Pacific University
Academic Catalog
2014 – 2015

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Pacific University Oregon

PACIFIC UNIVERSITY CATALOG
2014 - 2015

PACIFIC UNIVERSITY

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Forest Grove undergraduate programs in the Colleges of Arts & Sciences, Business, and Education

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INTRODUCTION

Origins

Pacific University began as a school for orphans from the Oregon Trail in 1848 and in 1849 was chartered as a college founded by Congregationalists and modeled after the best schools of New England. Over time, the university has grown into a unique combination of undergraduate and graduate programs in liberal arts and sciences, education, business and health.

Today, Pacific's focus on teaching and learning in a close nurturing environment leads to genuine transformation in students' lives. Distinguished by its inquiry-based curricula and interdisciplinary collaboration, Pacific offers students exceptional opportunities for experiential learning, leadership and civic engagement.

Mission

A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.

Vision

Pacific University will embrace discovery as an essential characteristic of teaching, learning, scholarship, practice and creative expression. We will achieve excellence and distinction by investing in exceptional people. We will embrace a rich diversity of ideas, peoples and cultures. We will incorporate sustainability into all of our endeavors.

The culture of Pacific fosters warm and supportive relationships that enable the university to provide an extraordinary educational experience. Students, faculty and staff are drawn to Pacific by its welcoming environment, emphasis on public service, and development of graduates who contribute as gifted leaders of the global community.

Approved by the Board of Trustees
May 18, 2012

Pioneer Beginnings, Modern Legacy

Pacific University is one of the oldest universities in the West. With its roots in a school for orphans of the Oregon Trail, the university was granted its first charter in 1849, in what was the first act of to Oregon Territorial Government and 10 years before Oregon statehood.

Today, Pacific University recalls its history of innovation and exploration as a comprehensive university serving more than 3,600 students with undergraduate, graduate and professional programs in the liberal arts and sciences, optometry, education, health professions and business. Pacific has campuses in Forest Grove, Hillsboro, Eugene and Woodburn, as well as offices in Portland and Honolulu and healthcare clinics throughout the Portland Metro Area.

Pacific's story started in 1846, with a remarkable 66-year-old widow who completed a rugged trip west on the Oregon Trail. Tabitha Moffatt Brown arrived in Oregon after much hardship. At one point on the journey, she was left alone in the bitter cold with her ailing 77-year-old brother-in-law. She pulled them through, despite being near starvation, and eventually arrived in the Willamette Valley on Christmas Day.

After settling, Brown met and collaborated with the Rev. Harvey Clark and his wife, Emeline, to create a school for the many orphans in the area. They made arrangements to use a local meetinghouse in Forest Grove as the Orphan Asylum. By 1848, Mrs. Brown was house-mother and a driving force at the school.

In the summer of 1848, the Rev. George H. Atkinson came to Oregon, commissioned by the Home Missionary Society of the Congregational Church Association, to "found an academy that shall grow into a college … on the New England model." Atkinson and Rev. Clark drew up plans for a new educational institution based on the orphan school. On Sept. 26, 1849, the Territorial Legislature chartered the Tualatin Academy. By 1854, a new charter had been granted, establishing "Tualatin Academy and Pacific University."

Pacific awarded its first baccalaureate degree in 1863 to Harvey W. Scott, who went on to become editor of *The Oregonian*, now the state's largest daily newspaper, as well as an influential political figure.

In 1915, with the expansion of public high schools, Tualatin Academy closed. Pacific University, however, pushed forward. In 1945, the university merged with the Pacific Northwest College of Optometry. In 1995, the School of Education, now the College of Education, was established through reorganization of the university's professional teacher education programs. In 2004, several health professions programs, including physical therapy, occupational therapy, professional psychology and physician assistant studies, came together in the College of Health Professions, which moved to a new campus in Hillsboro in 2006. And, in 2013, Pacific opened its College of Business with undergraduate and graduate programs.

Pacific continues to expand its academic offerings, as well as the delivery models for those programs, while remaining true to its tradition of offering a nurturing, personal learning environment. Pacific is committed to sustainable growth, including in its facilities, which now include six LEED-certified buildings.

The university maintains ties with the United Church of Christ Council for Higher Education, in recognition of the leadership Congregational missionaries provided through the early establishment and growth of the institution. Today, Pacific is an independent university that honors that legacy with a commitment to diversity, global community and civic engagement.

Disclaimers

Pacific University has made every effort to ensure that the information herein is accurate at the time of publication, but reserves the right to change the provisions in this catalog. This includes the right to discontinue courses, change requirements for admission and graduation, adjust fees or change any other regulation or policy in this catalog. The information and policies in this catalog are for informational purposes only and do not constitute an agreement or contract between Pacific University and students, staff or faculty.

NOTICE OF NONDISCRIMINATION | It is the policy of Pacific University not to discriminate on the basis of sex, disability, race, color, national origin, sexual orientation, age, religious preference, disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1072, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990 and their implementing regulations. Questions or complaints may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, Oregon 97116. © 2009 Pacific University. All rights reserved.

ACCREDITATION

Pacific University is accredited by the Northwest Commission on Colleges and Universities. In addition, selected programs have received specialized accreditation:

Audiology
The doctoral AuD program in audiology at Pacific University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Dental Hygiene
Commission on Dental Accreditation

Education
Teacher Standards and Practices Commission of the State of Oregon
National Council for Accreditation of Teacher Education (NCATE)

Music
- **Music (B.A.)**
  National Association of Schools of Music
- **Music (B.M.T.)**
  National Association of Schools of Music: Accreditation Candidate

Occupational Therapy
The American Occupational Therapy Association, Inc., Accreditation Council for Occupational Therapy Education

Optometry
Accreditation Council on Optometric Education

Pharmacy
Accreditation Council for Pharmacy Education

Physical Therapy
Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, Inc.

Physician Assistant Studies
Accreditation Review Commission on Education for the Physician Assistant, Inc.

Professional Psychology

Clinical (Psy.D.)
Commission on Accreditation of the American Psychological Association

Clinical (Ph.D.)
The first cohort of students began the program in Fall 2013, and the second cohort will begin in Fall 2014. In accordance with American Psychological Association (APA) policy, the program is not eligible to apply for accreditation until a sufficient number of students have matriculated at each level of the program, including candidacy status. As soon as the program reaches eligibility to initiate the accreditation process, the program faculty will initiate an application to APA.

Counseling (M.A.)
Oregon Board of Counselors and Therapists meeting educational standards for becoming a Licensed Professional Counselor

Social Work

Social Work (B.S.W.)
Council on Social Work Education

Social Work (M.S.W.)
Actively pursuing accreditation by the Council on Social Work Education. Candidacy status expected February 2015.

Speech-Language Pathology
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), Candidacy Status

Memberships

Pacific University is a member of the National Association of Independent Colleges and Universities, the Oregon Independent Colleges Foundation, the Alliance, the American Association of University Women, the Council for Higher Education of the United Church of Christ, the College Scholarship Service, the Northwest Conference of Independent Colleges, the National Collegiate Athletics Association, Association of Writers and Writing Programs, the Association of Independent Liberal Arts Colleges for Teacher Education, American Association of Colleges of Pharmacy and the American Dental Education Association.

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B.A., Azusa Pacific University, 2003
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B.A., Vanderbilt University, 1998
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PharmD., Oregon State University/Oregon Health & Sciences University, 2013

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BA, University of Washington, 2001
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B.A., National Chaiyi Normal University, Taiwan, 1987
M.A., National Cheng-chi University, Taipei, Taiwan, 1996
Ph.D., University of Illinois at Urbana-Champaign, 2002

Lorne Yudcovitch B.S., O.D., M.S. (1998)
Professor Optometry
B.S., University of Calgary, 1990
O.D., Pacific University, 1996
M.S., Pacific University 1997
Teaching Fellow, Pacific University, 1996-97

Spencer J. Zeiger, Ph.D., (2013)
Professor of Social Work/Director of MSW Program
B.A., University of California, Santa Cruz, 1972
M.A.,California State University, 1983
M.S.W., University of Washington, 1986
Ph.D., University of Washington, 1989

Anita Zijdemans-Boudreau, Ph.D. (2006)
Associate Professor of Education
B.Ed., York University, Canada, 1992
M.A., University of Toronto, 2000
Ph.D., University of Toronto, 2005

Gibran Zogbi, M.B.A. (2013)
Assistant Professor of Accounting
B.S., Miami University, 1989
M.B.A., Cleveland State University, 1996

Ruth Zuniga, Ph.D., (2013)
Assistant Professor of Professional Psychology
Director, Latino Bilingual Track
B.S., Universidad Latina de Costa Rica, 2003
M.S., University of Idaho, 2006
Ph.D., University of Alaska – Anchorage, 2013

EMERITI FACULTY

Edmond Alkaslassy, M.A.
Faculty Emeritus/Assistant Professor of Biology
B.S., University of California at Los Angeles, 1989
M.A. Austin College, 1992

Elizabeth C. Arch, Ph.D.
Faculty Emeritus/Associate Professor of Education
A.B., Stanford University, 1964
M.A.T., University of Chicago, 1966
Ph.D., University of Southern California, 1976

