. See page 97 for entrance requirements and application procedure.

The actual course requirements for the certificate will be determined by the student’s advisor based upon previous coursework. A minimum of 38 credits must be earned at Marylhurst, including 6 credits of practicum experience. A student with a previous degree in music will find that their previous music coursework fulfills most of the Marylhurst Music Core (55 crs.) and Applied Study on the Primary Instrument (15 crs.), so that approximately 75 credits would remain to be fulfilled at Marylhurst. For students whose previous degree is in psychology, many of the 30 credits in the human sciences, science and mathematics will have already been met, so that 115 credits of the certificate would remain to be fulfilled.

**THE BACHELOR OF ARTS IN MUSIC DEGREE**

The B.A. degree in Music is a flexible program appropriate for the student wishing to major in music within a liberal arts program, and seeking a broad general education rather than intense specialization within music.

In addition to the required music classes, the student has the freedom to pursue individual interests. Songwriters, for example, may want to explore offerings in the English & Creative Writing Program (see pages 71-78). Composers may want to explore coursework in media production within the Communication Studies Department (see pages 58-59). Many will want to complete the 18-credit Business & Management Certificate (see page 52) to develop entrepreneurial skills needed to effectively establish their own music business.

**CAREER PATHS**

Building a career as a professional musician demands dedication, exhaustive training, practice and a clear understanding of the business of music. The music component of the B.A. in Music program introduces the student to the rigors of careers in performance, teaching, composition, church music, conducting, studio musicianship, recording and other music-related fields. The liberal arts component provides a strong multidisciplinary foundation for a lifetime of learning.

The degree offers solid grounding if the student’s goal is to continue their education by pursuing a fifth-year teaching certificate or graduate degree.

**PROGRAM LEARNING OUTCOMES FOR THE B.A. IN MUSIC**

Students completing the Bachelor of Arts in Music degree will be able to:

1. Demonstrate all the learning outcomes of the Marylhurst Music Core.
2. Perform solo and ensemble undergraduate repertoire on a primary instrument or voice to an advanced intermediate level.
3. Demonstrate further skills and knowledge in at least one aspect of music, whether it be performance, composition, or literature.
4. Integrate musical talent with service opportunities in the local community.
5. Synthesize the components of a musical liberal arts program into a public presentation that highlight the student’s fields of interest.
6. Demonstrate an awareness of differences and commonalities regarding work in artistic, scientific, and humanistic domains.

**Major Requirements for the Bachelor of Arts Degree in Music**

Marylhurst Music Core ................................................. 55 crs.
MUP 2** Lower-Division Applied Music, 6 crs.
6 terms of private music lessons
MU 299 Primary Performance Exam, 0 cr.
MU 24* Lower-Division Marylhurst Ensemble, 6 crs.
MU 44* Upper-Division Marylhurst Ensemble, 6 crs.
Up to 3 crs. of ensemble may be taken using an instrument or voice that is not the student’s primary instrument.

B.A. in Music Emphasis ............................................. 6 crs.
One of the following emphasis tracks:
Applied Music Emphasis (6 crs.)
MUP 4** Upper-Division Applied Music
6 terms of private music lessons
OR Composition Emphasis (6 crs.)
MU 327/328 Beginning Composition Class (4)
MU 329 Intermediate Composition Class (2)
OR Music History and Literature Emphasis (6 crs.)
MU 431 New Music: 1950-Present (3)
MU 432 Women in Music (3)
MU 466 History of Church Music Seminar (2)
MU 492 Special Seminars in Music History (3)

B.A. in Music Capstone Courses .................................. 4 crs.
MU 411 Professional Practices in Music, 1 cr.
MU 487 Community Music Outreach, 1 cr.
MU 490 Senior Project, 2 crs.
TOTAL CREDITS FOR MAJOR: 83 crs.

**CREDIT SUMMARY**

Major Degree Requirements ...................................... 83 crs.
Liberal Arts Requirements ......................................... 61 crs.
Electives ................................................................. 36 crs.
TOTAL CREDITS FOR DEGREE: 180 crs.
**MINOR IN MUSIC**

The Music Minor is for the person who has an interest in music, but is not a music major. This minor includes the study of the structure of music, aural training, music literature, and private and ensemble studies, which is designed to yield a balanced music background. An audition is not required for the minor.

Most of these music classes (except the 100-level applied lessons) would count toward a music major if so desired at a later time. An audition into the degree program would then be required.

---

**Music Minor**

MU 111/112/113 Aural Skills I, II, III ......................... 6 crs.
Must take 2 of the following 4 courses: .......................... 6 crs.
  MU 131 Global Music, 3 crs.
  MU 132 Enjoyment of Music, 3 crs.
  MU 133 Development of Jazz & Popular Styles, 3 crs.
  MU 432 Women in Music, 3 crs.
MU 24* Lower-Division Marylhurst Ensemble .................. 3 crs.
MUP 1** Applied Music (Private Study) ......................... 3 crs.
MU/MUP *** Music Electives ...................................... 9 crs.

**TOTAL FOR MINOR: 36 crs.**

Residency requirement for the minor program specifies that a minimum of 21 crs. be taken through Marylhurst University.

---

**EMPHASIS CERTIFICATE PROGRAMS IN MUSIC**

Marylhurst emphasis certificate programs in music are designed for people with various backgrounds: those who already have an associate’s or bachelor’s degree in music, those who are completing their bachelor’s degree in music, and those who would enjoy formal music studies outside the structure of a degree. Programs are offered in Keyboard and Vocal Pedagogy, Performance, and Composition.

**Requirements for Emphasis Certificate Core**

MU 104/105/106 Keyboard Skills I,II,III ....................... 3 crs.
MU 111/112/113 Aural Skills I,II,III ......................... 6 crs.
MU 204/205/206 Keyboard Skills IV,V,VI ....................... 3 crs.
MU 211/212/213 Aural Skills IV,V,VI ......................... 6 crs.
Music History & Literature ........................................ 9 crs.
MU 24* Lower-Division Marylhurst Ensemble .................. 6 crs.
MU 299 Primary Performance Exam ............................... 0 cr.

**TOTAL: 51 crs. in music**

**(or A.A. degree in music)**

---

**PEDAGOGY CERTIFICATES**

The certificates in piano pedagogy and voice pedagogy give the studio teacher the skills, knowledge, and methodology to teach music to a variety of students. The programs train the teacher to identify different learning styles among students, and they provide the teacher with state-of-the-art technical skills to be successful in the marketplace.

**Piano Pedagogy Certificate**

Certificate Core (see above) ...................................... 51 crs.
MU 303 Form & Analysis ............................................ 3 crs.
One of the following: ................................. 2 crs.
  MU 308 Body Mapping for Musicians (2)
  MUP 178/278 Alexander Technique (2)
MU 345/346/347 Piano Pedagogy .............................. 9 crs.
MU 444 Piano Ensemble ............................................ 3 crs.
MU 445 Marylhurst Chamber Music ............................. 3 crs.
MU 484 Music Participation Portfolio .......................... 0 cr.

Required every term that student is enrolled in a music certificate program.

**MUP 481 Applied Piano 2 ....................................... 12 crs.

**TOTAL: 83 crs.**

---

**Vocal Pedagogy Certificate**

Certificate Core (see above) ...................................... 51 crs.
MU 303 Form & Analysis ............................................ 3 crs.
One of the following: ................................. 2 crs.
  MU 308 Body Mapping for Musicians (2)
  MUP 178/278 Alexander Technique (2)
MU 412/413/414 Vocal Pedagogy ................................. 6 crs.
MU 440 Marylhurst Chamber Singers ............................ 3 crs.
MU 441 Marylhurst Concert Chorale ............................ 3 crs.
MU 484 Music Participation Portfolio .......................... 0 cr.

Required every term that student is enrolled in a music certificate program.

**MUP 484 Applied Voice 2 ...................................... 12 crs.

**TOTAL: 86 crs.**

---

**Performance Certificate**

Certificate Core (see above) ...................................... 51 crs.
MU 303 Form & Analysis ............................................ 3 crs.
One of the following: ................................. 2 crs.
  MU 308 Body Mapping for Musicians (2)
  MUP 307/407 Alexander Technique (2)
MU 356 Literature of the Major Instrument ................... 2 crs.
MU 352 Junior Recital .............................................. 1 cr.
MU 444 Piano Ensemble ............................................ 3 crs.
MU 484 Music Participation Portfolio .......................... 0 cr.

Required every term that student is enrolled in a music certificate program.

**MUP 440 Marylhurst Chamber Singers .......................... 3 crs.

**TOTAL: 83 crs.**

---

**Composition Certificate**

Portfolio needed for acceptance into program (can be met by previous composition studies)

Certificate Core (see above) ...................................... 51 crs.
MU 301 Sixteenth-Century Counterpoint ....................... 3 crs.
MU 302 Eighteenth-Century Counterpoint ..................... 3 crs.
MU 303 Form & Analysis ............................................ 3 crs.
MU 341 Introduction to Conducting ......................... 2 crs.
MU 372/378 Beginning Composition Class .................... 4 crs.
MU 329 Intermediate Composition Class ..................... 2 crs.
MU 355 Composition Seminar ................................... 3 crs.
MU 401 Orchestration I ............................................. 3 crs.
MU 481 Composition Private Studies I ....................... 3 crs.

**TOTAL: 83 crs.**
CERTIFICATE IN SACRED MUSIC
The Music Department in conjunction with the Religious Studies Department offers the Certificate in Sacred Music. This two-year program promotes the development of:
1. Technical musical competencies.
2. Liturgical, scriptural, and theological understandings for practical use in music ministry.

The certificate can lead to the Bachelor of Arts in Music degree or the Bachelor of Arts in Religious Studies (see pages 113-119).

Certificate in Sacred Music
Music Requirements .......................................................... 33 crs.
MU 104/105/106 Keyboard Skills I, II, III, 3 crs.
MU 111/112/113 Aural Skills I, II, III, 6 crs.
MU 24* Marylhurst Ensemble, 3 crs.
MU 341 Conducting I, 2 crs.
MU 394 Sacred Music Internship, 2 crs.
MU 460 History of Church Music Seminar, 2 crs.
MUP 1** Applied Music (Private Lessons), 6 crs.
(See course numbers in Schedule of Courses)

Religious Studies Requirements .......................................... 21 crs.
SSC 210 Introduction to the Hebrew Bible:
Old Testament, 3 crs.
SSC 211 Introduction to the Christian Bible:
New Testament, 3 crs.
One of the following: 3 crs.
PMT 475 Liturgies, Rituals, Preaching, & Spiritual Practices of Christianity, Judaism, & Islam (3)
SPP 462 Religion, Rite, Liturgy & Theatre:
Entering the Presence (3)
One of the following: 3 crs.
THT 415 Christology: Jesus the Christ, Symbol of God (3)
THT 425 Jesus: Bar Nasa, Son of Mary, Son of God (3)
PCR 412 Islam and Society (3)
THT 311 Teachings of Judaism (3)
Three of the following: 9 crs.
PMT 476 Liturgies, Rituals, Preaching, Teachings, & Spiritual Practices of Hinduism, Buddhism, Native American, & Other Traditions (3)
SPP 460 Spiritual Direction: Through Arts of Theatre (3)
SPP 462 Religion, Rite, Liturgy & Theatre:
Entering the Presence (3)
SPP 461 Religion & Theatre (3)
SPP 463 Performance as Proclamation:
Arts of Theatre -Tools of Transformation (3)
SPP 471 Communicating the Sacred through Dance Movement (3)
LTA 306 Rituals, Symbols, & Spiritual Practices of World Religions (3)
THT 423 Loss, Grief, Death, & Dying:
Theologies of Compassion (3)
THT 309 Islamic Films & Literature (3)
PCR 310 Religion & U.S. Culture:
A Sociology of Religion (3)

Residency requirement for certificate program specifies that a minimum of 21 crs. be taken through Marylhurst University.

CREDIT SUMMARY
Music Core Requirements .................................................. 33 crs.
Religious Studies Requirements .......................................... 21 crs.
TOTAL: 54 crs.

COURSES
(Note: Many music courses may be taken by non-majors who have the appropriate prerequisites completed. This symbol [✔] denotes classes especially recommended for beginners or non-majors).

MU 100 FUNDAMENTALS OF MUSIC ✔
This course is designed for those curious about the substance of music: pitch, rhythm, intervals, chords, and their notation. The outcomes will be an understanding of basic music theory and the ability to read and write music. Meets LAC outcome: A1B5. 3 crs.

MU 101 MUSICAL LANGUAGE I
The first in a six-course sequence that develops a skill-set for the understanding, creation, and performance of music. The course covers the fundamentals of pitch and rhythm, intervals, triads and seventh chords, simple rhythmic and melodic compositions. Prerequisites: ability to read music in treble and bass clefs. Meets LAC outcome: A1B5. 3 crs.

MU 102 MUSICAL LANGUAGE II
The second in a six-course sequence that develops a skill-set for the understanding, creation, and performance of music. This course focuses upon diatonic harmonic progressions, part-writing, and voice-leading, use of inversions in progressions, introduction to musical form, and simple song compositions. Prerequisite: MU 101. 3 crs.

MU 103 MUSICAL LANGUAGE III
The third in a six-course sequence that develops a skill-set for the understanding, creation, and performance of music. This course explores more diatonic harmonic progressions, the use of seventh-chords and non-chord tones, and medium-length instrumental compositions and arrangements. Prerequisite: MU 102. 3 crs.

MU 104 KEYBOARD SKILLS I
Material studied in MU 101 applied to the keyboard. The skills covered in this course are basic keyboard technique for both hands; reading in treble, bass and c-clefs; scales, intervals, triads and seventh-chords in closed and open positions; beginning work with transpositions; performing simple folksongs, melodic improvisations, and beginner repertoire. 1 cr.

MU 105 KEYBOARD SKILLS II
Material studied in MU 102 applied to the keyboard. The skills covered in this course are fluency with scales; triads and seventh-chords in blocked and arpegiated forms; continued work with transpositions; performing diatonic harmonic progressions (emphasizing I, IV, V chords), songs accompanied by blocked chords, harmonic improvisations, and intermediate-beginner repertoire. Prerequisite: MU 104. 1 cr.

MU 106 KEYBOARD SKILLS III
Material studied in MU 103 applied to the keyboard. The skills covered in this course are increased fluency with scales and chords; continued work with transpositions; performing diatonic harmonic progressions (including ii, vi, iii, seventh-chords), songs with more elaborate accompaniment, improvisations using alternate harmonies, and advanced-beginner repertoire. Prerequisite: MU 105. 1 cr.
MU 108 GUITAR FOR FUN ✓
This class is designed for those with little or no experience in music. Introductory skills include fundamentals of technique, reading pitches and rhythms, memorizing, and creating simple improvisations. Both classical and popular styles are explored. May be repeated 3 times for credit. Meets LAC outcome: AIB2. 1 cr.

MU 111 AURAL SKILLS I
Development of listening, singing, and conducting skills in relation to the materials studied in MU 101. Listening skills include recognizing, notating, and analyzing basic musical elements. Singing skills include using scale-degrees and solfege to recreate these basic musical elements with the voice. 2 crs.

MU 112 AURAL SKILLS II
Development of listening, singing, and conducting skills in relation to the materials studied in MU 102. Listening skills include recognizing, notating, and analyzing medium-length rhythms, melodies and harmonic progressions using most diatonic chords. Singing skills include recreating at sight intermediate diatonic melodies and simple harmonic progressions in arpeggiated form. Prerequisite: MU 111. 2 crs.

MU 113 AURAL SKILLS III
Development of listening, singing, and conducting skills in relation to the materials studied in MU 103. Listening skills include recognizing, notating, and analyzing medium-length rhythms, melodies and harmonic progressions using most diatonic chords. Singing skills include recreating at sight complex diatonic melodies and harmonic progressions in arpeggiated form. Prerequisite: MU 112. 2 crs.

MU 114 PIANO FOR FUN ✓
This piano class is designed for those with little or no experience in music. Introductory skills include fundamentals of technique, reading pitches and rhythms, memorizing, and creating simple improvisations. Both classical and popular styles are explored. May be repeated 3 times for credit. Meets LAC outcome: AIB2. 1 cr.

MU 117 GUITAR SKILLS
This course introduces and develops guitar skills for use in the classroom and music therapy clinic. Skills include technique fundamentals, music reading, chordal accompaniment (with I, IV, V chords) in several keys with a variety of strumming and picking techniques, beginning improvisation, and performance of a basic repertoire of traditional, folk, and popular songs. 2 crs.

MU 120 PERCUSSION CLASS
Course work targets competencies as related to playing percussion alone or in ensemble. Demonstration of rudiments and other basic skills on several percussion instruments suitable for facilitating rhythm-based experiences with individuals and groups in the clinical or educational setting. 2 crs.

MU 124 VOCAL SKILLS
This class introduces and develops vocal skills and knowledge, for use in the classroom and music therapy clinic. Instruction includes the basics of vocal technique emphasizing accurate pitch, clear diction, and controlled volume, the essential physiological principles of vocal production, voice ranges, vocal hygiene, and a memorized repertoire of traditional, folk, and popular songs suitable in various settings. 2 crs.

MU 130 DRUMMING FOR FUN ✓
A continuing class designed for those with little or no experience in music. Introduction and application of hand drumming techniques within a group setting. May be repeated 3 times for credit. Meets LAC outcome: AIB2. 1 cr.

MU 131 GLOBAL MUSIC ✓
An introduction to music cultures of Africa, Asia, and Eastern Europe. Areas covered include Mali, Zimbabwe, Ghana, India, Bulgaria, Turkey, Bali, and Japan. Students experience these music traditions through recordings, demonstrations, hands-on experience with instruments and songs, videos, and readings. No musical experience required. Meets LAC outcome: HCA3. 3 crs.

MU 132 THE ENJOYMENT OF MUSIC ✓
Enjoy music more and enjoy more music! With guided listening, students will learn to hear with “smart ears.” They will become acquainted with the components and backgrounds of various styles of music—classical, jazz, rock, pop, and Eastern—and meet a few composers and performers along the way! Meets LAC outcome: AIB4. 3 crs.

MU 133 DEVELOPMENT OF JAZZ AND POPULAR STYLES ✓
American popular music has become the dominant force in world music in the last fifty years. Tracing the rise of our music from the colonial days to present, this course covers the rise of jazz, blues, Tin Pan Alley, musicals, country music, and rock. Meets LAC outcome: AIB5. 3 crs.

MU 134 VOICE FOR FUN ✓
This voice class is designed for those with little or no experience in music and provides a group learning environment beginning with the basics of vocal technique. Introductory topics include posture, breathing, tone-production, articulation, diction, and repertoire. May be repeated 3 times for credit. Meets LAC outcome: AIB2. 1 cr.

MU 180 INTRODUCTION TO MUSIC THERAPY ✓
An overview and introduction to the field of music therapy as a professional career. Elements of diagnosis, treatment, and observation techniques are covered. Videotapes and observations of music therapists in the community are included. Open to non-majors and anyone interested in learning about a career in music therapy. Prerequisites: none. 3 crs.

MU 201 MUSICAL LANGUAGE IV
The fourth in a six-course sequence that gives the music student a set of tools for the understanding, creation, and performance of music. This course begins the study of chromatic materials including secondary dominants, modulation, and binary, ternary, and sonata forms. The student will incorporate these elements into short original compositions. Prerequisite: MU 103. Meets LAC outcome: AIB1. 3 crs.

MU 202 MUSICAL LANGUAGE V
The fifth in a six-course sequence that develops a skill-set for the understanding, creation, and performance of music. Chromatic chords such as the Neapolitan, augmented-sixth, and altered chords will be introduced. The student will incorporate these elements into short original compositions and will write several short analytical papers. Prerequisite: MU 201. 3 crs.
MU 203 MUSICAL LANGUAGE VI
The last in a six-course sequence that develops a skill-set for the understanding, creation, and performance of music. This course explores the various musical languages and analytic techniques in use since 1900, including modality, pan-diatonicism, serialism, 12-tone technique, and set-theory. The student will compose in several of these languages and will write a research paper. Prerequisite: MU 202. 3 crs.

MU 204 KEYBOARD SKILLS IV
Material studied in MU 201 applied to the keyboard. Skills covered are continued work with scales, chords, and transpositions; harmonizing melodies at sight; performing intermediate-level repertoire, 4-part choral scores, and harmonic progressions that include secondary dominants. Prerequisite: MU 106. 1 cr.

MU 205 KEYBOARD SKILLS V
Material studied in MU 202 applied to the keyboard. Skills covered are continued work with scales, chords, clefs, and transpositions; harmonizing melodies at sight; performing intermediate-level repertoire, string quartet scores, and harmonic progressions that include Neapolitan, augmented-sixth, and extended tertian chords. Prerequisite: MU 204. 1 cr.

MU 206 KEYBOARD SKILLS VI
This final keyboard skills class continues preparing the student for MU 296A Keyboard Proficiency to be given at the end of the course. Contemporary musical techniques will also be explored on the keyboard. Prerequisite: MU 205. 1 cr.

MU 211 AURAL SKILLS IV
Development of listening, singing, and conducting skills in relation to MU 201 materials. Listening skills include recognizing, notating, and analyzing longer rhythms, melodies, and harmonic progressions that incorporate chromatic elements including secondary dominants. Singing skills include recreating at sight chromatic melodies and harmonic progressions in arpeggiated form. Prerequisite: MU 113. 2 crs.

MU 212 AURAL SKILLS V
Development of listening, singing, and conducting skills in relation to MU 202 materials. Listening skills include recognizing, notating, and analyzing longer rhythms, melodies, and harmonic progressions that incorporate chromatic elements including Neapolitan, augmented-sixth, altered and extended tertian chords. Singing skills include recreating at sight chromatic melodies and harmonic progressions in arpeggiated form. Prerequisite: MU 211. 2 crs.

MU 213 AURAL SKILLS VI
This final aural skills class further prepares the student for MU 296D Sight-Singing Proficiency and MU 296E Aural Dictation Proficiency to be given at the end of the course. Aural skills are also developed in relation to contemporary idioms and stylistic elements. Prerequisite: MU 212. 2 crs.

MU 221 INTRODUCTION TO MUSIC TECHNOLOGY
A hands-on overview of various aspects of music technology including MIDI, analog and digital equipment, analog and digital recording and editing, and music and audio for various media. Prerequisite: LAC 172. Meets LAC outcome: HCB4. 2 crs.

MU 228 MUSIC IN RECREATION AND SPECIAL EDUCATION
Recreational and educational uses of music with persons with and without disabilities. Specific competencies are achieved on piano, recorder, guitar, autoharp, and other recreational instruments. Leadership and group management skills are practiced in class and in the preschool setting. No musical background necessary. Open to non-majors. 3 crs.

MU 284/484 MUSIC PARTICIPATION PORTFOLIO
Generation of a portfolio each term of music studies, showing evidence of responsible participation in the community, both on-campus and off-campus, as performer, listener, music therapy student, teacher, and/or composer. Minimum requirements for a passing grade are available from the music office. The portfolio will remain part of the student’s permanent file. Graded Pass/No Pass only. 0 crs.

MU 285/385/485 MUSIC THERAPY PRACTICUM AND SEMINAR
Music therapy clinical work at sites with physically, emotionally, behaviorally, and learning challenged children, and drug and alcohol dependent individuals; adult psychiatric facilities; medical hospitals, and assisted living and long-term care homes. On-site professional supervision provided. Includes one hour of weekly seminar. Each course to be repeated 3 times for credit. Prerequisite: Music Therapy majors only. 1 cr.

MU 301 SIXTEENTH-CENTURY COUNTERPOINT
A detailed examination of the golden age of renaissance polyphony using the music of Palestrina, Byrd, Lassus, and Victoria as models. Original writing assignments in imitation of sixteenth-century counterpoint lead students to an appreciation of the elements of style and dissonance usage that can then apply to music of other periods. Prerequisite: MU 203 or equivalent. 3 crs.

MU 302 EIGHTEENTH-CENTURY COUNTERPOINT
An in-depth study of the music of J.S. Bach. 2- and 3-part inventions, the chorale prelude, and the fugue are studied in detail. Analysis of Bach’s music and original writing assignments that imitate this music lead students to an appreciation of the composer’s style. Prerequisite: MU 203 or equivalent. 3 crs.

MU 303 FORM AND ANALYSIS
Review of basic musical forms, from the motive, phrase, and period to 2- and 3-part forms in the classical style. Students select musical examples to study sonata, rondo, minuet and trio, and variation forms. Various analytical techniques are explored to gain an understanding of the nature and content of musical expression. Prerequisites: MU 203 or equivalent. 3 crs.

MU 305 AURAL SKILLS REVIEW
A refresher course for transfer students and others who need to renew or strengthen aural dictation and sight-singing skills. Both diatonic and chromatic materials will be covered. Prerequisites: MU 213 or equivalent. 2 crs.

MU 306 THEORY REVIEW
A refresher course for transfer students and others who need to review previous knowledge or fill in gaps. Items to be covered are intervals, chord structure, diatonic and chromatic harmony, modulation, form, and contemporary techniques. Prerequisites: MU 203 or equivalent. 3 crs.
MU 308 BODY MAPPING FOR MUSICIANS
A course that gives students anatomical information required to prevent and to become free of pain and injury that results from performing with tension or in a mechanically disadvanta-
geous way. The course teaches students how to become free of pain and injury, to improve facility and expressiveness in their performing, and how to convey this information to others. 2 crs.

MU 309/310/311 DICTION I, II, III
A three-course sequence which covers the international alphabet and all symbols in Latin, Italian, German, and French languages. Topics include the practical application of these sounds for speaking, singing, and choral conducting. Prerequisite: minimum of one year of voice or choral experience. 2 crs.

MU 315 HISTORY OF ROCK MUSIC ✔
An examination of the relationship between rock music and society, emphasizing the musical and lyrical significance of rock music as a contemporary social medium. Meets LAC outcome: AIB4. 3 crs.

MU 321 MIDI: THEORY AND PRACTICE
This course provides a thorough background in the MIDI protocol, while providing hands-on experience composing with sequencing applications. Prerequisite: MU 221. Meets LAC outcome: AIB1. 2 crs.

MU 322 DIGITAL AUDIO: THEORY AND PRACTICE
This course provides a thorough background in digital recording and editing, while providing hands-on experience with digital audio applications. Prerequisite: MU 221. 2 crs.

MU 323 MUSIC NOTATION: THEORY AND PRACTICE
This course provides a fundamental background in music notation, while providing hands-on experience with software notation applications. Prerequisite: MU 221. 2 crs.

MU 324 SYNTHESIS: THEORY AND PRACTICE
This course provides a fundamental background in creating and manipulating sound by synthesis, while providing hands-on experience with hardware and software synthesis applications. Prerequisite: MU 221. Meets LAC outcome: AIB1. 2 crs.

MU 325 MEET THE ORGAN ✔
This course provides a group learning environment designed for keyboardists who are new to the organ. Students begin with fundamentals of organ technique, repertoire, and hymnplaying skills. Student performances, faculty demonstrations, and a field trip to a builder’s workshop are included. Meets LAC outcome: AIB2. 1 cr.

MU 327 BEGINNING COMPOSITION CLASS I
The first in a two-course introduction to composition. This course focuses upon linear aspects of music: writing for one and two melodic instruments, using various pitch systems, and applying developmental techniques. Prerequisite: MU 103 or portfolio of original compositions. 2 crs.

MU 328 BEGINNING COMPOSITION CLASS II
The second in a two-course introduction to composition. This course focuses upon harmonic aspects of music: writing for piano, voice and piano, and choir, using various harmonic systems, and applying variation techniques. Prerequisite: MU 103 or portfolio of original compositions. 2 crs.

MU 329 INTERMEDIATE COMPOSITION CLASS
This course focuses upon formal aspects of music composition: writing for small mixed ensembles and exploring traditional, narrative, and non-traditional formal structures. Prerequisite: MU 327 or MU 328. 2 crs.

MU 331/332/333 MUSIC HISTORY AND LITERATURE I, II, III
A three-course sequence constituting the core of music history and literature at Marylhurst. MU 331 is a comprehensive study of the development of Western European music from ancient Greek civilization to 1600. Meets LAC outcome: HCB7. MU 332 covers the music from 1600 to 1820. Meets LAC outcome: HCB6. MU 333 covers the music from 1820 to the present. Meets LAC outcome: HCB5. All three courses feature extensive reading of selected materials, analysis of scores, and extensive listening. Prerequisites: MU 203 & MU 213. 4 crs.

MU 336 LITERATURE OF THE MAJOR INSTRUMENT
A survey of literature of a specific instrument, group of instruments, or voice. Categories include piano, organ, woodwinds, brass, strings, percussion, and voice. Prerequisite: MU 299. 2 crs.

MU 341 INTRODUCTION TO CONDUCTING
A study of the principles of instrumental and choral music conducting. Topics include conducting patterns for simple, compound, and irregular meters, phrase shaping, tempo shifts, texture, and dynamic control. Problems related to range, balance, score reading, and the role of the conductor will be studied. Prerequisite: MU 202 or equivalent. 2 crs.

MU 345/346/347 PIANO PEDAGOGY I, II, III
This sequence of courses will survey the intermediate to advanced pedagogical approaches, techniques, and materials for teaching students to play the piano. Prerequisite: junior standing in applied piano or permission of instructor. 3 crs.

MU 352 JUNIOR RECITAL
A half-hour performance or composition recital which is presented to the public. The choice of works performed or compositions presented are chosen by the student in consultation with the instructor. Prerequisite: junior standing in applied music. 1 cr.

MU 355 COMPOSITION SEMINAR
An ongoing workshop for composition students to discuss contemporary compositional practices, and to explore how these influence the student’s own writing. May be repeated for credit. Prerequisite: MU 329. 1 cr.

MU 375 SONGWRITING AND COMPOSITION FOR THE MUSIC THERAPIST
Study of compositional techniques preparing the music therapy student for creative and improvisational work in the clinical setting. Students will learn melodic and harmonic tendencies of various styles from classical to pop, basic song form, and techniques for leading songwriting interventions. For the advanced music therapy student. Prerequisites: MU 203 & MU 213. Meets LAC outcome: AIB4. 2 crs.

MU 376 KEYBOARD IMPROVISATION FOR THE MUSIC THERAPIST
Beginning improvisatory keyboard skills for the music therapy student in the clinical setting. The course provides the
MU 405 JAZZ ARRANGING II
A continuation and more in-depth study of scoring for small and large jazz ensembles patterned after Jazz Arranging I. Topics include arranging for rhythm section, score analysis, and arrangement form. Several arrangements will be written by the student. Prerequisite: MU 404. 3 crs.

MU 406 JAZZ IMPROVISATION
A performance-based course in the techniques used in single and group improvisation. Topics include the basics of composing, chord scales, diminished scales, modes, chord substitutions, melodic concepts, tension tones, advanced harmony, and rhythmic exercises. Prerequisite: MU 213 or permission of instructor. 1 cr.

MU 407 JAZZ COMPOSITION
A course in scoring for small jazz groups and full orchestra, either an original work or an arrangement from more difficult piano scores. Prerequisite: MU 401. 3 crs.

MU 404 JAZZ ARRANGING I
A course in scoring for small and large jazz ensembles following models of jazz greats like Count Basie, Duke Ellington, and Stan Kenton, while encouraging a personal style. Topics include chord voicing, instrumental timbres, texture types, range, chord substitutions, and guide tone methods. A performance of student works will be given. Prerequisite: MU 203. 3 crs.

MU 386/486 MUSIC TRAVEL STUDY
Continuing further study in MIDI, digital audio, and notation applications. Topics may include advanced analog and digital signal processing, real-time performance environments, signal processing, and scoring to picture. Prerequisite: MU 321 or MU 322. May be repeated for additional credit. 2 crs.

MU 431 NEW MUSIC: 1950-PRESENT
A detailed study of new art music since World War II. Students will do extensive reading and listening. Meets LAC outcome: AIB4. 3 crs.

MU 432 WOMEN AND MUSIC
A detailed study of written documents that examine the role of women throughout music history as performers, composers, writers, and teachers. Special attention will be placed upon the discussion and analysis of social inequality, exploring its dimensions and consequences. The ability to read music is not required. Meets LAC outcomes: AIB4, HCB4. 3 crs.

MU 433 MUSIC LITERATURE REVIEW
A refresher course for transfer students and others who need to renew or strengthen skills in the visual and aural identification of stylistic elements in music of all kinds. The course will review basic stylistic elements of any piece of music and will contain a broad overview of the historical development of music. Prerequisite: MU 203 or equivalent. 3 crs.

MU 464 HISTORY OF CHURCH MUSIC SEMINAR
This course examines the evolution of music in various Christian traditions and the ways in which these traditions have influenced one another. It is designed for music majors and minors, as well as others interested in the history of music. Meets LAC outcomes: AIB4, HCB4. 3 crs.
placed on relationship among these historical issues and church music of today. The student develops a working philosophy of church music and explores ways of creatively communicating and building on this philosophy in a parish music program. Prerequisites: MU 331/332/333 or permission of instructor. 2 crs.

MU 480/481/482 PSYCHOLOGY OF MUSIC I, II, III
This sequence of courses is a comprehensive study of psychological and sociological foundations of music including the study of acoustics and anatomy of the hearing mechanism. Experimental research methodology is studied culminating in the completion of an experimental research project in spring term. Coursework includes the study of behavioral research and single subject designs for the general music classroom ensemble, private studio, and therapeutic setting. Issues concerning cause-and-effect relationships related to music, science, and life are discussed. Open to non-majors with at least junior standing. 3 crs.

MU 487 COMMUNITY MUSIC OUTREACH
Application in the community of the student’s music interests. Contact Music Department for details. 1 cr.

MU 489 SPECIAL WORKSHOPS IN APPLIED MUSIC, THEORY, HISTORY, OR MUSIC THERAPY
Advanced short-term studies of specialized areas of music. Prerequisite: permission of instructor. 1-3 crs.

MU 490 SENIOR PROJECT
For the music therapy major during the final term of academic study, the completion of the following: 1) a comprehensive business plan for music therapy services; and 2) a thirty-to forty-five-minute live introductory presentation about music therapy to a designated audience.

For the B.A. in music major, a summative presentation of the student’s interests which shows mastery of academic study and musical performance or creativity. A lecture-recital or equivalent that includes thirty minutes of music. 2 crs.

MU 492 SPECIAL SEMINARS IN APPLIED MUSIC, THEORY, HISTORY, OR MUSIC THERAPY
Research-based seminars on selected music topics. The format will include research and bibliographic methods, computer searches, and high level methods of data retrieval for research. These seminars function as an introduction to research methodology for a student who is bound for graduate school. Prerequisite: permission of department chair. 1-3 crs.

MU 494 MUSIC THERAPY INTERNSHIP
A six-month or 1,200 hours of clinical internship in an AMTA-approved clinical center, or a university-affiliated internship site with a minimum of 1,020 hours. Prerequisite: satisfactory completion of all academic work. 2 crs.

MU 495 INDEPENDENT STUDIES IN MUSIC
Advanced study of a specialized area in music. Prerequisite: upper-division standing, permission of department chair. 1-3 crs.

PROFICIENCY EXAMINATIONS

MU 296/396 GROUP COURSE: PROFICIENCY EXAMINATIONS
MU 296A KEYBOARD PROFICIENCY
Examination of keyboard skills. Graded Pass/No Pass only. 0 cr.

MU 296B GUITAR PROFICIENCY
Examination of guitar skills. Graded Pass/No Pass only. 0 cr.

MU 296C VOCAL PROFICIENCY
Examination of vocal skills. Graded Pass/No Pass only. 0 cr.

MU 296D SIGHT-SINGING PROFICIENCY
Examination of sight-singing skills. Graded Pass/No Pass only. 0 credit.

MU 296F AURAL DICTATION PROFICIENCY
Examination of aural dictation skills. Graded Pass/No Pass only. 0 credit.

MU 299 PRIMARY PERFORMANCE EXAMINATION
Juried examination of performance skills and repertoire on the student’s primary instrument. Graded Pass/No Pass only. 0 cr.

MU 396 MUSIC LITERATURE PROFICIENCY
The visual and aural identification of stylistic elements in various musical works, and the placement of those works in cultural and historical context. Graded Pass/No Pass only. 0 cr.

DIRECTED STUDIES
An option for students who are unable to meet regularly scheduled classes. Any course which is listed in the Marylhurst University Catalog may be taken as a directed study if conditions warrant. Entry is by permission of the Music Department Chair. 1-4 crs.

ENSEMBLES

MU 240/440 MARYLHURST CHAMBER SINGERS ✔
A select vocal ensemble that explores the chamber choir literature from the Renaissance to the present. Meets LAC outcome: AIB2. 1 cr.

MU 241/441 MARYLHURST CONCERT CHORALE ✔
A vocal ensemble for the performance of choral literature from the Renaissance to the present. Meets LAC outcome: AIB2. 1 cr.

MU 242/442 MARYLHURST SYMPHONY ✔
Opportunity for the music major, serious amateur, and semi-professional musicians to perform major orchestral works. Public performances with soloists are presented each term. Meets LAC outcome: AIB2. 1 cr.

MU 243/443 MARYLHURST JAZZ ENSEMBLE ✔
A performance ensemble for musicians wishing to develop their jazz playing. Original compositions as well as standards will be performed. Students are encouraged to compose for the ensemble. Meets LAC outcome: AIB2. 1 cr.

MU 244/444 MARYLHURST PIANO ENSEMBLE ✔
A performance class covering repertoire 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. For students with intermediate or advanced keyboarding skills. Meets LAC outcome: AIB2. 1 cr.
MU 246/446 MARYLHURST GUITAR ENSEMBLE ✔
A performance class covering repertoire for the two or more players. Skills in sight-reading and ensemble are stressed as well as an introduction to guitar ensemble literature. Meets LAC outcome: AIB2. 1 cr.

PRIVATE STUDY
Private music lessons are offered in Alexander Technique, composition, and conducting, as well as applied music. Private music lessons are offered for credit and for non-credit. Registration for all private study is made through the Music Department. Special fees apply.

ALEXANDER TECHNIQUE

MUP 178/278/378/478 ALEXANDER TECHNIQUE ✔
Courses which assist people in the arts to overcome stereotyped responses, to deal with habits and change, and to help overcome patterns of misuse that interfere with poise and free movement. The student can expect to realize improved physical and mental functioning. This class is suitable for beginning and advanced musicians alike. 1 or 2 crs.

COMPOSITION

MUP 380 COMPOSITION PRIVATE STUDIES I
Composition of medium-scale works. These courses emphasize techniques for scoring instrumental and vocal ensembles, contemporary harmonic styles in various forms, and analysis of contemporary music. Can be taken for up to 6 crs. Prerequisite: MU 329. 1 or 2 crs.

MUP 480 COMPOSITION PRIVATE STUDIES II
A continuation of Composition Private Studies I. These courses will prepare students to write creatively in larger contemporary designs with contemporary harmonic techniques and rhythms. Can be repeated for credit. Prerequisite: 6 crs. of MU 377. 1 or 2 crs.

CONDUCTING

MUP 479 CONDUCTING LESSONS
A continuing study of the principles and practice of instrumental and choral conducting. Can be repeated for credit. Prerequisite: MU 341. 1 or 2 crs.

PERFORMANCE (APPLIED MUSIC)

APPLIED MUSIC LESSONS FOR NON-MAJORS AND MUSIC MAJORS WHO WISH TO STUDY A SECOND INSTRUMENT ✔
No audition is required to enroll. Meets LAC outcome: AIB2.
MUP 181 Piano Lessons, 1 or 2 crs.
MUP 182 Organ Lessons, 1 or 2 crs.
MUP 183 Guitar Lessons, 1 or 2 crs.
MUP 184 Voice Lessons, 1 or 2 crs.
MUP 185 Violin Lessons, 1 or 2 crs.
MUP 186 Viola Lessons, 1 or 2 crs.
MUP 187 Cello Lessons, 1 or 2 crs.
MUP 188 Double Bass Lessons, 1 or 2 crs.
MUP 189 Harp Lessons, 1 or 2 crs.
MUP 191 Flute Lessons, 1 or 2 crs.
MUP 192 Clarinet Lessons, 1 or 2 crs.
MUP 193 Oboe Lessons, 1 or 2 crs.
MUP 194 French Horn Lessons, 1 or 2 crs.
MUP 195 Saxophone Lessons, 1 or 2 crs.
MUP 196 Bassoon Lessons, 1 or 2 crs.
MUP 197 Trumpet Lessons, 1 or 2 crs.
MUP 198 Trombone Lessons, 1 or 2 crs.
MUP 199 Percussion Lessons, 1 or 2 crs.

APPLIED MUSIC LESSONS FOR MUSIC MAJORS: LOWER DIVISION
Prerequisite: Audition on the instrument is prerequisite for the following courses.
MUP 281 Applied Piano 1, or 2 crs.
MUP 282 Applied Organ 1, 1 or 2 crs.
MUP 283 Applied Guitar 1, 1 or 2 crs.
MUP 284 Applied Voice 1, 1 or 2 crs.
MUP 285 Applied Violin 1, 1 or 2 crs.
MUP 286 Applied Viola 1, 1 or 2 crs.
MUP 287 Applied Cello 1, 1 or 2 crs.
MUP 288 Applied Double Bass 1, 1 or 2 crs.
MUP 289 Applied Harp 1, 1 or 2 crs.
MUP 290 Applied Flute 1, 1 or 2 crs.
MUP 291 Applied Clarinet 1, 1 or 2 crs.
MUP 292 Applied Oboe 1, 1 or 2 crs.
MUP 293 Applied French Horn 1, 1 or 2 crs.
MUP 294 Applied Saxophone 1, 1 or 2 crs.
MUP 295 Applied Bassoon 1, 1 or 2 crs.
MUP 296 Applied Trumpet 1, 1 or 2 crs.
MUP 297 Applied Trombone 1, 1 or 2 crs.
MUP 298 Applied Trombone 1, 1 or 2 crs.
MUP 299 Applied Percussion 1, 1 or 2 crs.

APPLIED MUSIC LESSONS FOR MUSIC MAJORS: UPPER-DIVISION
Prerequisite: music major. A grade of P in MU 299 is prerequisite for the following courses.
MUP 481 Applied Piano 2, 1 or 2 crs.
MUP 482 Applied Organ 2, 1 or 2 crs.
MUP 483 Applied Guitar 2, 1 or 2 crs.
MUP 484 Applied Voice 2, 1 or 2 crs.
MUP 485 Applied Violin 2, 1 or 2 crs.
MUP 486 Applied Viola 2, 1 or 2 crs.
MUP 487 Applied Cello 2, 1 or 2 crs.
MUP 488 Applied Double Bass 2, 1 or 2 crs.
MUP 489 Applied Harp 2, 1 or 2 crs.
MUP 490 Applied Flute 2, 1 or 2 crs.
MUP 491 Applied Clarinet 2, 1 or 2 crs.
MUP 492 Applied Oboe 2, 1 or 2 crs.
MUP 493 Applied French Horn 2, 1 or 2 crs.
MUP 494 Applied Saxophone 2, 1 or 2 crs.
MUP 495 Applied Bassoon 2, 1 or 2 crs.
MUP 496 Applied Trumpet 2, 1 or 2 crs.
MUP 497 Applied Trombone 2, 1 or 2 crs.
MUP 498 Applied Trombone 2, 1 or 2 crs.
MUP 499 Applied Percussion 2, 1 or 2 crs.
Program in Organizational Leadership

Chair: Mark Jenkins, Ph.D.
Program Advisor: Nancy Thompson

PROGRAM IN ORGANIZATIONAL LEADERSHIP

The Program in Organizational Leadership (POL) is an entirely Web-based cohort program that offers a choice of degrees in Business & Leadership (B.S.) and Organizational Communication (B.A.).

The curriculum integrates the two disciplines in an innovative format designed to make degree completion realistic for students who need to blend educational needs with their commitments to work and family. The curriculum is supported by the same comprehensive advising and online student services available to all Marylhurst University students. The result is an online program where students are as much a part of the Marylhurst University community of learners as they would be on campus.

The Program in Organizational Leadership creates a virtual learning community where students have the opportunity to learn and apply the skills required to guide, lead, and thrive in organizations characterized by constant change and unique and diverse business cultures. Graduates will understand and apply contemporary principles of leadership with a strong commitment to value-based management and business practice.

The cohort model is an excellent option for professionals who bring some college credit and significant work experience to the program. These are people who will benefit most from this structured academic community where they will refine current skills even while developing the new capacities necessary to achieve their professional goals. The structure, relationships, and community of the cohorts support and enhance the highly individual motivations that characterize successful adult learners. Graduates of the program possess credentials that clearly represent both their chosen degree area and their work in the allied discipline in terms that are relevant and recognizable to current and prospective employers.

PROGRAM CREDENTIALS

B.S. in Business & Leadership

Students who complete POL with a major in Business will meet the outcomes for the Marylhurst University B.S. in Business and Leadership. In addition, they will earn the Professional Certificate in Organizational Communication. See Business & Leadership section (page 48) for more information about program outcomes for this degree.

B.A. in Organizational Communication

Students who pursue the major in Organizational Communication will complete all requirements for that degree. In addition, they will earn the Certificate in Business & Leadership. See the Communication Studies section (page 53) of the Catalog for detailed information about offerings in the Organizational Communication curriculum.

DESCRIPTION AND PURPOSE OF THE PROGRAM IN ORGANIZATIONAL LEADERSHIP

The online Program in Organizational Leadership delivers all major and certificate requirements for the student’s choice of credentials in eight consecutive academic terms. The program, like all Web-based learning at Marylhurst University, is based on an asynchronous, anytime, anywhere model—within the dictates of the structures of the curriculum and the academic term, students log on and participate at their convenience.

Most program members can anticipate a regular 9-credit (usually 3-course) schedule for most of their time in the program, though this may vary somewhat depending on credits transferred into the major program. Program members must enroll for a minimum of 6 credits per term to maintain standing in the program. Most existing credits from regionally accredited institutions may be transferred into the degree. Up to 23 quarter credits of these may be applied directly toward the requirements of the major. Contact the Office of Distant Student Services for information about which courses in the program are eligible for transfer.

The curriculum of the program emphasizes interactive, problem-based learning in a working community environment. Whenever possible, courses are integrated to reduce redundancy between courses (this makes the credit load manageable even for working adults) and highlight the interdisciplinary nature of business and organizational communication (a core goal of the program). The program is outcomes-based. This means that assessments of achievement are based on demonstrations of real-world skills in the context of the program. Graduates of the program possess a comprehensive and practical knowledge of their chosen degree area with the added value of substantial expertise in a secondary area of significant import in their field.

Students work online with teams of instructors and cohorts of peers—the classes are combined into one Web site per term with shared discussion and resource areas. Each cohort includes instructors, students and, importantly, facilitators—whose role it is to assist with community building and manage any problems students or instructors might encounter. Our faculty members are expert practitioners in their fields—they serve as instructors, facilitators, and assessors of student learning in the cohorts. Additionally, students typically discover that their cohort peers share a wealth of practical knowledge and expertise about their own business and organizations that adds significant value to the educational experience for everyone.

The Department of Web-Based Learning provides personal and reliable technical support for cohort students. In addition, there is an evolving suite of interactive Web-based student services to allow students to access and manage much of their own student data. The program does not require a high degree of technical aptitude—students will, however, benefit greatly from a working familiarity with the Internet and personal computers.

PROGRAM GOALS

Learning outcomes for the Program in Organizational Leadership are consonant with those of the degrees offered. Please refer to page 48 (Business & Leadership) and pages 55 (Organizational Communication for detailed information on major outcomes for those degrees.

In addition to the outcomes specific to the majors, POL has established program goals that reflect the integrated and interdisciplinary nature of the curriculum.
1. Demonstrate knowledge of essential internal business processes and functions and external business environment by applying appropriate concepts and practices to the strategic management of organizations.
2. Demonstrate effective communication skills in organizational, intercultural, and interpersonal settings including theory and practice of essential workplace communication strategies.
3. Demonstrate competence in integration of academic skills and workplace experience, focusing on interrelations between management and communication in organizations.
4. Demonstrate competence in collaborative learning, critical thinking, and working skills in interactive online workspace groups.