Daiva A. Banaitis, Ph.D.
Faculty Emeritus/Distinguished University Professor
Professor of Physical Therapy
B.S., New York University, 1962
M.S., Northwestern University, 1966
Ph.D., Southern Illinois University, 1975

Jeffrey G. Barlow Ph.D.
Faculty Emeritus/Matsushita Professor of History and Asian Studies
B.A., Southern Illinois University, 1964
M.A., University of Pittsburgh, 1965
Ph.D., University of California, Berkeley, 1973

Vernon L. Bates, Ph.D.
Faculty Emeritus/Professor of Sociology
B.A., University of Oregon, 1969
M.A., University of California, Davis, 1973
Ph.D., University of California, Davis, 1976

Pauline Beard, Ph.D. (1994)
Faculty Emeritus / Professor of English
B.A., London University, 1978
M.A., State University of New York,1981
Ph.D., State University of New York,1986

Ramendra K. Bhattacharyya, Ph.D.
Faculty Emeritus/Associate Professor of Mathematics
B.S., Calcutta University, 1951
M.S., Calcutta University, 1953
Ph.D., Stanford University, 1964

Willard B. Bleything, O.D.
Faculty Emeritus/Distinguished University Professor of Public Health and Optometry
Director of Graduate and International Programs
B.S., Pacific University, 1951
O.D., Pacific University, 1952
M.S., Pacific University, 1954

Robert Bumstead, M.A.
Faculty Emeritus/Assistant Professor of Education
B.A., University of Oregon, 1963
M.A., University of Oregon, 1965
M.A., University of Oregon, 1978

Edward J. Buecher, Ph.D.
Faculty Emeritus/Professor of Biology
B.A., St. Anselm's College, 1960
M.A., Indiana University, 1962
Ph.D., University of California at Davis, 1968

Susan U. Cabello, Ph.D.
Faculty Emeritus/Professor of Spanish
B.A., University of Arizona, 1966
M.A., University of Arizona, 1971
Ph.D., University of Arizona, 1978

Richard T. Carter, Ph.D.
Faculty Emeritus/Professor of Biology
B.S., Portland State University, 1963
M.S., Oregon State University, 1968
Ph.D., Oregon State University, 1973

Patricia B. Cheyne, M.F.A.
Faculty Emeritus/Professor of Art
B.F.A., University of Hartford, 1978
M.L.A.S., Wesleyan University, 1988
M.F.A., University of Colorado, 1992

Florence S. Chino, M.M.
Faculty Emeritus/Associate Professor of Music
B.M., MacPhail College of Music, 1942
B.S., Bemidji State College, 1945
M.M., Eastman School of Music, University of Rochester, 1948

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Faculty Emeritus/Associate Professor of Mathematics
B.A., National Taiwan University, 1961
B.A., University of Oregon, 1966
M.A., University of Montana, 1968
M.B.A., Portland State University, 1983

Michael C. Clock, Ed.D.
Faculty Emeritus/Professor of Mathematics
B.S., Lewis and Clark College, 1957
M.S., Oregon State University, 1961
Ed.D., Oklahoma State University, 1967

Edwin S. Collier, M.S.
Faculty Emeritus/Associate Professor of Theatre
B.S., Lewis and Clark College, 1964
M.S., Portland State University, 1970

Steven J. Cool, Ph.D.
Faculty Emeritus/Professor of Development Neurobiology
B.A. Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1970

Phillip D. Creighton, Ph.D.
President Emeritus/Professor of Biology
B.A., Tarkio College, 1966
M.S., Colorado State University, 1970
Ph.D., Colorado State University, 1974

James O. Currie, Ph.D.
Faculty Emeritus, Distinguished University Professor / Professor of Chemistry
B.S., The Ohio State University, 1965
Ph.D., University of Washington, 1970

Robert A. Davies, M.A.
Faculty Emeritus/Professor of English
A.B., University of Massachusetts, 1952
M.A., University of Michigan, 1953

Russell A. Dondero, Ph.D.
Faculty Emeritus/Professor of Politics and Government
B.A., Whitman College, 1964
M.A., University of Minnesota, 1968
Ph.D., University of Minnesota, 1973

Jane L. Ellis-Horner, M.A.T.
Faculty Emeritus/Professor of Education
M.A.T., Lewis and Clark College, 1965

George G. Evans, Ph.D.
Faculty Emeritus, Distinguished University Professor/Professor of English
B.A., Beloit College, 1956
M.A., Northwestern University, 1957
Ph.D., University of Oregon, 1966

Grazio Falzon, J.C.D.
Faculty Emeritus/Professor of Romance Languages
B.A., Malta University, 1959
Licent., Malta University, 1959
J.C.D., Lateran University, 1963

Mary H. Fehrs, Ph.D.
Faculty Emeritus/Professor of Physics
B.A., Wellesley College, 1966
M.A., Boston University, 1968
Ph.D., Boston University, 1973

Joseph K. Frazier, B.A.
Faculty Emeritus/Professor of History
B.A., Reed College, 1950

Albert M. Freedman, D.M.E.
Faculty Emeritus/Professor of Music
B.M., VanderCook School of Music, 1938
A.B., Central College, 1939
M.M., Roosevelt University, 1947
D.M.E., Indiana University, 1972

Donald K. Fromme, Ph.D.
Faculty Emeritus/Professor Professional Psychology
B.M., Boston University, 1961
Ph.D. University of Iowa, 1966

Alfred Furie, O.D.
Faculty Emeritus/Professor of Optometry
B.S., Pacific University, 1958
O.D., Pacific University, 1960

W. Thomas Griffith, Ph.D.
Faculty Emeritus, Distinguished University Professor / Professor of Physics
B.A., The John Hopkins University, 1962
M.S., University of New Mexico, 1964
Ph.D., University of New Mexico, 1967

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Faculty Emeritus/Professor of Music
B.A., California State University, 1967
M.A., San Francisco State University, 1973
D.M.A., University of Washington, 1985

John W. Hayes, Ph.D.
Dean Emeritus and Professor, College of Arts and Sciences
B.S., Benedictine University, 1966
Ph.D., Purdue University, 1971

Michel Hersen, Ph.D., ABPP
Professor and Dean Emeritus/Professional Psychology
B.A. Queens College, 1961
M.A. Hofstra University, 1963
Ph.D. State University of New York at Buffalo, 1966

Sara Hopkins-Powell, Ph.D. (2006)
Executive Dean Emeritus, College of Health Professions
BS, Ohio State University
MPH, University of California, Berkley
Ph.D., University of California, Berkley

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Faculty Emeritus/Professor of Political Science
B.A., Yale College, 1947
M.A., University of Minnesota, 1949
Ph.D., University of Minnesota, 1968

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B.A., Portland State University, 1981
M.A., Portland State University, 1985
Ph.D., University of Oregon, 1992

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B.A., Portland State University, 1964
M.A., Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

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Faculty Emeritus/Professor of History
B.S., Whitman College, 1967
M.A., Claremont Graduate School, 1969
Ph.D., University of Wisconsin, Madison, 1974

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Faculty Emeritus, Distinguished University Professor / Professor of Physiology and Pharmacology
B.S., Rutgers University, 1950
Ph.D., Columbia University, 1959

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Faculty Emeritus/Director of Student Services, Professor of Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

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Faculty Emeritus/Professor of Biology
B.S., Columbus College, 1980
Ph.D., University of California, Los Angeles, 1990

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M.A., University of Washington, 1978
Ph.D., University of Oregon, 1989

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M.A., University of Illinois, 1972
Ph.D., Massey University, 1986

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Faculty Emeritus/Professor of Education
B.S., University of Oregon, 1964
M.Ed., University of Nevada, 1968
Ed.D., Portland State University/University of Oregon, 1983

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B.S. University of Illinois, 1969
M.A. University of Maryland, 1975
Ph.D. Counseling Psychology, University of Maryland, 1978

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President Emeritus
B.A., Indiana Central College, 1942
M.Div., United Seminary, 1946
Ph.D., Boston University, 1955
LL.D., Otterbein College, 1972
LL.D., Indiana Central College, 1979

Gary V. Mueller
Professor of Art
B.S., University of Oregon, 1957
M.S., University of Oregon, 1962
M.F.A., Cranbrook Academy of Art, 1971

John L. Neff
Faculty Emeritus/Professor of Dance
Indiana University, 1947
Edna McRae School of Dance, 1951
Gertrude Shurr-May O'Donnell School of Modern Dance, 1955
School of American Ballet, 1955

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Faculty Emeritus/Professor of Accounting
B.S., University of Northern Colorado, 1972
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Program Director, Assistant Professor
B.S., Sand Diego State University, 1969
B.S., Baylor College of Medicine, 1977
M.P.A.S., University of Nebraska, 2002

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Faculty Emeritus/Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1981
Teaching Fellow, Pacific University, 1981-86
M.S., Pacific University, 1992

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Faculty Emeritus/Professor Optometry
B.S., College of Great Falls, 1981
B.S., Pacific University, 1983
O.D., Pacific University, 1984
Teaching Fellow, Pacific University, 1984-86
M.S., Pacific University, 1992

Robert P. Rosenow, Pharm.D., O.D.
Faculty Emeritus
Professor of Physician Assistant Studies & Optometry
B.S. Biology, University of the Pacific, 1974
Pharm.D. University of the Pacific, 1976
O.D. Pacific University, 1988

Niles Roth, Ph.D.
Faculty Emeritus/Professor of Physiological Optics & Optometry
B.S., University of California, 1955
M.Opt., University of California, 1956
Ph.D., University of California, 1961

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Faculty Emeritus / Professor of Biology
B.S., University of Washington, 1970
M.S., Oregon State University, 1975
Ph.D., Oregon State University, 1979

Richard D. Septon, O.D.
Faculty Emeritus/Professor of Optometry
B.A., Concordia College, 1956
O.D., Pacific University, 1960
M.S., Indiana University, 1968

Jan Shield, M.F.A.
Faculty Emeritus/Professor of Art
B.A., Whitworth College, 1967
M.F.A., University of Oregon, 1969

Seth Singleton, Ph.D.
Faculty Emeritus/Professor of Politics and Government
A.B., Harvard College 1962
M.A., Yale University, 1963
Ph.D., Yale University, 1968

John A. Smith, O.D.
Faculty Emeritus/Professor of Optometry
B.S. Pacific University, 1978
O.D. Pacific University, 1980

Michael R. Steele, Ph.D.
Faculty Emeritus/Distinguished University Professor / Professor of English
B.A., University of Notre Dame, 1967
M.A., Michigan State University, 1971
Ph.D., Michigan State University, 1975v

Byron D. Steiger, Ph.D.
Faculty Emeritus/Professor of Sociology
B.S., University of Oregon, 1966
M.S., University of Oregon, 1972
Ph.D., University of Oregon, 1976

Robert E. Stockhouse II, Ph.D.
Faculty Emeritus, Distinguished University Professor / Professor of Biology
B.S., Colorado State University, 1969
Ph.D., Colorado State University, 1973

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Faculty Emeritus, Distinguished University Professor / Professor of Economics
B.A., University of California, Santa Barbara, 1959
M.A., San Francisco State College, 1968
Ph.D., University of Oregon, 1975

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Faculty Emeritus/Associate Professor
Social Sciences/Special Collections Librarian
B.A., Portland State University, 1973
M.L.S., University of Oregon, 1975

Camille L. Wainwright, Ph.D.
Faculty Emeritus/Professor of Education
B.A., Concordia College, 1967
M.S., Purdue University, 1977
Ph.D., University of Minnesota, 1984

Don C. West, O.D.
Faculty Emeritus/Professor of Optometry
O.D., Southern College of Optometry, 1949
B.S., Pacific University, 1961

Christopher Wilkes, Ph.D.
Faculty Emeritus/ Professor of Sociology/
Vice Provost for Research
B.A., University of Canterbury, 1975
M.A., University of Canterbury, 1976
M.A., Stanford University, 1977
Ph.D., Stanford University, 1982

Diane P. Yolton, O.D, Ph.D.
Faculty Emeritus/Professor of Optometry
B.S., University of Wisconsin, 1966
M.S., University of Texas, 1969
Ph.D., University of Texas, 1974
O.D., Pacific University, 1986
Fellowship, Pacific Cataract and Laser Institute, 1990-91

Robert L. Yolton, O.D., Ph.D.
Faculty Emeritus/Professor of Psychophysiology
B.S., University of Wisconsin, 1965
M.A., California State University, 1966
Ph.D., University of Texas, 1975
O.D., Massachusetts College of Optometry, 1975

ACADEMIC CONDUCT

Students are responsible for understanding and complying with the policies listed below, as well as those described within individual program sections, student handbooks, and policy manuals.

Code of Academic Conduct
Honesty and integrity are expected of all students in class participation, examinations, assignments, patient care and other academic work. Students have the obligation to conduct themselves as mature and responsible participants in this community. Toward this end, the University has established policies, standards and guidelines that collectively define the Student Code of Conduct; it includes all policies, standards and guidelines included in, but not limited to:

- The University Catalog
- The University Handbook
- The Student Handbook
- Professional program policy manuals
- Residence Hall Handbook and Contracts
- Statement of Students' Rights and Responsibilities

Students have the right to experience conditions favorable to learning, and to pursue an education free from discrimination based on gender, race, ethnicity, religion, marital status, age, sexual orientation or physical handicap. Students enjoy the freedoms of speech, expression, and association, and the rights to privacy, freedom from harassment, due process in judicial matters, and to appeal judgments and penalties for alleged misconduct.

Students have the responsibility to conduct themselves, both individually and in groups, in a manner that promotes an atmosphere conducive to teaching, studying and learning. Students are expected to uphold academic and personal integrity, respect the rights of others, refrain from disruptive, threatening, intimidating, or harassing behavior and behavior that is harmful to themselves, other persons or property. Students have the responsibility to abide by the standards, policies and regulations of the University.

Policy of Academic Integrity
Pacific University is an academic community where the pursuit of knowledge, understanding, and skills unites us as its members and depends on the integrity of its members to fulfill its mission. Every one of us has reasons to be concerned about academically dishonest practices. Among such reasons are the following:

1. Academic integrity is at the core of our community values.
2. Academic dishonesty can undermine the value of Pacific University diplomas by weakening the reputation of Pacific University, associating it in the public mind with institutions whose students have little integrity and a poor work ethic.
3. Academically dishonest practices are corrosive of individual and community integrity.
4. In the long run, such practices harm the perpetrator, who fails to give himself or herself the opportunity to develop ideas and skills.
5. Academic dishonesty is unfair because it gives the cheater an advantage over other students who rely on their own work and knowledge.
6. Academic dishonesty weakens the link between grades and work, undermining the immediate incentive of students to put in the hard work necessary to develop skills and knowledge.
7. Certain forms of academic dishonesty, because they infringe on copyrights, are illegal.
8. Academic dishonesty is a violation of the Pacific University Code of Academic Conduct and will be punished according to University and College policies.

Forms of Academic Dishonesty

Cheating
Cheating is an attempt to use deception to portray one's knowledge and skills as better than they really are. Behaviors that fall under the label of cheating include, but are not limited to:

1. giving or receiving unauthorized aid in academic work such as the improper use of books, notes, or other students ' tests or papers
2. taking a dishonest competitive advantage, for instance preventing others from obtaining fair and equal access to information resources
3. using work done for one course in fulfillment of the requirements of another, without the approval of the instructors involved
4. copying from another student's paper
5. allowing another student to benefit from your test paper or other materials
6. collaborating on projects or exams that are clearly meant to be individual enterprises
7. using any unauthorized materials during a test
8. taking a test for someone else or allowing someone else to take a test for you
9. stealing another student’s work, including material in a computer file, and submitting it as your own

Plagiarism
Plagiarism is the use of someone else's words, ideas, or data as your own without proper documentation or acknowledgment. It may also entail self-plagiarism. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. Plagiarism can be unintentional; nevertheless, in all cases it will be treated as a violation. Behaviors that fall under this category include, but are not limited to:

1. quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
2. using another person's ideas, opinions, or theories, even if they are presented entirely in your own words, without proper acknowledgment of the source from which they were taken
3. using facts, statistics, or other material to support an argument without acknowledgment of the source
4. copying another student's work
5. submitting in a course or for a project all or portions of a work prepared or submitted for another or previous course without proper acknowledgement and approval of the instructors involved

Fabrication
Fabrication is the intentional use of invented information or the use of falsified results or data with the intent to deceive. Behaviors that fall under this category include, but are not limited to:

1. citation of information not taken from the source that is cited
2. listing sources in a bibliography not used in the academic project
3. submitting a paper or lab report or any other kind of document based on falsified, invented information, or the deliberate concealment or distortion of the true nature of such data
4. forging a signature on a University document

Other Forms of Academic Misconduct
These address the intentional violation of University policies, including but not limited to:

1. tampering with grades or helping another to tamper with grades or any other part of a student's academic record
2. furnishing to a University office or official a document based on information that you know is false or which has been tampered with in an unauthorized fashion
3. stealing, buying or otherwise obtaining all or part of an unadministered test; also the unauthorized use of a previously administered test
4. changing a grade in a faculty member's records, on a test or on other work for which a grade has been given
5. using electronic information resources in violation of the "Acceptable Use Policy"

Sanctions and Procedures for Cases of Academic Dishonesty
All acts of academic dishonesty are reported to the Dean of the College in which the person is a student. Students always have the right to appeal a charge of academic misconduct.

Sanctions
It is general policy that sanctions should be consistent with the severity of the violation.

Possible sanctions include, but are not limited to, an "F" for an assignment or an "F" or "N" for a course. In case of violations of the "Acceptable Use Policy," sanctions range from being barred from the campus electronic network to suspension from the University. In particularly serious breaches of the academic honesty code, or in repeat offenses, suspension or dismissal from the University may be imposed, as well as other appropriate sanctions.

In all instances, violations are reported to the Dean of Students' Office, and records of such violations are kept in students' confidential files. Records and reports in these files are maintained according to the University's Records Retention Policy.