Program Requirements for Degrees in Organizational Communication and Business & Leadership

Core Curriculum:
74 credits for B.A. in Organizational Communication
74 credits for B.S. in Business & Leadership

Courses included in core curriculum are outlined below. Typical entry points for new students include fall, winter, and spring quarter.

Term One: Acquiring Foundations and Skills .......................... 9 crs.
Online Community Orientation
Leading in Dynamic Environments (6 crs.)
Writing Lab (1 cr.)
Information Studies (1 cr.)
Entering Student Seminar (1 cr.)

Term Two: Managing Cultures and Systems .......................... 9 crs.
Intercultural Communication (3 crs.)
Interpersonal Communication (3 crs.)
Business Economics (3 crs.)

Term Three: Developing the Human Organization .................. 9 crs.
Organizational Communication (3 crs.)
Human Resources (3 crs.)
Interviewing (3 crs.)

Term Four: Analyzing the Organization ............................... 9 crs.
(Business & Leadership major)
Principles of Marketing (3 crs.)
Business Strategy (3 crs.)
Business Statistics (3 crs.)
OR (Organizational Communication major)
Principles of Marketing (3 crs.)
Principles in Instructional Design (3 crs.)
Designing Creative Training (3 crs.)

Term Five: Leading Ethical Organizations ......................... 9 crs.
Personal Ethics in Organizations (3 crs.)
Principles of Public Relations (3 crs.)
(B&L major) Financial Accounting Concepts (3 crs.) OR (OC majors) Professional Presentations (3 crs.)

Term Six: Building Organizational Culture ............................ 9 crs.
Organizational Cultures (3 crs.)
Negotiation (3 crs.)
Conflict Management (3 crs.)

Term Seven: Managing Technology and Change ...................... 9 crs.
Information Technology Strategies (3 crs.)
Advanced Small Group Communication (3 crs.)
Managing Transitions (3 crs.)

Applied Management Principles (3 crs.)
Leadership Communication (4 crs.)
Senior Seminar (3 crs.)
Portfolio Completion (1 cr.)

PROGRAM CREDITS PER MAJOR
Organizational Communication (OC) major
with Business & Leadership certificate ........... 74 quarter crs.
Business & Leadership (B&L) major
with Organizational Leadership certificate ...... 74 quarter crs.

SCHEDULING
The online Program in Organizational Leadership begins new cohorts in the Fall, Winter and Spring quarters of the academic year. Classes run year round. Program requirements are completed in two calendar years in most cases.

ADMISSIONS
The online Program in Organizational Leadership is a selective admissions program. The selection process includes a review of prior transcripts, an interview, and an evaluation of your educational goals, needs, and readiness with the Office of Distant Student Services after you have applied to the program. Contact the Marylhurst University Admissions Office for more information about admission procedures and requirements.

COURSE RECOMMENDATIONS FOR LIBERAL ARTS CORE
Students work with their advisors to design a program for completing degree requirements and Liberal Arts Core requirements in a way that suits their needs and constraints. In the first term of the Program in Organizational Leadership, students complete a self-assessment of Liberal Arts Core requirements met outside of Marylhurst University through transfer credit, prior learning assessment, testing, or other means.

The Program in Organizational Leadership does not guarantee students the opportunity to address all Liberal Arts Core requirements within the major requirements offered by the program. Many courses in the program do incorporate Liberal Arts Core outcomes, and students will work with their advisors to gain a complete and comprehensive view of the pathway to their degree.

Descriptions of Liberal Arts Core outcomes met by Business & Leadership and Communication Studies courses are found in those sections of the Catalog.

OTHER FORMATS & PROGRAMS
The B.S. in Business & Leadership is also available online in a non-cohort format. See the Catalog on Business & Leadership for more information. Other degrees available entirely online include:
• B.S. Real Estate Studies (see pages 109-112)
• B.A. Interdisciplinary Studies (see pages 91-94)
• Master of Business Administration (see pages 163-170)

Department of
Web-Based Learning [Online Cohort Program]
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
In the past half-decade, real estate has become a security, a corporate strategy, and a global investment opportunity, radically changing the career potential for practitioners in the real estate industry. These practitioners are required to meet an ever higher standard of academic achievement and professional certification in order to remain competitive, to maintain credibility, and to be properly positioned for advancement and leadership opportunities as they arise.

The Center for Professional Real Estate Studies is actively pursuing industry-academic relationships with professional associations active in the various disciplines of the real estate industry in an effort to better help its graduates achieve these outcomes.

THE PURPOSE OF B.S. DEGREE IN REAL ESTATE STUDIES
The Center for Professional Real Estate Studies, in partnership with the Department for Web-Based Learning, has designed an online degree completion program for working adults seeking to secure their academic credentials. This program is aimed at bridging the gap between academic and professional education.

An important role of the Center is to pursue working relationships with organizations that shape the real estate industry, including the Appraisal Institute, the International Right of Way Association, the Mortgage Bankers Association of America, the BOMI Institute, the Institute for Real Estate Management, and the National Association of Realtors. The Center leverages this expanding network of professional partnerships to create access to coursework and other professional resources and opportunities for its students. In many cases professional courses can be applied for credit to students’ real estate degree programs. The use of professional coursework to address degree requirements is a unique and important element of the Marylhurst degree in real estate studies, and one that changes and develops in accord with the new demands and opportunities within the real estate professions.

Currently, the Center accepts coursework from the Appraisal Institute, Mortgage Bankers Association of America, Institute of Real Estate Management, and BOMI Institute. These relationships are constantly evolving, so contact the department for the most current information.

PROGRAM LEARNING OUTCOMES
Students completing the Professional Real Estate Studies program with a concentration in either Appraisal and Finance or Property Management and Marketing will:
1. Understand management and leadership processes applicable in a successful corporate environment, governmental agency, or small business.
2. Demonstrate an understanding of basic economics, technical business applications, and regulatory/industry trends and practices in real estate.
3. Implement effective communications and interpersonal skills necessary to apply modern technological and data management practices.
4. Incorporate an advanced awareness of the role of law and legal policy within business practices; understand the litigation process and alternatives affecting successful corporate and small business enterprises.
5. Understand the impact of economics, demographics, dynamics, and market trends on real estate.
6. Understand basic real estate financial markets and financing methods; develop a working knowledge of regulatory and professional skills necessary to the banking and mortgage servicing communities.
7. Demonstrate an understanding of marketing and communication strategies and processes.
8. Understand and act on the need for participation and involvement in the real estate industry and its professional associations.
9. Represent their understanding and appreciation of the role of personal and professional ethics and systems of accountability that serve as the foundations of principled leadership and personal fulfillment in real estate careers.

CAREER PATHS
A degree in real estate studies will prepare students for advancement and eventual leadership roles in various disciplines of real estate such as appraisal, finance, marketing or management. Students can pursue the following career paths: property valuation, mortgage finance, investment management, property management, marketing and development/construction.

Major Requirements for Bachelor of Science Degree in Real Estate Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Business Economics</td>
<td>3 crs.</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Information Technology Strategies</td>
<td>3 crs.</td>
</tr>
<tr>
<td>FIN 341</td>
<td>Financial Accounting Concepts</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing</td>
<td>3 crs.</td>
</tr>
<tr>
<td>BUS 400</td>
<td>Personal Ethics in Organizations</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 300</td>
<td>Introduction to Real Estate Studies</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 340</td>
<td>Real Estate Law</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 350</td>
<td>Building Design &amp; Construction</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 370</td>
<td>RE Finance I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 410</td>
<td>Land/Use Planning/Planning</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 430</td>
<td>Environmental Issues &amp; Hazards</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 498</td>
<td>Real Estate Capstone</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Real Estate Electives (with permission)</td>
<td>6 crs.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>42 crs.</strong></td>
</tr>
</tbody>
</table>

Director: R. Paul Aragon, J.D.
**CONCENTRATIONS**

**CONCENTRATION IN APPRAISAL & FINANCE**
The concentration in Appraisal and Finance focuses on the economics of real estate. Demographics, human dynamics, and market trends are just a few of the social elements examined to better evaluate their impact on property values and the attendant ability of these values to leverage purchases. In order to assess the economics of real estate, learners must gain a working knowledge of the appraisal process, the function and processes of real estate financing, and their consequent interrelationship.

**LEARNING OUTCOMES**

**SPECIFIC TO CONCENTRATION**
- Demonstrate an understanding of basic economics, technical business applications, and regulatory/industry trends and practices in real estate.
- Understand basic real estate financial markets and financing methods; develop a working knowledge of regulatory and professional skills necessary to the banking and mortgage servicing communities.

**Requirements for Appraisal & Finance Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 345 Understanding Managerial Finance</td>
<td>3 crs.</td>
</tr>
<tr>
<td>RE 450 RE Finance II (prerequisite: RE 370 I or permission)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>12 crs.</td>
</tr>
<tr>
<td>(Marylhurst appraisal and finance courses listed below, or approved crs. from Appraisal Institute and Mortgage Bankers Association of America coursework or a combination thereof.)</td>
<td></td>
</tr>
<tr>
<td>RE 465 Principles of Real Estate Appraisal</td>
<td>3 crs.</td>
</tr>
<tr>
<td>(prerequisite: RE 340)</td>
<td></td>
</tr>
<tr>
<td>RE 466 Practices &amp; Procedures of RE Appraisal</td>
<td>3 crs.</td>
</tr>
<tr>
<td>(prerequisite: RE 340 and RE 460)</td>
<td></td>
</tr>
<tr>
<td>RE 470 Mortgage Banking I, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>(prerequisite: RE 370, RE 450)</td>
<td></td>
</tr>
<tr>
<td>RE 471 Mortgage Banking II, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>(prerequisite: RE 370, RE 450, &amp; RE 470)</td>
<td></td>
</tr>
<tr>
<td>Total crs. for Concentration in Appraisal &amp; Finance: 18 crs</td>
<td></td>
</tr>
</tbody>
</table>

**CREDIT SUMMARY**

Major Requirements .................................................................................. 42 crs.
Concentration Requirements ...................................................................... 18 crs.
**TOTAL FOR MAJOR IN CONCENTRATION: 60 crs.**

**CONCENTRATION IN PROPERTY MANAGEMENT & MARKETING**
The concentration in Property Management and Marketing examines the possessory functions of real property—that is, the transfer of ownership, property management, the relevant responsibilities, and the processes implemented to achieve this legal status. Through theory, research, and case study, learners will assess and rate the motivating and limiting factors for buying, owning, occupying, managing, and selling real property.

**LEARNING OUTCOMES**

**SPECIFIC TO CONCENTRATION**
- Implement effective communications and interpersonal skills necessary to apply modern technological and data management practices.
- Understand the impact of economics, demographics, dynamics, and market trends on real estate.
- Demonstrate an understanding of marketing and communication strategies and processes.

**Requirements for Property Management & Marketing Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Courses ....................................................................</td>
<td>6 crs.</td>
</tr>
<tr>
<td>RE 305 Real-World Math Applications</td>
<td></td>
</tr>
<tr>
<td>RE 420 The Deal: An Analysis of a Real Estate Transaction</td>
<td></td>
</tr>
<tr>
<td>Professional Courses ....................................................................</td>
<td>12 crs.</td>
</tr>
<tr>
<td>(Marylhurst management and marketing courses listed below, or approved crs. from Institute for Real Estate Management or National Association of Realtors coursework or a combination thereof.)</td>
<td></td>
</tr>
<tr>
<td>BUS 300 Leading in Dynamic Environments</td>
<td>6 crs.</td>
</tr>
<tr>
<td>CM 334 Self-Marketing: Communicating Confidence &amp; Professionalism</td>
<td>3 crs.</td>
</tr>
<tr>
<td>CM 347 Negotiation, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>MKT 431 Marketing Research &amp; Strategy</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Total crs. for Concentration in Property Management &amp; Marketing: 18 crs.</td>
<td></td>
</tr>
</tbody>
</table>

**CREDIT SUMMARY**

Major Requirements .................................................................................. 42 crs.
Concentration Requirements ...................................................................... 18 crs.
**TOTAL FOR MAJOR IN CONCENTRATION: 60 crs.**

**REAL ESTATE**

**RE 300 INTRODUCTION TO REAL ESTATE STUDIES**
This course is an introduction to real estate markets, their dimensions and structure, marketing analysis, and financing methods. The course covers various types of land ownership and the laws and regulations governing land usage. This course provides an overview to the various professional disciplines that comprise the real estate industry. 3 crs.

**RE 305 REAL-WORLD MATH APPLICATIONS**
Because virtually every business situation involves numbers, it follows that business professionals should be numbers-proficient. Mathematical topics will include amortization schedules, internal rates of return, present value calculations, financial rations and forecasting will be covered. The course will also include a review of algebraic skills and graphing as applied to business settings. A Hewlett Packard HP 10b II financial calculator is required for this class. Meets LAC outcome: LLD1. 3 crs.

**RE 340 REAL ESTATE LAW**
This course is an overview of legal precedent and policy regarding property ownership, sale, financing, and foreclosure. The course covers the legal reasoning behind and requirements for deeds, recordings, sales agreements, easements, encroachments, encumbrances, and landlord/tenant relations. Also covered are the various forms of ownership in multi-tenant dwellings. This course can be taken as an Information Focus Course (IFC). 3 crs.

**RE 350 BUILDING CONSTRUCTION AND DESIGN**
This is a survey course of basic building design. Students will learn the fundamentals of building technology, including methods and materials, building codes, life safety and accessibility issues. The subject matter includes structural, mechanical, electrical and plumbing subsystems. Also covered is an introduction to relative cost factors, depreciation, obsolescence and functional/alternative use issues. This course can be taken as a Writing Intensive Course (WIC). 3 crs.
RE 370 REAL ESTATE FINANCE I
This course is an introduction to real estate financing methods and covers mortgage instruments and alternative methods of financing, such as deeds of trusts and land sale contracts. Also covered are risk analysis, automated valuation modules, and other new computer-based applications. This course provides an introduction to real estate investment and financial management. 3 crs.

RE 410 LAND-USE PLANNING/ZONING
This course is an introduction to urban economics, demographics, and the history/role of planning and zoning affecting real estate transactions. Urban sprawl, growth issues, transportation and services infrastructure, boundaries, and legal challenges are also covered. Sustainable development issues, public/private partnerships, and historic preservation issues are also discussed. Meets LAC outcome: HCB1. 3 crs.

RE 420 THE DEAL:
AN ANALYSIS OF A REAL ESTATE TRANSACTION
This course offers a hands-on approach to all phases of a real estate transaction, for example, initial research, establishment of parameters, search for a site, negotiation of terms, preparation of purchase and sale agreement, due diligence (environmental audits, inspections, contractor estimates, pro forma profit and loss statements, and so forth), closing (including documentation; deeds, financing documents, and so forth), possession and post-closing issues. 3 crs.

RE 430 ENVIRONMENTAL ISSUES AND HAZARDS
This course is an introduction to environmental issues affecting real estate ownership, use and transfer. Included is a discussion of brownfields, wetlands, toxic waste sites, flood zones and mitigation methods. Also covered are liability issues for owners, agents, appraisers and lenders on such hazards as lead paint, asbestos, PCBs, oil tanks and radon gas. Meets LAC outcome: NWCS. 3 crs.

RE 440 THE REAL ESTATE DEVELOPMENT PROCESS I
Principles and practice of real estate development. This course demonstrates how developers identify a need in the market, locate a building site, investigate highest and best use, determine feasibility and work with professionals to create a site-specific plan for development. Prerequisite: RE 305 or by permission. 3 crs.

RE 445 THE REAL ESTATE DEVELOPMENT PROCESS II
This course is a continuation of RE 440 and studies the development process from achieving financing and governmental approvals through construction and stabilized occupancy. Prerequisite: RE 440 or by permission. 3 crs.

RE 450 REAL ESTATE FINANCE II
It is an advanced course in real estate finance theory and practice. It provides an in-depth understanding of real estate investment analysis, investment strategies, replacement and refinancing considerations, leveraging concepts, tax deferred exchange techniques, a financial analysis of land development and construction projects, syndication practices, secondary market operations and portfolio analysis. Prerequisite: RE 370 or by permission. 3 crs.

RE 460 REAL ESTATE INVESTMENT STRATEGIES
This course is a study of the alternatives in real estate investment. The course will deal with the principles of real estate investments, including determining various ownership inter-
est and types, income tax considerations, financing and feasibility studies. Also covered will be the various options available for investment from raw land to industrial properties. Prerequisite: RE 370 or by permission. 3 crs.

RE 465 PRINCIPLES OF REAL ESTATE APPRAISAL
This is a survey course that provides an overview of the real estate valuation process. Topics for discussion are the basics of the appraisal concept, nature property values, real estate markets, money and capital markets, and highest and best-use concept. 3 crs.

RE 466 PRACTICES AND PROCEDURES
OF REAL ESTATE APPRAISAL
This course explores the entire valuation process. Students will be exposed to statistical concepts, interest compounding, and the use of financial calculators. Also covered are appraisal mathematics, site valuation techniques, cost and sales comparison approaches to appraisal, and an introduction to the income capitalization approach. 3 crs.

RE 470 MORTGAGE BANKING I
This course covers the history of mortgage banking, how loans are originated, processed, and closed. Also covered are underwriting, mortgage funding, loan administration, and the secondary market. 3 crs.

RE 471 MORTGAGE BANKING II
This course covers the management techniques needed for the production of residential mortgage loans including primary and secondary markets, pricing strategies, and loan portfolio management. Also covered are the management techniques for commercial loan submissions and construction financing. 3 crs.

RE 494 INTERNSHIP (Optional)
An internship, with advisory approval, may fulfill a portion of major elective crs. or part of the capstone requirements in the major. 3 crs.

RE 498 REAL ESTATE CAPSTONE
This course is designed to be taken at the end of a student’s program of study and requires a student to draw on the accumulated knowledge gained throughout the program. The will be a thesis of original research and writing. The student (with advisory approval) will select the topic of the capstone project. 3 crs.

BUSINESS

BUS 300 LEADING IN DYNAMIC ENVIRONMENTS
This course uses theory and case study to lay the foundation for students to start applying strategic leadership principles that holistically integrate the management process (plan, organize, lead, control), the organizational functions (marketing, finance, human resources, etc.), and the environmental influences (competitive landscape, globalization, stakeholder interests, culture, technology). Students demonstrate their ability to capture, expand, teach, write, research, discuss, and present. Standards for the entire program are established in this foundation course. BUS 300 is very rigorous and may not be appropriate for new students. Meets LAC outcomes: HCB8, HCB9. 6 crs.
BUS 310 BUSINESS ECONOMICS
This course will focus on topics in economics of particular value to students studying business and leadership. These topics include concepts of scarcity, supply and demand analysis, behavior of the individual consumer, decision making by a profit maximizing firm under perfect competition, and the economic analysis of projects. Meets LAC outcome: HCB1. 3 crs.

BUS 330 INFORMATION TECHNOLOGY STRATEGIES
This course examines the critical role of information system strategies and technology in driving competition and industry structure. Using case studies, students will take the general manager’s view as they survey information systems, applications, and integration options. 3 crs.

BUS 400 PERSONAL ETHICS IN ORGANIZATIONS
From a business and leadership perspective, students will examine the age-old questions people have asked about the “Good” and our “Duty” in making “Good” decisions. The relationship between effective business leadership and ethics, as well as an increased awareness of personal value systems, will be explored. Meets LAC outcome: AIA1. 3 crs.

FIN 341 FINANCIAL ACCOUNTING CONCEPTS
This course offers a balanced approach to the basic concepts and practices of financial accounting. Students first learn to analyze economic events in terms of the accounting equation and to prepare income statements, balance sheets, and statements of cash flow. Emphasis then shifts to understanding how to read and interpret financial reports in order to analyze and evaluate business performance. 3 crs.

FIN 345 UNDERSTANDING MANAGERIAL FINANCE
This course combines basic accounting and economics concepts in order to 1) evaluate the financial position of a business entity and then 2) develop strategies to make the business increasingly stronger and more profitable. Emphasis is placed on financial analysis and stock valuation, sources of financing, and managing working capital. Prerequisites: FIN 341, FIN 343. 3 crs.

MKT 300 PRINCIPLES OF MARKETING
This course introduces the basic concepts of marketing and provides a framework for analyzing marketing opportunities and challenges. Students will look at the important role marketing plays in modern business organizations. Specific topics include the marketing process, consumer behavior, customer relationships, social responsibility, market segmentation, branding, pricing, distribution, advertising, promotion, public relations, and sales. Students will learn how to develop and present a marketing plan. 3 crs.

MKT 431 MARKETING RESEARCH & STRATEGY
This course delves into the concepts of marketing research and strategy from the perspective of a strategic marketing manager. Students will look at the role that market analysis, positioning, brands, pricing, distribution, advertising, promotion, public relations, sales and international marketing play in a successful marketing strategy. Prerequisite: MKT 300 or permission. 3 crs.

COMMUNICATION

CM 334 SELF-MARKETING: COMMUNICATING CONFIDENCE AND PROFESSIONALISM
Whatever the career path, success depends on how confidently and professionally one presents oneself. In this workshop, students practice techniques to enhance their credibility, self-image, and marketability. Recommended for job/promotion seekers or others who desire to shape their reputations. 3 crs.

CM 347 NEGOTIATION
Opportunities for resolving conflict through negotiation present themselves frequently in one’s personal and professional life. Successful conflict resolution through interest-based negotiation involves self-awareness, communication skills, and specific techniques. Students explore and develop awareness and communication skills and practice the processes utilized in win-win negotiation. 3 crs.

CERTIFICATE PROGRAM
In addition to the B.S. degree in Real Estate Studies, the Center for Professional Real Estate Studies offers a 24-credit Real Estate Certificate.

This certificate program is specifically designed to meet the needs of graduates with a bachelor’s, master’s, or Ph.D. degree in a non-business or real estate field (or other professionals who do not wish to earn a degree) but who would benefit by participating in a condensed real estate certificate program.

Students completing this certificate program will have developed professional competencies in the areas of general real estate principles; real estate valuation, finance, and investment; property management; and real estate sales. In addition, students completing the certificate program will be able to:
1. Demonstrate an understanding of basic economics, technical business applications, and regulatory/industry trends and practices in real estate.
2. Implement effective communications skills necessary to apply modern industry terms and their definitions that are essential to all real estate disciplines.
3. Understand the impact of market trends on real estate.
4. Understand basic real estate financial markets and financing methods; develop a working knowledge of regulatory and professional requirements related to real estate financing.

Required Real Estate Certificate Core
- RE 300 Introduction to Real Estate Studies .........................3 crs.
- RE 305 Real-World Math Applications .............................3 crs.
- RE 340 Real Estate Law .................................................3 crs.
- RE 370 Real Estate Finance I ...........................................3 crs.
- RE 410 Land-Use Planning/Zoning .................................3 crs.
- RE 420 The Deal: An Analysis of a Real Estate Transaction 3 crs.
- RE 430 Environmental Issues & Hazards ...........................3 crs.
TOTAL FOR CERTIFICATE: 24 crs.

Department of Real Estate Studies
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
The Department of Religious Studies addresses questions of healing, meaning, purpose, and the good. The Sacred Scriptures of religious traditions are examined, and students begin to learn their sacred paths and to find their spiritual home. Students also discover ways of living their religious beliefs and values and serving others with compassion and care. Because of the challenges of the world today, people are recognizing the value of the foundational texts of religious traditions, human wholeness, meaning, and purpose. Studies in medicine have demonstrated the effects of prayer in healing. Corporations have prospered while doing good things in the community.

THE PURPOSE OF THE RELIGIOUS STUDIES DEGREE

The purpose of religious studies is to understand and express the original human experiences of connectedness with the Sacred and all of reality. People express understanding in words and concepts, and then they engage their understandings as principles of life and action for a community. Spirituality is the acting out of religion in every aspect of daily life; it includes the experience of communication (prayer) with the Divine. Morality refers to the right behavior that springs from a sense of belonging to a group and of being connected to the entire cosmos. Theology is the study of God, in which the intellect is called on to reflect on personal and communal religious experience and Sacred texts.

People study philosophy to better understand religious studies. Philosophical issues explore their deepest desires and cares in a disciplined, reflective way. What does it mean to be, for example, and not to be? What makes life worth living? Or, what values have stood the test of time, and how might I incorporate them into my own struggles to be good? What is the moral worth of the earth, and of the non-human creatures that live here too? These are philosophical and ethical questions, as important today as they have been in all ages and cultures. By studying the classics of various philosophical traditions, we learn to think and question in ways that can help us find that elusive happy life.

CAREER PATHS

Persons interested in theological studies that help prepare people to give service pursue career paths as an educator in academic or religious institutions; writer; and editor for paper or magazine. Individuals work as a commentator or broadcaster; ordained or non-ordained minister; ethicist in hospital or corporation; lecturer; and a teacher in philosophy.

Persons interested in hands on ministry and pastoral care will want to consider these career paths. They are: a pastoral care provider in a hospital, hospice center, retirement village, or long term care unit; pastoral care coordinator; religious education coordinator; director of spirituality center or retreat center; spiritual director/counselor; liturgical arts and worship coordinator.

PROGRAM LEARNING OUTCOMES FOR B.A. IN RELIGIOUS STUDIES

Students completing Religious Studies will be able to:
1. Comprehend the cultural foundations, visions, origins, histories, major literary expression, and teachings of religious or philosophical systems through an understanding of theological positions, ethical and social teachings of major world religions, primarily Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American traditions; or becoming familiar with teachings of major schools of Western philosophy.
2. Identify and clarify one’s own position, on theology, spirituality, morality, philosophy of life, and/or goals in relation to historical spiritual traditions; or important philosophical traditions.
3. Apply values and knowledge of spiritual and philosophical traditions to personal, social, political, international, economic, multicultural, or interfaith situations through collaboration bringing about connections among people, with the environment, and with transcendent realities; or cultivation of new insights about our relatedness as humans.
4. Examine Western and Eastern spiritualities or teachings of Eastern schools of philosophy through exposure to spiritual practices and values of the major Western and Eastern religious traditions; or exposure to the thought of Eastern schools of philosophy.
5. Experience some of the prayer practices of some spiritual traditions or interact with a philosophical tradition through engaging in community rituals, personal reflective prayer, contemplation, and meditation; or engage one’s life mission.
6. Explore ethical approaches arising from theological or philosophical systems through comparing applied ethical positions (ethics of medicine, business, and ecology); or study philosophical and ethical systems of thought.
7. Appreciate the diversity and richness in a spiritual or philosophical tradition other than one’s own through discovering ways to learn about different spiritual traditions; or identify relationships between philosophical studies and other liberal arts or applied studies.

Major Requirements for the Bachelor of Arts Degree in Religious Studies

Required Religious Studies Core ........................................... 28 crs.
RSP 266 Foundations of Religious Studies & Philosophy, 1 cr.
RSP 493 Senior Project, OR RSP 494 Supervised Internship
OR RSP 498 Senior Research Paper, 3 crs.
PCR 411 Religion and Psychology: A Psychology of Religious Experience, 3 crs.
PHL 201 Foundations of Philosophy:
Makers of the Modern Mind, 3 crs.
ETH 323 Making Ethical Decisions:
Ethical Theories and Models, 3 crs.
ETH 420 Applied Ethics: Daily Life, Medicine, Business, Humanities, 3 crs.
SPP 426 Spirituality and Mysticism:
Western Religions, 3 crs.
SSC 210 Introduction Hebrew Bible: Old Testament
OR SSC 211 Introduction to Christian Bible:
New Testament, 3 crs.
SSC 405 Torah: Pentateuch, First Five Books of the Bible, OR SSC 422 Gospels: Stories of Unique Christian Communities, 3 crs.
THT 301 Comparative Religions:
Origins and Development of World Religions, 3 crs.
Electives in the Major ........................................................ 33 crs.

TOTAL FOR THE MAJOR: 61 crs.
DISTRIBUTION OF ELECTIVES FOR RELIGIOUS STUDIES MAJOR

General Elective Courses .................................................. 18-33 crs.
Professional Seminars ...................................................... 0-9 crs.
Spiritual Development Offerings ...................................... 0-12 crs.
Travel Study ...................................................................... 0-12 crs.

TOTAL ELECTIVES IN MAJOR: 33 crs.

ELECTIVE COURSES
Elective courses for the Religious Studies major should be selected from the following General Elective Courses or Travel Study options.

GENERAL ELECTIVE COURSES

LTA 306 Rituals, Symbols, & Spiritual Practices of World Religions, 3 crs.
PCR 310 Religion and U.S. Culture, 3 crs.
PCR 412 Islam and Society, 3 crs.
PCR 430 Spiritual Diversity in the Helping Profession, 3 crs.
PHEL 315 Ancient Philosophy: Plato and Aristotle, 3 crs.
PHEL 322 Medieval Philosophy: Great Synthesis, 3 crs.
PHEL 323 Modern Philosophy: Great Disparities, 3 crs.
PHEL 326 Eastern Philosophy, 3 crs.
PHEL 327 Philosophy of Religion, 3 crs.
PHEL 350 The Philosophy of Yoga, 3 crs.
ETH 403 Christian Social Ethics, 3 crs.
SPP 410 Spiritual Quest: Human Quest for Spirituality, 3 crs.
SPP 411 Spirituality: Studies in Lit. of World Religions, 3 crs.
SPP 425 Celtic Spirituality: Quantum Theology, 3 crs.
SPP 471 Comm. The Sacred through Dance Movement, 3 crs.
SPP 460 Spiritual Direction: Through Arts of Theatre, 3 crs.
SPP 461 Religion and Theatre, 3 crs.
SPP 462 Religion, Rite, Liturgy and Theatre, 3 crs.
SPP 463 Performance as Proclamation: Arts of Theatre–Tools of Transformation, 3 crs.
SSC 115 Survey of the Bible (Old & New Testaments), 3 crs.
SSC 406 Biblical Prophets, 3 crs.
SSC 407 Writings, Psalms, & Wisdom Lit. in the Bible, 3 crs.
SSC 454 Epistles: Letters to Christian Communities, 3 crs.
THT 306 History of Judaism, 3 crs.
THT 309 Islamic Films and Literature, 3 crs.
THT 311 Teachings of Judaism, 3 crs.
THT 312 Teachings of Islam, 3 crs.
THT 331 Spiritual Traditions of Asia in Practice, 3 crs.
THT 332 Death and Dying in Asian Religions, 3 crs.
THT 415 Christology: Jesus the Christ, 3 crs.
THT 423 Loss, Grief, Death, and Dying, 3 crs.
THT 425 Jesus: Bar Nasa, Son of Mary, Son of God, 3 crs.
THT 427 Mary of Magdala, 3 crs.
THT 430 History/ Philosophy of Eastern Rel. Traditions, 3 crs.
THT 432 Death and Dying in World Religions, 3 crs.
THT 451 West, Thought & History I: Ancient/Medieval, 3 crs.
THT 452 West, Thought & Hist. II: Renaissance/Reformation, 3 crs.
THT 453 West, Thought & History III: Modern to Contemporary, 3 crs.

TRAVEL STUDY

RSP 386A In the Footsteps of St. Paul, 6 crs.
RSP 386C In the Footsteps of the Irish Mystics, 6 crs.

RECOMMENDATION

1. Students may wish to take an elective that prepares them for a particular pastoral or spiritual care setting, or one required by their tradition.

2. Students take specific electives when seeking certification with the Association for Clinical Pastoral Education, Association of Professional Chaplains or the National Association of Catholic Chaplains.

3. Students who wish to study Philosophy or Systematic Theology may want to take Greek, Latin, or German.

4. Students who want to study sacred literature may benefit from studying the original language: Hebrew, Greek, &/or Arabic.

5. Students who want to teach Religion or Philosophy may wish to take a modern language like Spanish.

OTHER PROGRAMS OFFERED

PASTORAL CARE CERTIFICATE

Students may choose to do a 45-credit Pastoral Care Certificate for their core. Students complete the 61-credit religious studies major with required and elective courses. The Pastoral Care Certificate courses are part of the overall 61 credits. The 45-credit certificate courses are within the Master of Arts in Applied Theology program, see page 135. Students arrange the coursework with the Chair of the Religious Studies Department.

COURSES

RSP 266 FOUNDATIONS OF RELIGIOUS STUDIES AND PHILOSOPHY

This is the foundation course for other religious and philosophical studies. It is an enjoyable one-day course where participants get a picture of the family tree of philosophical and religious studies. Students highlight their own questions and gain insights which help them make informed choices about future courses. Religious studies and philosophy majors begin work on their portfolios. Students and staff members may bring their friends and families, so they can ask questions in a safe and open environment. 1 cr.

RSP 493 SENIOR PROJECT

The research project will complement a student’s major area of study with specific research in an area of special interest to the student. The senior project replaces the senior paper. Students arrange for their research projects with the Chair of the Religious Studies Department. Together they select an advisor. Prerequisite: junior standing. 3 crs.

RSP 494 SUPERVISED INTERNSHIP

Internship will provide a unique opportunity to complement formal learning with work in an approved professional setting. A student arranges for internship with the Internship Coordinator. The internship replaces the senior paper or project. Prerequisite: junior standing. 3 crs.

RSP 498 SENIOR RESEARCH PAPER

The senior paper will allow the student to use research methods, to access information from a wide variety of databases, and to begin writing in a field that could be pursued through graduate studies. Students arrange for the writing of the senior paper through the Chair of the Religious Studies Department and work with an academic advisor who is an expert in the student’s chosen topic. Students who write a senior paper need not do the internship or senior project. Prerequisite: junior standing. 3 crs.

LITURGICAL ARTS AND WORSHIP

LTA 306 RITUALS, SYMBOLS, AND SPIRITUAL PRACTICES OF WORLD RELIGIONS

People come together as a community developing myths about their lives together. They express their myths and beliefs through rituals, symbols, and spiritual practices. This course explores the rituals, spiritual practices, and beliefs of world religions. It studies the ways people express and encounter the Sacred in several world religions. Students will tie together the traditions of a particular faith using the symbolic and worship forms discussed in class. Meets LAC outcome: AIC3. 3 crs.
LTA 290/390/490 READINGS AND SPECIAL PROJECT IN LITURGICAL ARTS AND WORSHIP
The student selects the topic (for example, rituals of world religion/s, women and rituals of world religions, ordination). Readings on and conference about the literature relevant to liturgical arts and worship are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

LTA 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

PCR 310 RELIGION AND UNITED STATES CULTURE: A SOCIOLOGY OF RELIGION
This course will explore the development of religion as it impacts and is impacted by the culture of the United States. It will examine religious development from historical and sociological perspectives. Students will be encouraged to engage in these perspectives in dialogue with their own faith. Many religions will be observed, along with their growth and decline in the United States. Prerequisite: junior standing. Meets LAC outcome: AIC2. 3 crs.

PCR 411 RELIGION AND PSYCHOLOGY: A PSYCHOLOGY OF RELIGIOUS EXPERIENCE
This course asks the basic question: Does religion help or hinder psychological well being? The answer depends on whose psychology one adopts to view religion. Students will explore a variety of psychological responses to relevant religious experience. Prerequisite: junior standing. Meets LAC outcome: AIC4. 3 crs.

PCR 412 ISLAM AND SOCIETY
The purpose of this class is to provide students with an essential background to better understand the world of Islam and Muslim population. By analyzing Islam both in theory and in practice, students will examine Islam as a way of life in a socio-cultural context and study the ways by which this religion affects the individual, family, and social life in various Islamic societies. Meets LAC outcome: AIC1. 3 crs.

PCR 430 SPIRITUAL DIVERSITY IN THE HELPING PROFESSION
This course provides a framework of knowledge, values, skills and experiences for culturally competent, ethical, and spiritually sensitive practice. A comparative, critically reflective approach to content is employed. The roles of religion and spirituality in supporting or impeding individual strengths and social justice are considered. Meets LAC outcome: AIC2. 3 crs.

PCR 290/390/490 READINGS AND SPECIAL PROJECT IN PERSON, CULTURE, AND RELIGION
The student selects the topic (for example, effects of cultural background on spiritual practice, concern for spirituality in a technologized world, dichotomies and harmonies in religion and psychology). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

PCR 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

PHILOSOPHY AND ETHICS

PHL 201 FOUNDATIONS OF PHILOSOPHY: MAKERS OF THE MODERN MIND
This class is designed to give the student a general survey of the major problems in the main branches of philosophy: metaphysics, epistemology, logic and ethics. The student will learn the terminology associated with philosophy, the major thinkers associated with the various problems in philosophy and become acquainted with the structure of a philosophical argument and the major theories of ethics and political philosophy. Meets LAC outcome: AIC2. 3 crs.

PHL 315 ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE
Few geniuses of the imagination have scanned the mythic and philosophical horizon of the human mind as widely as Plato. Similar acclaim could be offered to his finest student, Aristotle, who founded the natural sciences and shaped the ethics that would join with Judeo-Christian thought to form the Western worldview. This class will provide an overview of early Greek history and culture, introduce the founder of philosophy, Socrates: explore Plato’s supreme accomplishments in the Republic and Symposium; and contemplate Aristotle’s vision of human happiness in the Ethics. Prerequisite: PHL 201. Meets LAC outcome: AIC2. 3 crs.

PHL 322 MEDIEVAL PHILOSOPHY: GREAT SYNTHESIS
The Medieval Period has been divided into three movements: Primitive Age, 700-1050; Age of Growth, 1050-1300; Age of Unrest, 1300-1550. These transitions kept philosophers busy trying to find life’s meaning. This course will examine the contributions of philosophers like Thomas Aquinas and John Duns Scotus, whose influence lasted for centuries. Prerequisite: PHL 201. Meets LAC outcome: AIC2. 3 crs.

PHL 323 MODERN PHILOSOPHY: GREAT DISPARITIES
What do I know? Who or What am I? Does God exist? How, if at all, do science and religion fit together? How should people live? These big questions, along with others, are the questions preoccupying the great modern Western philosophers—Descartes, Leibniz, Locke, Hume, Kant. Students will study these philosophers and these questions in this course. Prerequisite: PHL 201. Meets LAC outcome: AIC2. 3 crs.

PHL 326 EASTERN PHILOSOPHY
This course will introduce the non-dualistic philosophies of India, China, Japan, and Southeast Asia, which offer a complementary approach to Western traditions in logic, ethics, epistemology, and metaphysics. Classes will include discussion of the values of Hinduism, Buddhism, Jainism, Sikhism, Islam, Confucianism and Taoism with the help of slides and audiovisual aids. Prerequisite: PHL 201. Meets LAC outcome: AIC3. 3 crs.
PHL 327 PHILOSOPHY OF RELIGION: WHY PEOPLE EMBRACE RELIGION
Philosophy of religion can be understood as the rational scrutiny of the claims of religion. Theistic religion will be the focus. Issues will include arguments for God’s existence, nature and status of religious experience, faith and reason, miracles, evil, and immortality. Prerequisite: PHL 201. Meets LAC outcome: AIC1. 3 crs.

PHL 350 THE PHILOSOPHY OF YOGA
Through the study of ancient yoga texts and practical applications (postural alignment, Karma yoga, breath work, meditation, and so forth), the “Philosophy of Yoga” unravels in an active discovery of important questions and themes. What is yoga? Why is it so popular right now in the West? How can the practice of yoga enhance your life? What is the purpose of asanas (the poses)? These and other questions will be explored with a specific focus on the Eight Limbs of Ashtanga Yoga. Meets LAC outcome: AIC2. 3 crs.

PHL 290/390/490 READINGS AND SPECIAL PROJECT IN PHILOSOPHY
The student selects the topic (for example, a major philosopher, relationship between philosophy and religion). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

PHL 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or other s in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

SPECIAL STUDIES IN ETHICS

ETH 323 MAKING ETHICAL DECISIONS: ETHICAL THEORIES AND MODELS ✔
What are the foundations of ethical human behavior? How does one determine a consistent ethic that can serve as a guide for living an integrated moral life? In this class, students will examine ethical theories and models to determine if any of the models serve personal needs. In the process, students will begin to develop their own system for ethical decision making. [Prerequisite for ETH 420 and other Ethics courses.] Meets LAC outcome: AIC1. 3 crs.

ETH 403 CHRISTIAN SOCIAL ETHICS
Christian Social Ethics is the study of those ethical issues related to the relationship between the individual and society. The individual has rights, which are to be protected, and also responsibilities toward society. Society has rights pertaining to the common good, which are to be protected, as well as responsibilities toward each individual in the society. Issues dealing with ethical relationships will be discussed, those in the economy, politics, and in other current social issues. Prerequisite: ETH 323. 3 crs.

ETH 420 APPLIED ETHICS: DAILY LIFE, MEDICINE, BUSINESS, HUMANITIES
In this course students will learn to apply ethical norms and values and critical ethical thinking and decision-making to a variety of contemporary issues and situations, including workplace and business ethics, bio-medical ethics, environmental ethics, issues of social and economic justice, and an examination of various religious ethical systems. Students will explore how to find ethical common ground in a pluralistic society, and finally to articulate their own ethical system. Prerequisite: ETH 323. 3 crs.

ETH 290/390/490 READINGS AND SPECIAL PROJECT IN ETHICS
The student selects the topic: (for example, The Genome Project, ethical dilemmas in technological advance). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

ETH 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or other s in the helping professions may be offered and taken as electives. Students may also select Spiritual enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

SPIRITUALITY

SPP 311 SPIRITUALITY: STUDIES IN THE LITERATURE OF WORLD RELIGIONS ✔
Some classics of spiritual and mystical literature have arisen in the quest for answers to such common concerns as: who and what human beings are, why they are here, and where they are going. In this course the student will investigate the major themes from the spiritual and mystical literature of the Hindu, Buddhist, Christian, Islamic and Native American traditions. Meets LAC outcome: AIA2. 3 crs.

SPP 325 CELTIC SPIRITUALITY: QUANTUM THEOLOGY
This course will provide an in-depth exploration of Celtic spirituality, a spirituality that is much in vogue, but greatly misunderstood and often fancifully applied. Students will begin with an examination of the allure of Celtic spirituality followed up by an exploration of the primordial and vernacular themes of Celtic spirituality along with a comparative analysis to the spirituality of other cultures. Meets LAC outcome: AIC4. 3 crs.

SPP 410 SPIRITUAL QUEST: HUMAN QUEST FOR SPIRITUALITY
A new interest in spirituality is being articulated in many ways by diverse groups of people. What is the spiritual quest? How has Western spirituality been expressed through the ages? What factors have converged to give rise to this new interest? Students will identify elements of the Western spiritual quest from the past and the present, and notice commonalities with their own spiritual journeys. Meets LAC outcome: AIC4. 3 crs.

SPP 426 SPIRITUALITY AND MYSTICISM: WESTERN RELIGIONS
From the visions and music of Hildegard of Bingen to the fascinating symbolism of the Jewish Kaballah to the love poetry of Rumi, this course will explore spirituality and mysticism in the major religious traditions of the ‘People of the Book’—Judaism, Christianity, and Islam. Attention will be paid to the historical, theological and philosophical role of the powerful writings of various mystics within these wisdom traditions. Meets LAC outcome: AIC4. 3 crs.
SPP 460 SPIRITUAL DIRECTION: THROUGH THE ARTS OF THEATRE
This class examines the theatre arts as an icon for various models of personal and/or group spiritual direction. Students will have an opportunity to explore the historical, theological, and experiential foundations of the combined arts of theatre as source for the empowerment of spirituality. Meets LAC outcome: AIC4. 3 crs.

SPP 461 RELIGION AND THEATER
This class surveys the mutual foundations of the birth of religion, ritual, and the combined arts of theatre. Rehearsal and performance components of this class offer the student the opportunity to develop theatre techniques and acting skills in an open and creative environment. Meets LAC outcome: AIC2. 3 crs.

SPP 462 RELIGION, RITE, LITURGY, AND THEATRE: ENTERING THE PRESENCE
This course explores the spiritual, theological and religious implications within the relationship between source and roots of the combined arts of the theatre, the evolution of rite and liturgy in the history of religions and practice toward the creation of new ways to understand and celebrate the Transforming Presence. Meets LAC outcome: AIC1. 3 crs.

SPP 463 PERFORMANCE AS PROCLAMATION: ARTS OF THEATRE—TOOLS OF TRANSFORMATION
This course will examine the art and craft of the combined arts of theatre towards empowering the skills of sacred storytelling, performance art, preaching, teaching, group spiritual direction and new ways to proclaim the wisdom of the ages. Students will participate in both, research and practicum as performance lab. Meets LAC outcome: AIC4. 3 crs.

SPP 471 COMMUNICATING THE SACRED THROUGH DANCE MOVEMENT
This class explores movement, dance, and choreography as a tool in communicating the Sacred. Students will look at body movement as an expression of the Divine within traditions of spirituality. Meets LAC outcome: AIC4. 3 crs.

SPP 470/490/490 READINGS AND SPECIAL PROJECT IN SPIRITUALITY
The student selects the topic: (for example, spiritual direction and practice in a major world religion, religion and theology and spirituality: some distinctions). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

SPP 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. The student may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

Sacred Scriptures

SSC 115 SURVEY OF THE BIBLE: OLD AND NEW TESTAMENT ✔
This course surveys the history, geography, and books of the Old and New Testaments. It also introduces students to the tools for studying the Bible. Students from outside the Portland Metropolitan area, and even the United States, can learn skills for taking courses online. Meets LAC outcome: AIC1. 3 crs.

SSC 210 INTRODUCTION TO HEBREW BIBLE:
OLD TESTAMENT ✔
This course will examine the Hebrew Scriptures (Old Testament), together with other historical sources, in order to familiarize students with the stories, customs, beliefs, practices, spirituality, values, and ethical teachings which make up the foundation of the Jewish and Christian traditions. Emphasis will be placed on reading and interpreting biblical literature in light of historical development and contemporary scholarship. Meets LAC outcome: AIC1. 3 crs.

SSC 211 INTRODUCTION TO CHRISTIAN BIBLE:
NEW TESTAMENT ✔
On what level should the New Testament inform contemporary human life? It has historical possibilities. But the reality of storytelling is even more essential and dynamic, translating an experience of God’s activity and a personal invitation to come into relationship. The authors were people in time and telling their stories about Jesus’ birth, life, death, and resurrection. Meets LAC outcome: AIC2. 3 crs.

SSC 405 TORAH: PENTATEUCH,
FIRST FIVE BOOKS OF THE BIBLE
Jesus referred to the Law and the Prophets. Followers of Jesus have also respected the teachings in the first five books of the Bible. For centuries before and after Jesus the Torah was and is the primary document of Faith for the Jews. Students will study the shaping, patterns, and teachings of these books. Prerequisite: SSC 210. Meets LAC outcome: AIC1. 3 crs.

SSC 406 BIBLICAL PROPHETS:
INSPIRATIONS TO CREATE A BETTER WORLD
Do the prophetic messages have relevance today? Is there a “prophetic” aspect in 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. This course will examine these questions and issues. Prerequisite: SSC 210. Meets LAC outcome: AIC2. 3 crs.

SSC 407 WRITINGS, PSALMS AND WISDOM
LITERATURE IN THE BIBLE
What are the literary and cultic genres in this collection of biblical writings? What were their historical and liturgical contexts? They have been used in Jewish and Christian rituals and monastic prayer and have often been studied by those who minister to the dying. This course will show students how a deeper understanding of these books can provide insights into the personal liturgical meanings of these writings, as well as life itself. Prerequisite: SSC 210. Meets LAC outcome: AIC2. 3 crs.

SSC 422 GOSPELS: STORIES OF
UNIQUE CHRISTIAN COMMUNITIES
The Synoptic Gospels and the Gospel of John are the primary documents of Christian faith. Learn about their origins, messages, and applications to contemporary life. Prerequisite: SSC 211. Meets LAC outcome: AIC2. 3 crs.

SSC 454 EPISTLES:
LETTERS TO CHRISTIAN COMMUNITIES
Among the New Testament Epistles (letters) are the earliest writings to become part of what is commonly known as the Christian Scriptures or New Testament. This course explores their origins, messages, and applications for contemporary life. Special attention will be given to the writings of Paul. Prerequisite: SSC 211. Meets LAC outcome: AIC2, AIC7. 3 crs.
SSC 455 GOSPEL OF LUKE AND ACTS
Study of the Gospel of Luke and Acts assisting students to determine the social contexts in which these narratives were written and the meanings of Jesus’ life and death in those settings. Prerequisite: SSC 211. Meets LAC outcomes: AIC2, AIB7. 3 crs.