Procedures
Procedures vary by College, and are listed in each College's section within this catalog. In general, faculty suspecting academic misconduct will confer with the Dean of the College; if the evidence seems to support a charge of academic misconduct, a College-wide committee will review the situation, make a ruling and, if warranted, assign a sanction. Students may appeal the College-level decision to the University if one of the following is true:

- Evidence of error in procedure by the College-wide review committee
- New evidence, sufficient to alter a decision
- Evidence that the sanction(s) imposed was not appropriate to the severity of the violation

Things Students Can Do to Avoid Charges of Academic Dishonesty

1. Prepare in advance for examinations and assignments; don't let yourself get too far behind in your reading and studying for any of your courses.
2. Prevent other students from copying your exams or assignments. Try to choose a seat during an exam away from other students. Shield your exam. Don't distribute your papers to other students prior to turning them in.

3. Check with your instructor about special requirements that might pertain to that particular course or assignment. If you cannot find a written section in the syllabus or on the actual assignment to answer your questions about what is acceptable, ask the instructor about his or her expectations.
4. Use a recognized handbook on source citation. Many professional organizations have style manuals for this purpose; for example, there is the APA Style Manual for psychology or the MLA Style Sheet for the humanities. Be sure to ask your professor what an acceptable style guide is for the written work you will be submitting in her or his course.
5. Discourage dishonesty among other students.
6. Refuse to help students who cheat.
7. Protect your rights and those of other honest students by reporting to your professor incidents of cheating you have observed.
8. Remember that ignorance of rules, laws and policies is no excuse.
9. Do nothing that gives you an unfair advantage over your peers.

UNIVERSITY ACADEMIC AND REGISTRATION POLICIES

Academic Responsibility
It is the responsibility of each student to be aware of and to meet the requirements for graduation, and to adhere to all deadlines, rules, and regulations published in this catalog, and his/her College or Program's policy manual or student handbook. While academic advisors or college officials assist students in interpreting policies and requirements and making plans, the final responsibility for meeting requirements and adhering to policies belongs to each student.

Students may gain access to their academic records anytime through Boxer Online.

Deans and Directors, in cooperation with the Registrar, handle matters of academic rules and regulations.

Academic Conduct
Students are responsible for understanding and complying with the policies listed in this Catalog, as well as within individual program sections, student handbooks, and policy manuals. Please see College-specific sections for more information.

Email/Electronic Communication
All students are issued a Pacific University email account. Electronic mail (e-mail), like postal mail, is a mechanism for official Pacific University communication to students, and students are expected to check e-mail on a frequent and regular basis. All official emailed communication to students is through this account, and all emailed communication from students should be from this account. The account is password-protected and considered secure. By law, the University cannot release protected information, such as financial or academic information, by email unless it is certain that it is going to the intended recipient. Using the Pacific email account is how the University ensures this.

Catalog Year and Graduation Requirements
Students generally are governed by the catalog in effect when they enroll in a Program for the first time at Pacific University.

The Oregon Teacher Standards and Practices Commission sets requirements for prospective teachers. Students expecting to teach must satisfy those rules in effect at the time of graduation.

Attendance
Students are responsible for attending classes, participating, and completing assignments. Faculty members include their attendance policies on their syllabi and may lower students' grades for poor attendance or participation. Students are encouraged to inform their instructors of unavoidable absence in advance. Assignment of make-up work is at the discretion of instructors.

Satisfactory Academic Progress
Please see College-specific sections, and the section on Financial Aid, for more information.

Graduation
Degrees are conferred to students six times during the year: January, May, June, two dates in August, and September. All degree candidates must submit an Application for Degree to the Registrar's Office to graduate.

2014-2015 Degree conferral dates	Applications due
August 9	June 15
August 31	June 15
September 30	June 15
January 31	October 15
May 17	January 15
June 30	January 15

A formal University-wide Commencement ceremony is held in Forest Grove in May and August, and the MFA Program holds a ceremony in Forest Grove in June. The College of Education holds a celebration in Eugene in December. Arts and Sciences students who are within 16 credits of completing their degrees may participate in Commencement. The policies regarding commencement participation for graduate and professional students who have not completed degree requirements vary by the program.

Registration
Course registration procedures vary by Program and College. A student is considered registered only after any needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University.

Registration Holds
In certain circumstances, students are not allowed to register for (or attend) courses. Examples include:

- **Records Hold**
  If a student has not provided official transcripts of all prior coursework by the pre-registration period in the first semester attended, a Records Hold is placed on the student record.

- **Business Office Hold**
  If a student has outstanding financial obligations to the University and has not made arrangements regarding them, a Business Office Hold is placed on the student record.

- **Health Hold**
  The State of Oregon requires college students born after 1956 to provide dates of two doses of measles vaccine. If a student fails to submit the required Health History and Immunization forms prior to enrollment, a Health Hold is placed on the record.

- **Administrative Hold**
  In certain circumstances, university/college administrators (e.g. the Dean of Students) may enact a registration hold that precludes a current student from registering for a subsequent semester. The hold may be lifted after the student consults with the administrator.

Adding a Course
Students may add a semester-long course through the 10th day of a 15-week semester. Add deadlines for courses of different lengths are posted on the Academic Calendar.

Auditing
Auditors enroll in, pay for, and attend classes, but are not required to complete assignments or take examinations. No credit is received for audited courses. Students must declare the audit option before the end of the add-drop period; once the audit option has been declared the course cannot revert back to the graded option.

Dropping or Withdrawing From a Course
Students may drop a semester-long course through the 10th day of a 15-week semester without having the course appear on the transcript. After this point, and through the 10th week of the semester, students may withdraw from a course and a W is posted on the transcript. Withdrawals after the 10th week normally are not permitted unless approved by the appropriate Dean or Program Director. Drop/Withdrawal deadlines for courses of different lengths are posted on the Academic Calendar. It is the student's responsibility to drop or withdraw from a course; failure to do so may result in a failing grade in the course.

Instructors may withdraw students from classes for poor attendance, poor participation, misconduct, or for disruptive or endangering behavior that interferes with faculty members' obligations to set and to meet academic and behavioral standards in their classes. Due process will be followed, and students may appeal such decisions to the appropriate committee or administrator. Instructors will distribute syllabi that include clear statements of policy regarding attendance, participation and withdrawing students from class. Misconduct or disruption does not apply to the content of speech or written work protected by academic freedom.

Withdrawing From All Classes
Students considering withdrawing from all classes should schedule an interview with the Executive Assistant to the Vice President of Student Life, Ingrid Unterseher (untersei@pacificu.edu), to discuss options and/or initiate the formal withdrawal process. Please note that charges/fees are pro-rated upon withdrawal (see Withdrawal/Refund policy in the Tuition & Fees section of this catalog).

Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal. A statement from a healthcare provider or other documentation may be required for an Administrative Withdrawal.

The Dean of Students, acting on behalf of the University, may withdraw a student from the University if the student has mental or physical health problems and/or engages in or threatens to engage in behavior that (a) poses a danger of causing physical harm to the student or to others or (b) directly and substantially impedes the activities of other members of the campus community. The procedure for these

withdrawals is contained in accord with the guidelines of the American Psychiatric Association and Section 504 of The Rehabilitation Act of 1973. Re-enrollment is at the discretion of the Dean of Students, in consultation with appropriate health professionals.

Grade Reports
Grade reports are not mailed, but are available to students at the end of each grading period through BoxerOnline.

Transcripts
Students may view their academic records through BoxerOnline, or order printed or electronic transcripts through BoxerOnline or www.iwantmytranscript.com. Current students may order unofficial transcripts through the Registrar's Office.

Credit Hour
At Pacific, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credits.

Program Elimination
When the decision is made to eliminate an academic program, the program's Director and Registrar work together to develop a plan to help ensure that matriculated students will be able to complete it with minimum disruption. Current options include teaching out the existing program through completion, creating independent studies comparable to courses that would have been offered, and substituting other courses for requirements.

Policy Exceptions
Students may seek exceptions to College requirements or policies in extraordinary circumstances, by following the appropriate College or Program process.

TUITION and FEES

The University strives to maintain high educational standards at the lowest reasonable cost. Support from alumni, parents, friends of the University, and foundations and corporations help to reduce costs to students and their families.

Pacific University's philosophy on payment reflects the educational element of assuming and meeting one's fiduciary obligations carefully and completely. Timely payment of financial obligations is expected, and is the responsibility of the student. Payment due dates are established, and students should make the necessary arrangements for the payment of all fees and charges.

Students enrolling at Pacific University have a Business Office account opened in their names. Payments are due depending on which tuition payment plan has been agreed upon by the student and the University. Students receiving financial aid of any kind - including Pacific funds, loan funds, and/or outside scholarship funds - must be certain that all funds intended for their account have been properly credited to their account, including the endorsement of all checks to be credited to the student's account. All payments must be made in United States funds.

The Board of Trustees reserves the right to adjust costs after giving students due notice. The University reserves the right to modify or terminate the academic program in which the student is enrolled, and to prevent or cancel the registration of students who are delinquent in meeting their financial obligations to the University.

See www.pacificu.edu/offices/bo for more information or email cashiering@pacificu.edu. Online student account access is available through BoxerOnline.