SSC 290/390/490 READINGS AND SPECIAL PROJECT IN SACRED SCRIPTURES OF A WORLD RELIGION
The student selects the topic (special exegetical study, scripture, and preaching). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

SSC 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. The student may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

SPECIAL STUDIES IN LANGUAGES

GRK 290/390/490 READINGS AND SPECIAL PROJECT IN GREEK
The student selects the topic (special language study). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

HEB 290/390/490 READINGS AND SPECIAL PROJECT IN HEBREW
The student selects the topic (special language study). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

THEOLOGY AND HISTORY

THT 301 COMPARATIVE RELIGIONS: ORIGINS AND DEVELOPMENT OF WORLD RELIGIONS
The wars and bloodshed happening in the world today shock people. In many cases these are not only political and economic struggles rising out of centuries of differences, but religious wars as well. In this class the student will look at the values, teachings, and histories of Judaism, Christianity, Islam, Buddhism, Hinduism, and Native American Religion, with the objective of growing in a personal and international understanding and acceptance of religious diversity. Meets LAC outcome: AIC3. 3 crs.

THT 306 HISTORY OF JUDAISM
This course will be an historical review of the Jews from ancient days to the present. Students will tie events of the then and now, using the teachings and writings of the Jews, and they will explore the ways in which Jewish philosophies came into existence. Meets LAC outcome: AIC17. 3 crs.

THT 309 ISLAMIC FILMS AND LITERATURE
Films and literature tell about the Islamic world in symbols which touch the heart as well as the mind. This course will reveal that world through poetry, essays, film, literature, and historical writings. Meets LAC outcome: AIC2. 3 crs.

THT 311 TEACHINGS OF JUDAISM
This course will explore the explanations and discussions of Jewish law, which are vital to the religious beliefs and theological positions of Judaism. Students will examine the teachings of the Talmud and the Torah. Meets LAC outcome: AIC2. 3 crs.

THT 312 TEACHINGS OF ISLAM
This course will explore the explanations and discussion of Islam, which are vital to the religious beliefs and theological positions of Islam. Students will examine the teachings of the Qur’an and other Moslem writings. Meets LAC outcome: AIC2. 3 crs.

THT 331 SPIRITUAL TRADITIONS OF ASIA IN PRACTICE
The varied forms of religious meditations and practices of Eastern wisdom traditions create a beautiful mosaic from which one can discern the heart centers unique to each. A smorgasbord of meditations and practices will be studied and experienced, with the goal of enriching and enhancing the student’s own spiritual practice. Meets LAC outcome: AIC4. 3 crs.

THT 332 DEATH AND DYING IN ASIAN RELIGIONS
This course will explore worldviews related to death in the Asian religions, with particular emphasis on Buddhism and Daoism. The study of these important belief systems will be approached from an historico-religious viewpoint. It will introduce the students to the subject matter in a comprehensive and interdisciplinary way. Meets LAC outcome: AIC3. 3 crs

THT 415 CHRISTOLOGY: JESUS THE CHRIST
Christology is that part of theology, which deals with the Person of Jesus Christ, the Incarnation of the divine Word and God’s self-communication to the world. Students will study the meanings and implications of the reality of Jesus’ birth in time, his life, death, and resurrection. In so doing they will realize the impact of Jesus the Christ on the shaping of history. Meets LAC outcome: AIC2. 3 crs.

THT 423 LOSS, GRIEF, DEATH AND DYING: THEOLOGIES OF COMPASSION
Today there are a number of avenues that shed light on the perennial questions around death and dying. For many people world religions serve as guideposts offering theologies of compassion to those who experience loss, grief, death, and dying. People discover what is important to them on their journey. This course explores these issues from multicultural and interreligious perspectives. Meets LAC outcome: AIC3. 3 crs.

THT 425 JESUS: BAR NASA, SON OF MARY, SON OF GOD
This course explores and exeges the historical and theological implications of the titles given Jesus of Nazareth. Students will focus on the social context of the early church, ancient Middle Eastern, Greco-Roman, and Christian mystical and wisdom traditions. This survey of Christology aims to understand the early communities’ understanding of the Christ encounter towards the creation of a new hermeneutic. Meets LAC outcome: AIC1. 3 crs.
THT 427 MARY OF MAGDALA: DISCIPLE, APOSTLE TO THE APOSTLES, COMPANION OF THE LORD, WOMAN WHO KNEW THE ALL
This course explores the historical, theological, and ministerial implications of the role of Mary of Magdala in her social context, Scripture, Gnostic writings, and artistic imagery towards a feminine fertility and earth-based spirituality. The course aims to provide students with exegetical, theological, and research skills towards an understanding of the social world of the Judeo-Christian Scriptures, Gnostic writings, and the call of women as Seekers. Meets LAC outcome: AIC1. 3 crs.

THT 430 HISTORY AND PHILOSOPHY OF EASTERN RELIGIOUS TRADITIONS
This course is an overview of the main historical and philosophical issues of Hinduism, Buddhism, Daoism, and Shintoism. Fundamental tenets will be explored through canonical scriptures as well as the lives and doctrinal legacies of exemplary mystics, philosophers, and teachers, both past and contemporary. It is useful when approaching the study of Asian religions for the first time, when needing methodologically sound basis for the study of Asian religions, and when interacting with Asian people in one’s working and cultural environments. Meets LAC outcome: AIC1. 3 crs.

THT 432 DEATH AND DYING IN WORLD RELIGIONS
Is there life after death? What happens in a Near Death Experience? Does the spirit continue on beyond this life? Is there a heaven or hell? What are nirvana, enlightenment, and rebirth? Many people approach these age old questions through their religious beliefs and constructs. Over centuries many sages, wisdom figures, and mystics have sought to answer the questions human all cultures ask about death and dying. This course explores issues from a world religions’ context. Meets LAC outcome: AIC3. 3 crs.

THT 451 WESTERN THOUGHT AND HISTORY I: ANCIENT TO MEDIEVAL
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). It discusses ancient philosophers and Christian writers within world Christianity from an historical context. Prerequisite: PHL 201. Meets LAC outcome: AIC1. 3 crs.

THT 452 WESTERN THOUGHT AND HISTORY II: RENAISSANCE TO REFORMATION
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). The course will bring into fuller medieval and Renaissance light the works of Augustine and Dante. Prerequisite: PHL 201. Meets LAC outcome: AIC1. 3 crs.

THT 453 WESTERN THOUGHT AND HISTORY II: MODERN TO CONTEMPORARY
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). It will focus on the history of ideas drawn from modern science and everything else most easily apprehended in Jaroslav Pelikan’s excellent anthology, Modern Religious Thought, and so forth. Prerequisite: PHL 201. Meets LAC outcome: AIC1. 3 crs.

THT 290/390/490 READINGS AND SPECIAL PROJECT IN THEOLOGY OR HISTORY
The student selects the topic (for example, history of a major world religion, theology of a major world religion, Christology, ecclesiology, sacramentology, a specific theologian or religious leader.) Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

THT 370/470 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

TRAVEL STUDY
Students travel to various sites to do coursework. They complete the course of study connected to the travel study. 3-6 crs.

RSP 386A IN THE FOOTSTEPS OF ST. PAUL: BEST OF TURKEY AND GREEK ISLES CRUISE
This class is a travel study trip to Turkey and Greece. Students will familiarize themselves with the historical and cultural sites that gave birth to more systematized Christianity thanks to the works of St. Paul. The group will visit 10 sites. Students will be required to keep a log and write a final paper that relates to their journey to the Scriptures, i.e. the New Testament or to the culture and history of these areas. Meets LAC outcome: AIC2. 6 crs.

RSP 386C IN THE FOOTSTEPS OF THE IRISH MYSTICS: ST. PATRICK, ST. BRIDGET, AND ST. COLUMCILLE
This class is a travel study trip to Ireland. Students will familiarize themselves with the historical and cultural sites that are important to the Irish faith. The group will visit various sites. Students will be required to keep a log and write a final paper that relates to their journey to the Mystics, or to the culture and history of these areas. Meets LAC outcome: AIC2. 6 crs.

RSP 290/390/490 READINGS AND SPECIAL PROJECT IN TRAVEL STUDY
The student selects the topic (for example, a mystic or master of a major world religion, a theology of a master or mystic of a world religion) Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

Department of Religious Studies
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
“Science is work to be done, not something to believe in…” is the way Francis Bacon described the process of scientific exploration over three centuries ago. Both science degree programs at Marylhurst University offer you ample opportunities to do the work of science and to explore your fascination with natural relationships. Earn a bachelor’s degree with a program tailored by you to integrate the fields of discovery of interest to you. You may choose one of two concentrations: environmental science or general science.

**THE PURPOSE OF THE SCIENCE DEGREE**

Both science programs are designed to provide you with a cross-disciplinary foundation in science. By formulating connections between science and other fields of human endeavor you can most successfully develop balanced approaches to addressing technological and scientific issues. The Bachelor of Arts in Science program will provide you with an exciting new awareness, an increased sensitivity and respect for all life on earth as well as the earth itself. You will develop a full appreciation of what science means to both global and local communities. The Marylhurst objective is to instill in students a dedication to sustaining a diverse and healthy life on earth through the application of sound and responsible science.

**CAREER PATHS**

As a graduate of the Environmental Science Concentration program, you will be prepared to pursue career opportunities in environmental education and communication, natural resource management, or environmental planning.

The General Science Concentration will provide the foundation for a range of careers, from teaching science in public schools to science writing to management in organizations that require a broad understanding of science, such as engineering firms or public utilities. This degree also can serve as your foundation for graduate study in one of many specialized scientific disciplines, including biotechnology or geophysics.

**LEARNING OUTCOMES FOR THE SCIENCE DEGREE**

Students completing either degree program will be able to:

- Discuss critically the philosophy of science and principles of the scientific method.
- Define the nature and distinction between the various disciplines of science and present a realistic impression of the role, importance, and limitations of science within the world society.
- Express clearly the concepts and methodology of science.
- Demonstrate familiarity with contemporary research in the student’s focus field of study.
- Systematically investigate problems in the student’s focus field of study.
- Communicate effectively and work with people both within and outside the field of science in the investigation of problems of science.
- Explain the relationship between one’s own value system and the studies in the science major.

**Requirements for the B.A. Degree in Science with a Concentration in Environmental Science**

A minimum of 180 total quarter credits

**ENVIRONMENTAL SCIENCE CONCENTRATION**

Foundation Courses in Science & Mathematics ................. 46 crs.
(Includes 31 crs. from the major plus 15 crs. in science & mathematics from the liberal arts core)

Core Courses ................................................................. 19 crs.
- Human Ecology
- Principles of Environmental Science
- Technology, Society & Environment
- Environmental Ethics
- Environmental Assessment & Decision Making
- Senior Thesis or Internship

Focus Option Courses ....................................................... 15 crs.
- Focus option courses relate to a specialty or focus within environmental science. Course options include: Ecosystem Analysis, Environmental Chemistry, Environmental Field Methods, Environmental Health, Systems Ecology, Environmental Writing, Environmental Education, Environmental Pollution and Toxicology, plus many other offerings within the Department of Science & Mathematics.

**TOTAL CREDITS FOR THE CONCENTRATION: 80 crs.**

**CREDIT SUMMARY**

Requirements for Environmental Science concentration ... 80 crs.
Liberal Arts requirements ................................................. 61 crs.
Electives ............................................................................ 39 crs.
TOTAL: 180 crs.

**Requirements for the B.A. Degree in Science with a Concentration in General Science**

A minimum of 180 total quarter credits

**GENERAL SCIENCE CONCENTRATION**

Science Perspectives ....................................................... 3 crs.
Internship related to the science concentration .............. 5 crs.
Learning related to survey of foundation science disciplines ........................................ 27 crs.
Advanced learning related to the area of science focus ...... 21 crs.
Additional learning in science, mathematics, or non-science, which may contribute to the concentration ........................................ 9 crs.

**TOTAL CREDITS FOR THE CONCENTRATION: 65 crs.**

**CREDIT SUMMARY**

Requirements for General Science concentration .......... 65 crs.
Liberal Arts requirements .................................................. 61 crs.
Electives ............................................................................ 54 crs.
TOTAL: 180 crs.
NATURAL SCIENCE

GS 101 INTRODUCTION TO THE BIOLOGICAL SCIENCES
Explore the life processes of cells and microbes including photosynthesis, mitosis, and meiosis. Build on this foundation of cellular biology to understand inheritance and evolution. At the macro level of biology, students discover the amazing diversity of life forms found in the fungi, animal, and plant kingdoms and examine the fundamentals of ecology. Field experiences at the zoo and in the forest connect our learning to the living world. Meets LAC outcome: NWB1. 4 crs.

GS 103 INTRODUCTION TO ENVIRONMENTAL SCIENCE
This course introduces significant topics in environmental science including human population dynamics, basic ecological principles, environmental impacts of food production, energy resources and technologies, air and water quality, and solid waste management. Students increase their level of environmental literacy while examining potential pathways to ecological sustainability. Meets LAC outcome: NWB3. 4 crs.

SCI 366 PROBLEM SOLVING
The object of this course is to expand problem-solving ability by learning twenty-three simple rules and practicing them on problems that do not require mathematics. Students have a chance to gain experience solving mental and physical problems both individually and as members of a team. Special emphasis is given to overcoming common problem-solving barriers. 1 cr.

SCI 380 SCIENCE PERSPECTIVES
What are the uses and abuses of science in culture? How does the scientific perspective that dominates 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 the United States today. Meets LAC outcome: NWC5. 3 crs.

SCI 383 WOMEN IN SCIENCE
Explore the work and lives of women mathematicians and scientists from ancient times to the present. In Ancient Egypt women were physicians and surgeons; in the Middle Ages, natural scientists and mathematicians. From the seventeenth through the nineteenth centuries, women distinguished themselves in the fields of entomology, astronomy, medicine, geology, botany, chemistry, and mathematics. The twentieth-century roster of women scientists includes ten Nobel Prize winners while our present century appears to offer unprecedented opportunities for women. Meets LAC outcome: NWB2. 3 crs.

SCI 385 HEAD START TEACHER SUMMER SCIENCE INSTITUTE
This course provides Head Start teachers with ideas, methodology, and inspiration for the presentation of science in the classroom of preschool children. The workshop consists of daily demonstrations and discussions that survey several science topics. Faculty emphasize hands-on science activities that build confidence and enthusiasm in the sharing of science as it ignites the natural curiosity and creativity of children. Meets LAC outcome: NWA1. Variable credits

SCI 387 HEAD START SUMMER SCIENCE WORKSHOP
This exciting five-day residential workshop in science offers Head Start teachers background and inspiration for enhancing science education in their programs. Intended for Head Start teachers and administrators. Permission of Director of Head Start Science workshop required. Meets LAC outcome: NWA1. 2 crs.

SCI 388 SPECIAL TOPICS IN SCIENCE
Topics for the course vary from term to term. 3 crs.

SCI 494 INTERNSHIP IN ENVIRONMENTAL SCIENCE
Variable credit.

PHYSICAL SCIENCE

CHM 110 A SURVEY OF CHEMISTRY
The molecular transformations of chemistry include a wondrous complex of both biological and physical processes. The course explores these effects and demonstrates the importance of chemistry within the living and non-living world. This survey of the general concepts of chemistry emphasizes its relevance to students who wish to understand the fundamental workings of the human body as well as aspects of environmental quality and consumer technology. Meets LAC outcome: NWA1. 3 crs.

CHM 331 A SURVEY OF ORGANIC CHEMISTRY
Organic chemicals influence our lives in countless ways. This course examines this remarkable range of chemicals, from petroleum and insecticides to plastics and rubber. It examines the chemistry of food and life processes as well as pharmaceuticals and biotechnology. This experience serves as a foundation for studies in environmental toxicology. Prerequisite: CHM 110 or equivalent. Meets LAC outcome: NWA1. 3 crs.

CHM 333 ENVIRONMENTAL CHEMISTRY
Many environmental problems are influenced by chemical processes and properties. This course provides a foundation in chemistry for an understanding of these problems and the natural processes important to sustain a healthy, functioning environment. Topics of discussion range from energy issues and atmospheric alteration to stream contamination and soil transformation. Prerequisite: CHM 110 or equivalent. Meets LAC outcome: NWB3. 3 crs.

PHY 110 A SURVEY OF PHYSICS
Explore the physics of everyday life...from the dryer to the Mr. Coffee maker…it’s even in your toilet! The course presents concepts in the hands-on manner recommended by most four-year-olds. It is an exciting experience with heat, motion, sound, and electricity. No prerequisites; emphasis is on concepts and comprehension through interactive learning. Meets LAC outcome: NWA1. 3 crs.

PHY 111 PHYSICS OF MEDICAL AND SPACE IMAGING
This course explores the physics connecting the seemingly separate fields of medical imaging and remote space sensing. One field looks inward at the unseen anatomy of the human body, while the other looks outward to distant planets. How is the inside of the human body studied without invasive surgery? How do spacecraft learn about our earth and other
worlds? Topics include radio waves, microwaves, sonar and ultrasound, radiation, X-rays, basics of light, remote sensing, and principles of imaging. Meets LAC outcome: NWB1. 3 crs.

**EARTH SCIENCE**

**AST 121 STELLAR ASTRONOMY**

This course is an introduction to stellar astronomy and explores such topics as red giants, black holes, white dwarfs, and cannibal galaxies. The fundamental objective is to investigate the lifestyles of the sun and other stars and explore galaxies, the colossal building blocks of the universe. This course provides the foundation to discuss NASA’s search for extraterrestrial intelligence. Sky observing, weather permitting. Meets LAC outcome: NWB3. 3 crs.

**AST 122 COSMIC REAL ESTATE: A SURVEY OF SOLAR SYSTEM ASTRONOMY**

The nine major planets of the solar system and many satellites are now seen as a remarkable collection of celestial bodies of unexpected variation. The course examines the workings of the solar system and the unique nature of each world within it. A comparison of these places is intended to enhance students’ appreciation of the planet Earth. Meets LAC outcome: NWA1. 3 crs.

**AST 135 OBSERVATIONAL ASTRONOMY**

The intent of this course is to explore the methods astronomers use to understand the universe. Students learn about light, telescopes, spectroscopy, and photometry, as well as basic sky observing techniques that help them become more familiar with the celestial objects visible from the Pacific Northwest. Meets LAC outcome: NWB3. 3 crs.

**ATM 121 INTRODUCTION TO WEATHER AND CLIMATE**

Investigate the basic foundations of meteorology and climate science in order to better appreciate such issues as the greenhouse effect and long-term changes in weather patterns. The course first examines the structure of the atmosphere and the processes of weather before focusing on climate and its influence on life. This leads to modern times and an assessment of climate from the issues of increasing carbon dioxide and ozone depletion to acid rain. Meets LAC outcome: NWB5. 3 crs.

**GEO 121 A SURVEY OF GEOLOGY**

The earth is a fragile spaceship where continents collide to crumple mountains and where the ocean-atmosphere system shifts to bring cold or warm climates. The course explores the workings of this dynamic world from the planet’s core to the grassroots of its landscape. The earth is also viewed from the edge of the solar system to underscore its unique design in a comparison with other planets. Meets LAC outcome: NWB5. 3 crs.

**GEO 351 EARTH HISTORY**

The Earth is a dynamic, ever-changing planet. This course develops a comprehension of the main patterns of planetary evolution of both the physical earth and its life system. This image serves as a basis for the appreciation of the place of the human species and society within this greatest of stories. The course concentrates on the global dimensions of history although the Pacific Northwest receives special focus. Meets LAC outcome: NWB3. 3 crs.

**OCE 110 A SURVEY OF OCEAN SCIENCE**

From the wave-swept coast to the deep dark abyss, the oceans of planet Earth envelop an incredible system of dynamic environments. The course explores the workings of these settings and searches out an understanding of the nature and origin of the ocean basins, the character and currents of its remarkable water, and the form and behavior of the great complex of life within. Meets LAC outcome: NWB3. 3 crs.

**LIFE SCIENCE**

**BIO 161 THE PHYSIOLOGY OF CONTROLLING STRESS AND TENSION**

This course explores the intimate workings of the human body and mind. It examines how human beings think, eat, feel, and fight diseases, and how the nervous system and organs function. Students explore how the major systems of the body function under different circumstances, such as the conditions of stress and relaxation. Meets LAC outcome: NWB4. 3 crs.

**BIO 162 HUMAN BIOLOGY**

This course explores human biology with an emphasis on physiology. Students examine the latest findings on the structure and function of the human body as well as how it responds to factors such as disease and aging. Meets LAC outcome: NWA1. 3 crs.

**BIO 164 HUMAN ANATOMY**

Do you know where your coracobrachialis muscle is? Do you know the difference between your TMJ and your CNX? Using lecture and lab format, this course presents the essential facts and nomenclature associated with human anatomy. The lab includes animal dissection with an alternative video offered. The lecture portion of the course explores the structure and functions of the skeletal, muscular, nervous, circulatory, and respiratory systems. Meets LAC outcome: NWB4. 3 crs.

**BIO 165 ALTERNATIVES IN HEALTH AND HEALING**

This course explores how health and disease are defined on physical, mental, emotional, and spiritual levels. Students examine the nature of the major healing systems currently in practice around the world. The course also looks at changes in the attitudes of Western medicine and at the newest scientific developments that have begun to blur the distinctions between orthodox and alternative medicine. Meets LAC outcome: NWB4. 3 crs.

**BIO 167 NUTRITIONAL SCIENCE**

Eating well is recognized as a cardinal rule for health. In this course, students learn to evaluate nutritional advice for credibility. Current journal articles aid in the exploration of nutritional trends. Nutritional quality of food is emphasized. Meets LAC outcome: NWB4. 3 crs.

**BIO 169 INTRODUCTION TO ANIMAL BEHAVIOR**

In this course students explore behaviors observed in a variety of animals and attempt to explain the physiology that drives them, how they develop, how they evolved, and their functions. Animals display a fascinating array of reproductive, social, and survival behaviors that, in some cases, defy human explanation. By examining the methods used to evaluate these behaviors, students gain an understanding of how science works. Meets LAC outcome: NWA2. 3 crs.
**BIO 322 MAMMALS OF THE PACIFIC NORTHWEST**
Mammals hold a special interest for most people. In this course, students first get to know these fascinating creatures by surveying the grand variety of mammals the world over. The class covers what it really means to be a mammal and how they are different from other animals. The course surveys common mammals in the Pacific Northwest. Field trips provide opportunities for viewing wild mammals in their natural habitats. *Meets LAC outcome: NWB1.* 3 crs.

**BIO 332 GENERAL ZOOLOGY**
To survive, all animals face the same basic problems: finding food, getting oxygen, avoiding temperature extremes, finding mates, and reproducing successfully. They solve these problems in a variety of curious and often surprising ways. The class compares the behavior and design of diverse members of the animal kingdom, emphasizing common themes but exploring unusual adaptations. *Meets LAC outcome: NWB2.* 3 crs.

**BIO 333 FROM LAMPEYS TO LEMUR: ANIMALS WITH BACKBONES**
What’s a notochord and why should you care? How does a fifteen-foot python mate? Is there really such a bird as a blue-footed booby? These and other thought-provoking questions are explored as this course focuses on the Phylum Chordata. Chordate behavior, physiology, and anatomy are discussed and compared in an awe-inspiring approach to this fascinating segment of the animal kingdom. *Meets LAC outcome: NWB4.* 3 crs.

**BIO 337 ORNITHOLOGY**
Beyond human beings, birds are the most conspicuous animals on the planets. In this course, the primary focus is on birds as animals and why they behave the way they do. Secondly, the course develops the basic skills of bird observation; students become familiar with the common birds of the region in their habitat. Oregon’s diverse settings support a remarkable variety of birds; outings provide great firsthand experience. *Meets LAC outcome: NWA2.* 3 crs.

**BIO 342 GENERAL BOTANY**
From microscopic algae to the giant redwood, the green plants embrace an incredible spectrum of life upon which all other life depends. This course scans the full range of plant types and emphasizes the unique design and behavior of the major plant groups. It includes a study of the special mechanisms involved in the lives of plants from the cell level to the ecosystem. *Meets LAC outcome: NWA1.* 3 crs.

**BIO 343 ETHNOBOTANY**
This multidisciplinary course explores botany from a historical, sociological, and futuristic context. Drawing upon plant-human interactions around the globe instills a greater appreciation for the botanical world around us. *Meets LAC outcome: NWB2.* 3 crs.

**BIO 344 MARINE BIOLOGY OF THE PACIFIC NORTHWEST**
From the Pacific Ocean to the Columbia River estuary and Puget Sound, the marine environments of the Pacific Northwest are as diverse as within any region of the Earth. The course compares and contrasts the marine habitats and their residents in coastal bays, beaches, and fjords, as well as in the shallow and deep realms of the open ocean. *Meets LAC outcome: NWB2.* 3 crs.

**BIO 356 THE ANIMAL MIND**
Science and other disciplines are beginning to acknowledge the complex and highly evolved sensory, emotional, and intelligent behavior of many animals. This expanding recognition of animal behavior reinforces our relationship with animals and lends impetus to the importance of environmental preservation. This course explores the current research on animal consciousness and cognition—from chimpanzees to dolphins; from turtles to termites. *Meets LAC outcome: NWA1.* 3 crs.

**ENVIRONMENTAL SCIENCE**

**ENV 310 PRINCIPLES OF ENVIRONMENTAL SCIENCE**
This course surveys major environmental issues that face society. The class examines human population growth, technological development, and ecological processes, then considers issues such as water quality, energy choices, waste management, and air pollution. This course emphasizes the gravity of today’s environmental challenges as well as the hope offered by potential solutions leading toward ecological sustainability. *Meets LAC outcome: NWC2.* 3 crs.

**ENV 318 HUMAN RESOURCES AND LIMITS**
This course examines the controversial problems of supply and demand, the issues of environmental impact in resource development, prediction of the impending trends in resource usage, and the role of energy and mineral development in the future of the Pacific Northwest. *Meets LAC outcome: NWC3.* 3 crs.

**ENV 320 POPULATION AND GLOBAL RESOURCES**
This course examines the social, economic, political, and environmental consequences of overpopulation in a global context. Three aspects of population change, namely fertility, mortality, and migration, represent a primary focus of study. *Meets LAC outcome: NWC3.* 3 crs.

**ENV 323 ENVIRONMENTAL QUALITY: A NORTHWEST PERSPECTIVE**
The environment of the Pacific Northwest represents a treasure of diversity for both recreational and spiritual benefits. This course attempts to understand the phenomenon of the human attraction to these settings and clarify the nature of a quality environment. Students survey the geological and biological heritage of the region to enhance the quality of their future experience in these places. *Meets LAC outcome: NWC1.* 3 crs.

**ENV 324 FIELD METHODS ENVIRONMENTAL SCIENCE I: NATURE PHOTOGRAPHY**
This course introduces the basic equipment and techniques of 35mm nature photography with color slide film, and the uses of outdoor photography as a documentary tool for environmental educators, scientists, communications professionals, and other nature advocates. The course does not include darkroom work. *Meets LAC outcome: NWA2.* 3 crs.

**ENV 325 FIELD METHODS IN ENVIRONMENTAL SCIENCE II: GIS**
GIS has become the fundamental tool in the visual assessment and planning within environmental studies. The course provides an understanding of the procedures of GIS—the assembling, storing, manipulating, analyzing, and displaying
of geographical information—and the utilization of GIS across the fields of environmental science. The course has application in field sciences such as geology, biology, and oceanography. Meets LAC outcome: NWC1. 3 crs.

**ENV 326 ENVIRONMENTAL HEALTH**

This course is designed to introduce students to pollution hazards encountered in the home and work environments. It examines the nature of these pollutants and their physiological impact. A common sense approach to decreasing one’s exposure is included. Meets LAC outcome: NWC4. 3 crs.

**ENV 327 ENDANGERED SPECIES**

Giant pandas and bald eagles evoke strong emotional responses. This course examines the issue of endangered species, considering environmental, economic, and political pressures. Explore the role that federal, state, and local government agencies, non-government organizations, zoos, and ordinary citizens all play in determining the future survival of many plant and animal species. A field trip to the Oregon Zoo emphasizes the urgency of intervention and the success stories. Meets LAC outcome: NWC3. 3 crs.

**ENV 328 ENVIRONMENTAL ETHICS**

Modern science and technology give humans an ever-increasing ability to significantly alter the biosphere. What lags behind is an appropriate set of ethics for guiding human actions in an ecologically sustainable way. This course explores traditional and emerging theories of environmental ethics, and provides intriguing case studies of key environmental issues. Meets LAC outcome: NWC5. 3 crs.

**ENV 329 DEEP ECOLOGY, NEXT ECOLOGY**

This course is for students who are willing to investigate the ways they analyze, construct, and mythologize nature. The human place in nature has been powerfully redefined in the Deep Ecology synthesis, the environmental fusion of science, ethics, and spirituality, but its validity has been challenged. The class studies various constructs of nature, noticing particularly how a mythological timeline shapes much of the current picture. Meets LAC outcome: NWC4. 3 crs.

**ENV 335 ENVIRONMENTAL HYDROLOGY**

The course examines the special nature of water in the environment and looks at the manner in which water has evolved and worked—such 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 and underscores the limitation of water as a resource. Meets LAC outcome: NWC1. 3 crs.

**ENV 336 ENVIRONMENTAL POLLUTION AND TOXICOLOGY**

This course surveys the range of physical, chemical, and biological changes that can occur in air, water, soil, and food—changes that have an undesirable effect on the health of humans and other organisms. The course focuses on a general study of the nature and effects of chemicals that adversely affect the environment. Meets LAC outcome: NWC1. 3 crs.

**ENV 340 ECOSYSTEM ANALYSIS**

The analysis of an ecosystem requires an appreciation of ecological principles, an understanding of the physical processes that influence the place, and an awareness of the biologic components of the setting. This course serves to sharpen one’s skills in the achievement of these pieces plus the development of field techniques that provide a thorough and efficient understanding of ecosystem function. Meets LAC outcome: NWC1. 3 crs.

**ENV 341 HUMAN ECOLOGY**

This course explores the relationship between land and people and analyzes just how the workings of the environment influence human culture, technology, and survival. Building on a geographic framework and a philosophy of bioregionalism, the course includes perspectives from the natural and social sciences as well as spiritual and artistic expressions of the human relationship to place. Meets LAC outcome: NWC1. 3 crs.

**ENV 342 FOREST ECOLOGY**

The great forests of the Pacific Northwest represent a dozen distinctive forest types that contrast remarkably with tropical and other distant forests of Earth. The intent of this course is to investigate the rich forest diversity of the region from the fog-bound coast to the alpine parklands, and to compare these with other world forests. Students explore the fascinating connections between all parts of the forest. Meets LAC outcome: NWC1. 3 crs.

**ENV 343 MOUNTAIN ECOLOGY**

This course explores the mountain environments to be found across the Pacific Northwest. The shapes of trees, the behavior of birds, the profusion of wildflowers, all convey meaning that is dramatically revealed in these rugged highlands. The mountains of the Pacific Northwest serve as the field of study to understand how plants and animals thrive in this sublime environment. Meets LAC outcome: NWC1. 3 crs.

**ENV 344 DESERT ECOLOGY**

This course cultivates an understanding of the desert world to enhance the sense of fascination of this special environment. This is achieved by first surveying the spectrum of world deserts in a series of on-campus sessions. The course promises a rewarding experience that dispels any preconceptions of the desert as “wasteland.” Meets LAC outcome: NWC1. 3 crs.

**ENV 345 FRESHWATER ECOLOGY**

Pollution, siltation, diversion, and even a shifting climate are changing the aquatic environment. In this course, students discover the nature of the intricate web of life and life processes within the aquatic ecosystem. The Pacific Northwest serves as a model of this world as the waters sustain a representative collection of creatures, from algae and mayflies to turtles and trout. Meets LAC outcome: NWC1. 3 crs.

**ENV 346 COASTAL ECOLOGY**

Life appears to have begun in the sea and when life moved to land, it brought the sea with it. The human ties with the ocean are immediate and profound. In this course students explore the Oregon coastal environment and focus on the ecology of the coastal wetlands, tide pools, and sand dunes. The class is also concerned with the culture of the coastal humans from that of Native Americans to modern-day developers and their land-use practices. Meets LAC outcome: NWC1. 3 crs.
ENV 349 WETLANDS ECOLOGY
This course introduces students to the study of wetlands, the processes that sustain their form and character. Students examine wetlands from inland marshes nearby in the Willamette Valley to estuaries along the Pacific shore. The jeopardy to this system and its value within itself and to society are issues of special concern. Meets LAC outcome: NWC3. 3 crs.

ENV 354 COLUMBIA: GREAT RIVER UNDER STRESS
The Columbia River is both the subsistence and spiritual lifeline of the Pacific Northwest. Some of its uses, however, are in conflict and much of the region and its waters are degraded. To comprehend and appreciate these uses and abuses, the class first explores the geologic, climatic, and biologic nature of the river system. The group then looks at the prehistoric and historic human occupation of the region before analyzing the relationship of modern-day society with the river environment. Meets LAC outcome: NWC1. 3 crs.

ENV 356 ENERGY RESOURCES OF THE PACIFIC NORTHWEST
Energy resources are diverse and relatively abundant in the Pacific Northwest. However, the future trends in development are difficult to predict. Will coal power eventually displace hydropower 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, students visit active sites for some of these power generation systems. Meets LAC outcome: NWC1. 3 crs.

ENV 358 GLOBAL ENVIRONMENTAL CONCERNS
In this course students study the link between the economic activities and the health of their natural environment. Among issues to be discussed are the nature of ecosystems, renewable and non-renewable resources, carrying capacity and overpopulation, energy policies, industrialization, pollution, and other environmental problems. Students survey environmentally sound resource management policies that can be applied throughout the world. Meets LAC outcome: NWC4. 3 crs.

ENV 361 GEOSYSTEMS: UNDERSTANDING OUR LIVING PLANET
This course examines the Earth’s dynamic systems—its energy, air, water, weather, climate, soils, plants, ecosystems, and biomes. Analyze the worldwide impact of environmental events, bringing together many physical factors to create a complete picture of Earth system operations. By creating a holistic view of the planet and its dynamics, this course helps the student to grasp a better understanding of the human-Earth relations. Meets LAC outcome: NWB1. 3 crs.

ENV 366 ENVIRONMENTAL WRITING
This course surveys the enormous variety in forms for serious environmental writing, from journalism, poetry; from academic discourse to environmental impact statements. Meets LAC outcome: NWC4. 3 crs.

ENV 373 INTRODUCTION TO ENVIRONMENTAL MEDIATION
This course examines polarization in the environmental arena, positive work taking place, how to reframe positions, and the basics of strategic alliances, collaboration, and mediation. A variety of case histories provide illustration of the problem-solving process. Meets LAC outcome: NWC1. 3 crs.

ENV 377 LANDSCAPES, CULTURES, AND CLIMATES
Our home planet is like a mammoth patchwork quilt of natural regions and diverse cultures that have grown out of these distinctive environments. This course introduces world geography from an environmental perspective. Students use the emerging philosophy of bioregionalism as a framework for study of the strong links between the natural attributes of regions (climate, ecology, landforms) and human efforts to live sustainably in place. Meets LAC outcome: NWC3. 3 crs.

ENV 380 TECHNOLOGY, SOCIETY, AND ENVIRONMENT
This course provides a lively historical survey of the relationship between technology, society, and environmental quality. Students examine the evolving interactions between people and their technologies from the stone tools of the Paleolithic era to the microchips of today’s information revolution and the resulting impacts on the natural environment. Meets LAC outcome: NWC1. 3 crs.

ENV 493 RESEARCH PROJECT IN ENVIRONMENTAL SCIENCE
A personal research project in a specialty topic of environmental science. Variable credit.

ENV 494 INTERNSHIP IN ENVIRONMENTAL SCIENCE
Variable credit.

ENV 495 INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCE
Variable credit.

ENV 498 UNDERGRADUATE THESIS IN ENVIRONMENTAL SCIENCE
Variable credit.

MATHEMATICS COURSES

MTH 101 SURVEY OF MATHEMATICS ✔
In this course students gain a new and exciting appreciation of math applications in everyday life. The experience is designed to overcome the psychological blockades to mathematics and encourage further education in mathematics-related areas. This course concentrates on mathematical operations, building confidence and gaining facility in using mathematics. 3 crs.

MTH 102 SURVEY OF ALGEBRA ✔
This course continues the exploration of math as begun in Survey of Mathematics with an emphasis on elementary algebra. This class focuses on problem solving using algebraic equations, simple graphing, ratio/proportions, percentages, and geometry. The course serves as preparation for future algebra classes, statistics, graduate record examinations, and other upper-level math. Meets LAC outcome: LLD1. 3 crs.

MTH 105 EVERYDAY MATH ✔
Consumers are challenged to master new skills and techniques in the manipulation of numbers. This mastery is made painless 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, percentages, and ratios, participants are helped to overcome math and calculator anxiety. Meets LAC outcome: LLD1. 3 crs.
MTH 108 SYMMETRY, SHAPE, AND SPACE
This is a mathematics course for students who want to expand their knowledge of geometry in an exploration-oriented, studio-driven course. Topics include the Golden Ratio, Tilings, Two- and Three-Dimensional Symmetry, Polyhedra, Spiral Growth, and the mathematics of Perspective. Algebraic and trigonometric tools that help explore and understand geometric relationships are developed. Meets LAC outcome: LLD1. 3 crs.

MTH 107/207/307/407 MATHEMATICS WORKSHOP
This course provides an opportunity to review and master math skills on an individualized basis. A participant can elect to work alone or within a small group to get in touch with a particular math operation, business math, consumer math, algebra, calculus, and so forth. Individuals are assisted by expert and sensitive staff who guide them at their own pace. Meets LAC outcome: LLD1. 3 crs.

MTH 111 INTERMEDIATE ALGEBRA
Students are presented with a thorough but gentle study of the ideas and techniques of algebra. Students should have a concise and clear understanding of basic algebra. The class develops skills in the manipulation of polynomial and rational expressions and the solution of linear and quadratic equations. The course is ideal for students planning to study statistics and economics or for those preparing for pre-calculus mathematics. Meets LAC outcome: LLD2. 3 crs.

MTH 213 COLLEGE ALGEBRA
This course is intended to take students to a mastery level of algebra. After a review of basic algebra, students extend their understanding of functions and systems of equations. The course then introduces and explores the concepts of sequences, series, permutations, and combinations. A primary outcome is to demonstrate the application of algebra in the areas of business, science, and other disciplines. Meets LAC outcome: LLD2. 3 crs.

MTH 241 BASIC APPLIED 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, the survey introduces modeling and problem solving that depend on the concept of limits. Students explore the fundamental theorem of calculus and the concepts of differential and integral calculus in practical applications. Meets LAC outcome: LLD3. 3 crs.

MTH 251 BASIC STATISTICS
This class introduces students to 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 designing experiments, making decisions, and the significance of trends. The intent is to underscore the importance of statistics in a variety of contexts and in a manner that is both stimulating and comfortable. Meets LAC outcome: LLD4. 3 crs.

MTH 305 REAL-WORLD MATH APPLICATIONS
Because virtually every business situation involves numbers, it follows that business professionals should be numbers-proficient. Mathematical topics will include amortization schedules, internal rates of return, present value calculations, financial rations and forecasting will be covered. The course will also include a review of algebraic skills and graphing as applied to business settings. A Hewlett Packard HP 10b II financial calculator is required for this class. Meets LAC outcome: LLD1. 3 crs.

MTH 377 THE POWER OF THOUGHT: AN APPRECIATION OF MATHEMATICS
This course is not intended to teach a mathematics technique but instead to address the question: “What is mathematics?” Here, mathematics is viewed as an excellent way to help people read critically, identify fallacies, detect bias, assess risk, and suggest alternatives. The course helps improve thinking skills and build confidence in the art of clear communication. Meets LAC outcome: LLD5. 3 crs.

Department of Science & Mathematics
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
Through its partnership with Marylhurst University, Pacific International Academy (PIA) offers an outstanding English language and cultural training program for international students, as well as a variety of academic programs designed to meet the needs of students of all ethnic backgrounds. In addition to orienting students to the demands of academic life in English as a second language, PIA provides students with a variety of services. PIA is accredited by the Accrediting Council for Continuing Education and Training (ACCET).

ENGLISH AS A SECOND LANGUAGE PROGRAM

ESL 111 LEVEL I READING
This is an introductory course in reading English. Word recognition and vocabulary development will be a central focus. Conversation and confidence building exercises will be utilized. Concepts in this class will be integrated into all other Level I classes. Pass/No Pass only. Non-credit.

ESL 121 LEVEL II READING
This is a course in basic English reading skills. Students will be required to complete reading assignments and express personal perspectives in response. Concepts in this class will be integrated into all other Level II classes. Pass/No Pass only. Non-credit.

ESL 131 LEVEL III READING
Skills such as pre-reading, previewing, predicting, skimming and scanning will be a primary focus. This course will also deal with semantic mapping and the organizing of ideas in various readings. Concepts in this class will be integrated into all other Level III classes. 1.5 crs.

ESL 141 LEVEL IV READING
College-level texts are utilized presenting essays in a variety of writing styles. Outlining and efficient reading practices are discussed and reinforced. Skills developed in this class are integrated into all other Level IV classes. 1.5 crs.

ESL 151 LEVEL V READING
Students in this course interact with college-level texts presenting essays on a variety of subjects. Examples of correct citation will be reinforced and discussed. This course deals with patterns of narration, description, comparison and contrast. Skills developed in this class are integrated into all other Level V classes. 1.5 crs.

ESL 112 LEVEL I WRITING
Attention to letter and word formation will be a primary focus. Students perform a variety of simple writing tasks. Skills developed in this class are integrated into all other Level I classes. Pass/No Pass only. Non-credit.

ESL 122 LEVEL II WRITING
Simple and compound sentence structures are presented and practiced in a variety of contexts. In addition to practicing letter and word formation, proper sentence formation is a focus. Skills developed in this class are integrated into all other Level II classes. Pass/No Pass only. Non-credit.

ESL 132 LEVEL III WRITING
Various forms of paragraph structure will be presented and practiced. This course also introduces and reinforces pre-writing techniques such as brainstorming, discussion, and conceptual mapping. Skills developed in this class are integrated into all other Level III classes. 1.5 crs.

ESL 142 LEVEL IV WRITING
This course introduces and reinforces various forms of essay structures. Outlining and concise writing practices are also addressed. Students explore basic approaches to research and appropriate means of citation. Skills developed in this class are integrated into all other Level IV classes. 1.5 crs.

ESL 152 LEVEL V WRITING
Forms of correct citation in research writing will be presented and practiced. Students will focus on polishing academic writing skills and essay form in preparation for University classes. Skills developed in this class are integrated into all other Level V classes. 1.5 crs.

ESL 113 LEVEL I SPEAKING AND LISTENING
This is an entry-level course. In addition to participating in simple conversation in English, students should be able to raise questions and concerns regarding their acquisition of English and/or any other issues of cultural adjustment. Skills developed in this class are integrated into all other Level I classes. Pass/No Pass only. Non-credit.

ESL 123 LEVEL II SPEAKING AND LISTENING
Students will be presented with a variety of expressions and asked to practice them in new contexts. Stress and intonation in various sentence patterns is a primary objective. Skills developed in this class are integrated into all other Level II classes. Pass/No Pass only. Non-credit.

ESL 133 LEVEL III SPEAKING AND LISTENING
In this course, note-taking skills is a primary focus. Students are also presented with and practice basic presentation formats in a variety of registers. Pronunciation issues are dealt with on an individual basis. Skills developed in this class are integrated into all other Level III classes. 1.5 crs.

ESL 143 LEVEL IV SPEAKING AND LISTENING
This is a course designed to advance public speaking and note-taking skills. The course requires group and individual presentations on given topics. Research and interview strategies are emphasized. Interaction with native speakers is a requirement. Skills developed in this class are integrated into all other Level IV classes. 1.5 crs.

ESL 153 LEVEL V SPEAKING AND LISTENING
This course is designed to reinforce skills in public speaking, lecture note-taking, and interviewing strategies. A ten-minute individual presentation is a requirement. Various modes of inquiry are utilized, and increased interaction with native speakers is a requirement. Skills developed in this class are integrated into all other Level V classes. 1.5 crs.

ESL 114 LEVEL I GRAMMAR
This is an entry-level course introducing the basic concepts of English grammar. Use of present tenses and common simple structures will be the emphasis. Concepts in this class will be integrated into all other Level I classes. Pass/No Pass only. Non-credit.
ESL 124 LEVEL II GRAMMAR
Students will deal with common expressions and past and present tenses at the sentence level. Pronunciation and verbal questioning skills will be emphasized in a communicative atmosphere. Concepts in this class will be integrated into all other Level II classes. Pass/No Pass only. Non-credit.

ESL 134 LEVEL III GRAMMAR
This course will deal with past, present, and future tenses; modals and modalic expressions; comparisons; and sentence combinations using appropriate connectors in a communicative atmosphere. Concepts in this class will be integrated into all other Level III classes. 1.5 crs.

ESL 144 LEVEL IV GRAMMAR
This course will briefly overview verb tenses, aspect, and voice in a communicative atmosphere. Students will gain a thorough knowledge of perfect and perfect progressive tenses. Concepts in this class will be integrated into all other Level IV classes. 1.5 crs.

ESL 154 LEVEL V GRAMMAR
This advanced course will stress the forms and usage of English. Discussion and practice of adverbial and adjectival clauses, gerunds/infinitives, and conditional sentences will follow a review of all tenses. Concepts in this class will be integrated into all other Level V classes. 1.5 crs.

LANGUAGE FOUNDATION PROGRAM

FOUNDATIONS COURSES (undergraduate)

WR 152 INTRODUCTION TO EXPOSITORY WRITING: THE CRITICAL/ANALYTICAL ESSAY
This course introduces students to critical thinking, reading and writing at the college level. It is integrated with the Marylhurst Literature course, LIT 200, and is primarily intended for international students with conditional admission to an undergraduate program at Marylhurst University. Students focus on composition and revision of critical and analytical writing. Assignments are linked directly to material covered in LIT 200. Students explore methods of analysis and will be able to produce a thorough and coherent analytical essay supporting a narrowed thesis by the end of the term. Prerequisites: 180/510 TOEFL (CBT/PBT), ESL 151/152/153/154, or instructor approval. 3 crs.

WR 153 INTRODUCTION TO EXPOSITORY WRITING: ARGUMENT AND PERSUASION
This course introduces students to critical thinking, reading and writing at the college level. It is integrated with the Marylhurst Cultural and Historical Studies course, CHS 201, and is primarily intended for international students with conditional admission to an undergraduate program at Marylhurst University. Students focus on composition and revision of argumentative and persuasive essays. Writing projects are linked directly to material covered in CHS 201. Students explore methods of argumentation and will be able to produce a thorough and coherent persuasive essay supporting a narrowed thesis by the end of the term. Prerequisites: 180/510 TOEFL (CBT/PBT), ESL 151/152/153/154, or instructor approval. 3 crs.

WR 154 INTRODUCTION TO EXPOSITORY WRITING: RESEARCH WRITING
This course introduces students to critical thinking, reading and writing at the college level. It is integrated with the Marylhurst Anthropology course, ANT 202, and is primarily intended for international students with conditional admission to an undergraduate program at Marylhurst University. Students focus on methods of inquiry and appropriate citation of sources in ethnographic research. Students will be able to produce a thorough and coherent research paper supporting a narrowed thesis by the end of the class. Prerequisites: 180/510 TOEFL (CBT/PBT), ESL 151/152/153/154, or instructor approval. 3 crs.

LIT 200 EXPLORING U.S. CULTURE THROUGH LITERATURE AND FILM
This course is integrated with WR 152, a Pacific International Academy writing course. Students will explore U.S. culture through contemporary literature and film while developing their analytical writing skills. Meets LAC outcome: AIB4. 3 crs.

CHS 201 EXPLORING U.S CULTURE THROUGH MINORITY AND MAJORITY ISSUES
This course is integrated with WR 153, a Pacific International Academy writing course. Students will explore U.S. culture through contemporary critical essays, literature, and film while developing their argumentative writing skills. Meets LAC outcome: HCB4. 3 crs.

ANT 202 EXPLORING U.S CULTURE THROUGH ETHNOGRAPHIC RESEARCH
This course is integrated with WR 154, a Pacific International Academy writing course. Students will explore an aspect of U.S. culture through basic ethnographic methods while developing their research writing skills. Meets LAC outcome: HCD2. 3 crs.

PATHWAYS TO SUCCESS COURSES (graduate)

WR 420 AMERICAN BUSINESS COMMUNICATIONS
This course is integrated with Business course, BUS 300 Managing in Dynamic Environments. It is primarily intended for international students entering the MBA program at Marylhurst. Students focus on methods of inquiry, forms of communication in the work place, and the structure and tone of papers assigned in BUS 300. Prerequisites: 180/510 TOEFL (CBT/PBT), ESL 151/152/153/154, or instructor approval. 3crs.

WR 421 ADVANCED AMERICAN BUSINESS COMMUNICATIONS
This course is coordinated with MBA, or appropriate post-baccalaureate courses recommended by the Marylhurst Business Department. It is primarily intended for international students entering the MBA program at Marylhurst. Students review and reinforce methods of inquiry, explore a U.S. work environment, and write a term paper based on material covered in designated business courses. Prerequisites: 180/510 TOEFL (CBT/PBT), WR 420, or instructor approval. 3 crs.
People come to Marylhurst University for many reasons—to improve their professional careers, to enrich their personal lives, to begin or complete their bachelor’s degrees, or to pursue graduate studies. The primary objective of the student services offices is to respond to the life and learning needs of students of all ages. More specifically, student services:

- provide a supportive entry point into Marylhurst University for students;
- provide career direction for students through workshops and other resources;
- administer the admissions and registration procedures for all degree students;
- administer student financial aid;
- provide accommodations for students with disabilities;
- provide on-campus housing;
- coordinate student activities and organizations; and
- facilitate student grievances.

Office of Admissions

Admission Procedures for Graduate Students

Individuals applying for admission to graduate programs at Marylhurst University must hold a baccalaureate degree from an accredited institution and submit 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 may include evaluation of the individual’s undergraduate transcripts, standardized test scores, written essays, and other evidence of ability and motivation to successfully complete a graduate program. The decision to admit a student into a particular graduate program is made by the program chair.

Students whose undergraduate G.P.A. falls below 3.00 may be asked to show additional evidence of necessary preparation for graduate work.

Departments have the right to accept students conditionally if, in the judgment of the chair, 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 graduate degree students.

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

- Completed application for admission to a graduate program;
- Non-refundable graduate admissions fee (checks made payable to Marylhurst University);
- Official transcripts of baccalaureate degree and/or all previous college or university work;
- Additional material as required by each graduate program.

The student, upon successfully completing the admission process, will be considered admitted for the term indicated in the official admissions letter. If the student does not validate admission by registering for classes within one academic year, the student must reapply. Official transcripts and other application materials will be held for two years.
ADMISSION OF INTERNATIONAL GRADUATE STUDENTS

International applicants are considered for admission as degree students if they meet the following:
1. Appropriate academic background, which includes a baccalaureate degree or its equivalent from an accredited institution.
2. Demonstrated proficiency in speaking and writing English evidenced by the results from standardized language tests equivalent to a TOEFL score of 550 or higher. Graduate coursework requires academic proficiency in speaking and writing standards at an accelerated level.
3. Successful completion of graduate language program (Pathways to Success, see page 128) may be used to satisfy English language proficiency.
4. Financial documentation (bank statements) ensuring sufficient funds for study and living expenses, fees, and mandatory health insurance.
5. Submission of official transcripts of previous college/university transcripts and English translations, if not in English. You may be requested to provide a course-by-course professional credential evaluation report at your expense.
6. Completed admission form(s) and non-refundable application fee, payable to Marylhurst University in U.S. currency by check or draft, or by charge card.
7. Proof of health and accident insurance (available through the University).
8. Transfer students from U.S. institutions must notify their current institution when transferring. Transfer forms may be obtained through Marylhurst University’s International Admission Office.
9. Additional assessments may be required by the individual graduate department in the applicant’s field of study.

Other Admissions & Registration Information

STUDENT ID
All new students are assigned a random student identification number. Marylhurst University may also use the student’s Social Security number for the purpose of student identification. Providing the Social Security number is required by federal regulation. The University will use the Social Security number for keeping records, research, and reporting. The University will not use the number to make any decision directly affecting the student or any other person. A student’s Social Security number will be carefully protected and kept confidential at all times.

ACADEMIC ADVISING
Students are assigned an advisor according to their graduate degree program and specific research interests. It is important for students to meet with their advisor as soon as they are admitted in order to create an educational degree plan (EDP) which will meet all departmental and University requirements. While the student is ultimately responsible for ensuring that all graduation requirements are met, academic advisors stand ready to lend assistance, offer information, and check programs. Students should consult their academic advisors regularly by phone, conference, or email. Some graduate departments require students to seek advising before each term’s registration.

TRANSFER OF CREDIT
A request for transfer credit must be filed with the Office of Admissions for approval. Transferable credits are graduate credits graded A or B received from accredited graduate degree programs. The maximum transfer credit accepted toward an advanced degree at Marylhurst University is determined by departmental review.

GRADUATE CREDIT EARNED PRIOR TO ADMISSION
Graduate credit earned at Marylhurst University and not applied toward an undergraduate degree may be applied toward a graduate degree upon admission, subject to department policies which may limit the number of credits to be counted.

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. Approval must be obtained from the degree program’s authorized representative to accept the courses requested for graduate credit for the graduate degree program of study. Such courses then can be used to partially fulfill the residency requirements in the graduate program.
Graduate REGISTRATION

University Registrar: Susannah Valatka

Registration and changes in registration are coordinat-ed through the Office of the Registrar in the B.P. John Administration Building.

Registration Procedures

Students may register for classes in person, by fax, email or online at the University Web site. Registration dates and complete instructions are published each term in the quarterly Schedule of Courses. Some courses have limited enrollment; therefore, early registration is recommended. Registrations cannot be processed after the end of a course.

LATE REGISTRATION

Registration must be complete before attending class. A late fee is assessed for initial registrations received after the first week of classes. Course adds are not charged the fee.

CHANGES IN REGISTRATION

Only the student may initiate course adds, drops, or changes in grade type. Cessing to attend class or only notifying the instructor does not constitute official drop or withdrawal.

Classes may be added or dropped on the University Web site, in person at the Office of the Registrar, by fax, or by email. Classes may also be dropped in person at the Main Reception desk in the B.P. John Building after 6:30pm or during the weekend. No registration changes or withdrawals are accepted after a course ends. All changes in registration will be processed as of the date and time the University receives notification. A processing fee is assessed for each dropped class.

Students receiving federal financial aid or Veterans benefits must notify the Financial Aid Office of all changes in registration.

Right of Appeal

Students are expected to be familiar with and to conform to registration policies and procedures. However, students have the right to petition any of these policies or procedures and may petition for exception to these when unusual circumstances exist. Petition forms and instructions are available in the Office of the Registrar, room 226 B.P. John Administration Building or on the University Web site at www.marylhurst.edu/pdflibrary/

Tuition and Fees

Tuition is set by the Marylhurst University Board of Trustees. The University reserves the right to change its charges and policies at any time, and will endeavor to notify students if such changes are necessary. For current University tuition and fees and payment deadlines, consult each quarterly Schedule of Courses, call the Business Office at 503.699.6278 or visit the University Web site. Marylhurst University accepts various forms of payment including major credit cards and employer authorizations to bill. Admission to or registration with the University, conferring of degrees, and issuance of academic transcripts may be withheld for failure to meet financial obligations to Marylhurst University.

TUITION REFUNDS

Students who drop one or more classes prior to the end of the refund period receive 100 percent refund of tuition. Students who withdraw from classes after the end of the refund period receive no refund of tuition. See quarterly Schedule of Courses for refund period dates.

Grades, Transcripts, Course Numbering

GRADE REPORTS

Grades are available on the University Web site at www.marylhurst.edu/grades/ within two weeks after the end of the term.

TRANSCRIPTS

A request for a transcript of all credits earned at Marylhurst must be made in writing to the Office of the Registrar. All requests must include the following:
- full name under which student was registered at Marylhurst University;
- Social Security number;
- present address and telephone number;
- approximate dates of attendance at Marylhurst;
- the address where the transcript copies are to be sent;
- student’s signature; and
- fee payment to Marylhurst University enclosed. (One copy costs $5, additional copies ordered at the same time are $2 each.) Transcript requests will be honored within five to seven working days from the time the above information and payment have been received.

COURSE NUMBERING SYSTEM

000-009 No College Credit
No college credit is awarded, no grade is issued, and the course is not recorded on the transcript.

010-099 CEU
Continuing Education Units and professional development courses. No college credit granted.

500-599 Graduate Level
Graduate level

586 Travel Study
Graduate level

589 Cooperative
A course which provides an opportunity to complement formal learning through a cooperative learning experience in an approved Clinical Pastoral Education setting (hospital, prison, church, etc.) or Spiritual Direction program. A cooperative requires approval of the Practicum Coordinator and academic advisor. A practicum contract must be completed.

590 Directed Readings or Projects
A project involving independent research

594 Internship
A course which provides an opportunity to complement formal learning through an internship in an approved professional setting.

595 Independent Study
A plan involving research, library, intern, or agency experience. Independent study courses are initiated and designed by students in cooperation with a Marylhurst instructor. An application for...
GRADUATE STUDENT CLASSIFICATIONS

- **Post-Baccalaureate Student** designates a student who has completed a baccalaureate degree.
- **Graduate Student** designates a student who has completed a baccalaureate degree, has been admitted to a master’s program, and has enrolled in graduate coursework.
- **Full-Time Student** designates a student who is registered for a minimum of 9 graduate credits per term.
- **Half-Time Student** designates a student who is registered for a minimum of 5 graduate credits per term.

STANDARDS OF ACADEMIC PROGRESS

All graduate students who have been admitted to a graduate program at Marylhurst University are required to make satisfactory academic progress toward completion of their degree. Students must complete all the coursework for the master’s degree within five years from the date of first enrollment and maintain a cumulative 3.00 GPA.

A grade of C (2.00) is below graduate standards but may be applied towards the degree. Grades below C do not apply towards the degree. However, all courses taken will be computed into the grade point average. See individual graduate department for specific academic progress.

Graduate students who fall below the minimum 3.00 GPA may be placed on academic probation. Students should consult the individual department for further details regarding probation and provisions for reinstatement to good standing.

Failure to remedy the GPA deficiency by the end of the probationary term may result in academic suspension. Suspended students may not enroll in additional classes for a period of at least two quarters. After that, they may reapply.

Students who have received notice of academic suspension have the right to appeal suspension if there are extenuating circumstances. A written appeal must be submitted to the Office of the Vice-President for Academic Affairs within 15 days of the date of notification. Extenuating circumstances should be explained fully in the appeal. Appeals are initially reviewed by committee. Denied appeals may be taken to the Vice President for Academic Affairs.

LEAVE OF ABSENCE

The Leave of Absence is intended to provide a short-term academic leave from Marylhurst University of up to one year maximum for students in good standing. Leaves of Absence are not normally granted to first-term students or to those who have been suspended or dismissed from the University. Those who are on an approved Leave of Absence are not considered to have withdrawn but maintain their matriculation and catalog. The catalog statute of limitations will be extended to include the length of the leave.

Students may request a Leave of Absence for medical reasons, financial difficulties, uncertainty about academic or career goals, military duty, personal considerations such as illnesses within families, or special educational opportunities not available at Marylhurst.

Financial aid awarded but not used prior to a leave will not be carried over to future terms. Reapprication for aid for the readmission period must be made according to normal Office of Financial Aid policies and procedures. Guidelines and applications are available in the Office of the Registrar.

GRADUATE GRADING SYSTEM

A choice of grade option for a letter grade (A-F) or Pass/No Pass (P/NP) is available in most Marylhurst classes. If a preferred grade option is not requested, a letter grade (A-F) will be awarded. Requests for changes in grade options must be processed through the Office of the Registrar no later than the equivalent of the end of the second week of instruction. Only grades earned at Marylhurst University are computed in the Grade Point Average (GPA).

Grades, grade points and evaluations are designated as follows:

- **A** (4.00), **A-** (3.67) indicates consistently outstanding achievement. It demands initiative, originality and a thorough mastery of subject matter.
- **B+** (3.33), **B** (3.00), **B-** (2.67) indicates satisfactory achievement at the graduate level. All work is adequately completed and a basic understanding of the subject matter has been achieved.
- **C+** (2.50), **C** (2.00) indicates that the student has acquired the minimum essentials of the course but performance is less than satisfactory and does not meet standards at the graduate level.
- **C-** (1.67) indicates that the student has not acquired the minimum essentials of the course. All work is below graduate standards and is not acceptable towards the degree.
- **D+** (1.33), **D** (1.00), **D-** (0.67) indicates that the student has not acquired the minimum essentials of the course. All work is below graduate standards and is not acceptable towards the degree.
- **F** (0) indicates that the student has not acquired the minimum essentials of the course. All work is below graduate standards and is not acceptable towards the degree.
- **P** (Pass) indicates that the student receives credit for Pass grades, but the student’s GPA is not affected. A grade of Pass (P) at the graduate level indicates a B level (3.00) of achievement or better. Arrangements for the P/NP grade option are made with the Office of the Registrar prior to the start of class.
- **NP** (No Pass) indicates that the student receives no credit. The grade of No Pass (NP) does not affect the student’s GPA. For further information, see Pass/No Pass Option below.
- **AU** (Audit) indicates that the student is registered and attends a class for audit purposes only. Students are not required to do assigned work for the class and receive no credit or grade. An AU is recorded on the student’s academic record for having successfully audited a class. For more information, see Audit Option below.
- **IP** (In Progress) indicates satisfactory progress toward completion of theses, internships, research projects, and senior projects.
- **X** (No Grade Submitted) indicates the student’s grade was not available at time of grade posting. The X remains until the grade is entered in the student’s record.
- **W** (Withdrawal) indicates official withdrawal.
- **I** (Incomplete) See Incomplete Grade below.
- **R** (Course Repeat) indicates that a course has been repeated. Upon completion of the repeated course, the grade earned will be processed through the Office of the Registrar no later than the equivalent of the end of the second week of instruction. Only grades earned at Marylhurst University are computed in the Grade Point Average (GPA).
be computed in the GPA. The grade in the original course will be changed to R, and the GPA will not be affected. A class may be repeated one time. The student’s academic advisor and the Registrar must be notified prior to an attempted course repeat.

Y (No Basis for Grade) indicates student did not attend class.

COURSE REPEATS
A graduate course may be retaken with the prior approval of the graduate program advisor. The grade in the second enrollment in the course will appear on the student transcript. Credit may be earned only once and full tuition is due for the retaken course. The grade in the first enrollment in the course will be changed to R (repeat). The R grade does not affect the student GPA. A graduate course may be retaken only once.

PASS/NO PASS OPTION (P/NP)
Marylhurst does not restrict the number of Pass/No Pass courses a student may apply toward a degree; P at the graduate level is defined as B or better. Individual departments may restrict the number of P/NP courses in the major. Ps and NPs are not calculated into the GPA.

AUDIT OPTION
See individual department for regulations regarding audits.

IN-PROGRESS GRADE
The In-Progress (IP) grade is reserved for theses, practica, and research projects. The maximum time allowed to complete an IP grade is one year but the instructor may set a shorter period. If the Registrar does not receive the new final grade from the instructor by the specified deadline, an F or NP will automatically be the final grade.

INCOMPLETE GRADE
An Incomplete (I) may be granted for reasons acceptable to the instructor, when the quality of work is satisfactory but all course requirements have not been completed. In order to be granted an Incomplete, the student must complete the following steps prior to the end of the term for which the Incomplete is requested:

1. Consult with the instructor to request an Incomplete grade, and, if agreed to by the instructor, develop a formal agreement regarding the course requirements yet to be completed and the date all requirements are due. (The maximum time allowed to complete an Incomplete grade is one year but the instructor will usually set a shorter period.)
2. In consultation with the instructor, complete the Incomplete Grade Request and Agreement Form. Forms are available from the Office of the Registrar or the Web site at www.marylhurst.edu/pdflibrary/.
3. Obtain signatures of approval from the instructor and the department chair. File the completed form with the Office of the Registrar.
4. The Incomplete Grade Request and Agreement Form will specify a contingency grade. If the Registrar does not receive the new final grade from the instructor by the specified deadline, the contingency grade will automatically be the final grade. Each department reviews outstanding incompletes before the start of each quarter. In general, students will not be allowed to register for new courses if they have more than 12 quarter hours of incompletes.

Graduation
A student graduates according to the degree requirements of the Marylhurst University Catalog in effect the first term the individual was both admitted and enrolled, unless the student chooses to graduate under a later catalog. If degree requirements cannot be completed within five years, the student must be readmitted to the University and follow the requirements of the catalog in effect at the time of readmission.

Degrees are posted and dated to student transcripts at the end of each term. All coursework, including any outstanding incompletes, must be completed by the end of the term in which the degree will be posted.

GRADUATION APPLICATION PROCESS
The application for graduation process is coordinated through the Educational Degree Plan (EDP) Coordinator (503.675.3962; edp@marylhurst.edu). Graduation applications must be turned in along with the non-refundable fee by the deadlines published in each quarterly Schedule of Courses.

COMMENCEMENT AND HOODING CEREMONY
The Graduate Hooding and Commencement Ceremonies are held in June of each year for all graduates. A student must be officially admitted to Marylhurst University before initiating graduation procedures. Students who have finished their degree in the previous 12 months before the ceremony or who will have all requirements completed by the end of the following term, may participate in the commencement ceremony. Students must be registered for any remaining needed courses in the term following the ceremony, and for these students the degree will be posted and dated at the end of the term in which they complete all requirements.

Student Records Policy
See page 14 of this Catalog.

ACADEMIC HONESTY
See page 14 of this Catalog.

Other Services
FINANCIAL AID
See page 15 of this Catalog.

STUDENT INFORMATION
Includes Career Services, Disability Services, Students Rights and Conduct Code. See page 19 of this Catalog.

THE WRITING CENTER
See page 20 of this Catalog.

SHOEN LIBRARY
See page 21 of this Catalog.

Office of the Registrar
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6267
Outside Portland Metro: 1.800.634.9982, ext. 6267
FAX: 503.697.5596
Email: registrar@marylhurst.edu
Web site: www.marylhurst.edu
MASTER’S DEGREE IN INTERFAITH PASTORAL AND SPIRITUAL CARE

The Master of Arts in Applied Theology is a life-changing experience. People participate in this intensive ministry preparation program to become more effective care providers. Participants grow in their knowledge of self, others, and the Holy. Through personal and group reflection students strengthen their sense of personal and spiritual integration and gain an awareness of ministerial strengths and weaknesses.

PURPOSE OF MASTER OF ARTS IN APPLIED THEOLOGY

The program helps individuals define their images of the Divine, their practice of spirituality, and their commitment to service. Through pastoral practice and theological reflection on that experience, students learn pastoral presence, communication skills, and assessment methods. The program addresses issues of pastoral counseling, liturgy and symbol, scriptural resources, and prayer. Through readings, discussion, lecture, writing, reflection, supervision, and pastoral application, participants develop their own theologies and methods of exercising pastoral and spiritual care. Marylhurst University welcomes students of all faiths and cultures.

For more information, call Jerry Roussell, Jr. at 503.699.6305 or email jroussell@marylhurst.edu.

CAREER PATHS

Those drawn to this applied theology program are interested in careers as chaplains, spiritual life facilitators, educators, and other careers where they can do practical theology. Specifically people wish to be chaplains in hospitals, hospice centers, campuses, correction facilities, military bases, retirement centers, or corporations. Others are preparing to be spiritual directors, mentors, retreat directors, or coordinators of workshops on the spiritual life. Teaching in high schools, community colleges, or adult education programs draws other graduates.

PROGRAM LEARNING OUTCOMES: MASTER OF ARTS IN APPLIED THEOLOGY

Students completing Applied Theology will be able to:
1. Listen and respond empathetically,
2. Work as a beginning spiritual counselor or spiritual director for individuals,
3. Provide pastoral and spiritual care in one or more specific settings,
4. Work as a pastoral and spiritual care or spiritual care leader of small groups,
5. Integrate psychology and theology through use of theological reflection models,
6. Assess and refer persons for counseling or therapy when skills beyond one’s own are called for in the situation,
7. Utilize intervention strategies,
8. Develop strategies for maintaining one’s own physical, intellectual, social, and spiritual wellness while providing pastoral and spiritual care for others,
9. Empower others to make their own choices and to develop their own plans for a philosophy of life and a personal wellness program,
10. Attain personal, spiritual, pastoral, and professional maturity.

ADMISSIONS

M.A. IN APPLIED THEOLOGY AND MASTER OF DIVINITY PROGRAMS

All students must be formally admitted to the M.A. in Applied Theology or Master of Divinity (M.Div.) program before beginning coursework. The admissions process is concerned with the probable academic success of the student and his or her contribution to the learning community as well as the community at large. Program objectives for the student include personal and professional enrichment, intellectual growth and integrity, ministerial advancement, community involvement, and leadership. Student selection is based on academic potential and degree of fit with the program without regard to race, creed, color, gender, sexual orientation, national origin, age, or physical handicap. A bachelor’s degree granted by an accredited college or university is required for admission but is not itself sufficient.

Because the admissions decision is based on the student’s academic, professional, and personal potential as well as the fit with the M.A. in Applied Theology or Master of Divinity courses of study, the recommendations and entrance interviews will address these issues. The following materials are to be sent to the Office of Admissions:

- Completed application form
- Application fee
- Results of the Millers Analogies Test
- Résumé
- Autobiography of about 2-3 typewritten pages
- Personal statement of about 2-3 typewritten pages which addresses the following questions: Why would you like to pursue an M.A. in Applied Theology or Master of Divinity at Marylhurst? What value will it have in your call to be a professional care provider? How will you balance personal, professional, spiritual, and academic commitments during your M.A. in Applied Theology or Master of Divinity program?
- Three sealed letters of recommendation. Letters of recommendation are from academic, personal, and professional sources and should address the personal, professional, and intellectual abilities of the applicant and also any unique strength this person will bring to the program.
- Official sealed transcripts from all undergraduate and graduate coursework.

PREREQUISITES AND EVALUATION PROCESS

In addition to a B.A. or B.S. in any discipline, Marylhurst’s undergraduate majors or minors in psychology and religious studies, or similar background studies, would provide a fine foundation for this M.A. in Applied Theology (M.A.A.T.) or Master of Divinity (M.Div.) programs.

On-going evaluations with the instructors will determine whether applied theology, theological studies, or ministry is a suitable and satisfying choice for the student. At the end of the program, the exit interview gives students a comprehensive view of strengths and of growing edges that need to be addressed in order that one may serve effectively and enthusiastically.
ENROLLMENT PROCEDURE – M.A.A.T. OR M.Div. PROGRAMS

THE APPLICATION PROCESS
It is recommended that students be admitted with their cohort group for the Fall term of each year for the M.A.A.T. and the M.Div. However, because of our mobile society, exceptions for entrance into the program may need to be made, on a case by case basis. (After evaluation by the Chair of Religious Studies Department, some students may enter during other terms. Students may opt to begin the M.Div. during any term also after conferred with the Chair.) See below for application deadlines. The application process can take 4-8 weeks.

APPLICATION DEADLINE
For Fall all application material is to be submitted to the Office of Admissions by August 30. Admissions decisions will usually be made prior to September 15. However, exceptions will also be considered prior to each term on a case by case basis. (Master of Divinity applications are accepted each term with no deadlines.)

THE ADMISSION DECISION
Admissions decisions will be made after all material has been submitted. In reviewing a student’s application the graduate faculty weighs all aspects of the application.

Final applicants are invited for a personal entrance interview, after which an admission decision will be made. The interview is significant in clarifying for both the candidate and the faculty whether this program is a good match for the student’s academic, professional, and personal gifts, interests, and calls.

Applicants are notified in writing regarding the outcome of the admission decision.

ACADEMIC STANDING: M.A.A.T. OR M.Div. PROGRAMS
An academic average of B or better must be maintained in the program.

A grade of C is below the graduate standard, but may be counted as credit toward a graduate degree; C grades may not be transferable to other programs.

Students may elect to take coursework for Pass/No-Pass to receive a graduate Certificate. Grades of P are awarded for coursework equivalent to a B or better. Students utilizing this option are cautioned that graduate credit may not be transferable to other graduate programs if not awarded a letter grade.

ACADEMIC PROBATION: M.A.A.T. OR M.Div. PROGRAMS
A student with full graduate standing who fails to maintain sound academic progress toward the degree will be placed on academic probation. Examples of deficiencies include:

- More than two C grades in graduate classes, or a drop below a 3.00 (B) GPA
- Failure to make sound academic progress (e.g., accumulation of I, W, and F grades)
- The need to suspend graduate study pending improvement of writing or other academic skills

The student will receive a formal evaluation by the graduate committee. Possible actions include halting additional graduate studies while remedial or tutorial work is undertaken, as well as being excused from the graduate program.

TRANSFER CREDITS: M.A.A.T. OR M.Div. PROGRAMS
M.A.A.T. candidates may transfer a maximum of 15 credits from other graduate schools. M.Div. candidates have their previous coursework evaluated by the Chair of Religious Studies for possible credit transfer.

Transferrable credits must have a B grade or better. Courses with Pass grades must be accompanied with substantial evaluation of the student’s performance in order to be transferable. Graduate credits earned in the last 5 years prior to admission are considered for transfer to the M.A.A.T. program on an individual basis. Course credit transfers require the review and approval of the Chair of Religious Studies.

RESIDENCY REQUIREMENT: M.A.A.T. OR M.Div. PROGRAMS
Students must complete a minimum of 45 graduate credits in residence at Marylhurst University to receive the M.A.A.T., including the 3-credit Professional Advancement, 6-credit Practicum, the 6-credit of Master’s Project, and the 1-credit Colloquium.

For the M.Div. degree, students must complete a minimum of 45 graduate credits in residence at Marylhurst University, including the 3-credit Professional Advancement, 6-credit Practicum, the 6-credit of Master’s Project, and the 3-credit Colloquium.

COURSES FOR CERTIFICATE-ONLY, CEUS, OR AUDIT: M.A.A.T. OR M.Div. PROGRAMS
In some cases students already hold graduate degrees or special certification. They may request audit, CEU, or certificate-only. The courses are placed on a transcript for them, and students receive a certificate of completion. The student is expected to do the readings and to participate fully in the classes.

Pastoral Care Certificate - 45 credits
Students may choose to do a 45-credit Pastoral Care Certificate. These courses are taken within the Master of Arts in Applied Theology program. Students arrange the certificate program with the Chair of Religious Studies.

TAKING COURSES AT 400 LEVEL
Though all the M.A.A.T. and M.Div. courses will be taught at the graduate level (500-level), undergraduate students may enroll for courses at the 400 level. Undergraduate students may request permission from the Chair of Religious Studies before they sign up for a M.A.A.T. or M.Div. class.

COURSE WAIVER AND SUBSTITUTION AUDIT: M.A.A.T. OR M.Div. PROGRAM
If an admitted graduate student has sufficient and demonstrable grasp of the entire course content, that course may be waived or substituted at the discretion of the Chair of Religious Studies. The student must petition in writing to be considered for a course waiver or substitution.

TAKING COURSES PRIOR TO ADMISSION: M.A.A.T. OR M.Div. PROGRAM
Prospective students who have already earned bachelor’s degree may take up to 6 credits of the M.A.A.T. or M.Div. courses prior to admission. Students should request permission to take a course through the Chair of Religious Studies.
CLASSIFICATION OF ADMISSION – FULL GRADUATE STANDING: M.A.A.T. OR M.Div. PROGRAM
Degree-seeking applicants who are admitted without reservation are granted full graduate standing. These students have completed all application requirements. Only students with full graduate standing may become candidates for a degree. Students must enroll in a minimum of 12 graduate credits per year to keep full graduate status.

Course Requirements for the Master of Arts Degree in Applied Theology

Pre-Course Requirements .................................................... 2 crs.
Program Requirements
Year One ........................................................................... 18 crs.
  Foundational Content, 15 crs.
  Practicum I (In Progress class), 3 crs.
Year Two ........................................................................... 18 crs.
  Practical Content, 15 crs.
  Practicum II (In Progress class), 3 crs.
Year Three ......................................................................... 21 crs.
  Synthesis/Praxis Content, 15 crs.
  Master’s Project, 6 crs.
Post-Course Requirement .................................................. 1 cr.
      TOTAL: 60 crs.

MASTER OF ARTS • APPLIED THEOLOGY
The Master of Arts in Applied Theology is a 60-credit degree. Students complete the program in three years or they may extend the program to four years.

RECOMMENDED PREREQUISITES
Students are recommended to take basic courses in religion or psychology. These are not necessary to enter the program. Recommended courses include biblical studies, theological studies in one’s own tradition, philosophy of religion, introduction to psychology, abnormal psychology, family dynamics, and social psychology.

PROGRAM RECOMMENDATION
The department advises that:
• one attains ability to converse and/or read Spanish or the language of people whom one serves.
• if one intends to teach biblical studies, preach, or utilize the Hebrew (Old Testament) and Greek (New Testament) testaments extensively in one’s ministry, one attain a basic knowledge of Greek or Hebrew.
• if one is moving toward ordination, one takes Greek and/or Hebrew.

PRE-COURSE REQUIREMENTS

PMT 550 SEMINAR: PERSONAL COVENANT AND ORIENTATION (SEPTEMBER)
Incoming students gather prior to the start of fall classes to begin to develop a spirit of collegiality among the members of the cohort group, and to meet faculty and staff. New students are guided through a process where they begin to articulate their personal vision for interfaith pastoral and spiritual care. Orientation is also a time for students to learn about Marylhurst’s mission and its bearing on the university and on the larger community. Students also learn about the backgrounds and aspirations of members of their cohort group, share refreshments, and begin to form a community that will be a support to them as they study, engage in a practicum, and write the Master’s Project. Students will also hear from other graduate students who have progressed in their studies and who are willing to serve as mentors to beginning students. It is a Pass/No Pass course. 1 cr.

PMT 551 SEMINAR: GRADUATE WRITING
Many students come from the work world of memos and reports; other persons have written in journals or done some informal writing. But students often feel apprehensive about graduate level writing, especially research writing. This course gives students guidelines and practical experience with graduate writing styles. It is a Pass/No Pass course. 1 cr.

YEAR ONE

Foundational Content (15 credits & Practicum I)

PMT 570 INTERFAITH SCRIPTURAL FRAMEWORKS FOR PASTORAL AND SPIRITUAL CARE
This course focuses on the scriptural frameworks and foundational social context for pastoral and spiritual care. It surveys the roots of pastoral and spiritual care. It surveys the roots of pastoral ministry in the early Christian community as held in Hebrew/Christian Scriptures. The course highlights scriptures from Eastern and Western religious traditions as they pertain to the practice of pastoral and spiritual care. [Use of sacred writings in pastoral and spiritual care Hebrew Bible, Christian Bible, Qur’an, Gita, and scriptures of major religious traditions.] 3 crs.

PMT 571 INTERFAITH THEOLOGICAL FRAMEWORKS FOR PASTORAL AND SPIRITUAL CARE
This course lays the theological foundation and frameworks for pastoral practice by identifying the image of God as an icon for healing. It discusses the impact of changing social context in how one expresses, teaches and lives based on theological understandings. Students will look at belief systems, pastoral practice, biblical and historical images of the Holy; develop theological reflection and understandings of God; theology of Trinity and the Holy; and develop theological reflection and understandings of God. This course supports understanding of religions of origin, shapes consciousness and values; explores foundations, historical development and beliefs of major religious traditions.) The course helps the student to identify their personal images and theology surrounding the Holy and examines its impact on pastoral practice. 3 crs.

PMT 572 PASTORAL AND SPIRITUAL IDENTITY
This course looks at the pastoral person; care, growth and difficulties for self and others; family of origin; holistic integration; and theology of person. It stresses the relationships among the care-provider’s personality type and gifts, theological understandings, and pastoral style. [Pastor as person, pastoral identity, wellness and well-being of pastoral care provider]. 3 crs.

PMT 573 PASTORAL AND SPIRITUAL COUNSELING STRATEGIES
This course provides an overview of the art of pastoral care and counseling theory, theological reflection, pastoral skills, and helping relationships. It explores the dynamics of counseling strategies within a religious, theological, philosophical, and belief/value systems’ context. This class examines resources for wholeness and the art of theological assessment through practice of the pastoral skills. 3 crs.
PMT 574 ISSUES IN PASTORAL AND SPIRITUAL CARE
This course examines issues that will challenge and affect the pastoral relationship and the practice of pastoral and spiritual care related to stages of faith development; dysfunction and family dynamics; dealing with anger, stress, effects of sexual abuse; inner child issues; referral procedures; self-esteem; and issues of concern to members in the class. [Family dysfunction, family systems, and dealing with crises]. 3 crs.

PRACTICUM OPTIONS
There are two options: 1) a supervised practicum in an area of the student’s choice, related to a future ministry; 2) a supervised clinical pastoral education program or supervised spiritual direction training program.

PMT 579A SUPERVISED PRACTICUM: COOPERATIVE I
SPECIAL ARRANGEMENT
The Practicum can extend over three years. During this time the student will have the opportunity for a spiritual assessment, theological assessment, pastoral assessment; experience of integration of person, theology, spirituality, culture, ministry; and development of one’s style as a pastoral care provider. In addition, to this seminar, students will develop a contract for their work on site, experience ministry in an approved setting of their choice, receive faculty support and feedback for their work. (In Progress Class.) 3 crs.

ELECTIVES
1. Students may wish to take an elective that prepares them for a particular pastoral or spiritual care setting, or one required by their tradition.
2. Students preparing for M.Div. degree (page 139) and/or for D.Min. (page 147) program take graduate-level course in scripture. SSC 505 Torah; SSC 506 Biblical Prophets; SSC 507 Writings, Psalms, & Wisdom Literature.
3. Students take specific electives when seeking certification with Association for Clinical Pastoral Education, Association of Professional Chaplains or National Association of Catholic Chaplains. Contact department chair for list of specific electives.

YEAR TWO
Practical Content (15 credits & Practicum II)

PMT 575 LITURGIES, RITUALS, PREACHING, TEACHINGS, AND SPIRITUAL PRACTICES OF CHRISTIANITY, JUDAISM, AND ISLAM
This course explores scripture, theology, belief, teachings, ritual, and symbolism of Christianity, Judaism, and Islam. Students lead a ritual, preach, teach, and/or facilitate spiritual practices within an Abrahamic religious tradition. 3 crs.

PMT 576 LITURGIES, RITUALS, PREACHING, TEACHINGS, AND SPIRITUAL PRACTICES OF HINDUISM, BUDDHISM, NATIVE AMERICAN, AND OTHER SPIRITUAL TRADITIONS
This course relates myth, scripture, theology or teachings, belief, ritual, and symbolism of Hinduism, Buddhism, Native American spiritualities, and other traditions. Students not only learn the shape of these liturgies but are also able to prepare a ritual (wedding, funeral, or other ritual) and to preach from the scriptures or sacred writings of the tradition. [Emphasis varies with group and professor.] 3 crs.

PMT 577 CROSS-CULTURAL PERSPECTIVES IN PASTORAL AND SPIRITUAL CARE
This course takes a broad cross-cultural perspective with regard to spiritual and pastoral care, including the values, worldviews, priorities of people of different cultures; conflicts among cultures, needs of people in different cultures, cross-cultural theology, and spirituality. It examines frames of reference, identity, and belonging. 3 crs.

PMT 578 APPLIED ETHICS AND THE PASTORAL OR SPIRITUAL CARE PROVIDER
This course applies ethical systems of religious traditions and their applications related to various issues. This class applies ethical theories and models to situations met by the spiritual and pastoral care provider. It focuses on biomedical ethics, business ethics, and concerns of the class. 3 crs.

PMT 579 PASTORAL AND SPIRITUAL CARE IN TIMES OF LOSS, GRIEF, AND BEREAVEMENT
This course reflects on the types of losses (for example, death, divorce, loss of job, retirement, illness), grief and bereavement process, healthy look at necessary losses, grief recovery and transformation. Students learn about making referrals for psychological counseling or spiritual direction, ministry to the sick and bereaved, the path from shock to wholeness, and the theology of presence. The course explores grieving, suffering, dying, attitudes to death, and renewal across cultures, and Western and Eastern religious traditions. 3 crs.

PRACTICUM OPTIONS
The student continues work in the practicum option selected: 1) a supervised practicum in an area of the student’s choice, related to a future ministry; 2) a supervised clinical pastoral education program or supervised spiritual direction training program.

PMT 599B SUPERVISED PRACTICUM II: SPECIAL ARRANGEMENT
Practicum II builds on what students have learned and experienced since they began their practica with 599A. The course focuses on problem-solving skills, communication styles and challenges, research, resources to support students’ work, vocational fulfillment, and holistic self-care. Students will examine and evaluate their practicum progress, report and receive feedback from faculty and their student colleagues to enhance their learning. Utilizing case studies and guest speakers from different work-settings, students will receive support, resources, and encouragement to fulfill their academic and professional goals. (In Progress Class.) 3 crs.

PMT 589B SUPERVISED PRACTICUM: COOPERATIVE II
Cooperative II builds on what students have learned and experienced since they began their practica with 589A.
Students may choose to take a cooperative pastoral training program in Clinical Pastoral Education or Spiritual Direction. This course focuses on problem-solving skills, communication styles and challenges, research, resources to support students’ work, vocational fulfillment, and holistic self-care. Students will examine and evaluate their practicum progress, report and receive feedback from faculty and their student colleagues to enhance their learning. Utilizing case studies and guest speakers from different work-settings, students will receive support, resources, and encouragement to fulfill their academic and professional goals. (In Progress Class.) 3 crs.

ELECTIVES
1. Students may wish to take an elective that prepares them for a particular pastoral or spiritual care setting, or one required by their tradition.
2. Students preparing for M.Div. degree (page 139) &/or for D.Min. program (page 147) take graduate-level course in scripture. SSC 522 Gospels: Stories of Unique Christian Communities (Important for Preaching & Teaching); SSC 554 Epistles: Letters to Christian Communities.
3. Students take specific electives when seeking certification with Association for Clinical Pastoral Education, Association of Professional Chaplains, or National Association of Catholic Chaplains. Contact department chair for list of specific electives.

YEAR THREE
Synthesis/Praxis Content (15 crs. & Master’s Project)

PMT 582 PRAYER AND SPIRITUALITY OF PASTORAL AND SPIRITUAL CARE PROVIDER
P&S care providers not only need to engage in a regular spiritual practice, but also needs to understand a wide range of prayer forms and spiritual orientations, in order to assist others in their spiritual formation. He or she often serves as a catalyst or mentor for those who are seeking a spiritual path or a spiritual home. The course therefore moves in two directions: 1) enrichment of the spiritual life of the pastoral and spiritual care provider, and 2) knowledge of the wide range of prayer forms and spiritualities so one may be a guide for others. 3 crs.

PMT 583 SPIRITUAL DIRECTION AND SPIRITUAL COUNSELING AS AN ART AND A SCIENCE
The class speaks to the realities of spiritual direction through all ages; serving others as a spiritual guide or counselor; seeking a spiritual director; knowing when to refer to medical professionals; forms of individual and group spiritual companionship; finding spiritual guides among persons in a church, synagogue, or temple; ethics in spiritual direction. 3 crs.

PMT 585 CONTEMPORARY AND PERSONAL THEOLOGY OF PASTORAL AND SPIRITUAL CARE
This course views the ministerial implications for today and for the future of such elements as the impact of ethnic identities, the position of women in societies, the theological understandings of God and the sacred; the image of God or the Holy; religious symbols, rituals, sacraments; and the rise of liberation and quantum theology. The focus will be on the influence of the theology or beliefs of the minister on spiritual practice and service to others. 3 crs.

PMT 587 SEMINAR: THEOLOGICAL REFLECTION IN PASTORAL AND SPIRITUAL CARE
This course studies methods of theological reflection in pastoral care. These methods will be described and utilized as tools for ministry and as base for theses/projects. Each student will lead a seminar discussion on an aspect of the class. 3 crs.

PMT 591 PROFESSIONAL ADVANCEMENT
Professional Advancement will empower the student’s call to serve within the practice and ministries of pastoral and spiritual care. Students will be challenged to identify their vision and dream. Students will identify their gifts, empower their ability to network, to develop creative and eclectic ways to provide service as pastoral and spiritual care providers in the marketplace. The student will work on the presentations of self, interview skills, résumés, and job searches. Students will look at current pastoral care situations and examine their own values, gifts and skills. Students will focus on discernment techniques to identify the call of the Spirit to serve. The course will discuss pastoral leadership, administration of ministries; the role of empowerment of others and many elements of spiritual life in faith communities. 3 crs.

MASTER’S PROJECT PREPARATION
Supervised practicum must be completed before the master’s project can be written. Prerequisite: PMT 599A/PMT 589A &/or PMT 599B/PMT 589B. NOTE: A student may begin work on this project after second year (three-year program completion) or third year (four-year program completion) of theological study.

PMT 596/597A/597B MASTER’S PROJECT
The master’s project allows students to bring their graduate learning to a new level of professional and scholarly synthesis. As the culmination of a graduate program, the project offers evidence of the candidate’s ability to analyze and evaluate materials, to write clearly and cogently, to apply theology to the pastoral setting, and to make a professional contribution to a body of knowledge.

This is part of the requirement for a master’s degree. The student receives a separate guidebook that outlines the process for carrying out and writing the masters’ project. The Faculty Advisor instructs students in the process. Students also select a Reader in their area of study to advise and evaluate their work.

Evaluations from the supervised practicum are submitted with the master’s project. The master’s project is presented to the Chair of Religious Studies and the student’s graduate committee. (In-Progress Classes) 6 crs.

ELECTIVES
1. Students may wish to take an elective that prepares them for a particular pastoral or spiritual care setting, or one required by their tradition.
2. Students preparing for M.Div. degree (page 139) &/or for D.Min. program (page 147) take graduate-level courses in scripture. SSC 505 Torah; SSC 506 Biblical Prophets; SSC 507 Writings, Psalms, & Wisdom Literature; SSC 522 Gospels (Important for Preaching and Teaching); SSC 554 Epistles.
3. Students take specific electives when seeking certification with Association for Clinical Pastoral Education, Association of Professional Chaplains, or National Association of Catholic Chaplains. Contact department chair for list of specific electives.

POST-COURSE REQUIREMENT

PMT 593 COLLOQUIUM/ PRESENTATION DAY FOR MASTER’S PROJECT
In June the students and faculty gather for a presentation of the master’s projects by graduating M.A.A.T. students. This significant day provides the opportunity for graduating students to share with the learning community the outcome of their work in a supervised practicum and master’s project. All M.A.A.T. students are required to attend at least one presentation besides their own. 1 cr.
The Master of Divinity is a transformative and life engaging experience. People participate in this comprehensive ministry preparation program to grow in their effectiveness as care providers and in their theological competence. This program assists people in reaching their dreams. People grow in wholeness through a greater understanding of self, their connection with others, the universe, and the Divine.

The program enhances full human potential through developing unity with others along their spiritual paths. As Blessed Marie-Rose Durocher, the Founder of the Sisters of the Holy Names of Jesus and Mary, says: Since we tread along the same way, let us extend a hand to one another to help surmount the difficulties that present themselves.

The M.Div. develops a strong and balanced theological foundation within an educational, professional, and spiritual context. Individuals deepen their sense of personal and spiritual integration through an appropriation and awareness of ministerial strengths and weaknesses.

The Master of Divinity provides a solid base in theological, biblical, historical, pastoral care, ethical, and spirituality courses.

PURPOSE OF MASTER OF DIVINITY (M.Div.)
The program assists individuals to articulate with greater clarity their theological and scriptural perspectives, their practice of spirituality, commitment to service. Individuals develop greater insights in theology, religious history, scriptural understanding, pastoral care, and spirituality.

The program addresses issues of pastoral counseling, liturgy and ritual, theological resources and assessment, and prayer. Through readings, interactive exercises, discussion, lecture, writing, reflection, supervision, and pastoral application, students engage their own theologies and applications in ministerial settings. For more information, call Jerry Roussell, Jr. at 503.699.6305 or email jroussell@marylhurst.edu.

CAREER PATHS
Students may choose to work on a Master of Divinity (M.Div.) as a prerequisite for the Doctor of Ministry (D.Min.) program. The M.Div. degree is accepted in a cooperative program with San Francisco Theological Seminary, a member of the Graduate Theological Union.

Students may prepare for Ordination in their tradition. These individuals will meet the requirements of their congregation while taking classes in the M.Div. program.

Students fulfill chaplain certification requirements through taking M.Div. courses. These studies prepare students for licensing with the Association for Clinical Pastoral Education and the Association of Professional Chaplains. The National Association of Catholic Chaplains (NACC) requires 18 credits for certification. Beginning in 2005, the NACC will require a master’s degree in a theological area for chaplain certification.

The Master of Divinity professional degree leads to careers as chaplains, spiritual life facilitators, educators, and other careers where they can do ministry and practical theology. People work in hospitals, hospice centers, campuses, correction facilities, churches, synagogues, or military bases, retirement centers, or corporations. The program prepares individuals to be spiritual directors, mentors, retreat directors, ethicists, or coordinators of workshops on the spiritual life. Graduates teach in high schools, community colleges, elementary and high schools, or adult education programs.

PROGRAM LEARNING OUTCOMES: M.Div.
Students completing the Master of Divinity will be able to:
1. Work as a beginning spiritual counselor or spiritual director for individuals,
2. Provide pastoral and spiritual care in one or more specific settings,
3. Integrate psychology and theology through use of theological reflection models,
4. Assess and refer persons for counseling or therapy when skills beyond one’s own are called for in the situation,
5. Develop strategies for maintaining one’s own physical, intellectual, social, and spiritual wellness while providing pastoral and spiritual care for others,
6. Attain personal, spiritual, pastoral, and professional maturity,
7. Comprehend the cultural foundations, visions, origins, histories, major literary expression, and teachings of religious or philosophical systems through an understanding of theological positions, ethical and social teachings,
8. Identify and clarify one’s own position, on theology, spirituality, morality, and philosophy of life in relation to historical spiritual and philosophical traditions,
9. Examine and experience spiritualities or teachings through exposure to spiritual practices, values, and prayer practices of some spiritual traditions,
10. Explore ethical approaches and values arising from theological or philosophical systems through comparing applied ethical positions (ethics of medicine, business, and ecology),
11. Appreciate the diversity and richness in a spiritual or philosophical tradition; or identify relationships between philosophical studies and other liberal arts.

MASTER OF DIVINITY EQUIVALENCY REQUIREMENTS
Students who have received a previous master’s degree (for example, M.A.I.S., M.R.E., M.T.S., and so forth) may wish to complete a second master’s degree or the M.Div. equivalency classes. These students satisfy the M.Div. equivalency as a prerequisite to enter the cooperative D.Min. degree program at San Francisco Theological Seminary, a member of the Graduate Theological Union.

These students will supplement their master’s degree with required courses. Students meet with the Chair of the Religious Studies program to have their coursework evaluated.

Students may choose to do a 48-credit graduate Theological Studies Certificate. These courses are taken within the M.Div. program. They are credits beyond the M.A.A.T. required to complete an M.Div. equivalent. Students concentrate on theology, scripture, spiritual direction, spirituality within these courses. Students arrange this certificate program with the Chair of the Religious Studies Department.
Grads Program in Religious Studies: M.A.A.T.

Social & Behavioral Studies, Ministry ................................ 30 crs.

Biblical Studies .................................................................. 24 crs.

Pre-Course Requirements .................................................... 2 crs.

Course Requirements for Master of Divinity (M.Div.)

Pre-Course Requirements .................................................... 2 crs.
PMT 550 Seminar: Covenant & Orientation, 1 cr.
PMT 551 Seminar: Graduate Writing, 1 cr.