Student Contract
All students must complete a student contract with the Business Office at the beginning of their first academic year. This contract is in effect while the student attends the University unless superseded by an addendum that is filed with the Business Office. The contract will provide the student's name, social security number, and authorization for release of information. This form must be completed and signed by the student.

Admissions Expenses
A non-refundable application fee must accompany the application, and a non-refundable deposit is required to accept an offer of admission to any College of the University. The deposit reserves the student's place in the incoming class and is credited to the student's tuition payment charges for the first semester. Please see the Admissions section of each College for amounts.

Insurance
All registered students enrolled in one (1) or more credits are required to participate in the Student Health Insurance Plan and premium is automatically billed on the tuition billing statement unless proof of comparable coverage is provided by completing the online waiver by the August 13, 2014 deadline date for approval. If it is found later that you do not meet the plan eligibility, the premium will be refunded and eligibility denied. A waiver must be completed each academic year at https://studentcenter.uhcsr.com/pacificu.

Group medical coverage is available for dependents of insured students, and during summer vacation. Contact the local insurance agent, WSC Insurance, at 503-357-3154 for rates and applications.

Personal property insurance is recommended. If a parent's insurance policy or your own policy does not already cover students in school, several low-cost policies are available from local insurance companies. The University is not responsible for the property of students or employees and cannot be held accountable for any losses. Contact the Student Life/Housing Office regarding personal property insurance options.

Refunds Due to Change in Course Load
The appropriate refund will be given if a student changes from an overload to full-time standing, or from full-time to part-time standing, but does not completely withdraw from all classes. The changes must be completed prior to the last day of the add/drop period. No refund will be given if the changes are completed after the stated add/drop period.

Withdrawal and Refund Policy
Students who withdraw completely from all classes may be eligible for a refund of all or a portion of their University charges. The policy of refunding University charges reflects the formula prescribed in Federal law that governs the return of Federal funds to the appropriate financial aid programs. Refunds on all charges will be prorated on a per diem basis up to the 60% point in the semester. Students who withdraw before the first day of classes will be refunded 100% of their charges; students who withdraw after the 60% point in the semester will not be eligible for a refund. A copy of the refund schedule is available from the Financial Aid Office.

A hall presence fee of $50 per day may be assessed against the student account for additional time residing in University Housing, with additional charges if participating in the University Meal Plan.

Note: If a cash disbursement is issued to a student as a result of excess financial aid and the student subsequently withdraws from the University, the student may be required to repay the cash disbursement to Pacific in order to return funds to the applicable financial aid programs.

PAYMENT OPTIONS

Payment Plans

I. Semester Plan
Pay in full before the beginning of each semester. For 2014 - 2015, payments are due:

Fall/Winter August 15, 2014
Winter January 5, 2015 (for students entering Winter term)*
Spring January 15, 2015
Summer May 15, 2015

* Forest Grove undergraduate students enrolled full-time in Fall or Spring semesters are not charged tuition for Winter term. Forest Grove undergraduate students entering the University during Winter term pay tuition and fees prior to registration; if full-time enrollment is maintained during Spring semester, the Spring invoice will reflect a credit in the amount of the Winter term tuition and fees. Graduate students who have a Winter term should check with the Business Office regarding payment due dates.

A late fee of $50 is assessed for each month that a payment is past due. $25 will be charged for checks returned to the University for non-payment.

II. Monthly Payment Plan
Pay your tuition in installments using our online tuition payment plan system. To enroll in a payment plan, log onto your Boxer Online account. Select the Payment Plan tab found at the top of the page and follow the prompts. The cost is $30 per semester. Using your *Pacific email*, our payment plan system will notify you anytime your installments increase or decrease. Our software is term-specific so be sure to use the drop-down menu to select the correct term to apply the payment. If this option is chosen after the first payment due date, any previous months' payments must be made to become current on the payment plan.

Monthly Payment Plan Dates
Fall/Winter: August 15, September 15, October 15, and November 15, 2014
Spring: December 15, 2014, January 15, February 15, and March 15, 2015
Summer: April 30, May 15, June 15, and July 15, 2015

A late fee of $50 is assessed for each month that a payment is past due. $25 will be charged for checks returned to the University for non-payment.

Disbursement of Federal Direct Loan Program loans (Subsidized, Unsubsidized, Graduate PLUS, and Parent Plus), Federal Perkins Loan and Health Profession Student Loan cannot occur until the borrower completes a promissory note and, except for Parent PLUS, entrance counseling. Disbursement of Federal Direct Graduate PLUS and Parent PLUS loans and alternative loans occur only after credit approval of the loan application. Anticipated disbursements of accepted and approved loans may be considered when calculating payment of student accounts. Student employment (Federal Work-Study and Pacific Work-Study) earnings are paid directly to the student and should not be considered in determining payment due on student's account.

To avoid late fees, all checks to be credited to the student's account, including outside scholarship checks, Pacific University checks, and other payments must be endorsed and credited to the student's account in advance of the semester (or as soon as they are available or received for the semester).

Methods of Payment

Pay Online
Go to BoxerOnline, https://boxeronline.pacificu.edu. Free electronic payment from your checking or savings account. Online web acceptance of major credit cards including MasterCard, Visa, Discover and American Express. Please note the Credit Card option will incur an additional charge from the credit card service provider.

Pay by Mail
Business Office
Pacific University
2043 College Way
Forest Grove, OR 97116

Check, money order or cashier's check payable to Pacific University is accepted by mail. The student's name and ID number must be on the check or money order. All payments must be made in U.S. dollars; foreign currency will not be accepted.

Pay in Person
9:00 a.m. to 5:00 p.m.
Monday – Friday
Marsh Hall first floor

Cash, personal check, cashier's check, traveler's check, money order and debit card are accepted in person. All payments must be made in U.S. dollars; foreign currency will not be accepted.

Past Due Accounts
The University reserves the right to deny access to class, withhold transcript of record or diploma, or prevent or cancel registration for a subsequent term until all university charges and appropriate loans have been paid and a student's account has been cleared.

Short-term Loans
Short term loans are available to full time students who are in need of temporary financial assistance, and are available ten days prior to the start of class. You must be receiving student loans in excess of all student account obligations to obtain a short term loan. In order to qualify for this loan, **students must not be delinquent** or in default on their Business Office account. Any amount advanced to you will be paid from your financial aid before your refund check is generated. Loans are available up to $2000 with a non-refundable $25 fee.

Academic transcripts and/or diplomas will not be released for students delinquent on their loans at the time they are requesting the transcript or leaving the University. Students terminating their enrollment at the University will have their loan due date changed to reflect their last day of enrollment.

FINANCIAL AID

www.pacificu.edu/financialaid

The goal of the Pacific University Financial Aid Office is to help make a Pacific University education affordable. To accomplish this goal we offer a variety of merit-based scholarships, need-based grants, loans, and employment opportunities to eligible students. Funds come from institutional, federal, and state sources.

Students must be admitted to a degree or certificate program to receive financial aid. To qualify for federal and state aid, students must be U.S. citizens or eligible non-citizens, and must meet a variety of other eligibility criteria. Students must maintain full-time enrollment *in the College to which they were originally admitted* to be eligible for any institutional aid they are awarded. Please see the financial aid website for more information.

The process of applying for financial aid begins with applying for admission. Admitted students' academic information is used to award certain kinds of merit-based institutional aid. The types and availability of these funds vary by academic program.

We then review the information that applicants provide on their ***Free Application for Federal Student Aid (FAFSA)*** to determine their eligibility for need-based and cost-based aid. An applicant's federally defined need, which drives the awarding of much financial aid, is the difference between the cost of attendance for the year, which varies by academic program, and the applicant's Expected Family Contribution (EFC), which is derived from FAFSA data. The best way to complete the FAFSA is on the web at www.fafsa.gov.

After we review applicants' academic information and FAFSA data we create packages of financial assistance for them. The resulting award notifications will indicate actual awards if we did not need additional information, and estimated awards if we need to confirm or correct information. Information about required additional steps to obtain certain kinds of funding, such as applying for work-study jobs and completing loan applications, is included with actual award notifications.

The most common reason that applicants receive estimated awards is because their FAFSA data was selected for a federal process called *verification*. When this occurs, the Financial Aid Office requires applicants to provide additional information, in some cases along with supporting documentation, which is compared to previously reported information. Changes to the FAFSA data are reported to the federal processor, which recalculates the applicant's Expected Family Contribution (EFC) and sends the revised data to Pacific. The Financial Aid Office then uses that data to recalculate the applicant's award if necessary, and sends a new award notification to the applicant.

Awards can change for several reasons. Awards can decrease if applicants receive outside scholarships that exceed their remaining need or, in combination with their financial aid, exceed the cost of attendance for the year. Awards can also decrease due to changes to the applicant's FAFSA data, and to reductions in institutional, state, or federal funding. Awards can increase due to certain FAFSA data changes, and as a result of our consideration of changes in a family's financial circumstances that were beyond their control and are affecting their ability to pay college costs. Families who feel that they have such circumstances are encouraged to contact the Financial Aid Office.

There are strict time limits to students' eligibility for institutional aid. First-year undergraduate students who receive renewable institutional aid upon entry into the University are eligible for that aid for up to four academic years. Undergraduate students who receive renewable institutional aid who transfer in credits from other institutions are eligible for that aid for up to three years, depending on the number of credits accepted. In both cases students must maintain satisfactory academic progress (see below) and maintain full-time enrollment *in the College to which they were admitted* to continue to receive institutional aid. While some institutional aid to graduate students is renewable, most is awarded for their first year only.

SATISFACTORY ACADEMIC PROGRESS POLICY

Students must maintain satisfactory academic progress as defined quantitatively and qualitatively to continue to receive federal, state, and institutional financial aid. Quantitatively, students must complete a minimum number of credits each term and must not exceed a maximum number of attempted credits for their programs. Qualitatively, students must achieve and maintain certain term and cumulative grade point averages (GPAs). The following provides specific information for each program:

Arts & Sciences (undergraduate): students must successfully complete at least 12 credits per term if enrolled full-time, 9 credits per term if enrolled ¾-time, and 6 credits per term if enrolled ½-time. Students must also achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Arts & Sciences (Master of Fine Arts): students must successfully complete 100% of their attempted credits each term.

Athletic Training: students must successfully complete 100% of their attempted credits each term.

Audiology: students must successfully complete 100% of their attempted credits each term.

Bachelor of Health Science: students must successfully complete at least 12 credits per term. Students must also achieve a 2.5 or higher GPA each term and maintain a 2.5 or higher cumulative GPA.

Business (undergraduate): students must successfully complete at least 12 credits per term if enrolled full-time, 9 credits per term if enrolled ¾-time, and 6 credits per term if enrolled ½-time. Students must also achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Business (graduate): students must achieve a 2.7 or higher GPA for each course, and maintain a 3.0 or higher cumulative GPA.

Dental Health Sciences: students must complete 100% of their attempted credits each term. Students must also achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Education (undergraduate): students must complete at least 67% of their attempted credits each term. Students must also achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Education (graduate): students must complete at least 67% of their attempted credits each term. Students must also achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

Dental Health Sciences: students must complete 100% of their attempted credits each term. Students must also achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Gerontology: students must complete at least 67% of their attempted credits each term. Students must also achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

Healthcare Compliance: students must successfully complete 100% of their attempted credits each term. Students must achieve a C or higher in all of their coursework, and must maintain a 3.0 or higher cumulative GPA.

Master of Healthcare Administration: students must complete at least 67% of their attempted credits each term. Students must also achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

Occupational Therapy: students must complete at least 67% of their attempted credits each term. Students must also achieve a 2.8 or higher GPA each term, and maintain a 2.8 or higher cumulative GPA.

Optometry: students must successfully complete 100% of their attempted credits each term. Students must achieve a C or higher in all of their coursework.

Pharmacy: students must complete 100% of their attempted credits each term. Students cannot have grades of No Pass (N) in more than three blocks during any term.

Physical Therapy: students must complete 100% of their attempted credits each term. Students must also achieve a 2.7 or higher GPA each term, and maintain a 2.7 or higher cumulative GPA.

Physician Assistant Studies: students must complete 100% of their attempted credits each term. Students cannot have grades of No Pass (N) in more than two courses during any term.

Professional Psychology, (Master, Psy.D, and Ph.D): students must complete at least 67% of their attempted credits each term. Students must also achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

Social Work (graduate): students must complete at least 67% of their attempted credits each term. Students must achieve a 2.0 or higher GPA each term, and maintain a 2.0 or higher cumulative GPA.

Speech/Language Pathology (graduate)**:** students must complete at least 67% of their attempted credits each term. Students must achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

Speech/Language Pathology (postbaccalaureate)**:** students must complete at least 67% of their attempted credits each term. Students must achieve a 3.0 or higher GPA each term, and maintain a 3.0 or higher cumulative GPA.

For all programs except the six noted below: students who do not meet *all* satisfactory academic progress requirements for a term will be placed on Financial Aid Warning and will remain eligible for aid for their next term of enrollment. During that term they must successfully

complete all satisfactory academic progress requirements. If they fail to do so their aid will be placed on hold at the start of their next term of enrollment, and they must submit an appeal to the Financial Aid Office if they want to receive continued aid. Students whose appeals are approved are placed on Financial Aid Probation and their aid will credit toward their charges. If they fail to complete all satisfactory academic progress requirements during that term they will become ineligible for further financial aid until they have completed one term at their own expense while meeting satisfactory academic progress requirements.

In some cases, students who fail to complete satisfactory academic progress requirements while on Financial Aid Probation will be allowed to work with an academic advisor to develop an academic plan that, if followed, will result in their regaining satisfactory academic policy compliance over a specified time period. These students will maintain their eligibility for financial aid if they adhere to the requirements of their academic plan, or if they regain compliance with the quantitative and qualitative requirements of the general satisfactory academic progress policy.

Additionally, students may attempt no more than 150% of the number of credits required for graduation. Students who have not graduated after reaching the 150% point will be ineligible for further financial aid. "Attempted" credits are defined as successfully completed credits, unsuccessfully completed credits (defined by each program), incompletes, withdrawals, repeated courses, and courses accepted from another school.

Special notes:

- Arts & Sciences (Master of Fine Arts): students who receive a grade of No Pass (N) in any term are placed on Financial Aid Warning. Students who receive a grade of N in a second term must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved, *and who are eligible to enroll*, will be placed on Financial Aid Probation and will be eligible for financial aid for the following term.

- Athletic Training: students who receive a grade of F or N or two grades of C in a didactic course, or one grade of NP in a clinical course, are placed on Financial Aid Warning. Students who receive a second grade of F or NP or a third grade of C in a didactic course, or a second grade of N in a clinical course, must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved, *and who are eligible to enroll*, will be placed on Financial Aid Probation and will be eligible for financial aid for the following term.

- Audiology: students who receive a grade of No Pass (N) in a course during any term are placed on Financial Aid Warning. Students who receive a grade of No Pass (N) in a second course during any term must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved, *and who are eligible to enroll*, will be placed on Financial Aid Probation and will be eligible for financial aid for the following term.

- Gerontology: because this is a 15 month certificate program offered in two nonstandard terms, there is no Financial Aid Warning status. Students who fail to complete all satisfactory academic progress requirements during their first term must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved, *and who are eligible to enroll*, will be placed in Financial Aid Probation and will be eligible for financial aid for the following term.

- Pharmacy: students who receive grades of No Pass (N) in three blocks during any term are placed on Financial Aid Warning. Students who receive a grade of N in a fourth block, *and who are eligible to enroll,* must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved will be placed in Financial Aid Probation and will be eligible for financial aid for the following term.

- Physician Assistant Studies: students who receive grades of No Pass (N) in two courses during any term are placed on Financial Aid Warning. Students who receive a grade of N in a third course must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved, *and who are eligible to enroll*, will be placed on Financial Aid Probation and will be eligible for financial aid for the following term.

FINANCIAL AID PROGRAMS

GRANTS & SCHOLARSHIPS

Federal Pell Grants
Federal funds awarded to undergraduate students with eligible Expected Family Contributions (EFCs). Award amounts vary.

Federal Supplemental Educational Opportunity Grants (FSEOG)
Federal funds awarded first to the Federal Pell Grant recipients who have the lowest Expected Family Contributions (EFCs). Award amounts vary.

Oregon Opportunity Grants
State funds awarded to eligible undergraduate students who are Oregon residents. Eligibility is determined according to a state formula that considers student, family, and available federal resources. Award amounts are set by the Office of Student Access & Completion.

Endowed and Restricted Scholarships
Donor-provided funds awarded to selected students who meet the qualifications specified by the donors. These funds may be awarded based on faculty recommendations or as part of the institutional financial aid program. Eligibility for these funds is typically determined using information on file; separate applications are generally not required. These awards are usually not renewable.

Teacher Education Assistance for College and Higher Education (TEACH) Grants
Federal funds awarded to eligible students who agree to teach full-time in a "high need" area for at least four years within eight years of finishing their academic programs. Eligible students receive up to $4,000 per year for up to four years depending on fund availability. Recipients must maintain at least a 3.25 grade point average to receive this funding. For recipients who do not satisfy the teaching requirement, these funds will become a Federal Direct unsubsidized Stafford Loan that began accruing interest upon disbursement.

OPPORTUNITIES FOR FOREST GROVE UNDERGRADUATE STUDENTS

Academic Scholarships
Founders, Honors, Presidential, Trustee, and University Scholarships -- $22,000 to $10,500 annually for up to four years of full-time enrollment based on the student's academic record upon entry into the University.

Pacesetter Excellence Awards
Full tuition awards for up to four years of full-time enrollment given to the top two qualifiers from the on-campus Pacesetter competitions.
Pacific Pacesetter Scholarships
$2,000 to $5,000 annually for up to four years of full-time enrollment awarded to successful participants in the Pacesetter competition.

Pacific Global Community Awards
Institutional funds awarded to selected students who we believe will help foster the cultural, economic, and geographic diversity that makes Pacific University a part of the increasingly global community. Awards are renewable; award amounts vary.