Biblical Studies ............................................................. 24 crs.
PMT 570 Interfaith Theological Frameworks for Pastoral & Spiritual Care, 3 crs.
SSC 505 Torah, 3 crs.
SSC 522 Gospels, 3 crs.
SSC 554 Epistles, 3 crs.

Three of the following 9 crs.

- SSC 506 Biblical Prophets: Inspirations to Create a Better World (3)
- SSC 507 Writings, Psalms, & Wisdom Literature in the Bible (3)
- SSC 521 Gospel of John (3)
- SSC 556 Bible: Exegeted & Preached (3)
- SSC 523 Woman: Journey through Judeo-Christian Scriptures (3)
- SSC 557 Jesus & Women: A Liberating Vision (3)
- SSC 558 Advanced Exegesis: Studies in Apocalyptic Literature (3)
- SSC 560 The Passion of Christ: Journey Through Passover, Gethsemane, Golgotha, to Empty Tomb (3)
- GRK 590 Readings & Special Project in Greek (3)
- HEB 590 Readings & Special Project in Hebrew (3)

Enrichment offerings (1-3 crs.)

- SSC 590 Readings & Special Projects in Sacred Scriptures (1-3)

Historical & Theological Studies ...................................... 24 crs.
PMT 571 Interfaith Theological Frameworks for Pastoral & Spiritual Care, 3 crs.
PMT 578 Applied Ethics & the Pastoral & Spiritual Care Provider, 3 crs.
PMT 585 Contemporary & Personal Theologies of Pastoral & Spiritual Care Provider, 3 crs.
THT 551 Western Thought & History I, 3 crs.
THT 552 Western Thought & History II, 3 crs.
THT 553 Western Thought & History III, 3 crs.
THT 519 Theology for the Third Millennium OR ETH 520 Applied Ethics, 3 crs.

One of the following 3 crs.

- ETH 503 Christian Social Ethics (3)
- THT 515 Christology: Jesus the Christ (3)
- THT 516 Ecclesiology: The Human Story of God (3)
- THT 524 Birthing Holy Fire: Marian Theology & Spirituality in the Wisdom Tradition (3)
- THT 525 Jesus: Bar Nasa, Son of Mary, Son of God (3)
- THT 527 Mary of Magdala (3)
- THT 591 Pastoral Theology (3)
- PHL 570, or ETH 570, or THT 570 Professional Seminars & Spiritual Enrichment offerings (1-3 crs.)
- ETH 590 Readings & Special Projects in Theology or History (1-3 crs.)

Social & Behavioral Studies, Ministry .................................. 30 crs.
PMT 572 Pastoral & Spiritual Identity, 3 crs.
PMT 574 Issues in Pastoral & Spiritual Care, 3 crs.
PMT 575 Liturgies, Rituals, Teachings, Preaching, & Spiritual Practices of Christianity, Judaism, & Islam, 3 crs.
PMT 576 Liturgies, Rituals, Teachings, Preaching, & Spiritual Practices of Hinduism, Buddhism, Native American, & Other Traditions, 3 crs.
PMT 579 Pastoral & Spiritual Counseling, 3 crs.
PMT 579 Pastoral & Spiritual Care in Times of Loss, Grief, & Bereavement, 3 crs.
PMT 582 Prayer & Spirituality of the Pastoral & Spiritual Care Provider, 3 crs.
PMT 583 Spiritual Direction & Spiritual Counseling as an Art & a Science, 3 crs.

Two of the following 6 crs.

- LTA 515 Speech for Preaching (3)
- PCR 510 Religious & U.S. Culture (3)
- PCR 511 Religion & Psychology (3)
- PCR 565 Life & Work: A Spiritual Integration (1)
- RED 526 Transforming Christian Education (3)
- SPP 520 Spirituality & Mysticism: Western Religions (3)
- SPP 510 Spiritual Quest: Human Quest for Spirituality (3)
- SPP 528 Old Ways. New Visions: Models of the Mystic Path: A Spirituality for Seekers (3)
- SPP 560 Spiritual Direction: Through the Arts of Theatre (3)
- SPP 561 Religion & Theatre (3)
- SPP 562 Religion, Rite, Liturgy & Theatre: Entering the Presence (3)
- SPP 563 Performance as Proclamation: Arts of Theatre - Tools of Transformation (3)
- SPP 573 Sacred Labyrinth: Reconnecting with the Feminine Divine (3)
- SPP 572 Spiritual Formation (3)
- SSC 556 Bible: Exegeted & Preached (3)
- THT 517 Sacramentology (3)
- LTA 570, or PCR 570, or RED 570, or SPP 570 Professional Seminars (4)

Professional Seminars & Spiritual Enrichment offerings, 1-3 crs.

- LTA 590 Readings & Special Projects in Liturgical Arts & Worship (1-3)
- PCR 590 Readings & Special Projects in Person, Culture, & Religion (1-3)
- RED 590 Readings & Special Projects in Christian Education (1-3 crs.)
- SPP 590 Readings & Special Projects in Spirituality (1-3 crs.)

Integrative Studies ............................................................ 18 crs.
PMT 587 Theology Reflection in Pastoral & Spiritual Care, 3 crs.
PMT 599A Supervised Practicum I, 3 crs.
PMT 599B Supervised Practicum II, 3 crs.
PMT 599A Supervised Practicum Co-op I, 3 crs.
PMT 599B Supervised Practicum Co-op II, 3 crs.
PMT 591 Professional Advancement, 3 crs.
PMT 577 Cross-Cultural Perspectives in Pastoral & Spiritual Care, 3 crs.

One of the following 3 crs.

- PCR 500 Human Diversity & Oppression (3)
- PMT 592 Exploration in Ministry (3)
- RSP 591 Integrative Studies (3)
- PMT 590 Readings & Special Projects in Ministry (1-3)

Electives .............................................................. 6 crs.

Two of the following 6 crs.

- PCR 512 Islam & Society (3)
- SPP 573 Sacred Labyrinth (3)
- THT 523 Loss, Grief, Death, & Dying (3)
- THT 530 History & Philosophy of Eastern Religious Traditions (3)
- THT 532 Death & Dying in World Religions (3)
- THT 540 Hermeneutics: Interpretation Theory (3)
- THT 554 Theology & the Arts (3)

Master’s Project .............................................................. 7 crs.
PMT 596 Master’s Project I, 3 crs.
PMT 597A Master’s Project II, 1 cr.
PMT 597B Master’s Project II, 2 crs.
PMT 593 Colloquium/Presentation, 1 cr.

CREDIT SUMMARY

Pre-Course Requirements .................................................... 2 crs.

Required Core:

Biblical Studies ............................................................ 24 crs.

Historical & Theological Studies ........................................ 24 crs.

Social & Behavioral Studies, Ministry ............................... 30 crs.

Integrative Studies .......................................................... 18 crs.

Electives .............................................................. 6 crs.

Master’s Project .............................................................. 7 crs.

TOTAL: 111 crs.
MASTER OF DIVINITY COURSE OFFERINGS

PRE-COURSE REQUIREMENTS
See page 136.

BIBLICAL STUDIES (GTU AREA I)

BIBLICAL LANGUAGES, OLD AND NEW TESTAMENT STUDIES, EXEGETICAL METHOD
Area Total: 24 crs.
(Area electives include one course in exegesis and one Old Testament Prophets course.)

PMT 550 SEMINAR: PERSONAL COVENANT AND ORIENTATION (SEPTEMBER)
PMT 551 SEMINAR: GRADUATE WRITING
1 cr. each. See course descriptions on page 136.

PMT 570 INTERFAITH SCRIPTURAL FRAMEWORKS FOR PASTORAL AND SPIRITUAL CARE
3 crs. See course description on page 136.

SSC 505 TORAH: PENTATEUCH, FIRST FIVE BOOKS OF THE BIBLE
Jesus referred to the Law and the Prophets. Followers of Jesus have also respected the teachings in the first five books of the Bible. For centuries before and after Jesus the Torah was and is the primary document of Faith for the Jews. Students will study the shaping, patterns, and teachings of these books. 3 crs.

SSC 506 BIBLICAL PROPHETS: INSPIRATIONS TO CREATE A BETTER WORLD
Do the prophetic messages have relevance today? Is there a “prophetic” aspect in 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. This course will examine these questions and issues. 3 crs.

SSC 507 WRITINGS, PSALMS AND WISDOM LITERATURE IN THE BIBLE
What are the literary and cultic genres in this collection of biblical writings? What were their historical and liturgical contexts? They have been used in Jewish and Christian rituals and monastic prayer and have often been studied by those who minister to the dying. This course will show students how a deeper understanding of these books can provide insights into the personal liturgical meanings of these writings, as well as life itself. 3 crs.

SSC 521 GOSPEL OF JOHN
This course studies the Gospel of John assisting students to determine the social contexts in which this unique community developed. Students explore this community writing and its unique contribution to the early church. 3 crs.

SSC 522 GOSPELS: STORIES OF UNIQUE CHRISTIAN COMMUNITIES
The Synoptic Gospels and the Gospel of John are the primary documents of Christian faith. Learn about their originals, messages, and applications to contemporary life. 3 crs.

SSC 523 WOMAN: A JOURNEY THROUGH THE JUDEO-CHRISTIAN SCRIPTURES
This course aims to provide students with a basic understanding of the role of woman as depicted in the social world of the cultures that developed both the oral tradition and the Judeo-Christian Scriptures. We will focus on her role, religious practice and societal status. We will address both allegorical and corporate images of the female found in the sacred text as well as selected source material from the culture. 3 crs.

SSC 554 EPISTLES: LETTERS TO CHRISTIAN COMMUNITIES
Among the New Testament Epistles (letters) are the earliest writings to become part of what is commonly known as the Christian Scriptures or New Testament. This course explores their origins, messages, and applications for contemporary life. Special attention will be given to the writings of Paul. 3 crs.

SSC 555 GOSPEL OF LUKE AND ACTS
This course studies the Gospel of Luke and Acts assisting students to determine the social contexts in which these narratives were written and the meanings of Jesus’ life and death in those settings. 3 crs.

SSC 556 BIBLE: EXEGETED AND PREACHED
This class draws on the skills of Biblical exegesis in preparation for preaching. Students develop and deliver sermons. 3 crs.

SSC 557 JESUS AND WOMEN: A LIBERATING VISION
This course focuses on the person of Jesus of Nazareth, the women who followed him and their role in the mission that found its source in the Christ encounter. We will explore and exegete the historical, theological and social world in which the Christian Scriptures, Gnostic literature and early church was birthed as a home for liberation. 3 crs.

SSC 558 ADVANCED EXEGESIS: STUDIES IN APOCALYPTIC LITERATURE
This course aims to provide students with a basic understanding of the literary form known as apocalyptic literature, its various uses in the ancient world, its use in liturgy, proclamation, and teaching. We will examine the social world that developed its allegorical images, content and cultural context. We will address the evolution from “message of hope” to a “message of doom,” as well as the ways which “apocalyptic” is used in the modern age. 3 crs.

SSC 560 THE PASSION OF CHRIST: JOURNEY THROUGH PASOVER, GETHSEMANE, GOLGOTHA, TO THE EMPTY TOMB
The meaning of this age old mystery has been explained through the gospels, art, film, historical, theological, and fictional writings, as a pivotal image—a defining moment in time. The Gospel narratives weave together insights about these enduring events. This course explores the Synoptic and Johannine Gospel narratives, the Gospel of Peter, and early writings regarding this classic expedition. It examines what happened, whose responsible, historical discoveries, and social-cultural worldview emerging about Jesus’ prayer/arrest, trial, execution/death, and burial. Modern scholarship will address these ancient questions concluding with the resurrection narratives that capture the hearts and minds of every generation. 3 crs.
GRK 590 READINGS AND SPECIAL PROJECT IN GREEK PROJECT
The student selects the topic (for example, special language study). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork can be set up. 1-3 crs.

HEB 590 READINGS AND SPECIAL PROJECT IN HEBREW
The student selects the topic (for example, special language study). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork can be set up. 1-3 crs.

(NOTE: Students may select to do one to two [570] Professional Seminars and Spiritual Enrichment Offerings and/or [590] Readings and Special Project in Scripture, Theology, Spirituality, History, and so forth. These offerings are taught in various terms and need to satisfy M.Div. course requirements. Students meet with the Chair of the Religious Studies Department for class evaluation and approval.)

SSC 570 PROFESSIONAL SEMINARS AND SPECIAL PROJECT IN SACRED SCRIPTURES
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. The student may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

SSC 590 READINGS AND SPECIAL PROJECT IN SACRED SCRIPTURES
The student selects the topic (for example, special exegetical study, scripture, and preaching). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

HISTORICAL AND THEOLOGICAL STUDIES (GTU AREAS II, III, AND IV):
CHURCH HISTORY, SYSTEMATIC THEOLOGY, PHILOSOPHY AND PHILOSOPHICAL THEOLOGY, ETHICS
Area Total: 24 crs.
(Area elective includes one course in history or theology and one course in Christian Social Ethics.)

ETH 503 CHRISTIAN SOCIAL ETHICS
Christian Social Ethics is the study of those ethical issues related to the relationship between the individual and society. The individual has rights, which are to be protected, and also responsibilities toward society. Society has rights pertaining to the common good, which are to be protected, as well as responsibilities toward each individual in the society. Issues dealing with ethical relationships will be discussed, those in the economy, politics, and in other current social issues. 3 crs.

ETH 520 APPLIED ETHICS: DAILY LIFE, MEDICINE, BUSINESS, HUMANITIES
In this course students will learn to apply ethical norms and values and critical ethical thinking and decision-making to a variety of contemporary issues and situations, including workplace and business ethics, biomedical ethics, environmental ethics, issues of social and economic justice, and an examination of various religious ethical systems. Students will explore how to find ethical common ground in a pluralistic society, and finally to articulate their own ethical system. 3 crs.

PMT 571 INTERFAITH THEOLOGICAL FRAMEWORKS
FOR PASTORAL AND SPIRITUAL CARE
3 crs. See course description on pages 136.

PMT 578 APPLIED ETHICS
AND THE PASTORAL OR SPIRITUAL CARE PROVIDER
3 crs. See course description on page 137.

PMT 585 CONTEMPORARY AND PERSONAL
THEOLOGY OF PASTORAL AND SPIRITUAL CARE
3 crs. See course description on page 138.

THT 515 CHRISTOLOGY: JESUS THE CHRIST
Christology is that part of theology, which deals with the Person of Jesus Christ, the Incarnation of the divine Word and God’s self-communication to the world. Students will study the meanings and implications of the reality of Jesus’ birth in time, his life, death, and resurrection. In so doing they will realize the impact of Jesus the Christ on the shaping of history. 3 crs.

THT 516 ECCLESIOLOGY:
THE HUMAN STORY OF GOD
Ecclesiology is that part of theology, which deals with the Church as an expression of the permanence of Jesus the Christ in history, community, and grace. Students trace the development of a believing community which formed around Jesus and grew because of their fidelity to the teachings put forth by the Scriptures of those communities of faith. 3 crs.

THT 519 THEOLOGY FOR THE THIRD MILLENNIUM
This course is intended to familiarize students with some of the innovative approaches to theology that exist at the dawn of the third millennium. The meaning, philosophy, and method of theology will be explored. The course will also focus on groundbreaking theologians in such areas as Transcendental Theology, Liberation and Feminist theology, and new insights into theodicy. The writings from such authors as Hans Kung, Karl Rahner, Gustavo Gutierrez, Elisabeth Schussler Fiorenza, and Elizabeth Johnson will be considered. An emphasis will be placed on how contemporary theological systems of thought can help to promote the goal of ecumenic pluralism. 3 crs.

THT 524 BIRTHING HOLY FIRE: MARIAN THEOLOGY
AND SPIRITUALITY IN THE WISDOM TRADITION
This course explores the historical and theological implications of the role of Mary in social context across the millennium. Ancient Middle Eastern, Greco Roman and Christian mystic and wisdom traditions direct the focus of this historical theological survey of Marian spirituality towards a new hermeneutic. 3 crs.

THT 525 JESUS: BAR NASA, SON OF MARY, SON OF GOD
This course explores and exeges the historical/theological implications of the titles given Jesus of Nazareth in the early centuries of the Christian mission. We will focus on the social context of the early church, Ancient Middle Eastern, Greco-Roman and Christian mystical and wisdom traditions. This survey of Christology aims to understand the early communities’ understanding of the Christ encounter towards the creation of a new hermeneutic. 3 crs.
THT 527 MARY OF MAGDALA: DISCIPLE, APOSTLE TO THE APOSTLES, COMPANION OF THE LORD, WOMAN WHO KNEW THE ALL
This course explores the historical, theological, and ministerial implications of the role of Mary of Magdala in her social context, Scripture, Gnostic writings and artistic imagery towards a feminine fertility and earth-based spirituality. The course aims to provide students with exegetical, theological, and research skills towards understanding the Judeo-Christian Scriptures, Gnostic writings, and the call of women as Seekers, vessels of the mystic across the ages. 3 crs.

THT 551 WESTERN THOUGHT AND HISTORY I: ANCIENT TO MEDIEVAL
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). It discusses ancient philosophers and Christian writers within world Christianity from an historical context. 3 crs.

THT 552 WESTERN THOUGHT AND HISTORY II: RENAISSANCE TO REFORMATION
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). The course will bring into fuller medieval and Renaissance light the works of Augustine and Dante. 3 crs.

THT 553 WESTERN THOUGHT AND HISTORY III: MODERN TO CONTEMPORARY
This course examines theological and philosophical traditions in Western Civilization (including Greek and Judeo-Christian heritages). It will focus on the history of ideas drawn from modern science and everything else most easily apprehended in Jaroslav Pelikan’s excellent anthology, Modern Religious Thought, and so forth. 3 crs.

THT 591 PASTORAL THEOLOGY
This course examines how theology is understood from within a pastoral framework. The course examines the integration of theological systems within various pastoral contexts. 3 crs.

(Note: Students may select to do one to two [570] Professional Seminars and Spiritual Enrichment Offerings and/or [590] Readings and Special Project in Scripture, Theology, Spirituality, History, and so forth. These offerings are taught in various terms and need to satisfy M.Div. course requirements. Students meet with the Chair of the Religious Studies Department for class evaluation and approval.)

PHL 570, OR ETH 570, OR THT 570 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

PHL 590 READINGS AND SPECIAL PROJECT IN PHILOSOPHY
The student selects the topic (for example, major philosopher, relationship between philosophy and religion). Readings and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

ETH 590 READINGS AND SPECIAL PROJECT IN ETHICS
The student selects the topic: (for example, The Genome Project, ethical dilemmas in technological advance, morality). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

THT 590 READINGS AND SPECIAL PROJECT IN THEOLOGY OR HISTORY
The student selects the topic: (for example, history of Christianity, Christology, ecclesiology, a specific theologian or religious leader.) Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

SOCIAL AND BEHAVIORAL STUDIES, MINISTRY (GTU AREAS IV, V, VI, VII, VIII, FT):
RELIGION & SOCIETY, PASTORAL PSYCHOLOGY, CHRISTIAN EDUCATION, EVANGELISM & MISSION, WORSHIP, HOMILETICS & SPEECH COMMUNICATION, RELIGION & THE ARTS, SPIRITUALITY
Area Total: 30 crs.
(Area electives must include one course each from three of the following categories: pastoral counseling, Christian education, worship & sacraments, denominational polity, preaching, spirituality, mission/evangelism/ecumenism, church administration.)

LTA 515 SPEECH FOR PREACHING
A homiletic exploration of speech communication skills needed for leading worship. Oral interpretation techniques, voice and diction skills, and drama exercises. 3 crs.

PCR 510 RELIGION AND UNITED STATES CULTURE: A SOCIOLOGY OF RELIGION
This course will explore the development of religion as it impacts and is impacted by the culture of the United States. It will examine religious development from historical and sociological perspectives. Students will be encouraged to engage these perspectives in dialogue with their own faith. Many religions will be observed along with their growth and decline in the United States. 3 crs.

PCR 511 RELIGION AND PSYCHOLOGY: A PSYCHOLOGY OF RELIGIOUS EXPERIENCE
This course asks the basic question: Does religion help or hinder psychological well being? The answer depends on whose psychology we adopt to view religion. We will explore a variety of psychological responses to relevant religious phenomena and experiences. 3 crs.

PCR 565 LIFE AND WORK: A SPIRITUAL INTEGRATION
In this technological age, many hours of our lives are spent in the workplace. These hours need to be soul-enriching hours – for ourselves and for our colleagues. This seminar gives today’s leaders, managers and other professionals a life map which enhances an awareness of self and others, promotes productivity, sharpens one’s focus, and brings enjoyment to the individual, the family, friends, the religious community, and to the corporate venue. 1 cr.

PMT 572 PASTORAL AND SPIRITUAL IDENTITY
3 crs. See course description on page 136.
PMT 573 PASTORAL AND SPIRITUAL COUNSELING STRATEGIES
3 crs. See course description on page 136.

PMT 574 ISSUES IN PASTORAL AND SPIRITUAL CARE
3 crs. See course description on page 137.

PMT 575 LITURGIES, RITUALS, PREACHING, TEACHINGS, AND SPIRITUAL PRACTICES OF CHRISTIANITY, JUDAISM, AND ISLAM
3 crs. See course description on page 137.

PMT 576 LITURGIES, RITUALS, PREACHING, TEACHINGS, AND SPIRITUAL PRACTICES OF HINDUISM, BUDDHISM, NATIVE AMERICAN, AND OTHER SPIRITUAL TRADITIONS
3 crs. See course description on page 137.

PMT 579 PASTORAL AND SPIRITUAL CARE IN TIMES OF LOSS, GRIEF, AND BEREAVEMENT
3 crs. See course description on page 137.

PMT 582 PRAYER AND SPIRITUALITY OF PASTORAL AND SPIRITUAL CARE PROVIDER
3 crs. See course description on page 138.

PMT 583 SPIRITUAL DIRECTION AND SPIRITUAL COUNSELING AS AN ART AND A SCIENCE
3 crs. See course description on page 138.

RED 526 TRANSFORMING CHRISTIAN EDUCATION
This course studies Christian education through an exploration of theologies, models, and methods. It emphasizes both theoretical and practical dimensions. 3 crs.

SPP 510 SPIRITUAL QUEST: HUMAN QUEST FOR SPIRITUALITY
A new interest in spirituality is being articulated in many ways by diverse groups of people. What is the spiritual quest? How has Western spirituality been expressed through the ages? What factors have converged to give rise to this new interest? Students will identify elements of the Western spiritual quest from the past and the present, and notice commonalities with their own spiritual journeys. 3 crs.

SPP 526 SPIRITUALITY AND MYSTICISM: WESTERN RELIGIONS
From the visions and music of Hildegard of Bingen to the fascinating symbolism of the Jewish Kaballah to the love poetry of Rumi, this course will explore spirituality and mysticism in the major religious traditions of the “People of the Book”–Judaism, Christianity, and Islam. Attention will be paid to the historical, theological and philosophical role of the powerful writings of various mystics within these wisdom traditions. 3 crs.

SPP 528 OLD WAYS, NEW VISIONS: MODELS OF THE MYSTIC PATH: A SPIRITUALITY FOR SEEKERS
This course will survey the world that birthed the mission of Ireland’s Brigid, Bishop Patrick and Columcille. Their mission, spiritual practice and endearing legacy across the ages will provide source for prayer, research and theological reflection towards holistic spiritual practice. 3 crs.

SPP 560 SPIRITUAL DIRECTION: THROUGH THE ARTS OF THEATRE
This class examines the theatre arts as an icon for various models of personal and/or group spiritual direction. Students will have an opportunity to explore the historical, theological, and experiential foundations of the combined arts of theatre as source for the empowerment of spirituality. 3 crs.

SPP 561 RELIGION AND THEATER
This class surveys the mutual foundations of the birth of religion, ritual, and the combined arts of theatre. Rehearsal and performance components of this class offer the student the opportunity to develop theatre techniques and acting skills in an open and creative environment. 3 crs.

SPP 562 RELIGION, RITE, LITURGY AND THEATRE: ENTERING THE PRESENCE
This course explores the spiritual, theological and religious implications within the relationship between source and roots of the combined arts of the theatre, the evolution of rite and liturgy in the history of religions and practice toward the creation of new ways to understand and celebrate the Transforming Presence. 3 crs.

SPP 563 PERFORMANCE AS PROCLAMATION: ARTS OF THEATRE - TOOLS OF TRANSFORMATION
This course will examine the art and craft of the combined arts of theatre towards empowering the skills of sacred storytelling, performance art, preaching, teaching, group spiritual direction and new ways to proclaim the wisdom of the ages. Students will participate in both, research and practicum as performance lab. 3 crs.

SPP 572 SPIRITUAL FORMATION
This course explores the human and psychological bases for sound spiritual growth. It examines spiritual growth, the spiritual direction relationship, and discernment. 3 crs.

SPP 573 SACRED LABYRINTH: RECONNECTING WITH THE FEMININE DIVINE
The reemergence in this generation of the ritual of walking the sacred labyrinth is experientially explored in this course. The powerful influence of the Feminine Divine behind this ancient symbol will be traced throughout history, mythology, and religious traditions. This course connects the student to the transformative and healing tool of the labyrinth through a wondrous sacred journey. 3 crs.

SSC 556 BIBLE: EXEGETED AND PREACHED
This class draws on the skills of Biblical exegesis in preparation for preaching. Students develop and deliver sermons. 3 crs.

THT 517 SACRAMENTOLOGY: A STUDY OF THE CHRISTIAN SACRAMENTS
Saccmental theology studies the individual sacraments as different realizations of Christian life in the person, all of which are closely related to the transitions and commitments of the person. Students relate them to their own experiences, such as, one’s purpose in the world, continual spiritual development, and commitment to a vocation in life. Students experience more deeply the connections among beliefs, beautiful visual or action symbols, and human life. 3 crs.

(NOTE: Students may select to do one to two [570] Professional Seminars and Spiritual Enrichment Offerings and/or [590] Read-
ings and Special Project in Scripture, Theology, Spirituality, History, and so forth. These offerings are taught in various terms and need to satisfy M.Div. course requirements. Students meet with the Chair of the Religious Studies Department for class evaluation and approval.)

LTA 570, OR PCR 570, OR SPP 570, OR RED 570 PROFESSIONAL SEMINARS AND SPIRITUAL ENRICHMENT OFFERINGS
Topics that appeal to professional ministers, care providers, or others in the helping professions may be offered and taken as electives. Students may also select Spiritual Enrichment offerings. The student may arrange credit, CEUs, or audit. 1-3 crs.

LTA 590 READINGS AND SPECIAL PROJECT IN LITURGICAL ARTS AND WORSHIP
The student selects the topic (for example, rituals of world religion/s, women and rituals of world religions, ordination). Readings on and conference about the literature relevant to liturgical arts and worship are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

PCR 590 READINGS AND SPECIAL PROJECT IN PERSON, CULTURE, AND RELIGION
The student selects the topic (for example, effects of cultural background on spiritual practice, concern for spirituality in a technological world, dichotomies and harmonies in religion and psychology). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

RED 590 READINGS AND SPECIAL PROJECT IN CHRISTIAN EDUCATION
The student selects the topic (for example, developmental stages of life, educational leadership, storytelling, teaching strategies, curriculum development). Readings on and conference about the literature relevant to Christian education are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

SPP 590 READINGS AND SPECIAL PROJECT IN SPIRITUALITY
The student selects the topic: (for example, spiritual direction and practice, religion and theology, religion and spirituality). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

INTEGRATIVE STUDIES
FUNCTIONAL THEOLOGY & FIELD EDUCATION,
Area Total: 18 crs.
(Students participate in becoming reflective practitioners in ministry. Area electives are Racial/Ethnic experience in U.S. and multicultural experience.)

PRACTICUM
(Regardless of their previous experience or their status in an ordination process, students participate in some form of supervised practice of ministry as part of their degree program.) (For descriptions of M.Div. courses in requirements section above and see M.A. in Applied Theology sections.)

PMT 587 SEMINAR: THEOLOGICAL REFLECTION IN PASTORAL AND SPIRITUAL CARE
3 crs. See course description on page 138.

PMT 599A SUPERVISED PRACTICUM I: SPECIAL ARRANGEMENT
The Practicum can extend over three years. During this time the student will have the opportunity for a spiritual assessment, theological assessment, pastoral assessment; experience of integration of person, theology, spirituality, culture, ministry; and development of one’s style as a pastoral care provider. In addition, to this seminar, students will develop a contract for their work on site, experience ministry in an approved setting of their choice, receive faculty support and feedback for their work. (In Progress Class.) 3 crs.

PMT 589A SUPERVISED PRACTICUM: COOPERATIVE I
Students may choose to take a cooperative pastoral training program in Clinical Pastoral Education or Spiritual Direction. During this time the student will have the opportunity for a spiritual assessment, theological assessment, pastoral assessment; experience of integration of person, theology, spirituality, culture, ministry; and development of one’s style as a pastoral care provider. In addition, to this seminar, students will develop a contract for their work on site, experience ministry in an approved setting of their choice, receive faculty support and feedback for their work. (In Progress Class.) 3 crs.

PMT 599B SUPERVISED PRACTICUM II: SPECIAL ARRANGEMENT
Practicum II builds on what students have learned and experienced since they began their practica with 599A. This course focuses on problem-solving skills, communication styles and challenges, research, resources to support students’ work, vocational fulfillment, and holistic self-care. Students will examine and evaluate their practicum progress, report and receive feedback from faculty and their student colleagues to enhance their learning. Utilizing case studies and guest speakers from different work-settings, students will receive support, resources, and encouragement to fulfill their academic and professional goals. (In Progress Class.) 3 crs.

PMT 589B SUPERVISED PRACTICUM: COOPERATIVE II
Cooperative II builds on what students have learned and experienced since they began their practica with 589A. Students may choose to take a cooperative pastoral training program in Clinical Pastoral Education or Spiritual Direction. This course focuses on problem-solving skills, communication styles and challenges, research, resources to support students’ work, vocational fulfillment, and holistic self-care. Students will examine and evaluate their practicum progress, report and receive feedback from faculty and their student colleagues to enhance their learning. Utilizing case studies and guest speakers from different work-settings, students will receive support, resources, and encouragement to fulfill their academic and professional goals. (In Progress Class.) 3 crs.

PMT 591 PROFESSIONAL ADVANCEMENT
Students will look at current pastoral care situations and examine their own values, gifts and skills. Students will focus on discernment techniques to identify the call of the Spirit to serve. The course will discuss pastoral leadership, administration of ministries; the role of empowerment of others and many elements of spiritual life in faith communities. See full description, page 138. 3 crs.
PCR 500 HUMAN DIVERSITY AND OPPRESSION
This course examines the social dynamics of human oppression; effects of institutional discrimination, inequality, stigma and prejudices stemming from racism, sexism, ageism, and classism; implication of human oppression and multiculturalism for human behavior, and implications for mental health practitioners in research and policy. In this course, we will seek to unravel the ubiquity of oppression that dehumanizes people of diverse backgrounds and different orientations. Students will acquire an awareness of the dynamics of oppression, prejudice and discrimination and their impact of the human condition. 3 crs.

PMT 577 CROSS-CULTURAL PERSPECTIVES IN PASTORAL AND SPIRITUAL CARE
This course takes a broad cross-cultural perspective with regard to spiritual and pastoral care, including the values, worldviews, priorities of people of different cultures; conflicts among cultures, needs of people in different cultures, cross-cultural theology, and spirituality. It examines frames of reference, identity, and belonging. 3 crs.

PMT 592 EXPLORATION IN MINISTRY
This class integrates theology and ministry in various settings. Students connect theological reflection with their ministerial endeavors. 3 crs.

RSP 591 INTEGRATIVE STUDIES
This class integrates life experience, academic career, ministry, and operational theology. Students draw on their experience in ministry using various learning to exercises to develop a paper synthesizing experience, reading, and reflection. 3 crs.

(NO:TE: Students may select to do one to two [570] Professional Seminars and Spiritual Enrichment Offerings and/or [590] Readings and Special Project in Scripture, Theology, Spirituality, History, and so forth. These offerings are taught in various terms and need to satisfy M.Div. course requirements. Students meet with the Chair of the Religious Studies Department for class evaluation and approval.)

PMT 590 READINGS AND SPECIAL PROJECT IN MINISTRY
The student selects the topic: (for example, exploration in ministry, pastoral leadership). Readings on and conference about the literature relevant to this area of study are arranged with the instructor. Fieldwork is possible as part of the study. 1-3 crs.

ELECTIVES
Area Total: 6 crs.

PCR 512 ISLAM AND SOCIETY
The purpose of this class is to provide students with an essential background to better understand the world of Islam and Muslim population. By analyzing Islam both in theory and in practice, we will examine Islam as a way of life in a sociocultural context and study the ways by which this religion affects the individual, family, and social life in various Islamic societies. 3 crs.

SPP 573 SACRED LABYRINTH: RECONNECTING WITH THE FEMININE DIVINE
(See Social and Behavioral Studies, Spirituality section above for course description.) 3 crs.

THT 523 LOSS, GRIEF, DEATH, AND DYING: THEOLOGIES OF COMPASSION
Today there are a number of avenues that shed light on the perennial questions around death and dying. For many people world religions serve as guideposts offering theologies of compassion to those who experience loss, grief, death, and dying. People discover what is important to them on their journey. This course explores these issues from multicultural and interreligious perspectives. 3 crs.

THT 530 HISTORY AND PHILOSOPHY OF EASTERN RELIGIOUS TRADITIONS
This course is an overview of the main historical and philosophical issues of Hinduism, Buddhism, Daoism, and Shintoism. Fundamental tenets will be explored through canonical scriptures as well as the lives and doctrinal legacies of exemplary mystics, philosophers, and teachers, both past and contemporary. It is useful when approaching the study of Asian religions for the first time, when needing methodologically sound basis for the study of Asian religions, and when interacting with Asian people in one’s working and cultural environments. 3 crs.

THT 532 DEATH AND DYING IN WORLD RELIGIONS
Is there life after death? What happens in a Near Death Experience? Does the spirit continue on beyond this life? Is there a heaven or hell? What are nirvana, enlightenment, and rebirth? Many people approach these age old questions through their religious beliefs and constructs. Over centuries many sages, wisdom figures, and mystics have sought to answer the questions human all cultures ask about death and dying. This course explores issues related to death and dying from a world religions’ context. 3 crs.

THT 540 HERMENEUTICS: INTERPRETATION THEORY
Hermeneutics is the most important theological contribution to scholarship in the last two centuries. Literary Criticism, culture studies, deconstruction and all the postmodern theories stem from hermeneutics. The best philosophers on the continent in this century have been heavily influenced by it. Students will be able to read literature as well as “the times” by being conversant with hermeneutics. 3 crs.

THT 554 THEOLOGY AND THE ARTS
This class will explore how people have conveyed elements of theology—images of God, moral notions of right and wrong, sacred stories, doctrines of faith, and so forth—across different artistic expressions over time. Artistic disciplines including architecture, painting, sculpture, music, stained glass, statuary and other forms will be studied to help us learn what these works have to say about the people, time and culture that produced them. Students will also have the opportunity to demonstrate an element of their personal theology through artistic expression. 3 crs.
MARYLHURST UNIVERSITY has made available to qualified students a cooperative Doctor of Ministry (DMin) degree on its campus. The Doctor of Ministry degree, administered by the Office of Advanced Pastoral Studies (APS) of San Francisco Theological Seminary, is an advanced professional degree for persons in ministry.

Carefully designed to complement their day-to-day work, this program enables candidates to engage in a high level of academic professional development without giving up their current employment.

PURPOSE OF DOCTOR OF MINISTRY
The purpose of the San Francisco Theological Seminary Doctor of Ministry program is to enhance quality in the practice of ministry. The major objective is the development of professional competencies, including critical reflection on the practice of ministry, interpersonal skills, the capacity for theological interpretation, and special skills for service in particular contexts. The collegium group format makes it possible for persons from different traditions to develop supportive networks that can influence ethical or social justice issues that impact the people of the Northwest.

PROGRAM LEARNING OUTCOMES: DOCTOR OF MINISTRY
Students completing Doctor of Ministry will be able to:

• Explore the depths of uncertainty and reach for empirical as well as historical foundations for the church’s language, its worship, and its mission.
• Turn away from propositional language about God toward the question: “Is there in experience any transcendent dimension for which theological language is necessary and in relation to which it makes sense?”
• Reexamine the meaning of symbols as pointers to religious reality, while realizing that symbols cannot prove but can intimate.
• Be open to the exploration of all aspects of human experience and various attempts to interpret it as shaped and formed by the heritage out of which the student comes.
• Encourage students not to traffic in concepts that they cannot connect with observation and experience; action-reflection is the basic stance.
• See the teaching-learning task as a liberation, rather than a domestication, which insists that students must come out at a certain point in their theological quest.
• End the exclusive reliance upon textbook theology written by authorities and encourage the theologizing capacity of student teachers and teacher-students, as they face their own lives and the world, daring to come out with their own freshly language affirmations.

SPECIFIC OBJECTIVES
• Encourage trust and cooperation among peers in ministry.
• Encourage students to think independently and to take responsibility for their own education as a lifelong enterprise.
• Develop a critical theological interpretation of life and purposeful activity in ministry, along with new skills.
• Develop theological breadth through a grasp of current intellectual trends in other disciplines.
• Develop an understanding of social issues and the mission of the church in an international context.
• Develop creative forms of ministry through research, writing, and implementation of a major dissertation/project.

ADMISSIONS: DOCTOR OF MINISTRY
Doctor of Ministry degree applicants are required to have a Master of Divinity (M.Div.) or equivalent from an accredited school. (Marylhurst’s Master of Applied Theology plus Master of Arts in Theological Studies, Master of Divinity, or equivalent program meets this requirement. Applicants must either be ordained by a recognized religious congregation or have endorsement as a non-ordained person from their religious organization. The completion of three years of ministry after their ordination is required.

ACCREDITATION
The Doctor of Ministry program has full accreditation from the Association of Theological Schools and the Western Association of Schools and Colleges. San Francisco Theological Seminary (SFTS) is a founding member of Graduate Theological Union (GTU) linking nine seminaries and numerous programs together. SFTS combines with the University of California at Berkeley to offer the advanced studies.

FACULTY
Criteria for selection of local faculty include: an advanced degree in the area to be covered (usually a Ph.D., Th.D., S.T.D., or Ed.D.), experience and expertise in a relevant discipline, and teaching ability. The group meets locally for three 40-hour classes, beginning in the fall. A regular SFTS faculty member teaches the first 15 to 16 hours. A different local adjunct faculty person teaches the other sessions each term. All three classes of the collegium group curriculum must be completed before a student attends the summer term.

EXTENDED OPTION
Year One: Nine-Month Collegium Group
(Sep.-May) .................................................. 12 SFTS units
In a supportive group of 10 to 15 students, you will explore your work honestly and openly.
Beginning in September, your collegium group will meet on the Marylhurst campus for three 40-hour classes: The Pastor as Person, The Theology of Ministry, and The Cultural Milieu and Mission of the Church.

Year Two: Six-Week Summer Term at SFTS .......... 12 SFTS units
During the six weeks on the SFTS campus, students complete coursework and move toward candidacy. Housing on the SFTS campus is assigned on the basis of need, availability and the date the housing application is received.

Year Three: Dissertation/Project ........................... 12 SFTS units
Students work on the dissertation/project. Total: 36 SFTS units

COURSE OFFERINGS

YEAR ONE

THE PASTOR AS PERSON
Objectives include rediscovering one’s self in the company of professional peers, coming to terms with depersonalizing factors in ministry, reviewing present and future professional and vocational choices, establishing a collegial learning team, and building deeper levels of trust and cooperation among colleagues. Spirituality and Pastoral Theology are the disciplines that inform this quarter’s work. 4 SFTS units.

THE THEOLOGY OF MINISTRY
Winter quarter objectives include examining, understanding, and critiquing the ministry of each student, helping to build new and more coherent theories of ministry; and reflecting upon the ministry from biblical and theological perspectives. Practical Theology is the primary discipline undergirding this quarter’s work. 4 SFTS units.

THE CULTURAL MILIEU AND THE MISSION OF THE CHURCH
Objectives during the spring include developing skills for identifying, researching, and understanding a major social issue or area of concern in the local culture of the collegium group, and preparing and analyzing strategies for mission with regard to this issue. Primarily Social Ethics and Missiology inform this quarter’s work. 4 SFTS units.

YEAR TWO

REQUIRED SIX-WEEK SUMMER TERM RESIDENCY
The summer residential term at SFTS consists of two resource seminars, a seminar in research design leading to formulation of a Dissertation/Project (D/P) topic proposal, and a frontier seminar that focuses on one contemporary issue at the cutting edge of the church’s mission. Students may select from among a variety of resource and frontier seminar offerings. 12 SFTS units.

The summer term concludes with a candidacy interview during which students meet individually with a faculty team to examine written evaluations of course work and to review their progress. Students advance to candidacy only after recommendation to the faculty by the interview team and the approval of a D/P topic. If the interview team recommends further work before beginning the D/P, any additional costs are borne by the student.

DISSERTATION/PROJECT SEMINARS
(September-May)
During the second year of study (after the summer residency), each collegium group participates in at least six days of seminars focused on the D/P research of each member of the group. Seminar faculty are recruited during the summer term in consultation with the Advanced Pastoral Studies Director. 4 SFTS units.

YEAR THREE

DISSERTATION/PROJECT
The D/P is an independent undertaking in which the student takes full initiative to plan, seek approval for, and implement a study and action project within her/his ministry. An advisor is readily available to consult through out this process. This advisor is approved by SFTS. Students submit a completed Dissertation/Project to the SFTS Advanced Pastoral Studies committee for evaluation. 12 SFTS units.

Department of Religious Studies
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
Art therapy is a rapidly growing counseling discipline that had its beginnings in the treatment of severely emotionally disturbed children and adults. It has expanded to reach a broader range of populations within a variety of settings. Art therapists integrate the creative process with understanding of counseling theory in order to facilitate growth and development in clients.

In art therapy, the focus is often placed upon expression and communication through art processes and products. Art processes, forms, content, and associations are recognized as reflections of personality, development, and concerns. Since art therapy draws upon art as well as psychology, the art therapy student is required to have understanding of authentic art expression and to be experienced with a variety of art media.

Professional art therapists are thoroughly trained in traditional counseling theories and methods and are prepared to conduct assessments and facilitate individual, family therapy, and group therapy.

THE PURPOSE OF THE MASTER OF ARTS IN ART THERAPY COUNSELING PROGRAM

The Marylhurst Program helps students arrive at an understanding of the therapeutic application of the creative process, and the informed use of psychological theories and counseling practices. The program is designed to prepare art therapists to work as team members in facilities that provide therapeutic/counseling services, for example, community mental health centers, psychiatric hospitals, therapeutic schools, day and residential treatment programs.

The Master of Arts in Art Therapy Counseling Degree at Marylhurst University is approved by the American Art Therapy Association and is accredited by the Northwest Association of Schools and Colleges.

The program can be completed in seven quarters. The first three quarters (fall, winter, spring) consist of sequential courses in art therapy, counseling and psychotherapy. Studies in the areas of human development, psychopathology, and counseling are an integral part of the program. Fieldwork is required during the first three terms. Electives are offered throughout the year including summer terms. The last three quarters (fall, winter, spring) are primarily devoted to practicum and a research project. The student completes a minimum of 720 hours of practicum work each quarter in a clinical setting. Practicum opportunities are available in a variety of clinical settings serving children, adolescents, and adults. Practicum can, under some circumstances, be arranged outside the region.

The master’s program can be completed on a part-time basis. Students may take up to five years to complete the program; however, a two- or three-year plan is recommended. The final three terms of the program, the practicum, require a full-time commitment for most students.

PROGRAM LEARNING OUTCOMES

The learning outcomes of the graduate program are:

1. To provide the student with opportunities to learn the theory and practical skills necessary to competently practice art therapy;
2. To encourage the student to achieve excellence in scholarship and the practice of art therapy;
3. To serve the community beyond the campus, in the advancement of understanding and professional implementation of art therapy.

ADMISSIONS

Applications for fall admission are requested during the preceding winter quarter. Later applications are accepted. Persons who are interested should call 503.699.6244 or 503.636.8141, ext. 3322, to clarify admissions procedures.

The admissions committee is seeking applicants with human services experience, well-developed art skills, academic competence, and the personality attributes and interpersonal skills that indicate aptitude for the profession.

PREREQUISITES

1. A bachelor’s degree from a regionally accredited college or university;
2. Proficiency in the visual arts as demonstrated by a portfolio of work in painting, drawing, and sculpture. Minimum credits required to be considered for admission are 27, with the preferred distribution being: Painting, 9 credits; Drawing, 9 credits; Sculpture, 9 credits. Credits are calculated on the quarter system. One semester credit equals 1.5 quarter credits.
3. Courses in psychology (a minimum of 18 credits) including the following: 6 credits in general psychology that can be taken at the lower-division level. The following courses are to be taken at the upper-division level: Psychology of Personality, Developmental Psychology, Abnormal Psychology, and Counseling Theories/Strategies. Letter grades are requested. Students who believe they have equivalent coursework or wish to make substitutions are encouraged to consult an advisor within the Art Therapy Counseling Program. Applicants who have not met the prerequisites at the time of application must express the intention of meeting the prerequisites prior to entrance into the program.
4. Evidence of ability to do graduate work as indicated by:
   a) minimum of 3.00 cumulative grade point average on applicant’s undergraduate transcripts,
   b) acceptable scores on the Miller Analogies Test or the Graduate Record Exam, or
   c) successful completion of a graduate degree in a related field.
5. Supervised experience working with people, preferably in a human services agency. Volunteer work is acceptable.
PREPARATORY TRACKS
Marylhurst University offers prospective art therapy graduate students several undergraduate pre-professional tracks.

Bachelor of Arts in Art
- 80 crs. in art, including at least 9 crs. in each of the following: painting, drawing, & sculpture.
- 18 crs. in psychology including PSY 334 Personality Theory, PSY 336 Abnormal Psychology, PSY 328 Developmental Psychology, & PSY 362 Theories & Counseling Strategies.
- 27 crs. in art, including 9 crs. in painting, 9 crs. in drawing, & 9 crs. in sculpture.
- 5 crs. in Art Therapy elective classes, including Introduction to Art Therapy Workshop, 1 cr.

Bachelor of Arts in Psychology
- 61 crs. in psychology, including PSY 334 Personality Theory, PSY 336 Abnormal Psychology, PSY 328 Developmental Psychology, & PSY 362 Theories & Counseling Strategies.
- 27 crs. in art, including 9 crs. in painting, 9 crs. in drawing, & 9 crs. in sculpture.
- 5 crs. in Art Therapy elective classes, including Introduction to Art Therapy Workshop, 1 cr.

Bachelor of Arts in Interdisciplinary Studies
Students in this program focus their studies in the areas of art and psychology. They complete:
- a minimum of 27 crs. in art, including 9 crs. in painting, 9 crs. in drawing, and 9 crs. in sculpture.
- 18 crs. in psychology, including PSY 334 Personality Theory, PSY 336 Abnormal Psychology, PSY 328 Developmental Psychology, & PSY 362 Theories & Counseling Strategies.
- 5 crs. in Art Therapy elective classes, including Introduction to Art Therapy Workshop, 1 cr.

CERTIFICATE PROGRAMS IN ART THERAPY

POSTGRADUATE CERTIFICATE IN COUNSELING
Formal application must be made to participate in this certificate program; however AT 501, 503, and 505 may be taken without admission to the certificate program. Applicants are required to submit: three letters of reference, a statement of intent, a résumé, and transcripts verifying completion of an M.A. degree in art therapy or closely related clinical field, including a three-credit graduate level class in psychopathology. Those with a Master of Arts in Art Therapy from Marylhurst University need only submit a résumé and a letter requesting admission to the Certificate Program.

Course Requirements
for Postgraduate Certificate in Counseling
AT 501 Theories of Counseling & Psychotherapy .......... 3 crs.
AT 503 Social & Cultural Foundations of Counseling ___________________________________________ 3 crs.
AT 504 Appraisal of Individuals ___________________________________________ 3 crs.
AT 505 Lifestyle & Career Development ___________________________________________ 3 crs.
AT 507 Research Methods, Development, & Evaluation ___________________________________________ 3 crs.
AT 539 Professional Orientation & Ethics ___________________________________________ 3 crs.
TOTAL: 18 crs.