Eva C. Krebs 'Make A Difference' Boxer Spirit Awards
Eva C. Krebs Boxer Spirit Awards
Institutional funds awarded to continuing undergraduates based on the quality and content of a required personal statement, their cumulative grade point averages, and their federally defined need. Awards are for one year only; award amounts vary.

Tom McCall Scholarships
Institutional awards of $2,500 annually, potentially renewable for a second year, for selected students who show a special interest in, and continue to engage in, public affairs. Application for this scholarship is made to the Admissions Office.

Phi Theta Kappa Scholarships
Renewable awards of $2,500 given to selected entering transfer students who are members of Phi Theta Kappa. Recipients must have completed 30 semester hours or 45 quarter hours that are accepted by Pacific, and must have maintained a 3.5 or higher cumulative grade point average.

UCC Tuition Scholarships
Institutional funds awarded for up to four years of full-time enrollment to students who are dependents (according to Internal Revenue Service rules) of UCC clergy members. Awards are equal to 50% of the cost of full-time tuition. Eligible students whose academic scholarships exceed this amount will receive those scholarships instead of the UCC Tuition Scholarship.

UCC Matching Scholarships
Institutional funds awarded for up to four years of full-time enrollment to students who receive an outside UCC scholarship. Students who have federally defined need receive up to $1,500 in matching funds; students who do not have federally defined need receive up to $500 in matching funds.

Pacific Grants
Institutional funds awarded to undergraduates based on their federally defined need. Award amounts vary.

Talent Awards
Institutional funds awarded for up to four years of full-time enrollment to students who audition or apply successfully in Music, Forensics, Theatre, Dance, Studio Art, Math and Computer Science, and World Languages in the spring prior to their entry to the University, and who continue to meet program participation requirements. Award amounts vary.

OPPORTUNITIES FOR GRADUATE and PROFESSIONALSTUDENTS

Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP)
Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP) funds available to eligible students in the College of Optometry, the School of Occupational Therapy, the School of Physical Therapy, the School of Physician Assistant Studies, and the School of Pharmacy. Students must apply to the appropriate state-certifying officer by October 15th of the year preceding the student's enrollment. Award amounts, service requirements, and state participation vary. Information about these programs is available at www.wiche.edu/sep and by e-mail to info-sep@wiche.edu.

Assistantships
Institutional funds awarded to eligible doctoral students in the School of Professional Psychology. Recipients of these funds assist faculty members; continuing students may be given teaching assignments.

Professional Program Grants
Institutional funds available to eligible students in selected graduate/professional programs. These funds are awarded to first-year students and are not renewable.

LOANS

Federal Perkins Loans
Federal funds awarded to students who demonstrate “exceptional” federally defined need. These loans are at 5% fixed interest; no interest accrues while the recipients are enrolled at least half-time and for a nine-month grace period following the end of their enrollment. Award amounts vary. Funding for this program is extremely limited.

Federal Direct Subsidized and Unsubsidized Loans
Federal funds that eligible students can borrow. Loan amounts and types vary based on the students' federally defined need, dependency status, academic program, and credit completion.

Federal Direct Subsidized Loans are available to undergraduate students who demonstrate sufficient federally defined need. These loans do not accrue interest while the borrowers are enrolled at least half-time. These loans enter repayment six months after the borrower graduates or ceases to be enrolled at least half-time. Several repayment options are available.

Federal Direct Unsubsidized Loans are available to undergraduate and graduate students regardless of the student's federally defined need. These loans begin accruing interest when they are disbursed.

Dependent undergraduates can borrow a combination of subsidized and unsubsidized loans of up to $5,500 as freshmen, up to $6,500 as sophomores, and up to $7,500 as juniors and seniors. Up to $3,500, $4,500, and $5,500, respectively, can be subsidized if the student demonstrates sufficient federally defined need. Independent undergraduates can borrow up to another $4,000 as freshmen and sophomores, and up to another $5,000 as juniors and seniors, in additional unsubsidized loans.

Most graduate students can borrow up to $20,500 each year in unsubsidized loans; Doctoral students in the College of Optometry, the School of Pharmacy, and the School of Professional Psychology, as well as Masters of Healthcare Administration students, are eligible for additional amounts.

Federal Direct Parent PLUS Loans
Federal funds that credit-worthy parents of dependent students can borrow. Eligible parents can apply for an amount equal to the student's annual cost of attendance as defined by the school minus financial aid awarded to the student. These loans begin accruing interest upon disbursement. Repayment of principal and interest typically begins 60 days after the loan for that year has been fully disbursed. In-school deferment or forbearance may be available.

Federal Direct Graduate PLUS Loans
Federal funds that credit-worthy graduate students can borrow. Eligible students can apply for an amount equal to the student's annual cost of attendance minus financial aid awarded. These loans begin accruing interest upon disbursement. Repayment of principal and interest typically begins 60 days after the loan for that year has been fully disbursed. In-school deferment or forbearance may be available.

Health Professions Student Loans
Federal funds that eligible students in the College of Optometry and the School of Pharmacy can borrow based on a program-specific

definition of their "need" and on fund availability. Students must submit their FAFSAs by an institutionally established deadline and provide parents' information on their FAFSA -- *even though they are considered independent of their parents for all other financial aid purposes* -- to be considered for these funds. These loans do not accrue interest while the student is enrolled at least half-time and for a 12-month grace period following their enrollment. When the loans enter repayment following the grace period, they accrue interest at a 5% fixed rate. Award amounts vary. Funding for this program is extremely limited.

Private Alternative Loans
Funds for which credit-worthy students, usually with credit-worthy cosigners, can apply to supplement other financial aid. Students can apply to participating lenders for up to the entire cost of attendance minus financial aid received. Interest accrues while the student is enrolled.

EMPLOYMENT

Federal Work-Study
Federal funds awarded to eligible students based on their "need" and fund availability. Recipients typically work 10 to 20 hours per week on campus or in the community.

VETERANS' EDUCATIONAL BENEFITS

The certifying official for all Veteran's Administration (VA) benefits for students is located in the Business Office. Prior to the start of classes, eligible students should contact the Business Office to make arrangements. Please contact the Business Office for more information about VA benefits, including the Yellow Ribbon program. Receipt of most VA benefits does not reduce the amounts of other financial aid for which students are eligible.

UNIVERSITY SERVICES AND RESOURCES

STUDENT LIFE DIVISION

Dean of Students
The Dean of Students has responsibility for many University services such as crisis intervention, disability services, food service, health and wellness, learning support services, mediation services, multicultural services, new student orientation, parents' programs, residence life, housing, student activities, the University Center, Outdoor Pursuits, Pacific Information Center, the Student Code of Conduct, the judicial process, student government, and the student handbook. Both undergraduate and professional student governing bodies work closely with the Dean in presenting, discussing and resolving student issues. The Dean assists individual students and student groups with a wide variety of interests and concerns and ensures that student opinion is communicated throughout the University. Working for all students at the University, the Dean is a resource for both undergraduate and professional program students for questions, problem solving, or a first step when it is unclear where to go with a particular issue. The Dean welcomes students' views on programs, policies and facilities.

Activities
Pacific University supports numerous student activities including intramural sports, concerts, lectures, an outdoor recreation off-campus program (Outdoor Pursuits) and a variety of student groups and clubs. The Milky Way and the University Center are the two main locations for staging events like concerts, movies, and outdoor adventures. In addition, the University sponsors a variety of student activities aimed at providing diverse opportunities. These include activities such as a traditional Hawaiian Luau, Homecoming Week, Noon Tunes and Wassail, a traditional holiday celebration.

Food Service
ARAMARK Higher Education, the University's dining services provider, offers a variety of dining options on both the Forest Grove and Hillsboro campuses. For more information about dining services, please see the Dining Services/Aramark website at www.pacificu.edu/studentlife.

Learning Support Services for Students with Disabilities
Learning Support Services for Students with Disabilities (LSS) coordinates educational accommodations for students with disabilities. Disabilities may be learning related, medical, physical or psychological and may be permanent or temporary. Examples of accommodations include extended test time and secluded testing, accessible or alternate format course materials, and note-takers.

Academic standards require qualified documentation from licensed care providers or others who meet federal guidelines in order to receive accommodation. Students are responsible for furnishing this documentation to the University through LSS. The University encourages students, faculty, and staff to work together to adapt services to students' individual situations. Accommodations will begin

once all the documentation is completed. The University welcomes students to be forthcoming about their status and needs at any time. Go to http://www.pacificu.edu/studentlife/lss for more information.The University complies with all applicable law regarding disabilities. Questions or concerns about University policy or compliance may be directed to the Dean of Students.

The Office of Learning Support Services is located in Clark Hall, LSS can be reached at lss@pacificu.edu or 503.352.2147 or by fax at 503.352.6260.

Multicultural Interests
Multicultural Interests are a significant facet of the Student Activities department. Professional and student staff collaborate with student groups and the University's Diversity Office on events that celebrate Pacific's diverse cultural dimensions. Resources and guidance are available to student clubs that want to promote ethnic or cultural understanding, nurture diversity among the student community, or advance under-represented cultural perspectives. Any student with questions or concerns about these topics may use this office to reach an array of student organizations and University programs that share these goals.