POSTGRADUATE CERTIFICATE IN ART THERAPY
This is designed for applicants with a master’s or doctoral degree in a related field who are not seeking a second master’s degree. Learning outcomes, admission procedures, and prerequisite courses are the same for certificate and master’s degree applicants. Certificate students take all core art therapy courses (54 credits). The practicum entails 720 hours.

The certificate program provides all coursework necessary for pursuing registration as an art therapist. An art therapy program advisor assists the certificate student to develop a program plan, and in some cases, previously earned credits may be transferred and applied towards the certificate, thereby reducing the number of required classes.

Course Requirements
for Postgraduate Certificate in Art Therapy
AT 510 Introduction to Art Therapy ........................................ 3 crs.
AT 511 The Helping Relationship:
  Counseling/Art Therapy Technique ........................................ 4 crs.
AT 512 Child Development, Psychopathology, & Art Therapy/Counseling ........................................ 3 crs.
AT 513 Psychopathology .................................................. 3 crs.
AT 530 Clinical Assessment by Graphic Means .................. 3 crs.
AT 521 Clinical Practice: Counseling Skills in Art Therapy Practice .................................................. 3 crs.
AT 522 Adolescent & Young Adult Development, Psychopathology, & Art Therapy/Counseling .................. 3 crs.
AT 539 Professional Orientation & Ethics, Pre-Practicum Seminar .................................................. 3 crs.
AT 520 Group Dynamics, Processes, Counseling & Art Therapy .................................................. 3 crs.
AT 524 Cross-Cultural Counseling & Art Therapy .................................................. 2 crs.
AT 531 Professional & Clinical Practices in Art Therapy/Counseling .................................................. 3 crs.
AT 532 Adult Development, Psychopathology, & Art Therapy/Counseling .................................................. 3 crs.
AT 594-1 Practicum/Seminar-1 ........................................ 6 crs.
AT 594-2 Practicum/Seminar-2 ........................................ 6 crs.
AT 594-3 Practicum/Seminar-3 ........................................ 6 crs.
TOTAL: 54 crs.

LEARNING OPPORTUNITIES
FOR NON-ADMITTED STUDENTS
The Marylhurst Art Therapy Counseling Program offers classes and workshops in art therapy that are open to students who are not formally admitted to the M.A. program. Art therapy training can benefit counselors, teachers, occupational and recreational therapists, psychologists, nurses, and others in the human services professions.

Individuals with an art and psychology background may take elective classes. A few core courses are open to such students (postbaccalaureate) with approval of the instructor and department chair. If the student is admitted to the program, up to twelve art therapy credits may be applied to the M.A. degree.

CONTINUING EDUCATION CREDITS
The Marylhurst University Art Therapy Program is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education for counselors. Marylhurst adheres to NBCC Continuing Education Guidelines.
ADVANCEMENT TO CANDIDACY
The student is eligible to apply for advancement to candidacy upon successful completion of all the core courses that the full-time student takes during fall and winter terms. These are the required classes: AT 501, AT 510, AT 511, AT 512, AT 513, AT 521, AT 522 AT 524, AT 530, and AT 539 (winter term portion).

The advancement to candidacy process includes a comprehensive written examination, a videotape, and a self-evaluation. Other material that is considered includes reviews of the student’s grades and written reports by instructors, and the student’s fieldwork supervisor. The Advancement to Candidacy Committee, consisting of art therapists, reviews the student’s application for advancement to candidacy. In order to continue in the program, a student’s work must be found acceptable by the committee. The student incurs a fee for participating in the advancement to candidacy process.

PROBATION STATEMENT
A student whose cumulative GPA falls below 3.00 is placed on probation and must raise the GPA to 3.00 after having taken no more than 9 credits. If this does not occur, the student may not continue in the program.

ART THERAPY CURRICULUM
The two-year Marylhurst M.A. in Art Therapy Counseling Degree has a 76-credit curriculum. Students enter the program during fall term and those who are full time may graduate 21 months later. The program may be completed on a part-time schedule. Seventy-two credits are obtained from core courses and the practicum. Four credits are electives. Elective courses and workshops are offered during evenings and weekends, including summer terms.

Course Requirements for the Master of Arts Degree in Art Therapy Counseling

<table>
<thead>
<tr>
<th>Program Plans for M.A. in Art Therapy Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST YEAR</td>
</tr>
<tr>
<td>FALL</td>
</tr>
<tr>
<td>AT 501 Theories of Counseling &amp; Psychotherapy</td>
</tr>
<tr>
<td>AT 510 Introduction to Art Therapy</td>
</tr>
<tr>
<td>AT 511 The Helping Relationship: Counseling</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 512 Child Development, Psychopathology,</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 513 Psychopathology</td>
</tr>
<tr>
<td>AT 520 Clinical Practice: Counseling Skills</td>
</tr>
<tr>
<td>in Art Therapy Practice</td>
</tr>
<tr>
<td>AT 522 Adolescent &amp; Young Adult Development,</td>
</tr>
<tr>
<td>Psychopathology, &amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 524 Cross-Cultural Counseling &amp; Art Therapy</td>
</tr>
<tr>
<td>AT 520 Group Dynamics, Processes, Counseling,</td>
</tr>
<tr>
<td>&amp; Art Therapy</td>
</tr>
<tr>
<td>AT 521 Clinical Practice: Counseling Skills</td>
</tr>
<tr>
<td>AT 522 Adolescent &amp; Young Adult Development,</td>
</tr>
<tr>
<td>Psychopathology, &amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 503 Social &amp; Cultural Foundations of</td>
</tr>
<tr>
<td>Counseling &amp; Psychotherapy</td>
</tr>
<tr>
<td>AT 539 Professional Orientation &amp; Ethics,</td>
</tr>
<tr>
<td>Pre-Practicum Seminar</td>
</tr>
<tr>
<td>AT 501 Introduction to Art Therapy</td>
</tr>
<tr>
<td>AT 510 Theories of Counseling &amp; Psychotherapy,</td>
</tr>
<tr>
<td>AT 511 The Helping Relationship: Counseling</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 512 Child Development, Psychopathology,</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 513 Psychopathology</td>
</tr>
<tr>
<td>AT 520 Clinical Practice: Counseling Skills</td>
</tr>
<tr>
<td>in Art Therapy Practice</td>
</tr>
<tr>
<td>AT 522 Adolescent &amp; Young Adult Development,</td>
</tr>
<tr>
<td>Psychopathology, &amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 524 Cross-Cultural Counseling &amp; Art Therapy</td>
</tr>
<tr>
<td>AT 531 Professional &amp; Clinical Practices</td>
</tr>
<tr>
<td>in Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 520 Group Dynamics, Processes, Counseling,</td>
</tr>
<tr>
<td>&amp; Art Therapy</td>
</tr>
<tr>
<td>AT 521 Clinical Practice: Counseling Skills</td>
</tr>
<tr>
<td>AT 522 Adolescent &amp; Young Adult Development,</td>
</tr>
<tr>
<td>Psychopathology, &amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 503 Social &amp; Cultural Foundations of</td>
</tr>
<tr>
<td>Counseling &amp; Psychotherapy</td>
</tr>
<tr>
<td>AT 539 Professional Orientation &amp; Ethics,</td>
</tr>
<tr>
<td>Pre-Practicum Seminar</td>
</tr>
<tr>
<td>AT 501 Introduction to Art Therapy</td>
</tr>
<tr>
<td>AT 510 Theories of Counseling &amp; Psychotherapy,</td>
</tr>
<tr>
<td>AT 511 The Helping Relationship: Counseling</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 512 Child Development, Psychopathology,</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 513 Psychopathology</td>
</tr>
<tr>
<td>AT 520 Clinical Practice: Counseling Skills</td>
</tr>
<tr>
<td>in Art Therapy Practice</td>
</tr>
<tr>
<td>AT 522 Adolescent &amp; Young Adult Development,</td>
</tr>
<tr>
<td>Psychopathology, &amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 524 Cross-Cultural Counseling &amp; Art Therapy</td>
</tr>
<tr>
<td>AT 531 Professional &amp; Clinical Practices</td>
</tr>
<tr>
<td>in Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 532 Adult Development, Psychopathology,</td>
</tr>
<tr>
<td>&amp; Art Therapy/Counseling</td>
</tr>
<tr>
<td>AT 504 Appraisal of Individuals</td>
</tr>
<tr>
<td>AT 505 Lifestyle &amp; Career Development</td>
</tr>
<tr>
<td>AT 507 Research Methods, Development, &amp; Evaluation</td>
</tr>
<tr>
<td>AT 599 Practicum Studio</td>
</tr>
<tr>
<td>AT 594-1 Practicum Seminar</td>
</tr>
<tr>
<td>AT 592 Practicum Seminar</td>
</tr>
<tr>
<td>AT 594-3 Practicum Seminar</td>
</tr>
<tr>
<td>AT Electives</td>
</tr>
<tr>
<td>TOTAL: 76 crs.</td>
</tr>
</tbody>
</table>
M.A. IN ART THERAPY COUNSELING:
Three-Year Program Plan

FIRST YEAR

FALL
AT 501 Theories of Counseling & Psychotherapy 3 crs.
AT 510 Introduction to Art Therapy 3 crs.
AT 512 Child Development, Psychopathology, & Art Therapy/Counseling 3 crs.
AT Elective(s)

WINTER
AT 522 Adolescent & Young Adult Development, Psychopathology, & Art Therapy/Counseling 3 crs.
AT 521 Clinical Practice: Counseling Skills in Art Therapy Practice 3 crs.
AT 524 Cross-Cultural Counseling 2 crs.
AT Elective(s)

SPRING
AT 503 Social & Cultural Foundations of Counseling & Psychotherapy 3 crs.
AT 532 Adult Development, Psychopathology & Art Therapy/Counseling 3 crs.
AT 520 Group Dynamics, Processes, Counseling & Art Therapy 3 crs.
AT Elective(s)

SUMMER
AT electives are offered each summer.

SECOND YEAR

FALL
AT 505 Lifestyle and Career Development, 3 crs.
AT 511 The Helping Relationship: Counseling/Art Therapy Technique 4 crs.
AT 513 Psychopathology 3 crs.
AT Elective(s)

WINTER
AT 530 Clinical Assessment by Graphic Means 3 crs.
AT 539 Professional Orientation & Ethics, Pre-Practicum Seminar 3 crs.
AT Elective(s)

SPRING
AT 521 Clinical Practices: Counseling Skills in Art Therapy Practice 3 crs.
AT 404 Appraisal of Individuals 3 crs.
AT 539 Professional Orientation & Ethics, Pre-Practicum Seminar (in progress) 3 crs.
AT Elective(s)

SUMMER
AT electives are offered each summer.

THIRD YEAR

During this year, students complete 720 hours of Practicum in a clinical setting and attend a weekly supervision seminar.

FALL
AT 594-1 Practicum/Seminar 1 6 crs.
AT 507 Research Methods, Development, & Evaluation 3 crs.
AT 599 Practicum Studio 3 crs.
AT Elective(s)

WINTER
AT 594-2 Practicum/Seminar 2 6 crs.
AT 507 Research Methods, Dev., & Evaluation (in progress) 3 crs.
AT 599 Practicum Studio (in progress) 3 crs.
AT Elective(s)

SPRING
AT 594-3 Practicum/Seminar 3 6 crs.
AT 507 Research Methods, Dev., & Evaluation (in progress) 3 crs.
AT 599 Practicum Studio (in progress) 3 crs.
AT Elective(s)
M.A. IN ART THERAPY COUNSELING:
Four-Year Program Plan

FIRST YEAR

FALL
AT 501 Theories of Counseling & Psychotherapy .......... 3 crs.
AT 510 Introduction to Art Therapy ......................... 3 crs.
AT Elective(s)

WINTER
AT 521 Clinical Practice: Counseling Skills in
Art Therapy Practice ........................................... 3 crs.
AT 524 Cross-Cultural Counseling .............................. 2 crs.
AT Elective(s)

SPRING
AT 503 Social & Cultural Foundations
of Counseling & Psychotherapy .............................. 3 crs.
AT 520 Group Dynamics, Processes, & Art Therapy ........ 3 crs.
AT Elective(s)

SUMMER
AT electives are offered each summer

SECOND YEAR

FALL
AT 512 Child Development, Psychopathology, & Art Therapy/Counseling .. 3 crs.
AT 505 Lifestyle & Career Development ..................... 3 crs.
AT Elective(s)

WINTER
AT 522 Adolescent & Young Adult Development,
Psychopathology, & Art Therapy/Counseling ............ 3 crs.
AT Elective(s)

SPRING
AT 532 Adult Development, Psychopathology, & Art Therapy/Counseling .. 3 crs.
AT Elective(s)

SUMMER
AT electives are offered each summer.

THIRD YEAR

FALL
AT 511 The Helping Relationship:
Counseling/Art Therapy Technique ......................... 4 crs.
AT 513 Psychopathology ....................................... 3 crs.
AT Elective(s)

WINTER
AT 530 Clinical Assessment by Graphic Means ............ 3 crs.
AT 539 Prof. Orientation & Ethics, Pre-Practicum Seminar 3 crs.
AT Elective(s)

SPRING
AT 531 Prof. & Clinical Practices in Art Ther./Counseling . 3 crs.
AT 539 Prof. Orientation & Ethics, Pre-Practicum ... (in progress)
AT 504 Appraisal of Individuals .............................. 3 crs.
AT Elective(s)

SUMMER
AT electives are offered each summer.

FOURTH YEAR

FALL
AT 594-1 Practicum Seminar 1 .............................. 6 crs.
AT 507 Research Methods, Development, & Evaluation .... 3 crs.
AT 599 Practicum Studio ....................................... 3 crs.
AT Elective(s)

WINTER
AT 594-2 Practicum Seminar 2 .............................. 6 crs.
AT 507 Research Methods, Dev., & Evaluation ... (in progress)
AT 599 Practicum Studio ....................................... (in progress)
AT Elective(s)

SPRING
AT 594-3 Practicum Seminar 3 .............................. 6 crs.
AT 507 Research Methods, Dev., & Evaluation ... (in progress)
AT 599 Practicum Studio ....................................... (in progress)
AT Elective(s)

CORE COURSES

AT 501 THEORIES OF COUNSELING
AND PSYCHOTHERAPY
History, theories, principles, and techniques of counseling and psychotherapy and their applications in professional settings. 3 crs.

AT 503 SOCIAL AND CULTURAL
FOUNDATIONS OF COUNSELING
Societal changes and trends affecting human roles, mores, and patterns of interaction are considered in relation to the counselor’s work. Multicultural and pluralistic trends, societal subgroups, and differing lifestyles are discussed. Major societal concerns such as person abuse, substance abuse, and discrimination are addressed, as are current approaches to alleviating these concerns. Prerequisites: AT 501. 3 crs.

AT 504 APPRAISAL OF INDIVIDUALS
Group and individual educational and psychometric theories and approaches to appraisal; data and information-gathering methods, psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. The ability to administer and interpret tests and inventories is developed. Prerequisite: AT 530. M.A. students and post-M.A. students only. 3 crs.

AT 505 LIFESTYLE AND CAREER DEVELOPMENT
Career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision making; and career development program planning, resources, and evaluation. Prerequisite: AT 501. M.A. and post-M.A. students only. 3 crs.

AT 507 RESEARCH METHODS,
DEVELOPMENT, AND EVALUATION
This three-term class includes types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal consideration. The material presented is closely tied to the student’s work in the community, and results in a written project. Prerequisite: taken concurrently with practicum classes, or post-M.A. For M.A. students and post-M.A. certificate students only. 3 crs.

AT 510 INTRODUCTION TO ART THERAPY
An introductory overview of the history, development, major theories, and application of art therapy with various client populations. NOTE: This graduate class is a prerequisite for more advanced art therapy courses. 3 crs.

AT 511 THE HELPING RELATIONSHIP:
COUNSELING/ART THERAPY TECHNIQUE
Art therapy and counseling theories and methods are explored, including basic and advanced helping skills and processes. The dynamics and complexities of the therapeutic relationship are emphasized, including transference, countertransference, and the impact of the work on the self of the therapist. The complex relationship between the psychological properties of varied media/art making processes and responsible clinical assessment/treatment, and the therapeutic relationship is studied in this class. Prerequisites: AT 501, AT 510, AT 512, AT 513 (may be taken concurrently). M.A. and certificate students only. 4 crs.
AT 512 CHILD DEVELOPMENT, PSYCHOPATHOLOGY, AND ART THERAPY/ COUNSELING
The nature/needs of individuals during this period in the lifespan are considered from a developmental perspective. Theories of cognitive, emotional, physical, psychosocial, and artistic development for children from infancy to age 12 are studied. Normal and abnormal personality growth and development are considered in relation to assessment / treatment planning. Familial/cultural contexts and treatment settings are considered. Prerequisite: AT 501, AT 510 (may be taken concurrently). Open to M.A. and certificate students only. 3 crs.

AT 513 PSYCHOPATHOLOGY
Studies of the descriptions, causes, and treatment of behaviors considered abnormal by this society. This course integrates and extends previous study in abnormal psychology. Students develop familiarity with the uses of DSM in clinical practice. Prerequisite: AT 511 may be taken concurrently. Open to M.A. and certificate students only. 3 crs.

AT 520 GROUP DYNAMICS, PROCESSES, COUNSELING, AND 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. Prerequisites: AT 501, AT 510, AT 503, AT 524 may be taken concurrently. Open to M.A. and certificate students only. 3 crs.

AT 521 CLINICAL PRACTICE: COUNSELING SKILLS IN ART THERAPY PRACTICE
Development of practical clinical skills. Skills and knowledge are developed in verbal counseling, therapeutic intervention strategies, treatment planning and ethics. Prerequisites: AT 510 & AT 501. Open to M.A. and certificate students only. 3 crs.

AT 522 ADOLESCENT AND YOUNG ADULT DEVELOPMENT, PSYCHOPATHOLOGY, AND ART THERAPY/COUNSELING
The nature/needs of individuals during this period in the lifespan are considered from a developmental perspective. Theories of cognitive, emotional, physical, psychosocial, and creative development throughout the adolescent and young adult lifespan are studied. Normal and abnormal personality growth and development in adolescence and adulthood are considered in relation to assessment and treatment planning. Familial/cultural contexts and treatment settings are considered. Prerequisites: AT 501, AT 510. AT 512. Open to M.A. and certificate students only. 3 crs.

AT 524 CROSS-CULTURAL COUNSELING AND ART THERAPY
This course addresses culturally sensitive issues, acculturation, countertransference issues, and personal ethnicity. Students are encouraged to become more aware of their cultural background as a tool to better understand how diversity and cultural values can affect communication, counseling, and art therapy. Prerequisites: AT 501, AT 510. 2 crs.

AT 530 CLINICAL ASSESSMENT BY GRAPHIC MEANS
Examination and analysis of art in relation to personality and psychopathology. Evaluation of form and content of pictorial and sculptural work in relation to the DSM. Skills are developed in integrating evidence of developmental level, perceptual capacities, psychodynamic processes, and environmental stimuli in art work and behavior. Prerequisites: AT 511, AT 513. Open to M.A. and certificate students only. 3 crs.

AT 531 PROFESSIONAL AND CLINICAL PRACTICES IN ART THERAPY/ COUNSELING
Topics include assessment; standards and methods of documentation; treatment planning; treatment team reports, oral and written; case presentations; case management; ethics. Lecture, discussion, experiential work. Prerequisites: all preceding fall and winter core courses. Open to M.A. and certificate students only. 3 crs.

AT 532 ADULT DEVELOPMENT, PSYCHOPATHOLOGY, AND ART THERAPY/ COUNSELING
Approaches to art therapy/counseling for adults with mild to acute mental/emotional disturbances are presented. Assessment and treatment methods are introduced in relation to the developmental stages of adult life, cultural contexts and settings. Prerequisite: AT 501, AT 510. Open to M.A. and certificate students only. 3 crs.

AT 539 PROFESSIONAL ORIENTATION AND ETHICS, PRE-PRACTICUM SEMINAR
This two-term class includes exploration of clinical roles within various treatment settings. The function of individuals within the disciplines of art therapy, counseling, social work, and related fields are discussed. Professional organizations and associations; preparation standards and credentialing, history and trends, ethical and legal standards and supervision are addressed. Prerequisites: Open to M.A. students preparing to begin art therapy practicum during the following September. 3 crs.

PRACTICUM
NOTE: Practicum students have the option, within the first two weeks of class, of choosing Pass/No Pass over a letter grade. Students must, however, obtain the equivalent of a B grade according to a point system in practicum/seminar classes in order to proceed through the practicum portions of the program.

AT 594-1 PRACTICUM/SEMINAR 1
Twenty-four hours weekly (minimum, over a 10-week period) providing art therapy counseling services in a clinical community setting. Weekly supervision seminar including case studies and discussion of case material to develop students’ clinical skills. Discussion of theoretical, ethical, and practical issues of concern to practicum students. Students develop proposals for final project. Prerequisites: successful completion of all core courses. Open only to M.A. and certificate students. 6 crs.

AT 594-2 PRACTICUM/SEMINAR 2
Twenty-four hours weekly (minimum, over a 10-week period) providing art therapy counseling services in a clinical community setting. Weekly supervision seminar includ-
ing case studies and discussion of case material. Continuation of AT 594-1. Development of clinical, ethical, and practical skills relevant to practicum experience. Prerequisite: satisfactory completion of AT 594-1. Open only to M.A. and certificate students. 6 crs.

AT 594-3 PRACTICUM/SEMINAR 3
Twenty-four hours weekly (minimum, over a 10-week period) providing art therapy services in a clinical community setting. Weekly supervision seminar including case studies and discussion of case materials. Continuation of AT 594-2. Development of clinical, ethical, and practical skills relevant to practicum experience. Community presentation on art therapy integrating portions of final project. Prerequisite: satisfactory completion of AT 594-2. Open only to M.A. and certificate students. 6 crs.

AT 599 PRACTICUM STUDIO
Using varied art media students independently pursue creative work relating to the practicum experience. A weekly meeting for three terms addresses the role of creativity and art making in stress management, therapist’s self-care, and professional development. Open to practicum students only. 3 crs.

ELECTIVES

AT 408/508 ART THERAPY: EXPLORING THE PROFESSION
An overview of the profession, its development, and the various roles contemporary art therapists play in the worlds of mental health, medical treatment, education, and less traditional settings. 1 cr.

AT 415/515 ART THERAPY WITH CHEMICALLY DEPENDENT ADOLESCENTS
This course teaches students how to integrate art therapy media and techniques in working with adolescents who are dealing with chemical dependency issues and dual diagnoses. Specific issues in working with adolescents, in contrast to adults, are explored, including assessment, appropriate treatment planning, family involvement, and methodology. 1 cr.

AT 416/516 ART THERAPY IN ADDICTION TREATMENT
This course provides counselors and art therapists with a general introduction to addiction treatment issues and strategies, with a focus on creativity and the use of art therapy in the healing process. 1 cr.

AT 433/533 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 of grantwriting. 1 cr.

AT 435/535 RECLAIMING SOMA
In this workshop, students explore body awareness as a unifying force in the body-mind-spirit paradigm. Participants engage in body awareness exercises, kinetic imagery, and meditative movement. This class will be of interest to participants seeking to replenish personal resources and to learn movement methods which can be shared with students and clients for stress reduction and centering purposes. 1 cr.

AT 447/547 THERAPEUTIC APPROACHES TO STORYTELLING: THE NARRATIVE STRATEGIES OF THE ARTFUL PRACTITIONER
This class introduces students to the therapeutic uses of storytelling. The class includes a survey of current uses of storytelling in therapeutic settings and their respective theoretical frameworks. Storytelling demonstrations illustrate the concepts and principles of this healing art. 1 cr.

AT 459/559 THE DANCE OF RELATIONSHIP
The nonverbal aspects of relationship and communication are examined. Dance movement therapy concepts that have application to interpersonal relationship are introduced. Participants study the meaning of movement in human interaction and explore styles of relating in a safe and non-judgmental atmosphere. 1 cr.

AT 466/566 SAND TRAY THERAPEUTIC METHODS
Innovative sand tray techniques are demonstrated for effective use with family of origin work, couples therapy, and personal mythology. The class focuses on the use of symbols as healing metaphors and on increasing the skills of the therapist in introducing and using the sand tray with clients including adults, children, and families. 1 cr.

AT 467/567 MASK MAKING: MULTIMEDIA METHODS
This workshop offers participants the opportunity to learn several methods used in theatrical costume designing. Sessions include making masks and experimenting with communication while wearing self-made masks. These methods of mask making and interaction can enhance creativity and communication in the classroom and the therapeutic environment. 2 crs.

AT 475/575 INTRODUCTION TO ART THERAPY 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.

AT 478/578 ART THERAPY MEDIA AND METHODS
Through hands-on exploration, discussion, and lectures, students are introduced to the structural and psychological properties of varied art media. The implications of this information are discussed in relation to using art media in therapeutic settings. Art therapy methods with individuals and groups are discussed within this context. 1 cr.

AT 480/580 INTRODUCTION TO DANCE MOVEMENT THERAPY
This workshop will be of interest to those who wish to understand the potential applications of dance movement therapy. The course includes an overview of the profession, treatment approaches with different ages and populations, assessment strategies, and research. Participants learn how dance movement therapy fosters growth and awareness by participating in a movement experience, reading, lecture, and discussion. 1 cr.
AT 481/581 INTRODUCTION TO PSYCHODRAMA
This workshop provides gentle exposure to psychodrama, a method of therapy based on improvisational theater. Students will explore a variety of techniques including role playing and will consider psychodrama in relation to basic theories of group dynamics. The course will be of interest to students and professional seeking new knowledge and skills. 3 crs.

AT 537 FAMILY ART THERAPY
This class provides an introduction to family art therapy and family systems theory. Students examine the uses of art therapy in assessments and ongoing family work, within clinical teams and community-based agencies. 2 crs.

AT 564 ART THERAPY SEMINAR ON CREATIVITY, STRESS REDUCTION AND SELF-CARE
The focus in this experiential seminar is on learning about using creativity as an integral part of effective self-care. It will be of particular interest to those employed in highly stressful positions. In the seminar, participants explore, from both theoretical and personal perspectives, causes of stress, types of stress, stress responses and stress reduction approaches. The instructor facilitates a “hands-on” approach to learning, through creative work with art media and small group interaction. 1 cr.

AT 569 ADVANCED STUDIES IN THE USE OF SANDTRAY IN COUNSELING PRACTICE
In this class participants are both builders and guides in the dynamic process exploring the symbolic language and “virtual reality” of sandtray therapy. Skills for the therapist to use in focusing, deepening, enriching client experience are introduced and practiced. 1 cr.

FOCUSBING ON CHILDREN

AT 409/509 ART THERAPY IN THE SCHOOLS
This course provides an overview of how art therapy can be applied in the school setting. Using art examples, discussion, and a hands-on approach, students explore how art therapy techniques enhance learning, provide assessment data, and address behavioral and emotional concerns. Recommended for art therapists, school counselors, classroom and special education teachers, school administrators or others wishing to acquire information about introducing art therapy into the school setting. 1 cr.

AT 418/518 Bereavement and Art Therapy
This course introduces art therapy as an intervention to help bereaved children, adolescents, and their families. Participants review various developmental issues, a variety of theoretical models, and the role of ritual in bereavement. How a school district and a Hospice partnership addresses the role of grief is addressed through case presentations. 3 crs.

AT 419/519 DANCE MOVEMENT THERAPY FOR CHILDREN AND ADOLESCENTS
An introduction to the theory and practice of child and adolescent dance therapy. Movement parameters representing developmental issues, group dynamics, and therapeutic relationship are examined. Students learn to use movement assessment tools for treatment planning, and explore methods of dance therapy for children and adolescents. Clinical issues specific to this population are considered. 1 cr.

AT 456/556 INTRODUCTION TO PLAY THERAPY
An introduction to theoretical frameworks for play therapy. In this class students explore methodology and technique through participation in role-playing activities and through the instructor’s case presentations. This course is recommended for therapists, school counselors, and other human services workers wishing to enhance their understanding and skills in working with children. 1 cr.

AT 462/562 CREATIVE MOVEMENT FOR CHILDREN
This class explores specific movement techniques that address self-image, impulse control, emotional expression, and behavior modification. This course will be helpful to teachers, therapists, and caregivers who wish to incorporate meaningful movement into the lives of children. 1 cr.

AT 482/582 INTRODUCTION TO CHILD ART THERAPY: THE PROCESS
This workshop presents an introduction to the principles of child art therapy. The course focuses on ways to “set the stage,” evoke and facilitate expression, look and reflect upon the child’s expression, and encourage children to learn about themselves and others from art experiences and products. 1 cr.

Master of Arts • Art Therapy Counseling Program
Marylhurst University
P.O. Box 261
17600 Pacific Highway (Hwy. 43)
Marylhurst, OR 97036-0261
Portland Metro: 503.699.6268
Outside Portland Metro: 1.800.634.9982, ext. 6268
FAX: 503.636.9526
Email: studentinfo@marylhurst.edu
Web site: www.marylhurst.edu
The Master of Arts in Interdisciplinary Studies (M.A.I.S.) Program at Marylhurst University is designed for individuals interested in exploring the human condition outside the bounds of a single discipline. The purpose and structure of this master’s program is consistent with the long-standing tradition of graduate liberal studies programs that integrate broad, classical study for personal growth with concentrated areas of professional study. The program is proud to be a member of the Association for Graduate Liberal Studies Programs (AGLSP), a national organization that oversees the development and implementation of graduate programs in the liberal arts. Students who do well in graduate liberal studies programs typically enjoy the broad, interdisciplinary nature of the degree and find such an approach less limiting than discipline-bound degree programs.

AN INTEGRATED CURRICULUM
The M.A.I.S. curriculum is interdisciplinary in content and teaching methodology. Moreover, teaching occurs in the context of a learning community where students and faculty with diverse experience and training collaborate, allowing learning to occur across disciplinary lines.

All M.A.I.S. students take an interdisciplinary set of foundation courses where contemporary topics and points of view are addressed from an interdisciplinary perspective. Concurrent to taking the foundation courses, students specialize in advanced studies in one of four areas of concentration: Gerontology, Liberal Arts, Organizational Communication, or Spiritual Traditions and Ethics. The interdisciplinary curriculum instills an attitude of inquiry, discernment, and openness that is essential for meaningful and productive living in a rapidly changing world.

Furthermore, students develop the art of disciplined, lifelong learning through active engagement with meaningful questions and extensive writing, culminating in an academic thesis that represents the student’s unique contribution to a body of knowledge.

SCHOLARSHIP IN COMMUNITY
In the M.A.I.S. scholarly community, students relate to each other as learners/teachers and mutual sources of knowledge, support, and enlightenment. The learning environment is highly interactive, the average class size is 10-15 students. Both faculty and students serve as sources of ideas and constructors of meaning. By thinking of themselves as facilitators, faculty members minimize obstacles and inhibitions in the learning process.

Established theories and principles presented in course texts serve as the foundation of learning. Students enter the academic conversation by understanding what has already been done, and at the same time propose new perspectives based on the contributions of earlier scholars.

THE PURPOSE OF GRADUATE INTERDISCIPLINARY STUDIES
The purpose of the academic program leading to a Master of Arts in Interdisciplinary Studies is to help students develop a scholarly interdisciplinary perspective, coupled with the insights and methods of a selection of major disciplines, in order to experience personal intellectual growth and enhanced professional competence. The M.A.I.S. program is designed to provide students with the opportunity to complete a master’s degree while still employed. In most cases, courses are offered one evening a week, with occasional afternoon, weekend, and online offerings.

GRADUATE CONCENTRATIONS:
- Gerontology, emphasizing holistic understanding of adult development and aging,
- Liberal Arts, allows students to formulate their own liberal arts curriculum;
- Organizational Communication, emphasizing integration of personal development, systems analysis, and study of conflict and change; and
- Spiritual Traditions and Ethics, emphasizing the foundations of ethical thought and action, and the cultural and scriptural roots of spirituality.

ADMISSION TO THE M.A.I.S. PROGRAM
The admissions process is concerned with the probable academic success of the student and his or her fit with the objectives of the M.A.I.S. program. Program objectives for the student include personal and professional enrichment and intellectual growth, career advancement, community involvement, and leadership. Student selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age, or physical handicap. A bachelor’s degree granted by an accredited college or university is required for admission but is not itself sufficient. All students must be formally admitted to the M.A.I.S. program before beginning coursework. (With permission of the program Chair, students may take up to 6 credits of M.A.I.S. seminars before being admitted to the program.)

The following elements are required for admission to the program:
- application to the M.A.I.S. program (with fee);
- cover letter and personal statement of goals;
- two letters of reference;
- writing sample (description sent upon application); and
- a personal interview (final candidates).

Applications to the program are reviewed on two criteria: 1) applicant’s academic preparation and strength; and 2) the applicant’s degree of fit with the M.A.I.S. program. Admission decisions are made by a committee composed of the department Chair and M.A.I.S. faculty. Students are encouraged to contact the Chair of M.A.I.S. to discuss the program, admission criteria, and application process.

Contact the Admissions Office (503.699.6268; 800.634.9982, ext. 3317; email admissions@marylhurst.edu) for further information or to request an application packet. Questions concerning financial aid should be directed to the Financial Aid Office at Marylhurst University.

Applications for admission are accepted each term. Please plan accordingly so that your application may be processed by the term in which you wish to enroll.

Applicants will be notified in writing of the decision of the admittance committee.
Master of Arts • Interdisciplinary Studies

Requirements for a Master of Arts Degree in Interdisciplinary Studies

Students proceed through their course of graduate studies by completing each of the following requirements:
- Be accepted into the M.A.I.S. program;
- Complete a minimum of 48 credit hours consisting of:
  - INT 500 and three other foundation courses:
    - 18 credits in chosen concentration;
    - Nine credits of electives, of which a maximum of 6 graduate-level credits may be transferred into the M.A.I.S. program from other graduate programs;
    - the Research Methods and Thesis courses; and
  - Present the results of the thesis before a gathering of the M.A.I.S. community and interested public. In the spirit of the scholarly community, attendance at all Thesis Presentation Days is encouraged.

PROBATION STATEMENT

A student whose cumulative GPA falls below 3.0 is placed on probation and must raise the GPA to 3.0 after taking no more than 9 credits. If this is not done, the student may not continue in the program.

GENERAL LEARNING OUTCOMES

The interdisciplinary foundation courses are designed to:
- Provide an interdisciplinary perspective to issues and research problems;
- Recognize and articulate complex or interrelated ideas and theories;
- Increase skills in analysis, synthesis and problem solving;
- Learn communication skills for both oral and written presentations;
- Develop advanced researching skills.

FOUNDATION COURSES

Designed in the tradition of graduate liberal studies, each foundation course addresses themes of human experience that have prevailed over time and across national and cultural boundaries. The courses involve inquiry and exploration into the synergy to be found in culture, human nature, history, language, literature, the arts, science and technology, religious traditions and spirituality, political theory, economics, psychology, sociology, and communications. In summary, the foundation courses are intended to overcome the gaps that may exist between disciplinary specialties, and study the human condition in a way that transcends and integrates traditional academic boundaries.

Foundation Course Requirements

INT 500 is required of all M.A.I.S. students. Students choose 3 more of the following courses that, along with Introduction to Scholarly Inquiry, comprise the required 12 credits of foundation courses.

INT 500 Introduction to Scholarly Inquiry ................. 3 crs.
Choose 3 or more of following courses ....................... 9 crs.
- INT 501 Community, 3 crs.
- INT 502 Science, Ethics & Public Policy, 3 crs.
- INT 503 Leadership, 3 crs.
- INT 504 Art & Cultural Transformation, 3 crs.
- INT 505 Ways of Knowing, 3 crs.
- INT 507 Enduring Questions, 3 crs.
- INT 508 Social Justice, 3 crs.

TOTAL: 12 crs.

CONCENTRATION SEMINARS

Concentration seminars utilize the interdisciplinary perspective gained in the foundation courses to provide students with a level of professional competence in their area of study. By doing so, students are presented with a broad and flexible way of encountering the issues and concerns present in their professional life.

GERONTOLOGY CONCENTRATION FOCUS

The Gerontology Concentration represents a unique and exciting approach to the academic field of gerontology. The concentration is grounded in the liberal arts tradition, a tradition that has long addressed the important issues of humankind. Throughout the United States, opportunities for studying gerontology in the context of a graduate education in liberal studies are few.

The concentration is predicated upon a holistic approach to adult development and aging, integrating mind-body-spirit, and recognizing the complex contexts in which individuals travel through the life course. The Gerontology Concentration combines traditional, rigorous scholarly inquiry in theory and research with the opportunity to explore and conceptualize aging in creative and new ways. As with all M.A.I.S. courses, tradition, theory, and real-life experiences are integrated to produce a wholly new consideration of gerontology and the aging process.

PROFESSIONAL APPLICATIONS

Students who complete a concentration in gerontology are valuable in a variety of professional settings, including advanced research, delivery of services, policy and program development. Those with prior professional degrees, including nursing, social work, ministry, and counseling, who work with aging adults can also benefit from advanced study in gerontology.

Study Plan for Gerontology Concentration

Foundation Courses (see above) ........................................ 12 crs.
Concentration Seminars ................................................ 18 crs.
Choose any 18 crs. out of the following (any course with a prefix GER):
- GER 530 Multidisciplinary Perspectives on Aging, 3 crs.
- GER 531 Embodiment in Later Life, 3 crs.
- GER 532 Psycho-Social Aspects of Aging, 3 crs.
- GER 533 Theorizing & Researching in Gerontology, 3 crs.
- GER 534 Social Systems in Later Life, 3 crs.
- GER 536 Gerontology: Synthesis & Action, 3 crs.

Electives ................................................................. 9 crs.
INT 598A Research Methods & Thesis I .................. 3 crs.
INT 598B Research Methods & Thesis II ............... 3 crs.
TOTAL: 48 crs.
**LIBERAL ARTS CONCENTRATION FOCUS**
Liberal arts is an academic tradition that recognizes the importance of inclusive perspectives and interdisciplinary study. It is a customized degree option that is designed for students who desire a truly interdisciplinary graduate program. While less concerned with direct professional application, this concentration gives students the benefit of broad and flexible study. Many students appreciate the ability to almost totally customize their course of study.

**PROFESSIONAL APPLICATIONS**
A customized degree plan serves students with a variety of professional interests. Because of the broad nature of the plan, students capitalize on critical thinking ability, writing skills, and coursework that is carefully selected to meet the student’s individual needs. Such broadly prepared students are of high value to many career settings.

**Study Plan for Liberal Arts Concentration**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses (see above)</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Selected M.A.I.S. Seminars</td>
<td>18 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>9 crs.</td>
</tr>
<tr>
<td>INT 598A Research Methods &amp; Thesis I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598B Research Methods &amp; Thesis II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598C Research Methods &amp; Thesis III</td>
<td>3 crs.</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>48 crs.</strong></td>
</tr>
</tbody>
</table>

**ORGANIZATIONAL COMMUNICATION CONCENTRATION FOCUS**
The Organizational Communication Concentration is designed to provide students with the knowledge and skills necessary to be effective communicators and leaders in a variety of large and small organizations. Emphasis is placed upon the communicator as leader—a person with the values and vision to sustain the organization in an era of rapid change, and with the ethical foundation to see and support individuals as vital participants in this process.

This developmental approach to the discipline of organizational communication places more stress on the personal characteristics of the leader than on interventional and technical skills. Emphasis on personal values, imagination, and insight helps the professional suggest and facilitate positive change in organizations.

This concentration builds upon appreciation of the theory and practice of communication as an essential human capacity. It explores the role of gender and cultural difference in communication and the theory and process of transformation within and between groups; the sources, management, and resolution of interpersonal and group conflict; and the aspects of ethical judgment that sustain organizations for the long term.

Advanced seminars enable students to analyze complex organizational systems with their formal and informal networks in order to offer appropriate advice and guidance for improved communication. Students will gain insight into the issues of power and the management or resolution of conflict and disputes between persons and groups, and within organizations.

**PROFESSIONAL APPLICATIONS**
The Organizational Communication Concentration is intended for professionals in any organization, large or small, for-profit or not-for-profit. Commercial organizations, educational institutions, civic and political groups, service agencies, police, sheriff and military organizations, community centers, churches and religious communities, as well as communications consulting services, are all appropriate settings for persons trained in organizational communication.

**Study Plan for Organizational Communication Concentration**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses (see above)</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Concentration Seminars</td>
<td>18 crs.</td>
</tr>
<tr>
<td>Choose any 18 credits out of the following:</td>
<td>9 crs.</td>
</tr>
<tr>
<td>(any class with the IN prefix)</td>
<td></td>
</tr>
<tr>
<td>INC 536 Organizational Behavior</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 531 Diversity in Organizations</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 532 Paradigms &amp; Process for Transformation</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 533 Organizational Systems &amp; Function</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 534 Power and Conflict</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 535 Organizational Change</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INC 563 Learning Organizations</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>9 crs.</td>
</tr>
<tr>
<td>INT 598A Research Methods &amp; Thesis I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598B Research Methods &amp; Thesis II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598C Research Methods &amp; Thesis III</td>
<td>3 crs.</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>48 crs.</strong></td>
</tr>
</tbody>
</table>

**SPIRITUAL TRADITIONS AND ETHICS CONCENTRATION FOCUS**
This concentration emphasizes inquiry into the foundations of ethical thought and action, and the cultural and scriptural roots of the world’s spiritual traditions. Historical, literary, anthropological, and other approaches are encouraged. Sustained attention is given to the origins, growth, oral traditions, literature, art, theologies, ethical systems, personal spiritualities, and communal worship services of six major religions: Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American spiritualities.

**PROFESSIONAL APPLICATIONS**
The Spiritual Traditions and Ethics Concentration is helpful to students who seek to discover and experience the scriptural, liturgical, psychological, and philosophical roots of human spirituality. Applications include religious education for children and adults, journalism, corporate ethics and spiritual direction.

**Study Plan for Spiritual Traditions & Ethics Concentration**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses (see above)</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Concentration Seminars</td>
<td>18 crs.</td>
</tr>
<tr>
<td>Choose any 18 credits out of the following:</td>
<td>9 crs.</td>
</tr>
<tr>
<td>(any class with the IN prefix)</td>
<td></td>
</tr>
<tr>
<td>INE 531 Foundations of Spiritual Traditions, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 532 Sacred Literature I, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 533 Sacred Literature II, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 534 Development of Spiritual Traditions, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 535 Eastern and Western Spirituality, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 538 Studies in Applied Ethics, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 537 Origins of Ethical Thinking, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>INE 541 Hermeneutics, 3 crs.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>18 crs.</td>
</tr>
<tr>
<td>INT 598A Research Methods &amp; Thesis I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598B Research Methods &amp; Thesis II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>INT 598C Research Methods &amp; Thesis III</td>
<td>3 crs.</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>48 crs.</strong></td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

FOUNDATION COURSES

INT 500 INTRODUCTION TO SCHOLARLY INQUIRY
This course is required of all incoming M.A.I.S. students. It is designed to prepare the student for graduate studies by providing tools for scholarly researching and writing. 3 crs.

INT 501 COMMUNITY: THEORY AND PRACTICE
This class will attempt to identify both universal and specific characteristics of communities in an effort to understand how and why humans need them, and how and why they function. 3 crs.

INT 502 SCIENCE, ETHICS, AND PUBLIC POLICY
This course helps students identify current areas of scientific and technological development that raise ethical and policy questions. Students explore the history of science and major theories of ethical conduct and decision making from a diverse cultural perspective. Students conduct research into the economic, social, and environmental pressures that are driving these developments. 3 crs.

INT 503 LEADERSHIP
This is a course for leaders and advisors to leaders. The course explores personal, organizational, and community leadership. It examines what leaders need to know about themselves and their followers and the context of action and how to help align people with purpose and to achieve impact. 3 crs.

INT 504 ART AND CULTURAL TRANSFORMATION
This course is primarily an art historical study of the nineteenth century in Europe, with selected references to artists in the United States embracing the century’s scientific and technological advances; philosophical ideas; poetic, literary and, where appropriate—musical compositions; and social and political issues. All are embodied, in varying degrees, within the representative ideals, personal interests, technique, and subject matter of the artists practicing at the time. 3 crs.

INT 505 WAYS OF KNOWING: STUDIES IN LITERATURE AND SPIRITUALITY
In this seminar students track the relationship between literature, philosophy, and spirituality by exploring the narrative elements of religious meaning in selected modern literary classics. The seminar will also provide a philosophical framework for understanding the symbolic nature of the human. 3 crs.

INT 507 ENDURING QUESTIONS
This course provides a foundation for the critical study of philosophy and theology. In this class students will examine their own philosophies of life and their own spiritualities by comparing their convictions with the reflections on spiritual traditions and ethics of some of the great philosophers and theologians. 3 crs.

INT 508 SOCIAL JUSTICE
This class will take an interdisciplinary approach to the concept of justice in society. What are the crucial elements of a just society? On what grounds can we make those claims? Students examine how social justice would apply to public policy. 3 crs.

GERONTOLOGY CONCENTRATION SEMINARS

GER 530 MULTIDISCIPLINARY PERSPECTIVES ON AGING
This core course provides students with an introduction to and comprehensive overview of the multidisciplinary field of gerontology. Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored through class discussions, presentations, ongoing reading and journaling, and assigned learning-projects. 3 crs.

GER 531 EMBODIMENT IN LATER LIFE
This course focuses on the biological, physiological, and health aspects of the aging experience. Topics include the bodily changes thought to be a normal part of aging, chronic illnesses and disabilities associated with (but not caused by) aging, and the meaning of biophysical aging at the individual and socio-cultural level. 3 crs.

GER 532 PSYCHO-SOCIAL ASPECTS OF AGING
Recognizing that aging is a dynamic, multidimensional process, this course addresses the complex interface between the psychological and social aspects of aging. Students will explore topics such as the relationship between perceptions of control, self-efficacy, and health; change and stability in personality characteristics; and age-consciousness and identity. 3 crs.

GER 533 THEORIZING AND RESEARCHING IN GERONTOLOGY
This course has a dual intent: 1) to engage students in a more sophisticated exploration and examination of important and exemplary theorizing and researching in gerontology; and 2) to encourage students to formulate and pursue their own questions about adult development and aging, and thus participate in the ongoing scholarly conversation in gerontology. 3 crs.

GER 534 SOCIAL SYSTEMS IN LATER LIFE
This course focuses on the multilayered social context in which individuals age. Through the learning projects in this course students become acquainted with each layer of the social system, including informal and formal social programs and agencies for older adults; aging-supportive living environments and neighborhoods; and interpersonal relationships with friends, family, and pets. 3 crs.

GER 536 GERONTOLOGY: SYNTHESIS AND ACTION
By intent and design, this seminar offers students the opportunity to: 1) reconsider and integrate all of their coursework in gerontology into a dynamic whole; and 2) explore ways to actualize their learning into action in a variety of contexts and surrounding key issues related to adult development and aging. 3 crs.

LIBERAL ARTS CONCENTRATION
The courses in this concentration may include any M.A.I.S. course.
ORGANIZATIONAL COMMUNICATION CONCENTRATION SEMINARS

INC 531 DIVERSITY IN ORGANIZATIONS
An appreciation for and valuing of diversity enables us to create a vision of our organizations that could yield a tomorrow of harmony, creativity, and ingenuity. This course moves beyond tolerance of differences to an understanding that a respect for and validation of these differences creates and sustains vibrant, progressive, and productive organizations. 3 crs.

INC 532 PARADIGMS AND PROCESS FOR TRANSFORMATION
This seminar provides an examination of the theories and assumptions underlying organizational systems and functions. Participants will examine the implications of a variety of organizational paradigms as they relate to the functioning of an organization and its attempts to change. 3 crs.

INC 533 ORGANIZATIONAL SYSTEMS AND FUNCTIONS
This seminar helps students establish the connections between organizational communication and specific applications such as information exchange, communication climates, and organizational cultures. Students will conduct organizational audits in a variety of environments. They will gain a deeper understanding of the operation of theories as they relate to systems within organizations. 3 crs.

INC 534 POWER AND CONFLICT
This class examines micro- and macrosystems of organizational communication. Questions concerning personal power, power arrangements within systems, and conflict within and between social groups will be addressed. Special emphasis will be placed on the ethical dimensions of conflict including the study of conflict, the facilitation of conflict resolution, and learning from conflictual situations. 3 crs.

INC 535 ORGANIZATIONAL CHANGE
This course considers ways in which planning and negotiation within an organization can be successfully facilitated. Theory and applied strategies for such organizational change and development will be explored. 3 crs.

INC 536 ORGANIZATIONAL BEHAVIOR
This course is about the dynamics of individuals and groups in organizations. We will examine how a complex environment challenges people and organizations to change, learn, and continuously develop themselves so that we may become more effective in both our careers and contributions to the institutions of society in general. 3 crs.

INC 537 LEARNING ORGANIZATIONS
Companies that excel recognize learning as a key to their competitive edge and strategic advantage. This course covers the tools and concepts of learning organizations. Students will explore the methods of successful companies through interactive, “learning-by-doing” exercises and projects. 3 crs.

SPIRITUAL TRADITIONS AND ETHICS CONCENTRATION SEMINARS

INE 531 FOUNDATIONS OF SPIRITUAL TRADITIONS: ORIGINS AND HISTORIES
Most spiritual traditions originated with a founding person, or small group, who felt impelled by a Divine call to integrate knowledge of God and service of people. In this class students will retrace the origins and histories of six living spiritual traditions: Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American spiritualities. 3 crs.

INE 532 SACRED LITERATURE: COMPARATIVE STUDIES I
Writers and editors captured the oral traditions in sacred literature, telling posterity about the ways in which foremothers and forefathers experienced the presence and action of their God or gods. This course will compare and contrast the sacred literature of Judaism, Christianity, and Islam, collectively referred to as the Religions of the Book. 3 crs.

INE 533 SACRED LITERATURE: COMPARATIVE STUDIES II
The oral stories about God’s relationship to human beings, preserved in the sacred literature of Hinduism, Buddhism, and Native Americans, evolved during thousands of years. Themes which were contemporaneous with those in Egyptian, Babylonian, and other Ancient Near Eastern religious stories will be recognized by students. Some texts continue to exist both as designated sacred scriptures and also as inspirational literature which informs the lives of followers. 3 crs.

INE 534 DEVELOPMENT OF SPIRITUAL TRADITIONS: THEOLOGIES AND CULTURES
The question of whether cultures rise out of religious traditions, or religious traditions rise out of cultures demonstrates the close relationship between culture and theological expressions about God or the Sacred. Students will develop skills in discerning basic underlying values and theological truths of several world traditions, so they can more readily separate these from their historical and cultural conditioning. 3 crs.

INE 535 EASTERN AND WESTERN SPIRITUALITY: THE PERSONAL EXPERIENCE
This course moves beyond the knowledge of literature and theological statements about God to an internalization of the key values of Eastern and Western spiritual traditions and their expressions. Students will learn the meaning of acting mindfully, of proceeding in life from a spirit of centeredness and integrity. 3 crs.

INE 536 ORIGINS OF ETHICAL THINKING
This course will trace the philosophical development of major ethical systems. 3 crs.

INE 537 STUDIES IN APPLIED ETHICS
The first part of the course will deal with traditional normative issues, such as lying and truth telling, promising and punishment. The second part will consider contemporary issues that currently have no moral criteria: reproductive technology, euthanasia, and health ethics. 3 crs.

INE 541 HERMENEUTICS
Hermeneutics is the most important theological contribution to scholarship in the last two centuries. Literary criticism, culture studies, deconstruction and all the postmodern theories stem from hermeneutics. 3 crs.
PRACTICUM, RESEARCH, AND THESIS
Students beginning the Research Methods and Thesis (RMT) sequence should choose a Marylhurst faculty member who is not their RMT instructor to be a reader/content advisor throughout the thesis process.

INT 598A RESEARCH METHODS AND THESIS I
This course is the first in a series of three courses leading to the completion of the M.A.I.S. thesis. The course is designed to give the student the researching tools to begin the thesis process. Learning projects and a collaborative atmosphere move the student through the process in a timely manner. This course is followed by INT 598B and INT 598C where the student’s thesis development continues. Prerequisite: approval of M.A.I.S. Chair. Students should have completed half of their program requirements before registering for this class and have a preliminary thesis topic. Approval forms for the second reader will be available from the department Chair. 3 crs.

INT 598B RESEARCH METHODS AND THESIS II
This course is the second in the required methods and thesis sequence. By the end of Research Methods II the student will have completed the literature review chapter of the thesis. Prerequisite: completion of INT 598A. 3 crs.

INT 598C RESEARCH METHODS AND THESIS III
This course is the third and final course in the required M.A.I.S. methods and thesis sequence. Successful completion of the course is the completion of the master’s thesis. Prerequisite: completion of INT 598B. 3 crs.

INT 599 APPLIED PRACTICUM
Students must complete an arranged class form and get permission from the Chair prior to registration. Variable credit.

ELECTIVES
M.A.I.S. electives can be any M.A.I.S. seminar that is not part of a student’s required courses. Students may also take or transfer up to 6 credits of electives from any other graduate program.

Some courses which are not a required part of any M.A.I.S. course of study include the following:

INT 515 MYSTERIES OF IDENTITY
The search for identity is an age-long quest of humankind. This seminar utilizes the power of literature and spirituality to guide the search for identity. 3 crs.

INT 518 WOMEN AND POLITICS
This course examines the political status of women in the United States and around the world. An emphasis will be placed on an interdisciplinary approach to understanding the political situation of women. Topics include women’s social movements, psychological gender differences in politics, the “gender gap” in voting, women candidates, and women in elected office. 3 crs.

INT 550 AMERICAN STUDIES
This course considers the passion of America’s quest for understanding and meaning in its dilemmas, both historical and contemporary. By way of literature, history and spirituality as lenses, this course examines distinctive phases, especially Pragmatism, that mark out America’s self-understanding. 3 crs.

INT 565 LOVE AND SEXUALITY
This class historically traces how love and sexuality are represented in both philosophical and literary texts from Ancient Greece to contemporary society. 3 crs.

INT 567 WRITING PERSUASIVELY
This course will help students understand the art of persuasive writing through a close scrutiny of both professional writing and their classmates’ work. It will also challenge students to practice writing as a critical problem solving activity addressed to diverse audiences for a variety of purposes. 3 crs.

Gerontology Certificate
M.A.I.S. also has a certificate in Gerontology. Please contact the Office of Admissions for details.
Marylhurst University’s Master of Business Administration (M.B.A.) program meets the needs of busy professionals who want to earn an advanced degree in business and prepare for a career in management. The mission is to educate responsible leaders who understand the role of innovation, information, and collaboration in an increasingly global economy. Marylhurst M.B.A. students are passionate to learn and motivated to meet goals. Graduates make highly desirable job candidates because they are self-directed, ethical, and effective contributors in their communities.

THE PURPOSE OF THE M.B.A. DEGREE
The Marylhurst M.B.A. program is designed for highly motivated students who want to prepare themselves for general management and organizational leadership. Marylhurst M.B.A. graduates are fluent in the fundamentals of business and have demonstrated the skills required in a dynamic, interconnected world. The curriculum enables students to grasp the interrelationships among the functional disciplines, preparing them to take leadership roles at corporate, nonprofit, and entrepreneurial organizations.

FLEXIBILITY FOR WORKING ADULTS
The Marylhurst M.B.A. program is recognized for its academic reputation, experienced faculty, and flexible course delivery. The program is accredited by the International Assembly for Collegiate Business Education (IACBE), which is dedicated to improving student learning through outcomes assessment.

Courses may be taken online, on campus, or a combination of both, depending on individual student needs. Classes are kept small, averaging 15 students. On-campus courses are held weekday evenings, with many classes offered on weekends. Distance learners may complete the entire program online, and most students take at least a portion of their coursework online. Students taking at least two courses per quarter, including summer term, can usually complete the program in about two years.

The student body is purposely diverse in age and background. Three-quarters of the students are working adults with an average age in the mid-30s. Women and men are represented in equal numbers, and students enter the program with a range of undergraduate backgrounds and professional interests. International students enhance the global business environment. During the program and after graduation, students may use Marylhurst’s internship placement, alumni network, and career services.

Marylhurst supports a lively community of responsive instructors and responsible learners. As working professionals, Marylhurst faculty members understand the needs of adult learners. They have exceptional backgrounds in business theory and management practice, with advanced degrees from leading institutions. Instructors play the role of learning facilitators and content experts. Classes are intimate and interactive, where much of the learning comes from a dialogue between faculty and students. Collaborative learning and case studies simulate real-world business situations and managerial decision making.

PROGRAM LEARNING OUTCOMES FOR MASTER OF BUSINESS ADMINISTRATION
Students completing the Master of Business Administration degree will be able to:

• Demonstrate knowledge and understanding of current trends and interrelations in key business areas, including: accounting, finance, law, organizational behavior, marketing, statistics, and strategy.
• Demonstrate critical thinking, writing, presentation, and collaboration skills appropriate for business leadership and graduate-level coursework.
• Develop and apply an ethical framework to executive decision making and organizational leadership.
• Analyze the domestic and global business environments, including their economic, legal, cultural, and ethical contexts.
• Understand emerging business concepts, information technology, and management trends.
• Identify personal and professional capabilities and competencies, and apply them to a career plan.
• Apply and integrate course knowledge, business skills, and work experience in a capstone project involving a real-world business plan and investor presentation.

Course Requirements for the M.B.A.
Marylhurst provides a challenging learning environment where students are held to high standards in all courses. Reflecting the University’s liberal arts tradition, the curriculum has been designed to meet the needs of non-business majors as well as those with undergraduate business backgrounds. All admitted students should have an understanding of business through prior work experience or previous business-related coursework. The department recommends that students review basic accounting, finance, and statistics concepts prior to their first classes.

The M.B.A. program requires 52 quarter credits. The program consists of 40 required credits and 12 elective credits. All students must demonstrate competence in writing, oral communications, and PC-based technology. Qualified students who lack certain prerequisites may be required to take additional coursework. Once admitted, students may take up to five years to complete the program.

REQUIRED COURSES (40 crs.)

M.B.A. ORIENTATION, 1 cr.
A one-credit course for newly admitted students, which must be completed during the first term. The class introduces students to leadership, case analysis, financial tools, and graduate research methods.

CORE COURSES, 24 crs.
Eight courses covering marketing, accounting, finance, organizational behavior, business law, statistics, decision analysis, and strategy. The Core ensures that students are fluent in important business functions, strategies, and interrelationships. These courses must be taken prior to Perspective, Elective, and Capstone courses. Strategic Planning is an
integrative course and must be taken in the last quarter of the Core. In this course, students complete the M.B.A. Core Self-Assessment, a nationally recognized test that assists students in evaluating their business knowledge and skills acquired in the Core courses.

**Perspective Courses, 12 crs.**
Perspective Courses reflect Marylhurst's liberal arts tradition and forward-looking mission. They are taken anytime after completion of the Core curriculum and prior to the Capstone. The four courses include: Ethical Decision Making, Career Management, The Global Marketplace, and E-Business Strategies.

**Capstone Course, 3 crs.**
In the Capstone course, students establish a link between their studies, their interests, and the business world at large. The Final Project is a real-world business plan and investor presentation for a new or existing organization. This professional-level project demonstrates a functional and integrative knowledge of strategic management and market opportunity.

**Requirements for the Master of Business Administration**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.B.A. Orientation</td>
<td>1 cr.</td>
</tr>
<tr>
<td>Core Courses</td>
<td>24 crs.</td>
</tr>
<tr>
<td>FIN 510 Managerial Accounting</td>
<td>3 crs.</td>
</tr>
<tr>
<td>FIN 513 Financial Management</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MKT 514 Marketing Management</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 515 Business Law</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 518 Statistics for Managers</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 522 Human Capital</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 523 Managerial Decision Analysis</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 526 Strategic Planning</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Perspective Courses</td>
<td>12 crs.</td>
</tr>
<tr>
<td>MGT 530 Ethical Decision Making</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 532 Career Management</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 534 The Global Marketplace</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 536 E-Business Strategies</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Management and Technology (MT)</td>
<td>12 crs.</td>
</tr>
<tr>
<td>MGT 538 Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGT 541 Negotiations and Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>MGT 542 Global Operations Strategy</td>
<td></td>
</tr>
<tr>
<td>MGT 543 Managerial Economics</td>
<td></td>
</tr>
<tr>
<td>MGT 544 Managing Information Technology</td>
<td></td>
</tr>
<tr>
<td>MGT 548 Sales Force Management (MT)</td>
<td></td>
</tr>
<tr>
<td>MGT 556 Issues in Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>MGT 558 Family Business</td>
<td></td>
</tr>
<tr>
<td>MGT 567 Special Topics in Management and Technology</td>
<td></td>
</tr>
<tr>
<td>Finance (FIN)</td>
<td></td>
</tr>
<tr>
<td>FIN 542 Corporate Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 544 Mergers and Acquisitions</td>
<td></td>
</tr>
<tr>
<td>FIN 549 International Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 550 Real Estate Analysis</td>
<td></td>
</tr>
<tr>
<td>FIN 552 Investments and Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>FIN 567 Special Topics in Finance</td>
<td></td>
</tr>
<tr>
<td>Marketing (MKT)</td>
<td></td>
</tr>
<tr>
<td>MKT 541 New Product Development</td>
<td></td>
</tr>
<tr>
<td>MKT 542 Integrated Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>MKT 545 Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MKT 546 International Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 548 Sales Force Management</td>
<td></td>
</tr>
<tr>
<td>MKT 567 Special Topics in Marketing</td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior (OB)</td>
<td></td>
</tr>
<tr>
<td>MGT 541 Negotiations and Conflict Resolution (MT)</td>
<td></td>
</tr>
<tr>
<td>ORG 543 Global HR Management</td>
<td></td>
</tr>
<tr>
<td>MGT 557 Labor and Employment Law</td>
<td></td>
</tr>
<tr>
<td>MGT 558 Family Business (MT)</td>
<td></td>
</tr>
<tr>
<td>ORG 563 Learning Organizations</td>
<td></td>
</tr>
<tr>
<td>ORG 565 Leading Change</td>
<td></td>
</tr>
<tr>
<td>ORG 567 Special Topics in Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>International Business (INB)</td>
<td></td>
</tr>
<tr>
<td>INB 540 Emerging Markets</td>
<td></td>
</tr>
<tr>
<td>MGT 542 Global Operations Strategy (MT)</td>
<td></td>
</tr>
<tr>
<td>ORG 543 Global HR Management (OB)</td>
<td></td>
</tr>
<tr>
<td>MKT 546 International Marketing (MKT)</td>
<td></td>
</tr>
<tr>
<td>FIN 549 International Finance (FIN)</td>
<td></td>
</tr>
<tr>
<td>INB 567 Special Topics in International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 565 Executive Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MGT 594 Internship</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Capstone</td>
<td>3 crs.</td>
</tr>
<tr>
<td>MGT 598 Final Project</td>
<td></td>
</tr>
</tbody>
</table>

**Credit Summary**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.B.A. Orientation</td>
<td>1 cr.</td>
</tr>
<tr>
<td>Core Courses</td>
<td>24 crs.</td>
</tr>
<tr>
<td>Perspective Courses</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Electives</td>
<td>12 crs.</td>
</tr>
<tr>
<td>Capstone</td>
<td>3 crs.</td>
</tr>
<tr>
<td>TOTAL: 52 crs.</td>
<td></td>
</tr>
</tbody>
</table>

**Typical Two-Year Program Schedule**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>Quarter 1</td>
</tr>
<tr>
<td>M.B.A. Orientation</td>
<td>Ethical Decision Making</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>The Global Marketplace</td>
</tr>
<tr>
<td>Human Capital</td>
<td>Career Management</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>Quarter 2</td>
</tr>
<tr>
<td>Statistics for Managers</td>
<td>E-Business Strategies</td>
</tr>
<tr>
<td>Business Law</td>
<td>Elective 1</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>Quarter 3</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Elective 2</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Quarter 4</td>
<td>Quarter 4</td>
</tr>
<tr>
<td>Managerial Decision Analysis</td>
<td>Elective 4</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Capstone</td>
</tr>
</tbody>
</table>

**Applying for Admission**

The M.B.A. curriculum is challenging, and students are held to high performance standards. Because the program prepares students to be responsible leaders, the department expects the applicant to hold or aspire to a career in management. The admissions committee considers several factors when making the admissions decision. These include relevant work experience, letters of recommendation, previous college courses, transcripts, application essay, and an interview.

Students are to include in their application:
- Application and fee
- Résumé
- Application essay
- Two letters of recommendation (including at least one from a current or former employer)
- Official transcripts of undergraduate and graduate coursework (sent directly from the originating institution)

For applicants with more than five years of relevant work experience, the admission decision is based more on the application essay, the final interview, and letters of recommendation than it is on the applicant’s undergraduate history.
For applicants with fewer than five years of relevant work experience, the admissions decision is based more on academic achievement. In addition to completing the required application materials, applicants with fewer than five years of relevant work experience must either have an undergraduate GPA of 3.00 or higher or provide GMAT scores taken within the last two years.

After the department receives all documentation, an interview is arranged. The interview can take place in person or over the telephone. Applicants are usually notified of their admission status within two weeks of the interview and are eligible to enroll the following term.

INTERNATIONAL STUDENTS
The Marylhurst M.B.A. program welcomes international applicants. The M.B.A. curriculum requires English language fluency in listening, speaking, reading, and writing. At a minimum, non-native speakers of English must score 550 or better on the Test of English as a Foreign Language (TOEFL) or demonstrate equivalent English proficiency. Where required, students may have to complete additional courses to improve their English language proficiency and to ensure success in the M.B.A. program. Consult the Graduate Admission section (page 130) for additional University admissions requirements.

APPLICATION DEADLINES
Applications are accepted each term. Please consult the department for the most current deadlines. Send all materials to: Office of Admissions, Marylhurst University, P.O. Box 261, 17600 Pacific Highway (Hwy. 43), Marylhurst, OR 97036-0261.

TRANSFER CREDITS
Graduate credits earned in business within the last five years prior to admission are considered for transfer to the M.B.A. program. Students may transfer up to 9 quarter credits (6 semester credits) of the 52 credits required in the M.B.A. degree program. Students must provide an official transcript of the graduate credits they completed elsewhere. Only classes with a B (3.00) grade or higher will be eligible for transfer consideration. Students may be asked to submit a course syllabus to determine transfer eligibility. The awarding institution must be an accredited college or university. The department evaluates all transfer credits on an individual basis.

NON-ADMITTED STUDENTS
Students who expect to complete a Marylhurst M.B.A. application may take up to seven credits of required core courses with departmental approval. To continue to take courses, students must apply formally and be fully admitted to the program. Marylhurst M.B.A. courses completed prior to admission count toward program degree credit.

PERFORMANCE STANDARDS
Students must maintain a B average (3.00) during the program and in order to graduate. A grade of C (2.00) is below graduate standards but may be applied towards a degree. Grades below C do not apply towards a degree. However, all M.B.A. coursework a student takes will be counted in computing the grade point average, including courses in which a student has earned a D or F grade.

For students performing below a 3.00 average, the department chair will review the student’s performance and may recommend probation or suspension from the program. Consult the section on Graduate Studies for further detail (page 132).

COURSE OFFERINGS
The M.B.A. program typically offers orientation, core, and perspective courses in both on-campus and online formats each term. Electives may be offered in either on-campus, online, or concurrent formats depending on instructor availability and student demand. Certain electives may be offered more frequently than others, and courses may be added or subject to change. Consult the Schedule of Courses and the M.B.A. Department for the most recent course offerings.

M.B.A. CORE SELF-ASSESSMENT
At the completion of the core curriculum, every M.B.A. student must take a nationally recognized assessment exam developed by ETS (Educational Testing Service). The Major Field Test for Master of Business Administration (MFT-M.B.A.) consists of multiple-choice questions, many of which are based on short case-study scenarios. Most of the questions require critical thinking and knowledge of marketing, finance, managerial accounting, organizational behavior, and strategy. Students receive individual, scaled scores that demonstrate their understanding of key business concepts to themselves, the M.B.A. department, and prospective employers.

The three-hour test is administered without charge as part of the Strategic Planning course curriculum. Students who are in the last term of the M.B.A. Core are eligible to take the Self-Assessment, and no additional preparation is required. Marylhurst uses the Major Field Test to measure student academic achievement and to assess program outcomes.

CONCENTRATIONS
The Marylhurst M.B.A. program prepares its graduates for rewarding careers in a dynamic and information-based economy. The program stresses interdisciplinary business knowledge, responsible leadership, and critical-thinking skills. There is no requirement for students to select an area of concentration.

Qualified students may elect a concentration upon completing the M.B.A. orientation and core courses (25 credits) and prior to taking their electives. Departmental approval and a B average (3.00 or higher) at the time of making the concentration election are required. Concentrations require a minimum of nine elective credits in the selected field of study. Approved internships are also eligible for concentration credit. Students may elect only one concentration.

Concentrations are:
- Management and Technology
- Finance
- Marketing
- Organizational Behavior
- International Business

The Management and Technology concentration allows students to focus on important management and information technology topics facing today’s organizational leaders. A Finance concentration will help prepare students for careers in corporate finance or may be used as a step in receiving professional certification (e.g., CFA or CPA). A Marketing concentration assists students for careers in sales and marketing or marketing management. An Organizational Behavior concentration will benefit students seeking post-graduate careers in leadership or HR management. The International Business concentration may be used to prepare for management positions in a multicultural environment.
TECHNOLOGY REQUIREMENTS
M.B.A. students are expected to be comfortable with PC technology and online learning. Students should be familiar with Word, PowerPoint, and Excel well in advance of the start of their program. Marylhurst’s online classes use a secure Web-based platform for all online coursework. M.B.A. students should enroll in a Marylhurst distance learning orientation prior to taking their first online course and seek additional help as needed.

Students are required to have the following hardware and software:
- PC with 200MHz (Pentium III or higher recommended)
- Windows XP or later
- 128MB RAM or more
- CD-ROM drive
- 56Kbps modem or higher (high speed recommended)
- Internet Service Provider
- Microsoft Office XP or later
- Adobe Acrobat Reader 6.0 or later
- Internet Explorer 6.0 or later
- Norton Antivirus or similar software
- Windows Media Player or similar video software
- Financial Calculator: Hewlett-Packard HP10BII or similar.

M.B.A. ORIENTATION

MGT 500 LEADERSHIP ESSENTIALS
This foundation-level orientation course helps recently admitted students develop key leadership, team-building, and financial skills to enable them to succeed on the job and in an M.B.A. program. Students will explore managerial decision making, case analysis, business tools, and graduate research methods. Marylhurst’s leading business instructors participate in this all-day, interactive workshop. 1 cr.

CORE COURSES

FIN 510 MANAGERIAL ACCOUNTING
Accounting has been called the language of business. This course approaches the field from a decision maker’s perspective, offering a clear understanding of accounting concepts. Students will gain hands-on knowledge about the accounting cycle, financial statements, and financial reporting. Special attention will be given to accounting information used to assist management in operating the business, including product costing and budgeting. 3 crs.

FIN 513 FINANCIAL MANAGEMENT
Strong financial management is a prerequisite for creating lasting business success. In this course, students will develop the baseline skills to make well-informed management decisions. Topics include the time value of money, risk and return, valuation, investment principles, and the role of financial markets. Students are exposed to the important concepts and terms used by financial analysts and corporate strategists. 3 crs.

MKT 514 MARKETING MANAGEMENT
Effective marketing is a customer-focused process that pervades an organization. Through qualitative and quantitative analysis, students learn how to segment markets and position a firm’s offerings in order to create long-term customer and shareholder value. This course explores marketing opportunities through product development, pricing strategies, customer communications, and channel management. 3 crs.

MGT 515 BUSINESS LAW
This course is a practical survey of the legal aspects of business. Students learn that successful management of business relationships rarely involves hiding behind clever legal strategies. The benefits of legal action must be weighed against the risks and costs of litigation. Topics include the legal environment, contracts, commercial transactions, and business organizations. 3 crs.

MGT 518 STATISTICS FOR MANAGERS
Managers use statistics to help make important decisions in product development, marketing, personnel, and customer service. Students explore how statistics and data analysis can help solve managerial problems, ensuring more effective decision making. This course covers basic concepts of probability, including random variables and probability distributions. 3 crs.

MGT 522 HUMAN CAPITAL
Modern organizations face a rapid rate of change and global complexity. Firms that thrive in this new economy pay close attention to their most valuable asset: people. In this course, students will learn how to value and manage today’s knowledge worker by examining current organizational theory and real-world case studies. Students will also be exposed to recent trends and methods in human resource management. 3 crs.

MGT 523 MANAGERIAL DECISION ANALYSIS
The ability to achieve successful business results depends on a sound decision-making process. This course introduces students to managerial decision theory and analysis. Using a mix of quantitative and qualitative methods, students will learn how to manage under uncertainty. Topics include structuring decisions, evaluating alternatives, and making tradeoffs. 3 crs.

MGT 526 STRATEGIC PLANNING
Successful managers understand the value of a sound strategic-planning process. This integrative course develops the analytical and financial skills to gain competitive advantage in a dynamic business climate. Students learn how to evaluate the business environment, assess an organization’s strengths and capabilities, and decide on competing strategies. The case study method is used to explore strategic alternatives, implementation options, and evaluation methods. 3 crs.

PERSPECTIVE COURSES

MGT 530 ETHICAL DECISION MAKING
Respected leaders possess a clear ethical framework for making decisions. They understand the legal requirements as well as the moral imperatives of business management. Using current events, cases, and other materials, this course will introduce students to the fundamental principles of ethical decision making and their application to resolving ethical issues and conflicts in the workplace. 3 crs.

MGT 532 CAREER MANAGEMENT
Creating a personally satisfying and professionally successful career in today’s marketplace takes personal reflection, research, and work. Students will be guided in a rigorous self-assessment, exploring concepts of professional identity and free-agent mentality. The goal will be to identify behaviors and abilities that can be used to make short- and long-term career decisions. Special topics include managerial career paths and self-marketing strategies. 3 crs.
MGT 534 THE GLOBAL MARKETPLACE
Global decision making requires a framework for understanding international trade, investment, and cross-cultural interactions. Using case studies and current events, students analyze globalization trends and the impact of culture on international business dealings. Organizational, financial, and marketing factors will be considered in creating a successful global strategy. 3 crs.

MGT 536 E-BUSINESS STRATEGIES
Companies are investing globally in large-scale e-business efforts in an effort to capture competitive advantage using digital technologies. Designed for the non-technical manager, this course will use current events, case studies, and hands-on projects to help students understand Internet strategy, e-commerce, and Web-based marketing. Topics include online markets, channel structure, and public policy implications. 3 crs.

ELECTIVE COURSES

MANAGEMENT AND TECHNOLOGY

MGT 538 ENTREPRENEURSHIP
In a fast-changing economy, managers need the talents and traits of the entrepreneur. This course will explore the entrepreneurial (and intrapreneurial) mindset required to identify and launch new ventures, whether at a start-up or inside a global company. Topics include innovation, corporate venturing, organizational leadership, and market selection. As a final project, students will prepare a market opportunity study. 3 crs.

MGT 541 NEGOTIATIONS AND CONFLICT RESOLUTION
Negotiations is a process that helps individuals and organizations settle disputes. Students will examine the management of conflict and learn the key elements of an effective negotiation. This course uses case studies, simulations, and role-playing to explore concepts of trust, power, facilitation, and communications. Students will develop interpersonal skills and techniques that will improve their negotiating strategies and tactics. 3 crs.

MGT 542 GLOBAL OPERATIONS STRATEGY
The global competitive position of a firm depends on efficient operations. This course introduces students to operations management, resources, and processes. Distribution, logistics management, supply chains, and the role of IT will be seen from an international perspective. Case studies of prominent multinational corporations are used to illustrate sourcing strategies and evaluation methods. 3 crs.

MGT 543 MANAGERIAL ECONOMICS
When faced with risk and uncertainty, managers use economic theory to make effective business decisions. Students will learn the principles of resource allocation, market structure, pricing theory, and consumer choice as it relates to the individual firm. Competition, industry power, government regulation, and profit-maximizing behaviors will also be addressed. 3 crs.

MGT 544 MANAGING INFORMATION TECHNOLOGY
Computers and information technology have revolutionized business operations. Firms in all industries must understand how to manage key technologies in order to increase operational effectiveness and achieve strategic advantage. Reflecting the CIO’s perspective, this course will focus on the design, management, and evaluation of IT-related business operations. Topics include enterprise systems, workflow management, and business process analysis. 3 crs.

MKT 548 SALES FORCE MANAGEMENT (MKT)
Effective selling and sales management requires an understanding of human behavior and technology. This course will provide a managerial and marketing framework for selecting, training, compensating, motivating, and evaluating high-performing sales teams. Students will analyze sales approaches and models that capture customer value in a variety of industries. Topics include sales presentations, sales forecasting, and sales automation tools. 3 crs.

MGT 556 ISSUES IN NONPROFIT MANAGEMENT
As nonprofit institutions have expanded their influence, they have embraced for-profit management and financial techniques. Taught from the executive director’s viewpoint, this course will compare and contrast the needs of various not-for-profit organizations. Students will analyze best practices in nonprofit strategy, human resources, marketing, fundraising, partnerships, and board governance. Topics include income generation and social entrepreneurship. As a final project, students will create a real-world strategic plan for a nonprofit group. 3 crs.

MGT 558 FAMILY BUSINESS
The vast majority of companies are owned by families, individual proprietors, or closely held groups. Family businesses of all sizes face unique organizational, legal, and financial challenges, which impact their ability to compete and succeed from generation to generation. Using case studies and guest speakers, students will examine current topics in closely held firms, including corporate governance, capital structure, family rivalry, cross-cultural relations, and succession planning. 3 crs.

MGT 567 SPECIAL TOPICS IN MANAGEMENT AND TECHNOLOGY
This is an advanced course in selected issues in the theory and application of management and technology. Actual topics and cases will be chosen by the instructor and may vary from term to term. 3 crs.
FINANCE

FIN 542 CORPORATE FINANCE
This intermediate course approaches finance from the chief financial officer’s perspective. Students will analyze practical problems in investment decisions, working capital, risk management, company valuation, financial planning, and legal and ethical concerns. This course provides an understanding of the theories, concepts, and applications of modern corporate finance. 3 crs.

FIN 544 MERGERS AND ACQUISITIONS
Mergers and acquisitions are important tools for companies seeking an edge in a fast-moving marketplace. Students will learn the theory and practice of business mergers, acquisitions, turnarounds, and distressed restructuring. The financial, legal, and organizational considerations of mergers, acquisitions, and joint ventures will be introduced through prominent case studies. Topics include valuation, corporate strategy, hostile takeovers, accounting practices, and staffing. 3 crs.

FIN 549 INTERNATIONAL FINANCE
In a global economy, companies use international financial markets to access capital and manage risk. Students will explore the role of foreign capital markets, exchange rate risk, and financial control systems as applied to the international firm. Additional topics include political and economic risk, multilateral institutions, foreign trade, and international accounting practices. Students will learn to apply sound financial principles in order to maximize competitive advantage and shareholder wealth. 3 crs.

FIN 550 REAL ESTATE ANALYSIS
This course is an introduction to corporate real estate decision making. Students are exposed to real estate investment, market analysis, project financing, leasing, property management, and land-development issues. Through case studies, students will learn the economic factors and finance theories that affect property values. Consideration will be given to current trends in commercial real estate finance and deal making. 3 crs.

FIN 552 INVESTMENTS AND PORTFOLIO MANAGEMENT
Financial markets are engines of economic innovation, offering a range of investment vehicles for firms and individual investors. Students will examine the differences between real and financial assets and understand the role of the investment analyst. Topics include portfolio theory, capital markets, fixed-income securities, and derivatives. Students will evaluate the trade-offs between risk and return in efficient markets. 3 crs.

FIN 567 SPECIAL TOPICS IN FINANCE
This is an advanced course in selected issues in the theory and application of finance. Actual topics and cases will be chosen by the instructor and may vary from term to term. 3 crs.

MARKETING

MKT 541 NEW PRODUCT DEVELOPMENT
The design and launch of innovative products is an important cross-functional skill of senior managers and marketers. Students will learn a development process for new products that exceeds customer expectations and financial benchmarks. Issues covered include development cycles, customer segmentation, market opportunity, positioning, design, testing, and promotion. In a final project, students will develop and present a new product with commercial potential. 3 crs.

MKT 542 INTEGRATED MARKETING COMMUNICATIONS
Companies use communications to build strong brand relationships with their customers. This course presents brand building as an integrated marketing function designed to create valuable customer relationships and sales. Topics include target market evaluation, agency relations, media planning, Internet strategies, public relations, budgeting, and campaign evaluation. Students will create a comprehensive promotional plan that’s effective and persuasive. 3 crs.

MKT 545 MARKETING RESEARCH
Marketing campaigns rely on organized and cost-effective marketing research. Students will learn how to gather, analyze, and present information that solves common business problems, such as buyer behavior or market potential. This course provides an understanding of research methodology, secondary sources, survey construction, measurement, sampling methods, and data analysis. As a final assignment, students will complete and present a real-world research project. 3 crs.

MKT 546 INTERNATIONAL MARKETING
This course examines international marketing programs from a strategic management perspective, as opposed to the technical aspects of import-export trade. Students will evaluate organizational objectives and market-entry strategies in a multinational business climate. Case studies are used to highlight differences between domestic and international customer segmentation, brand management, distribution channels, transport, pricing, and e-business operations. The cross-cultural and political aspects of international markets will also be addressed. 3 crs.

MKT 548 SALES FORCE MANAGEMENT
Effective selling and sales management requires an understanding of human behavior and technology. This course will provide a managerial and marketing framework for selecting, training, compensating, motivating, and evaluating high-performing sales teams. Students will analyze sales approaches and models that capture customer value in a variety of industries. Special topics include sales presentations, sales forecasting, and sales automation tools. 3 crs.

MKT 567 SPECIAL TOPICS IN MARKETING
This is an advanced course in selected issues in the theory and application of marketing. Actual topics and cases will be chosen by the instructor and may vary from term to term. 3 crs.
ORGANIZATIONAL BEHAVIOR

MGT 541 NEGOTIATIONS AND CONFLICT RESOLUTION (MT)
Negotiations is a process that helps individuals and organizations settle disputes. Students will examine the management of conflict and learn the key elements of an effective negotiation. This course uses case studies, simulations, and role-playing to explore concepts of trust, power, facilitation, and communications. Students will develop interpersonal skills and techniques that will improve their negotiating strategies and tactics. 3 crs.

ORC 543 GLOBAL HR MANAGEMENT
Transnational firms face unique organizational challenges. This course will familiarize students with the important HR tools and strategies used for competitive advantage at leading multinational companies. The political, legal, cultural, and ethical challenges of the global HR manager will be evaluated. Students will learn how to recruit, train, and motivate a qualified workforce on an international scale. Topics include performance management, staffing, compensation, and labor relations. 3 crs.

MGT 557 LABOR AND EMPLOYMENT LAW
Overlapping federal, state, and local laws govern the modern workplace, creating a legal minefield for employers and employees alike. This course will provide a managerial overview of the legal do’s and don’ts of corporate hiring, managing, and firing. Topics include the rewarding, promoting, demoting, and disciplining of employees. Students will gain familiarity with the U.S. legal system from an HR perspective. 3 crs.

MGT 558 FAMILY BUSINESS (MT)
The vast majority of companies are owned by families, individual proprietors, or closely held groups. Family businesses of all sizes face unique organizational, legal, and financial challenges, which impact their ability to compete and succeed from generation to generation. Using case studies and guest speakers, this course will examine current topics in closely held firms, including corporate governance, capital structure, family rivalry, cross-cultural relations, and succession planning. 3 crs.

MGT 563 LEARNING ORGANIZATIONS
Companies that excel recognize learning as a key to their competitive edge and strategic advantage. This course covers the tools and concepts of learning organizations. Students will explore the methods of successful companies through interactive, “learning by doing” exercises and projects. 3 crs.

MGT 565 LEADING CHANGE
Managing change is a top priority for leaders of complex, knowledge-intensive companies. A firm’s capacity to withstand and thrive in turbulent times is directly related to its people and organizational structures. This course will focus on the nature of change as seen from a management or consulting perspective. Students will define and communicate change initiatives that overcome internal resistance and win trust. 3 crs.

ORC 567 SPECIAL TOPICS IN ORGANIZATIONAL BEHAVIOR
This is an advanced course in selected issues in the theory and application of organizational behavior. Actual topics and cases will be chosen by the instructor and may vary from term to term. 3 crs.

INTERNATIONAL BUSINESS

INB 540 EMERGING MARKETS
Multinational corporations and investors are looking to Asia, Eastern Europe, Latin America, and other regions for new consumer markets, resources, and low-cost production. Using current events and case studies, students will examine several emerging economies with a manager’s eye toward their investment and trade potential. This course will develop a strategic framework for analyzing business risk and opportunity. Additional topics include the historical, political, and cultural aspects of selected countries and regions. 3 crs.

MGT 542 GLOBAL OPERATIONS STRATEGY (MT)
The global competitive position of a firm depends on efficient operations. This course introduces students to operations management, resources, and processes. Distribution, logistics management, supply chains, and the role of IT will be seen from an international perspective. Case studies of prominent multinational corporations are used to illustrate sourcing strategies and evaluation methods. 3 crs.

ORC 543 GLOBAL HR MANAGEMENT (OB)
Transnational firms face unique organizational challenges. This course will familiarize students with the important HR tools and strategies used for competitive advantage at leading multinational companies. The political, legal, cultural, and ethical challenges of the global HR manager will be evaluated. Students will learn how to recruit, train, and motivate a qualified workforce on an international scale. Topics include performance management, staffing, compensation, and labor relations. 3 crs.

MKT 546 INTERNATIONAL MARKETING (MKT)
This course examines international marketing programs from a strategic management perspective, as opposed to the technical aspects of import-export trade. Students will evaluate organizational objectives and market-entry strategies in a multinational business climate. Case studies are used to highlight differences between domestic and international customer segmentation, brand management, distribution channels, transport, pricing, and e-business operations. The cross-cultural and political aspects of international markets will also be addressed. 3 crs.

FIN 549 INTERNATIONAL FINANCE (FIN)
In a global economy, companies use international financial markets to access capital and manage risk. Students will explore the role of foreign capital markets, exchange rate risk, and financial control systems as applied to the international firm. Additional topics include political and economic risk, multinational institutions, foreign trade, and international accounting practices. Students will learn to apply sound financial principles in order to maximize competitive advantage and shareholder wealth. 3 crs.

INB 567 SPECIAL TOPICS IN INTERNATIONAL BUSINESS
This is an advanced course in selected issues in the theory and application of international business. Actual topics and cases will be chosen by the instructor and may vary from term to term. 3 crs.
EXECUTIVE SEMINARS

MGT 565 EXECUTIVE SEMINAR
The Marylhurst M.B.A. program regularly offers one-credit Executive Seminars on timely business topics. Past seminars have ranged from healthcare economics to Japanese marketing strategies. Up to three one-credit seminars may be used in a student’s M.B.A. program in lieu of one elective course. Executive Seminars do not apply towards a chosen concentration. Consult the quarterly Schedule of Courses for current seminar offerings. 1 cr.

INTERNSHIP

MGT 594 INTERNSHIP
The internship provides students with the opportunity to apply the cumulative knowledge and skills learned in the M.B.A. to a real-life work environment. The internship involves the following steps: 1). Selecting an interesting and challenging work site; 2). Developing a contract that ensures both employer and student benefit; 3). Fulfilling the contract activity through ongoing work; and 4). Preparing a written report that summarizes the learning experience and outcomes. Students may receive elective credit for their M.B.A. concentration by choosing an internship in their field of study. Prerequisite: departmental permission. 3 crs.

CAPSTONE

MGT 598 FINAL PROJECT
In the Capstone course, students establish a link between their studies, their interests, and the business world at large. This professional-level project demonstrates a functional and integrative knowledge of market opportunity and strategic management. Students will prepare a real-world business plan and investor materials for a new or existing organization and then present their strategies to a business audience. Prerequisite: departmental permission. 3 crs.
ADLER, HOWARD
B.S., New Jersey Institute of Technology; M.Ed., University of Massachusetts, Amherst (SM)

ALBERTSON, RICHARD
B.A., San Jose State University; M.A.I.S., Marylhurst University (RS)

ANDERSON, CHARLES
B.A., Willamette University; M.S.M., Marylhurst College (BL)

ANDERSON, MARYJO (MJ)
B.A., Portland State University (ART)

ARAGON, ROBERT (PAUL)
B.S., J.D., Willamette University (RE)

ARMONTROUT, DAVID
B.A., University of California, Los Angeles; M.A., Portland State University (CHS)

ARNOLD, DAVID
B.S., Oregon State University; Rel.M., School of Theology at Claremont; M.A., University of Oregon; Ph.D., Graduate Institute of Liberal Arts, Emory University (MAIS)

BABIC, JOVAN
B.A., M.A., Ph.D., Belgrade University (MAIS)

BAGLEY, ELAINE
B.F.A., Phillips University, Oklahoma; M.A., Emporia State University; M.A., Antioch University West, Seattle (ATC)

BALOGH, LAJOS
B.M., Liszt Academy of Music; M.M., University of Oregon (MUS)

BAUER, MARLENE
B.F.A., Pacific Northwest College of Art (ART)

BAUSCHARD, LOUISE
B.A., Kent State University; M.S.W., Washington University (RS)

BAXTER, PATRICIA
B.M., Marylhurst College; M.M.E., Holy Names College, California; M.A., University of Notre Dame (ART)

BAYER, JOHN
B.Ed., University of Toledo; M.B.A., University of Southern California (BL)

BEARDSLEY, KELCEY
B.A., University of Michigan; M.Arch., University of Oregon (ART)

BEARDSLEY, LINDA
B.A., Marylhurst University; M.S., Portland State University (CM)

BJORKLUND, KAREN
B.A., University of Arizona; M.S., Marylhurst College (CM)

BOKOWSKI, DEBRAH
B.A., University of Colorado; M.A., Ph.D., Ohio State University (MAIS)

BORN, TIMOTHY
B.A., Marylhurst University (CM)

BRAY, THOMAS
B.A., Hofstra University (CM)
BREHM, JOHN  
B.Arch., University of Illinois at Chicago; M.Arch., Pratt Institute (ART)

BRENNAN, PAUL  
B.S., University of Akron; M.B.A., Oregon State University (MBA)

BRICKLEY, ALAN  
B.A., Portland State University; M.B.A., University of Oregon; J.D., Northwestern School of Law, Lewis & Clark College (RE)

BRIDGE ARTHUR  
B.A., University of California, Santa Cruz; M.A., Ph.D., Claremont Graduate School (RS)

BRIGNOLA LEE, MARIA  
B.A., West Chester University, Pennsylvania; M.C.A.T., Hahnemann Graduate School (ATC)

BROOK, SUSAN  
B.A., University of Arizona; M.Ed., Goucher College; M.A., Loyola Marymount University (ATC)

BROWN, EILEEN  
B.A., Marylhurst College; M.S., University of Houston, Clear Lake; M.A., University of Portland (LAC)

BROWN, GERRY  
B.A., University of Oregon; M.P.I.A., Ph.D., University of Pittsburgh (MAIS)

BROWN, LYNN  
B.A., Willamette University; M.S., Western Oregon State College (PLA)

BRUNING, JOHN (WES)  
B.S., San Diego State University (LAC)

BRUNKER, LESLIE  
B.A., University of California, San Diego; M.A., City University, Bellevue, Washington (CM)

BURKE, ROBERT  
M.S., George Washington University; D.D.S., Loyola University (CHS)

CABAK BRENDLE, CARRIE  
B.S., California Polytechnic State University; M.S., San Jose State University (BL)

CALANDRELLA, DERRICK  
M.A., Emory University; Ph.D., Pennsylvania State University (CHS)

CARTER, CHARLES  
B.A., Colorado College; J.D., Northwestern School of Law, Lewis & Clark College; M.B.A., University of Washington; Ph.D., University of Wisconsin, Madison (RE)

CARUSO, THOMAS  
B.A., University of Portland; M.A., University of San Francisco; J.D., Northwestern School of Law, Lewis & Clark College; D.Min., San Francisco Theological Seminary (RS)

CASSON, KATHY  
B.A., University of California, Los Angeles; M.A., San Francisco State University (SM)

CENTER, GERALD  
Certified by the U.S. Board of Spiritual Counselors, Bureau of Indian Affairs (CHS)

CHALMERS, FAITH  
B.A., University of Minnesota; M.S., Minnesota State University (POL)

CHAVEZ, MARCUS  
A.B., San Diego State University (ART)

CHORUBY, LARRY  
B.B.A., M.B.A., University of Portland (MBA)

CHRISTENSEN, JOHN  
B.A., Johnson State College, Vermont; M.A., California State University, Dominguez Hills; Ed.D., University of Sarasota (CHS)

COATS, VICTORIA  
B.A., Whitman College; O.T.C., Lewis & Clark College (SM)

CODUTO, JAMES  
A.B., Sonoma State University; M.S., University of San Francisco; B.S., J.D., Northwestern California University School of Law (POL)

COLLINS, KRISTIN  
B.A., Willamette University; M.A., University of Oregon (ART)

CONKLE, BRUCE  
B.A., University of Oregon; M.F.A., Rutgers University (ART)

CORNELIUS, ROSS  
B.S., University of California, Davis; M.B.A., University of California, Los Angeles (MBA)

COWAN, MARK  
B.S., California State University, Northridge; M.S., Ph.D., University of California, Los Angeles (SM)

COWAN, MINDY  
B.A., Lone Mountain College, California; M.A., University Without Walls, Santa Monica, California (HSC)

COYLE, JEAN  
B.A., St. Louis University (MBA)

CRAWFORD, CANON  
B.A., Augustana College; M.S., University of Illinois (LAC)

CREAMER, PAULA  
A.B., Mt. Holyoke College, Massachusetts; M.M., University of Southern California; D.M.A., University of Washington (MUS)

CROSBY, GREG  
B.A., Indiana University; M.S., Ball State University (HSC)

CULLICOTT, JOHN  
B.S., M.S., Northwestern University (ELW)

CUNNINGHAM, DENNIS  
B.F.A., Museum Art School, Portland, Oregon (ART)

DABROWSKI, JAN  
B.A., University of Virginia; Ph.D., University of Pittsburgh (SM)

D’ARCHER, JEANNE,  
M.A., Marylhurst University (ATC)

DARDIS, GREGORY  
B.S., University of Portland (SM)

DAVIDOVA, EUGENIA  
M.A., Sofia University; Ph.D., Bulgarian Academy of Sciences (CHS)

DAVIDSON, LISA  
B.S., M.S., Portland State University (CM)
DAVIS, RYAN  
B.S., Western Oregon State College; M.A., Mississippi State University (ELW)

DeHART, DOUGLAS  
B.A., Harvard University; M.S., Oregon State University; Ph.D., University of Washington (SM)

DeLACY, P. BARTON  
B.A., Willamette University; M.U.P., Portland State University (RE)

DENNY, DAVID  
B.A., University of New Hampshire; M.A., Ph.D., State University of New York at Binghamton (CHS)

DERRICK, RAYMOND  
B.A., University of Washington; M.B.A., City University, Bellevue, Washington (MBA)

DESMOND, ROBERT (BERT)  
B.S., Michigan State University; M.B.A., Stanford University (MBA)

DOCKENDORFF, LYLE  
B.A., University of Iowa; M.A., Arizona State University (MUS)

DODDS, JULIE  
B.S., University of Idaho; M.P.H., University of Texas Health Science Center at Houston; M.B.A., Southern Methodist University (MBA)

DODGE, TREVOR  
B.A., University of Idaho; M.A., Illinois State University (ELW)

DOYLE, AARON  
B.F.A., Boston University; M.F.A., American University (ART)

DREYFUSS, SIMEON  
B.A., Fairhaven College, Washington; M.A., New York University (INT)

DUBIN, SANDY  
B. Arch., University of Oklahoma (ART)

DUGAN, CHRISTOPHER  
B.S., United States Merchant Marine Academy; M.B.A., Pepperdine University (MBA)

EARLIX, DEAN  
B.A., University of California, Santa Cruz; Master of Aquaculture, Ph.D., Auburn University (CM)

EDWARDS, JEFFREY  
B.S., University of Oregon; M.B.A., Portland State University (BL)

EGGSPEUEHLER PETE  
B.S., Ohio State University; M.B.A., International Management, Thunderbird: American Graduate School of International Business, Arizona (MBA)

EWING, ROBERT  
B.S., Oregon State University; M.S., Oregon College of Education (SM)

FAHLMAN, CLYDE  
B.S., University of Oregon (BL)

FARR, LIBBY  
B.A., University of Oregon; M.A.I.S., Reed College; Ph.D., University of Oregon (ART)

FARRAR-WEGENER, LOUISE  
B.F.A., Marylhurst University (ART)

FELTON, JERILYN  
B.A., Seattle University; M.A., Marylhurst University (RS)

FEETERS, MARK  
B.A., Kent State University; M.A., Portland State University (BL)

FLEENER, DENISE  
B.Sc. San Diego State University (SM)

FLESKES, DEBORAH  
B.S., M.S., University of California, Riverside (SM)

FORTIER, JAN MARIE  
B.A., Portland State University; M.L.S., University of Oregon; M.A., Ph.D., Temple University (ELW)

FOWLER, JACQUELINE  
B.S., Lewis & Clark College; M.A.I.S., Marylhurst University (PLA)

FRANKS, SUSAN  
B.A., University of Evansville; M.A.I.S., Marylhurst University (HSC)

FRECH, USA JO  
B.S., Springfield College, Massachusetts.; M.Ed., Temple University (SM)

FRIEDEL, RUTH  
B.S., Ithaca College; M.A., New York University; Psy.D., Oregon Graduate School of Professional Psychology (ATC)

FRIESEN, WES  
B.S., George Fox University; M.B.A., University of Portland (MBA)

FULLERTON, ANN  
B.S., Reed College; M.A., Ph.D., Peabody College of Vanderbilt University (ATC)

GADDY, JENNIFER  
B.A., The Evergreen State College; D.N.M., National College of Naturopathic Medicine (HSC)

GARCIA, ANGELA  
B.A., M.S.W., Portland State University (HSC)

GAYTON, NELSON  
B.S., Tulane University; M.B.A., Harvard Business School; M.F.A., University of California, Los Angeles (MBA)

GIES, MARTHA  
B.A., Oregon College of Education (ELW)

GILBARG, PAUL  
B.S., Polytechnic Institute of Brooklyn; M.S., Portland State University (MBA)

GILLET, PAMELA  
B.S., Northern Arizona University; M.A., Marylhurst University (RS)

GOTTIEB, LYNETTE  
B.M., McMaster University; M.A., McGill University; Ph.D., State University of New York at Buffalo (MUS)

GRACIANETTE, ALAIN  

GRANSHAW, FRANK  
B.A., Linfield College; M.A.T., Lewis & Clark College; M.S., Portland State University (SM)
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROFF, SENIYE</td>
<td>B.S., University of Florida; M.S., Portland State University (CM)</td>
</tr>
<tr>
<td>GROGAN, SEAN</td>
<td>B.A., St. Mary’s College of California; M.S., American College (BL)</td>
</tr>
<tr>
<td>GUNN, VICTORIA</td>
<td>B.A., Harvard University; M.M., The Julliard School (MUS)</td>
</tr>
<tr>
<td>GUTH, MICHAEL</td>
<td>B.A., Rice University; M.S., California Institute of Technology; J.D., College of Law, University of Tennessee (MBA)</td>
</tr>
<tr>
<td>HAEK, JOHN</td>
<td>B.A., Portland State University; M.A., Washington State University (MUS)</td>
</tr>
<tr>
<td>HALL, RANDALL</td>
<td>B.S., Warner Pacific College; M.M., New England Conservatory of Music; D.M.A., Eastman School of Music (MUS)</td>
</tr>
<tr>
<td>HAMMOND, VAL</td>
<td>B.A., San Jose State University; M.A., M.A.T., Lewis &amp; Clark College (HSC)</td>
</tr>
<tr>
<td>HAN, HOLLY</td>
<td>B.A., University of California, Berkeley; M.B.A., The Anderson School, University of California, Los Angeles (MBA)</td>
</tr>
<tr>
<td>HANCOCK, POLLYANNA</td>
<td>B.A., The King’s University College, Alberta, Canada; M.M., Portland State University (MUS)</td>
</tr>
<tr>
<td>HANKS, ROBERT</td>
<td>B.S., Oregon State University; M.B.A., George Fox University (BL)</td>
</tr>
<tr>
<td>HARPER, JUNE</td>
<td>B.A., The Evergreen State College; M.A., Portland State University (CM)</td>
</tr>
<tr>
<td>HARRIS, MADELENE</td>
<td>B.A., Occidental College, California; M.B.A., The Anderson School, University of California, Los Angeles (MBA)</td>
</tr>
<tr>
<td>HARRIS, TODD</td>
<td>B.A., Pomona College; M.A., Harvard University; M.B.A., University of California, Los Angeles (MBA)</td>
</tr>
<tr>
<td>HARTZELL, DINNA</td>
<td>B.A., Portland State University; M.A., Ph.D., Pacifica Graduate Institute, California (MAIS)</td>
</tr>
<tr>
<td>HATFIELD, LISA</td>
<td>B.S., University of Oregon; M.A., Lewis &amp; Clark College (ELW)</td>
</tr>
<tr>
<td>HEDBERG, JUDY</td>
<td>B.A., Lewis &amp; Clark College; M.A., University of Portland (MUS)</td>
</tr>
<tr>
<td>HEMKER, RUTH</td>
<td>B.A., M.M.A., University of Minnesota, Twin Cities (MBA)</td>
</tr>
<tr>
<td>HENLEY, MICHAEL</td>
<td>B.S., Portland State University (ART)</td>
</tr>
<tr>
<td>HEPBURN, ALEXANDRA</td>
<td>B.A., Sarah Lawrence College; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania (RS)</td>
</tr>
<tr>
<td>HERMAN, GORDON NEAL</td>
<td>B.M., California State University, Long Beach; M.M., University of Idaho (MUS)</td>
</tr>
<tr>
<td>HESSELMAN, ELAINE</td>
<td>B.M., University of Southern California; M.F.A., California Institute of the Arts, Los Angeles (MUS)</td>
</tr>
<tr>
<td>HICKCOX, LESLIE</td>
<td>A.B., University of Redlands; M.A., University of the Pacific; M.Ed., Ed.D., Oregon State University (HSC)</td>
</tr>
<tr>
<td>HILL, ANN</td>
<td>B.A., University of Montana, Missoula (SM)</td>
</tr>
<tr>
<td>HISS, NANCY</td>
<td>B.F.A., Maryland Institute; M.Arch., Syracuse University (ART)</td>
</tr>
<tr>
<td>HOCHENEDEL HEIDI</td>
<td>B.A., University of Oregon; M.A., Ph.D., Tulane University (CHS)</td>
</tr>
<tr>
<td>HOLLEY, DONNA</td>
<td>B.A., Eastern Illinois University; M.Ed., Indiana University; M.S.W., Eastern Washington University (MBA)</td>
</tr>
<tr>
<td>HOLLOWAY, GILLIAN</td>
<td>B.A., New College of California, San Francisco; Ph.D., Rosebridge Graduate School of Integrative Psychology, California (HSC)</td>
</tr>
<tr>
<td>HOOVER, JOHN</td>
<td>B.A., State University of New York at Binghamton; M.S., New Jersey Institute of Technology (MBA)</td>
</tr>
<tr>
<td>HOOVER, NANCY</td>
<td>B.A., Antioch College, Ohio; M.L.S., Pratt Institute (LAC)</td>
</tr>
<tr>
<td>HOPKINS, TERRI</td>
<td>B.A., Oberlin College; M.A., University of Chicago (ART)</td>
</tr>
<tr>
<td>HORNIBROOK-HEHR, DEBRA</td>
<td>B.S., Portland State University (CM)</td>
</tr>
<tr>
<td>HORNBYAK, WILLIAM</td>
<td>B.A., Marquette University (CM)</td>
</tr>
<tr>
<td>HOWARD, KIRK</td>
<td>B.S., California State University, Sacramento; M.L.S., San Jose State University (LAC)</td>
</tr>
<tr>
<td>HUELSMAN, CHARLES (BERRY)</td>
<td>A.B., Miami University; M.S., Ohio State University (SM)</td>
</tr>
<tr>
<td>HULL, RHONDA</td>
<td>B.S., M.S., Portland State University (SM)</td>
</tr>
<tr>
<td>HUNT, WILLIAM</td>
<td>B.M., University of Oregon; M.M., North Texas State University (MUS)</td>
</tr>
<tr>
<td>HUUN, KATHLEEN</td>
<td>B.S., Old Dominion University; B.S., M.S., University of California, Davis; Ph.D., Florida State University (ART)</td>
</tr>
<tr>
<td>ISAACS, FRED,</td>
<td>A.S., B.S., University of State of New York at Albany; B.A., Ball State University; J.D., University of Notre Dame Law School (MBA)</td>
</tr>
<tr>
<td>JAMES, MICHAEL</td>
<td>B.S., M.M.A., Central Missouri State University; M.A.F.M., Keller Graduate School of Management, DeVry University, Illinos (POL)</td>
</tr>
<tr>
<td>JENKINS, MARK</td>
<td>B.A., M.A., University of Washington; Ph.D., University of California, San Diego (CLT)</td>
</tr>
</tbody>
</table>
JENNER, JOANNE  
B.S., Penn State University; N.D., National College of Naturopathic Medicine, Oregon (SM)  

JOHNSON, JEFFREY  
B.S., University of Oregon; M.A., Lewis & Clark College; M.S., Ph.D., Portland State University (HSC)  

JOST, GARRY  
B.A., Tabor College, Kansas; B.A., Wichita State College; M.S., University of Wisconsin, Madison; M.Div., Associated Mennonite Seminary, Indiana (RS)  

KAHN, JACOB (CUB)  
B.A., University of Virginia; M.S., Louisiana State University; Ed.D., West Virginia University (SM)  

KAPLAN, FRANCES  
B.A., Florida State University; M.P.S., Pratt Institute; D.A., New York University (ATC)  

KARELIUS, KAREN  
B.A., Scripps College; M.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., Michigan State University (PLA)  

KARNEZIS, GEORGE  
B.A., Miami University; M.A., University of Chicago; Ph.D., University of Iowa (MAIS)  

KARR, MARY  
B.S., M.S., Portland State University (CM)  

KARSTEN, RON  
B.S., M.S.M., Marylhurst College (BL)  

KATZ, DAVID  
B.A., Portland State University; M.S., Western Washington University; M.A., Ph.D., Adelphi University, New York (HSC)  

KEDDEM, ALIZA  
B.S., Columbia University; M.A., Ph.D., University of Oregon (HSC)  

KELLEY, GEORGE  
B.A., Seattle University; M.B.A., Marylhurst College; M.A., University of Portland (MBA)  

KELLY, DAVID  
B.M., M.M., D.M., University of Arizona (MUS)  

KERN, PERRIN  
B.A., M.A., Ph.D., University of Oregon (ELW)  

KHEIRABADI, MASOUD  
B.S., University of Tehran; M.S., Texas A&I University; M.A., Ph.D., University of Oregon (HSC)  

KILLEEN, GERARD  
B.A., University College, Dublin (CHS)  

KING TAMANG, JULIA  
B.S., M.S., University of Oregon (CM)  

KIRSHNER, CYNTHIA  
B.S., Texas A&M University; M.A., University of Pennsylvania; M.B.A., The Wharton School (MBA)  

KLEIN, BERNARD  
B.A., California State University, Los Angeles; Ph.D., Walden University, Minnesota (HSC)  

KLINE, TERRY  
B.S., Eastern Oregon State University; M.S., Oregon State University; M.B.A., Marylhurst University (BL)  

KNOWLES, JOANNE  
B.A., M.A., Portland State University; Ph.D., Washington State University (ELW)  

KORB, CHRISTINE  
B.S., Mount Mary College; M.M., Colorado State University; Registered music therapist; board-certified (AMTA) (MUS)  

KREMERS, MICHELE  
B.F.A., Chaminade University, Hawaii (ART)  

KRUMREY-FULKS, KAREN  
B.A., Southern Utah State University; M.A., Ph.D., University of Kentucky (CM)  

LARABEE, MATTHEW  
B.A., University of California, Berkeley; M.A., University of California, Los Angeles (RE)  

LARSEN, MICHAEL  
B.A., University of Utah (ART)  

LAWRENCE, DENIS  
B.A., Whittier College, California; Th.M., School of Theology at Claremont; M.Ed., Lewis & Clark College (PLA)  

LEE, GORDON  
B.A., Indiana University; M.M., Portland State University (MUS)  

LIERMAN, WALTER  
B.S., Concordia College, Nebraska; M.S., Ph.D., University of Arizona (MBA)  

LEROI NICKEL, NANCY  
B.M., Valparaiso University; M.M., University of Portland (MUS)  

LEWIS, ROBERT  
B.M., Berklee College of Music (MUS)  

LILLY, JEANNE  
B.A., St. Bonaventure University; M.A., Ph.D., Ohio State University, New York (RS)  

LIDNER, JENNY  
B.M., Eastman School of Music (MUS)  

LIND, PATTI  
B.A., Boise State University; M.A., Ohio State University (CM)  

LIOY, DANIEL  
B.S., University of Southern California; M.Th., Dallas Seminary; Th.D., D.Min., Trinity Seminary, Indiana; Ph.D., Potchefstroom University, South Africa. (RS)  

LONG, HERBERT  
B.A., Stanford University; B.D., San Francisco Theological Seminary; Th.D., Harvard University (HSC)  

LYTLE, JAYNE  
B.A., University of Washington; M.A., San Jose State University; Ph.D., George Mason University (CLT)
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>MacISAAC, CLARE</td>
<td>B.A., Marylhurst College; M.S., University of Notre Dame; Ph.D., University of Oregon (SM)</td>
</tr>
<tr>
<td>MADDEN, FRANCES</td>
<td>B.S., Marylhurst College; M.Ed., Marquette University; Ph.D., St. Louis University (RS)</td>
</tr>
<tr>
<td>MAIERS, JOAN</td>
<td>B.A., B.S., University of Washington (ELW)</td>
</tr>
<tr>
<td>MALEK, SUZANNE</td>
<td>B.S., Indiana University; M.B.A. I.B., Portland State University; P.M.P., Project Management Institute, Pennsylvania (MBA)</td>
</tr>
<tr>
<td>MANNON VERBECK, JOHNNEEN</td>
<td>B.A., California State University, Fullerton; M.A.I.S., Marylhurst University (HSC)</td>
</tr>
<tr>
<td>MARSH, LISA</td>
<td>B.S., M.M., Portland State University (MUS)</td>
</tr>
<tr>
<td>MCLAUGHLN, THOMAS E.</td>
<td>B.A., University of Notre Dame; M.A.I.S., Marylhurst University</td>
</tr>
<tr>
<td>McSKIMMING, SYLVIA</td>
<td>B.S., University of Oregon, School of Nursing; R.N., Oregon Health Sciences University; M.B.A., Marylhurst College; Ph.D., Oregon State University (RS)</td>
</tr>
<tr>
<td>MEJIA, EILEEN</td>
<td>B.A., M.A.I.S., Marylhurst University (CM)</td>
</tr>
<tr>
<td>MELTEBEKE, RENETTE</td>
<td>B.S., Portland State University; M.A., Lewis &amp; Clark College (ATC)</td>
</tr>
<tr>
<td>METCALFE, SUSAN</td>
<td>B.S., Marylhurst University; M.Ed., Oregon State University (BL)</td>
</tr>
<tr>
<td>METHVIN, SHARON</td>
<td>B.A., Trinity College; M.A., University of Cincinnati; M.A., Ph.D., University of Oklahoma (HSC)</td>
</tr>
<tr>
<td>MILES, KARIN</td>
<td>B.A., University of Wisconsin; M.A.A.T., Marylhurst University (RS)</td>
</tr>
<tr>
<td>MILES, PAMELA</td>
<td>B.A., University of the Pacific; M.A., Theology, Mt. Angel Seminary (RS)</td>
</tr>
<tr>
<td>MILLER, GEORGE</td>
<td>B.S., University of Washington (SM)</td>
</tr>
<tr>
<td>MILLER, PATRICIA (PAM)</td>
<td>B.A., Rosary College, Illinois; M.A., Seattle University (POL)</td>
</tr>
<tr>
<td>MILLS, FRANK</td>
<td>B.A., John Brown University; M.Div., Gordon-Conwell Theological Seminary (CHS)</td>
</tr>
<tr>
<td>MINATO, LAURA</td>
<td>B.A., Western Oregon State College; M.A., Marylhurst University (ATC)</td>
</tr>
<tr>
<td>MISRA, DIGAMBAR</td>
<td>B.A., Utkal University, India; M.S., John F. Kennedy University, California (RS)</td>
</tr>
<tr>
<td>MITCHELL, JAMES</td>
<td>B.A., University of Portland (CM)</td>
</tr>
<tr>
<td>MOON, CATHERINE</td>
<td>B.S., Marylhurst University; M.A., Antioch University (BL)</td>
</tr>
<tr>
<td>MORGAN, RONALD</td>
<td>B.S., Portland State University; M.B.A., University of Portland (BL)</td>
</tr>
<tr>
<td>MORRIS, LARRY</td>
<td>B.A., Lincoln Christian College, Illinois; M.A., Sangamon State University, Illinois; J.D., Indiana University School of Law (MBA)</td>
</tr>
<tr>
<td>MOSEY, ANNA</td>
<td>B.A., Portland State University; M.A., Mt. Angel Seminary; D.Min., San Francisco Theological Seminary (RS)</td>
</tr>
<tr>
<td>MUELLER-KRUSE, DEBORAH</td>
<td>B.A., Valparaiso University; M.S., Ph.D., Utah State University (SM)</td>
</tr>
<tr>
<td>NAGEL, DARLENE (VANESSA)</td>
<td>B.S., San Jose State University (ART)</td>
</tr>
<tr>
<td>NEILSON, LOUISE</td>
<td>B.S., Western Oregon College of Education; M.S., Buffalo State College, New York (CM)</td>
</tr>
<tr>
<td>NEST, TYLOR</td>
<td>B.M., Boston University (MUS)</td>
</tr>
<tr>
<td>NESBIT, SHERRY</td>
<td>B.A., University of Oregon (ART)</td>
</tr>
<tr>
<td>NEUMAN, GAYLE</td>
<td>B.S., Southern Oregon University (MUS)</td>
</tr>
<tr>
<td>NEUMAN, PHILIP</td>
<td>B.S., Southern Oregon University (MUS)</td>
</tr>
<tr>
<td>NICKEL, TIMOTHY</td>
<td>B.M., Valparaiso University; M.M., University of Illinois (MUS)</td>
</tr>
<tr>
<td>NOONAN, WILLIAM</td>
<td>B.A., University of San Francisco; M.T.S., Harvard Divinity School; Ph.D., Graduate Theological Union, California (RS)</td>
</tr>
<tr>
<td>NOONE, SHARRON</td>
<td>B.S., Portland State University; M.P.A., Lewis &amp; Clark College; Ph.D., Oregon State University (MAIS)</td>
</tr>
<tr>
<td>OAKLEY, MYRNA</td>
<td>B.A., M.S.T., Portland State University (CM)</td>
</tr>
<tr>
<td>OATES, DAVID</td>
<td>B.A., Westmont College, California; Ph.D., Emory University (SM)</td>
</tr>
<tr>
<td>O’CONNELL-ROUSSELL, SHEILA</td>
<td>B.A., M.A., Loyola Marymount University, Los Angeles; M.Div., D.Min., San Francisco Theological Seminary (RS)</td>
</tr>
<tr>
<td>O’NEIL, JACK</td>
<td>B.A., University of California, Berkeley (CM)</td>
</tr>
<tr>
<td>OPPEDISANO, JOHN</td>
<td>B.A., College of the Holy Cross, Massachusetts; M.A., Westfield State College, Massachusetts (PLA)</td>
</tr>
<tr>
<td>OWEN, TED</td>
<td>B.M., California State University, Long Beach (CM)</td>
</tr>
<tr>
<td>PACKER, MATTHEW</td>
<td>B.A., M.A., Victoria University of Wellington, New Zealand (ELW)</td>
</tr>
<tr>
<td>PARKINSON, GERTRUDE</td>
<td>B.A., University of California, Berkeley; M.F.A., Arizona State University (ART)</td>
</tr>
<tr>
<td>Name</td>
<td>Degrees and Institutions</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PAUL, JOHN</td>
<td>B.M., University of Texas, Austin; M.M., D.Mus., Indiana University (MUS)</td>
</tr>
<tr>
<td>PAVLOCK, PAUL</td>
<td>B.A., Virginia Polytechnic Institute &amp; State University (ART)</td>
</tr>
<tr>
<td>PERKINS, KATHLEEN</td>
<td>B.A., Idaho State University; M.S.W., Portland State University; M.A., D.S.W., University of Pennsylvania (HSC)</td>
</tr>
<tr>
<td>PEROT, DAVID</td>
<td>B.M.Ed., University of Oklahoma; M.M., The Julliard School (POL)</td>
</tr>
<tr>
<td>PEROT, SHARON, M.</td>
<td>B.A., DePaul University; Ed.D., Northern Illinois University (POL)</td>
</tr>
<tr>
<td>PFANSCMIDT, MARTHA</td>
<td>B.A., Portland State University; M.F.A., Vermont College of Norwich (ART)</td>
</tr>
<tr>
<td>PHELPS ARTHUR</td>
<td>B.S., Western Oregon State College; M.S., University of Oregon (BL)</td>
</tr>
<tr>
<td>PIERCE, MARIAN</td>
<td>B.A., M.F.A., University of Iowa (ELW)</td>
</tr>
<tr>
<td>PINNOCK, SARAH</td>
<td>B.A., Marylhurst University (SM)</td>
</tr>
<tr>
<td>PITRAM, MARY</td>
<td>B.S., Oregon State University; M.B.A., Pennsylvania State University (MBA)</td>
</tr>
<tr>
<td>PLOTKIN, DAVID</td>
<td>B.A., Oberlin College; M.A., Ph.D., University of California, Irvine (ELW)</td>
</tr>
<tr>
<td>POLSON, KENNEY</td>
<td>B.A., California State University, Fresno; M.M., Howard University (MUS)</td>
</tr>
<tr>
<td>PONTERI, JOSEPH (JAY)</td>
<td>B.A., Marquette University; M.A., New Mexico State University, Las Cruces; M.F.A., Warren Wilson College (ELW)</td>
</tr>
<tr>
<td>PORIS, VALERIE</td>
<td>B.M., Eastern Illinois University; M.M., University of Wisconsin (MUS)</td>
</tr>
<tr>
<td>QUINN, PAUL</td>
<td>B.S., Montana State University; M.B.A., The American University (MBA)</td>
</tr>
<tr>
<td>RANDOLPH, MICHAEL</td>
<td>B.A., University of the Pacific; M.A., University of California, Davis (CM)</td>
</tr>
<tr>
<td>RANGER, CECILIA</td>
<td>B.A., Marylhurst College; M.A., Immaculate Heart College, Los Angeles; Ph.D., Ecumenical Institute of St. Mary’s Seminary &amp; University, Baltimore (RS)</td>
</tr>
<tr>
<td>RANON, OREET</td>
<td>B.M., M.M., Louisiana State University (MUS)</td>
</tr>
<tr>
<td>RAWITCH, JAMES</td>
<td>B.A., M.B.A., University of California, Los Angeles (MBA)</td>
</tr>
<tr>
<td>RAYMOND, RICHARD,</td>
<td>M.B.A., Harvard University (BL)</td>
</tr>
<tr>
<td>REGNER, STEPHEN</td>
<td>B.S., M.S.W., L.C.S.W., Portland State University (HSC)</td>
</tr>
<tr>
<td>RICK, KATHLEEN</td>
<td>B.F.A., University of Nevada; M.A., M.F.A., University of New Mexico (ART)</td>
</tr>
<tr>
<td>RIVOIRE, CHARLES (BILL)</td>
<td>B.A., Dartmouth College; M.A., Portland State University (BL)</td>
</tr>
<tr>
<td>ROBBINS, REBECCA</td>
<td>Certification, British Society of Teachers of Alexander Technique &amp; North American Society of Alexander Technique (MUS)</td>
</tr>
<tr>
<td>ROBERTS, NANCY</td>
<td>B.S., Texas Christian University; M.B.A., University of Texas, Arlington; M.A.I.S., Oregon State University; Ph.D., University of Oregon (CHS)</td>
</tr>
<tr>
<td>ROLAND, MEG</td>
<td>B.S., State University of New York, Albany; B.A., M.A., Portland State University; Ph.D., University of Washington (ELW)</td>
</tr>
<tr>
<td>ROLLINS, RICHARD</td>
<td>B.S., University of Vermont; M.F.A., Arizona State University (ART)</td>
</tr>
<tr>
<td>ROSENBERG, HYLIA</td>
<td>B.A., School for International Training, Vermont; M.S., Portland State University (CM)</td>
</tr>
<tr>
<td>ROSS, EMILY</td>
<td>B.M.E., University of Colorado; M.A., Naropa University, Colorado (MUS)</td>
</tr>
<tr>
<td>ROUSSELL, JR. JEROD (JERRY)</td>
<td>B.S., Bellarmine College, Kentucky; M.Div., Catholic Theological Union; D.Min., San Francisco Theological Seminary (RS)</td>
</tr>
<tr>
<td>ROY, DENISE</td>
<td>B.S., Southern Illinois University; M.A., University of Oregon (ART)</td>
</tr>
<tr>
<td>RUHL, THOMAS</td>
<td>B.S., Lewis &amp; Clark College; M.S., Oregon College of Education; Ph.D., University of Oregon (RS)</td>
</tr>
<tr>
<td>SAGE, KATHERINE</td>
<td>M.A., Portland State University (ELW)</td>
</tr>
<tr>
<td>SAKURAI, MICHIE LEOUX</td>
<td>B.S., M.Ed., Oregon State University; M.A., University of Portland (RS)</td>
</tr>
<tr>
<td>SALAHUB, ERIC</td>
<td>B.A., Whitman College; M.A., Colorado State University (LAC)</td>
</tr>
<tr>
<td>SALSMA, MONTE</td>
<td>M.S., M.B.A., Marylhurst College (BL)</td>
</tr>
<tr>
<td>SASSER, JENNIFER</td>
<td>B.S., Willamette University; M.S., University of Oregon; Ph.D., Oregon State University (HSC)</td>
</tr>
<tr>
<td>SAVICH, IRIS</td>
<td>B.A., Hillsdale College, Michigan; M.A., University of Iowa (MAIS)</td>
</tr>
<tr>
<td>SCABERY HERMANSON, CAROLE</td>
<td>B.B.A., University of Portland; D.I.S., Denmark; M.Arch., University of Oregon (ART)</td>
</tr>
<tr>
<td>SCANNELL, ALICE</td>
<td>B.A., Smith College, Massachusetts; M.R.Ed., Union Theological Seminary, Virginia; Ph.D., Portland State University (CM)</td>
</tr>
</tbody>
</table>
SCHAFF, LORETTA
B.M., Marylhurst College; M.A., University of Notre Dame; D.Min., San Francisco Theological Seminary. (RS)

SCHWERDA, ROSANNA
B.S., Master of Taxation, Portland State University (RE)

SCHMITT, JAMES
B.M., Drake University (MUS)

SCHNEIDERMANN, CHERYL
B.A., University of Oregon (ART)

SCHOOLEY, SHARON
B.A., M.M., J.D., Willamette University (RS)

SCHRECK, VINCE
B.S., Aquinas College, Michigan; M.S., Michigan State University; Ed.D, Portland State University (CLT)

SCHROEDER, EUNICE
B.A., Concordia Teachers College; M.A.I.S., M.A.A.T., Marylhurst University (RS)

SCHUETZ, LARRY
B.S., Southern Oregon State College; M.B.A., Willamette University; Ph.D., Oregon State University (MBA)

SEIDMAN, WILLIAM
B.A., Dartmouth College; Ph.D., Stanford University (BL)

SHARP, KERRY
B.S., Michigan State University; M.B.A., Harvard Business School (MBA)

SHEESLEY, CHRISTOPHER
B.A., American University; M.A.I.S., Marylhurst University (CM)

SHIKINA, CHOSHO
B.A., Portland State University; B.A., University of Okinawa (CHS)

SHIRLEY, MARGARET
B.A., Reed College; B.F.A., Yale University; M.F.A., Portland State University (ART)

SHORE, ANNETTE
B.F.A., Alfred College of Art & Design, New York; M.A., Lesley College Graduate School (ATC)

SHUSTERICH, KURT
B.A., M.A., Ph.D., University of California, Santa Barbara; Ed.M., Harvard University (MBA)

SILVIS, TERRI
B.S., Auburn University; M.S., Georgia State University; Ph.D., Portland State University (RE)

SIMMONS, SANDRA
B.S., Oregon State University; M.A., Marylhurst University (RS)

SINGH, UJVALA
B.A., M.A., Ph.D., University of Wisconsin, Madison (ELW)

SITTON, ROBERT
B.A., Wake Forest University; M.A., Ph.D., Duke University (CHS)

SLAYTON, SARAH
B.A., Skidmore College, New York; M.A.A.T., Marylhurst College (ATC)

SLOAN, STEPHEN
B.A., Humboldt State University; M.B.A., City University, Seattle (BL)

SLOVAK, MARGARET
B.F.A., Cornish College of Arts (MUS)

SMITH, SUSAN
B.A., Dartmouth College; M.M., San Francisco Conservatory of Music; D.M.A., Eastman School of Music (MUS)

SOLTERO, JILL
B.M., University of Southern California; M.M., Yale University (MUS)

SPRINGMAN, EDWARD
B.A., Milligan College, Tennessee; M.Th., Southern California School of Theology (RS)

SPURGEON, ELIZABETH
B.A., Hollins College, Virginia; M.Arch., University of Oregon (ART)

STALNAKER, WILLIAM
B.S., Portland State University (MUS)

STEELE, KIMBERLY
B.A., University of Washington; M.S., University of Southern California (MBA)

STEELE, JIM
Bachelor of Christian Education, Trinity Lutheran College, Washington; M.S.M., Marylhurst University (MBA)

STEIN, JASON
B.S., Arizona State University; Master of Oriental Medicine, International Institute of Chinese Medicine, New Mexico (CM)

STERLING, LEEANN
B.A., Wheaton College, Massachusetts; M.M., University of Oregon (MUS)

STEWART, RONALD
B.A., Warner Pacific College; M.Ed., University of Portland (HSC)

STRONG-RACZ, VICTORIA
B.M., Western Michigan University; M.M. University of Nevada, Las Vegas (MUS)

SUNDERMAN, MARK
B.S., M.S., Ph.D., University of Illinois, Champaign (RE)

SUTINEN, PAUL
B.S., Portland State University (ART)

SUZIO, PEGGY
B.Int.Arch., University of Oregon (ART)

SUZUKI, LINDA
B.A., M.A., Marylhurst College (CM)

SWEENY, JEFF
B.S., University of Oregon; M.S., Portland State University (CM)

TAKAMURA, TED
B.A., B.S., Central Washington University; M.B.A., City University, Bellevue, Washington; M.A., Ph.D., Fielding Graduate Institute (BL)

TAYLOR, DAVID
B.A., Willamette University; M.A., University of Montana; Ph.D., The Queen’s University, Belfast, Northern Ireland (HSC)

TAYLOR, WESLEY
B.A., Willamette University; Rel.D., School of Theology at Claremont (RS)

THENELL, JAN
B.A., M.A., University of Oregon (CM)
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas, Toni</td>
<td>B.A., University of New Hampshire; M.A., University of Northern Colorado; M.F.A., University of Oregon (HSC)</td>
</tr>
<tr>
<td>Thompson, Nancy</td>
<td>B.A., Portland State University; M.A., Stare University of New York at Albany; M.F.A., Goddard College (CLT)</td>
</tr>
<tr>
<td>Tinker, George</td>
<td>B.A., California State University; M.A., Pepperdine University; Ph.D., California School of Professional Psychology (HSC)</td>
</tr>
<tr>
<td>Topping, Robert</td>
<td>B.S., Portland State University; M.Ed., Oregon State University (BL)</td>
</tr>
<tr>
<td>Torres, Lauran</td>
<td>B.A., Marylhurst University (CM)</td>
</tr>
<tr>
<td>Torrey, Dana</td>
<td>B.A., Marylhurst University; M.S.W., Portland State University (HSC)</td>
</tr>
<tr>
<td>Tran, Khiem (Tim)</td>
<td>B.S., University of California, Berkeley; M.B.A., Portland State University (MBA)</td>
</tr>
<tr>
<td>Trombold, John</td>
<td>M.A., University of Washington; Ph.D., Columbia University (CHS)</td>
</tr>
<tr>
<td>Turner, Christine</td>
<td>M.S.T., Portland State University (ATC)</td>
</tr>
<tr>
<td>UdeLL, DonVieve</td>
<td>M.F.A., Humboldt State University (ATC)</td>
</tr>
<tr>
<td>Usrey, Paula</td>
<td>B.A., M.S., Portland State University (CM)</td>
</tr>
<tr>
<td>Vallor, Honor</td>
<td>B.A., M.S., Portland State University (RS)</td>
</tr>
<tr>
<td>Veit, Thomas</td>
<td>B.S., Colorado State University; M.B.A., M.L.A., Alaska Pacific University (MBA)</td>
</tr>
<tr>
<td>Victory, Elena</td>
<td>B.S., Doane College, Nebraska; M.S., Ph.D., Washington State University (SM)</td>
</tr>
<tr>
<td>Vilander, Mary</td>
<td>B.S., Eastern Oregon State College; M.A., Marylhurst College (CM)</td>
</tr>
<tr>
<td>Warren, Rebecca</td>
<td>B.A., Willamette University; M.A., Portland State University (SM)</td>
</tr>
<tr>
<td>Washburn, William</td>
<td>B.A., Maryknoll College, Illinois; M.A., San Francisco State University (ART)</td>
</tr>
<tr>
<td>Wassgren, Paul</td>
<td>B.A., Pepperdine University; M.B.A., J.D., Oxford University (MBA)</td>
</tr>
<tr>
<td>Watts, Merrill</td>
<td>B.A., Brigham Young University; M.B.A., Harvard Business School (BL)</td>
</tr>
<tr>
<td>Watzke, Elizabeth</td>
<td>B.A., M.F.A., University of Pittsburgh; M.Phil., University of Western Australia; Ph.D., Florida State University (ELW)</td>
</tr>
<tr>
<td>Waugh, Douglas</td>
<td>B.S., University of Virginia; M.S., Purdue University (BL)</td>
</tr>
<tr>
<td>Weiss, Jeffrey</td>
<td>B.S., Linfield College; M.B.A., University of Oregon (BL)</td>
</tr>
<tr>
<td>Weizer, Kenneth</td>
<td>B.F.A. Emerson College; N.D., School of Naturopathic Medicine, Portland, Oregon (CM)</td>
</tr>
<tr>
<td>Wheeler, Tom</td>
<td>B.S., University of Texas (ELW)</td>
</tr>
<tr>
<td>Wheeler, William (VAN)</td>
<td>B.A., University of New Mexico; M.F.A., Warren Wilson College (ELW)</td>
</tr>
<tr>
<td>Whitmore, Peter</td>
<td>B.A., B.M., Marylhurst College; M.M., University of Victoria (MUS)</td>
</tr>
<tr>
<td>Wilkins, Nancy</td>
<td>B.F.A., Marylhurst University (ART)</td>
</tr>
<tr>
<td>Williams, Charles</td>
<td>B.A., University of Rochester; M.S., Northwestern University, Medill School of Journalism (CM)</td>
</tr>
<tr>
<td>Willis, Patrick</td>
<td>B.S., M.S., Portland State University (SM)</td>
</tr>
<tr>
<td>Winnowalker, Jodi</td>
<td>B.A., West Texas State University; M.A., Portland State University (MUS)</td>
</tr>
<tr>
<td>Witschard, Margaret</td>
<td>B.A., Randolph Macon Woman’s College; M.A., University of Missouri (MUS)</td>
</tr>
<tr>
<td>Woloshin, Mara</td>
<td>B.S., M.S., Humboldt State University (CM)</td>
</tr>
<tr>
<td>Wood, Jeanette</td>
<td>B.M., Holy Names Fort Wright College, Washington; M.M., Holy Names College, Oakland (MUS)</td>
</tr>
<tr>
<td>Woods, Aaron</td>
<td>B.S., M.B.A., Marylhurst University (BL)</td>
</tr>
<tr>
<td>Woods, Gretchen</td>
<td>B.S., Lebanon Valley College; M.A., John Carroll University; D.Min., Northwest Theological Union (RS)</td>
</tr>
<tr>
<td>Yevka, Tess</td>
<td>B.A., Marylhurst University; M.S., Portland State University (HSC)</td>
</tr>
<tr>
<td>Yocum, Jennifer</td>
<td>B.S., University of Portland; M.P.A., Lewis &amp; Clark College; M.A.A.T., Marylhurst University (RS)</td>
</tr>
<tr>
<td>Yudelson, Jerry</td>
<td>B.S., California Institute of Technology; M.S., Harvard University; M.A., University of Oregon (MBA)</td>
</tr>
<tr>
<td>Zeisler, Laura</td>
<td>B.F.A., University of Colorado; M.S.W., Portland State University; M.A., The School of the Art Institute of Chicago (ATC)</td>
</tr>
<tr>
<td>Ziegler, Kristina</td>
<td>B.A., University of Illinois; M.S.W., University of Chicago; M.A., Marylhurst University (ATC)</td>
</tr>
<tr>
<td>Zisa, Peter</td>
<td>B.A., M.M., California State University, Fullerton (MUS)</td>
</tr>
</tbody>
</table>
Listing of
Prior Learning Assessment Evaluators

BRELJE, H. WILLIAM
B.S., University of Oregon; M.Ed., Lewis & Clark College; M.A., California State University, Northridge; Ed.D., University of Portland

CHESSE, BRUCE
B.A., M.A., San Francisco State College

COATES-MARKLE, LINDA J.
B.S., M.S., University of Guelph, Ontario, Canada

DAOUST, ROBERT
B.S., California State University, Long Beach; M.B.A., Pepperdine University; M.S.M., Marylhurst College

DAVIS, JAMES
B.A., University of California, Santa Barbara; M.S., Colorado State University

DEL BALZO, CARL
B.S., Cornell University; M.B.A., University of Portland

EVANS-BAXTER, DIANA
B.S., State University of New York at Buffalo; M.A.I.S., Marylhurst University

FOSTER, ANNE
B.S., Oregon State College; M.S., Oregon State University

FULTON, ELEANOR ANN
B.S., Portland State University; M.A., University of Wisconsin, Madison

GASTON, NANCY
B.A., Eastern Michigan University; B.Th., McGill University, Montreal, Canada

GREGORIO, PAUL
B.S., University of the Redlands, California; M.A., San Francisco State University; M.L.S., University of Washington

HECK, STEPHEN
B.A., M.P.A., Portland State University; M.S.W., University of Washington

HELFRIC, SHANNON
B.S., Dickinson State University, North Dakota; M.S., University of Wisconsin, Milwaukee

JUVE, JERRY
B.A., Willamette University; M.S.W., Portland State University

LIVNEH, HANOCH
B.A., Hebrew University, Israel; M.A., Ph.D., University of Wisconsin, Madison

LOCKWOOD, ROBERT
B.A., Kalamazoo College, Michigan; M.A., University of Michigan; J.D., University of Oregon School of Law

PATTON, JUDY
B.A., University of California, Santa Barbara; M.A.L.S., Reed College

PRESSMAN, COREY
B.A., State University of New York, College of Oneonta; M.A., Washington State University

REDING, MICHAEL
B.A., Gonzaga University; M.S., Eastern Washington University

SEAMAN, LYNN
B.S., Ed.M., Oregon State University

SOLIDAY, JAMES
B.T., Multnomah School of the Bible, Portland, Oregon; M.Div., Gordon Divinity School; M.T.S., D.Min., Andover-Newton Theological School, Massachusetts

STAMPER, JOSHUA
B.S., University of Chicago; M.S., University of Akron; M.H.L., Jewish Theological Seminary; D.H.L., University of Judaism

STARR, IRWIN
B.A., University of Michigan; M.A., Rackham School of Graduate Studies, University of Michigan

TATUM, RON
B.A., University of California, Berkeley; M.Div., San Francisco Theological Seminary; M.A., Sonoma State University; D.Ed., University of Oregon

WALTHHER, SANDRA
A.A., Sinclair Community College; B.S., University of Dayton

WEHBRING, KURT
B.A., Dartmouth College; M.U.P., Columbia University; M.A., Lewis & Clark College

WILLIAMS, SUSAN
B.S., University of Montana; Fifth-Year Certificate, Seattle University
Marylhurst University
Board of Trustees

OFFICERS

Chairperson
STEVEN N. SPENCE
Senior Vice President, UBS Financial Services, Inc.

Vice Chairperson
BRUCE R. DEBOLT
Senior Vice President and CFO, Northwest Natural

Secretary-Treasurer
MARY OLDSHUE
Principal, Arras Advisory Associates

MEMBERS

AGATHA AICHER, SNJM ’47
Private Counselor and Consultant

RICHARD (DICK) ALEXANDER
Retired CEO, Viking Industries

RUTH A. BEYER
Portland Managing Partner, Stoel Rives LLP

MARY P. BREILING, SNJM ’67, ’93
Leadership Council, Oregon Province, Sisters of the Holy Names

EILEEN BROWN, SNJM ’55
Sisters of the Holy Names, Oregon Province

LARRY N. CHORUBY
Consultant

MARY CLARK
Civic Leader

NELSON FARRIS
Director of Corporate Education, Nike, Inc.

JOYCE FURMAN
Civic Leader

DR. BARBARA GFEller, SNJM ’50
Retired Educator, Administrator

SYLVIA GIUSTINA ’56
Senior Professor Emerita, University of Oregon

JOAN HANSEN, SNJM ’56
Director of Administrative Services
Mary’s Woods at Marylhurst, Marylhurst, Oregon

JANE M. HIBBARD, SNJM ’69
Leadership Council, Oregon Province, Sisters of the Holy Names

GRETCHEN HOLCE
Civic Leader

WANDA M. JORDAN, SNJM ’52
Supervisor of Student Teachers, University of Portland

HEATHER KILLOUGH
Civic Leader

DIANA PIERCE KNOX ’73
Senior Vice President, VISA USA

JANINA KOKOROWSKI, SNJM
Director of Religious Education, Our Lady of the Lake Parish, Lake Oswego, Oregon

ANDY MacRITCHIE
Executive Vice President, Pacificorp

GARY R. MAFFEJ
Vice President, Harry A. Merlo Foundation, Inc.

FRED D. MILLER
Executive Vice President, Retail & Distribution Services, Portland General Electric Co.

SUSAN F. NAUMES
Secretary-Treasurer, Naumes of Oregon

PATRICIA NIZIC, SNJM ’54
Sisters of the Holy Names, Oregon Province

ROBERT H. NOYES, JR.
Chair, Rono Corporation

DR. CECILIA RANGER, SNJM ’55
Religious Studies Faculty, Marylhurst University
Spiritual Director and Leadership Consultant

LAWRENCE J. REMMERS
Senior Vice President, Wells Fargo Real Estate Group

DR. JOAN SAALFELD, SNJM ’64
Associate Professor of English, University of Portland

SAMUEL W. SHOEN, M.D.
Civic Leader

LYNDA THOMPSON, SNJM ’65
Leadership Council, Oregon Province, Sisters of the Holy Names

EDWARD J. VRANIZAN
Vice President (ret.), Merrill Lynch, Pierce, Fenner & Smith

DR. NANCY WILGENBUSCH
President, Marylhurst University

HOMER G. WILLIAMS
President, Williams & Dane Development Corporation

STEPHEN P. ZIMMER
Owner, Custom Decorators, Inc.

LIFE TRUSTEES

Dr. Veronica Baxter, SNJM ’57, Retired Educator
Stewart M. Butler, Executive Vice President
Aon Risk Services of Idaho, Inc.
Imelda John Condon ’34, Marylhurst Alumna
Dr. Verne Duncan, Retired Educator

PRESIDENTIAL ADVISORY BOARD

Molly Murphy Cronin Crowley
Joseph J. Hanna, Jr.
Keith R. McKennon
Harry A. Merlo
Donna P. Woolley
Dr. Nancy Wilgenbusch, President

UNIVERSITY OFFICERS

Dr. Nancy Wilgenbusch, President
Dr. David Plotkin, Vice President for Academic Affairs and Academic Dean
Michael Lammers, Vice President for Finance and Facilities
Janet Williams, Vice President for Human Resources
Joan M. Neice, Vice President for Institutional Advancement
Marylhurst is an accredited liberal arts university located 10 minutes south of Portland.
Academic Calendar 3
Academic Honesty 14
Academic Overload 12
Academic Progress 12, 132
Accreditation 4
Admission Procedures 7, 129
Advising 9, 130
Affiliations 4
Anthropology 81
Bachelor of Arts in Anthropology 82
Art 39
Bachelor of Arts in Art 40
Bachelor of Fine Arts in Art 39
Bachelor of Fine Arts in Interior Design 45
Exhibitions 47
Minors 40
Art Therapy Counseling 149
Admission to Program 149
Certificate Programs 150
Master of Arts in Art Therapy Counseling 151
Preparatory Tracks 150
Program Plans 153
Articulation Agreements 10, 52
Assessment Testing 9, 23
Board of Trustees 181
Business Administration 163
Admission 164
Master of Business Administration 164
Business and Leadership 48
Bachelor of Science 49
Certificate 52
Campus Ministry 20
Campus Security 19
Career Services 20
Center for Learning & Technology 24
Charter 4
Communication Studies Department 53
Bachelor of Arts in Communication 53
Bachelor of Arts in Organizational Communication 55
Certificate Programs 56
Minors 55
Computer Labs 21
Conduct Code 19
Cooperative Credit 10
Cooperative Programs
Northwest Film Center 47
San Francisco Theological Seminary 147
Course Challenge 11
Course Numbering System 11, 131
Credit by Examination 10, 23
Cultural and Historical Studies 63
Bachelor of Arts in Cultural and Historical Studies 64
Minor 64
Degree Requirements, Undergraduate 9
Disabilities Services 20
Divinity, Master of 139
Doctor of Ministry Cooperative Program 147
English Literature and Writing 71
Bachelor of Arts in English Literature & Writing 71
Minors 73
Environmental Science 120
Equal Opportunity Statement 5
ESL (English as a Second Language) 127
Admissions 8
Courses 127
Evaluators (PLA Program) 180
Faculty 171
Financial Aid 15
Academic Progress Requirements 18
Academic Standing 17
Applying for Financial Aid 17
Withdrawal and Repayment 18
Gerontology
Graduate Certificate 162
Undergraduate Certificate 82
Governance 4
Grade Reports 11, 131
Grading System 15, 132
Graduate Programs
Doctor of Ministry 147
Master of Arts in Applied Theology 134
Master of Arts in Art Therapy Counseling 149
Master of Arts in Interdisciplinary Studies 157
Master of Business Administration 163
Master of Divinity 139
Graduate Studies
Academic Policies 132
Admission Procedures 129
Registration Procedures 131
Graduation 13, 133
Grants 15
Grievances 19
Heritage 4
High School Students 10
Housing 20
How to Use This Catalog 5
Human Sciences 79
Bachelor of Arts in Anthropology 81
Bachelor of Arts in Human Studies 79
Bachelor of Arts in Psychology 80
Bachelor of Arts in Sociology 81
Gerontology Certificate 82
Human Studies 79
Bachelor of Arts in Human Studies 79
Incomplete Grade 13, 133
Instructional Technology 25
Insurance, Student 20
Integrated Learning Modules 38
Interdisciplinary Studies (Graduate Program) 157
Admission to MAIS Program 157
Master of Arts in Interdisciplinary Studies 158