Oasis (Relaxation Room)
Visit Oasis, an opportunity for students, staff, and faculty of Pacific University to practice and experience self-care in a unique sanctuary for soothing mind, body and spirit by relaxing in a full body massage chair, listening to soothing music while benefitting from a therapeutic light box, or using biofeedback technology to help alleviate stress and/or anxiety. The key to Oasis can be checked out during PIC (Pacific Information Center) hours on a first-come, first-served basis for 45 minute self-directed session. For additional information contact the Campus Wellness Office at 503-352-2273.

Office of Transfer Student Services
The Pacific University Office of Transfer Student Services (OTSS) is open to assist undergraduate transfer students to transition successfully and thrive in their Pacific University experience – and to assist every step of the way towards graduation. In addition, as an advocate and representative for students, OTSS plays an active role in communicating and working with both internal and external constituencies about transfer student issues. Contact OTSS at transfers@pacificu.edu, or at 503-352-3176.

Pacific University Bookstore
The Pacific University Bookstore, managed by Barnes and Noble College Booksellers and conveniently located in the University Center, carries all required texts and supplies for course work. The Bookstore offers several textbook options including text rentals, digital, used, and new texts. It also offers a great selection of trade books in both fiction and non-fiction. In addition, the Bookstore offers a wide selection of Pacific University emblematic apparel, office supplies, greeting cards and gifts.

Pacific Information Center (PIC)
The Pacific Information Center, commonly referred to as the PIC, is located in the University Center. The PIC strives to provide efficient, reliable, accurate and quick service for the Pacific Community. This includes, but is not limited to, parking permits, vendor permits, publications and brochures of University departments and programs, forms, general information, the sale of stamps, Tri-Met tickets, movie tickets, and Boxer Briefs.

Student Counseling Center
The Student Counseling Center offers confidential individual and couples psychotherapy, mental health consultation, and crisis services to enrolled Pacific University Students. Clinics are available in Forest Grove and Hillsboro. Eugene, Woodburn, MFA, and Gerontology students do not pay the student health and counseling fees and are therefore ineligible for services, though may call for consultation or referral assistance. Concerns commonly addressed include adjustment to college, relationship concerns, depression, anxiety, past or recent trauma, substance abuse, body image, and academic difficulties. Students experiencing urgent concerns may walk in during our advertised weekday walk-in hour, when no appointment is needed to see a counselor. Referrals to community resources may be made when additional services are required to meet the psychological needs of students. See http://www.pacificu.edu/studentlife/counselingcenter/ for hours and more information.

Student Government
Student government at Pacific provides ample opportunity for students to develop and exercise leadership, to make decisions, and to create a stimulating campus atmosphere.

All Pacific students are members of the Associated Students of Pacific University (ASPU). This is the parent organization for the two major student governing bodies, Undergraduate Student Senate (USS) and the Professional Student Senate (PSS) (see below), which support a plethora of student groups, provide oversight on the spending of substantial funds in their purview and maintain forums to elicit student feedback.

Undergraduate Student Senate
The Student Senate elects student officers who represent residents, commuters, international students and non-traditional students in a robust dialogue about issues affecting the quality of student experience at Pacific. The Student Senate oversees clubs and organizations, distributes scholarships for travel courses, sponsors major speakers, concerts and events, and maintains

active communication with the Vice President for Student Affairs and the Dean of Students about policies, procedures and programs.

Graduate/Professional Programs
The Professional Student Senate (PSS) has representatives from every graduate/professional program* at Pacific University. This graduate/professional student group meets regularly to advocate for student needs, both in and out of the classroom. PSS finances professional development opportunities for students, dispenses hardship funds to students in crisis, and sponsors multiple social and quasi-academic formats to encourage professional students to appreciate multiple disciplines by innovative interaction and collaboration.
*PSS is funded by a student governance fee that is charged by most academic schools/programs. It is these schools/programs that are represented by this group.

Student Health Center
The Student Health Center (SHC) provides confidential health care services to all enrolled Pacific University Students, (Eugene, Woodburn, MFA, and Gerontology students do not pay the student health and counseling fees and are therefore ineligible for services), regardless of insurance coverage. The SHC is staffed by licensed Nurse Practitioners, Certified Medical Assistants, Medical Receptionists and an Administrative Director. Nurse Practitioners have prescription privileges and write prescriptions as needed. The SHC provides treatment of acute illness and injuries including colds, flu, bronchitis, urinary infection, acne, skin infections, allergies, headache, sprains, etc. Health maintenance services include sports physicals, general physicals, women's health exams, family planning, sexual health testing and treatment, and immunizations. The SHC also provides treatment of stable chronic illness on a case by case basis including hypertension, asthma, depression, and anxiety. The SHC does not charge an office visit fee and costs are low for in-office labs, physicals, immunizations, birth control, and medications. Services are provided on campus in Forest Grove and close to the Health Professions Campus in Hillsboro. More information is available at www.pacificu.edu/healthcenter.

HOUSING

On-Campus Housing (Forest Grove undergraduate students only)
Because learning outside of the classroom is as essential as learning inside the classroom, residential living is an integral part of the total Pacific undergraduate experience. Residence halls are designed to be living-learning environments where trained professional and student staff help students make smooth transitions to the next phase of their development. Fostering a climate of friendship and understanding among students with diverse backgrounds is a priority of the Housing and Residence Life program.

The University offers accommodations in seven on-campus residence facilities, all of which are smoke-free environments and supervised by Area Coordinators, who are professional staff members who live in the halls.

Pacific University admits students with the understanding that all students under 20 years old prior to the beginning of the fall term are required to live and board on-campus unless the student has fulfilled the two year residency requirement. All students who sign a Housing Contract and move into housing are required to live and board on campus for the duration of the contract terms. All students are expected to uphold standards of community living, respect the rights and integrity of other members of the community. Conduct that is detrimental to the University community, that violates the Student Code of Conduct, or that transgresses civil law is ground for disciplinary action. If a student is asked to leave the residence halls for disciplinary reasons, room and board fees are not refunded.

Students are responsible for abiding by all residence halls policies. A more detailed description of hall policies and protocols are available in the Residence Hall handbook which can be found on the Housing and Residence Life website.

New students applying for housing will receive e-mail notification in mid-July to login to their "Residence" account to access their housing assignment and roommate information. Returning students select rooms in the spring of the preceding academic year through a lottery process and pay a $100 lottery entrance fee to reserve their room for the following year.
Housing contracts are binding for a full academic year. Early releases are rare and must be approved by the Residency Options Committee.

Traditional Residence Halls
The four traditional residence halls (Clark, Walter, McCormick, and Cascade Hall) each have community lounges and free laundry. The halls are divided into smaller living units called "wings" and students in each wing vote on a variety of matters such as how to use activity funds or determining quiet hours. Students also are involved in governance and conduct matters. Trained undergraduate Resident Assistants live in each hall and assist students with the transition to college, with personal and academic concerns, and in mediating and solving residence life problems. Students in these halls live in single, double, triple, quad rooms or suites.

Apartment-style Residence Halls
Burlingham Hall, Gilbert Hall and Vandervelden Court offer apartment-style living in two, four and six-bedroom units with cooking facilities in most units. These co-ed facilities offer more independent living. They offer community lounges and free laundry services.

Off-Campus Housing
Students who meet eligibility to reside off campus may review the following website to assist in their search:
http://www.pacificu.edu/studentlife/housing/off-campus/index.cfm

OTHER UNIVERSITY SERVICES

International Programs
The Office of International Programs provides services to international students and scholars and to students participating in study-abroad programs. International Programs provides immigration and cross-cultural services to Pacific University's community of international students, scholars and faculty. International Programs also coordinates and administers undergraduate semester and year-long study-abroad programs (see Arts and Sciences Study Abroad section), working with faculty to ensure academic integrity. The office also provides support and assistance to graduate and professional programs in the planning of overseas experiences.
International Programs staff are active members of NAFSA: Association of International Educators, as well as other international education professional organizations, and represent Pacific University locally, regionally and nationally in professional conferences, workshops, meetings and other symposia.

International Student and Scholar Advising
International Programs staff are knowledgeable in the areas of F & J visa regulations and provide assistance to international students and scholars in complying with the complex and ever-changing immigration regulations. International Programs also provides services designed specifically to assist students with adjusting to the challenges of a new academic and cultural environment. These services include the provision of pre-departure information, airport pick-up, accommodation assistance, an orientation program and social programming.

English Language Institute
Pacific's English Language Institute (ELI) offers an intensive year-round language study program for students learning English. Qualifying students may combine ESL and undergraduate classes to earn credit toward an undergraduate degree. The ELI is part of International Programs.

Athletics

Introduction
Pacific is a member of the Northwest Conference, one of the finest athletic conferences in the nation, and is affiliated with the NCAA Division III. Over one-third of the undergraduate student body participates in sports at the intercollegiate level. Pacific's athletic programs have achieved excellence on and off the court or field of play. Since 2000, Pacific teams have won several team and individual conference championships. Pacific's athletes also excel in the classroom, boasting many Northwest Conference and NCAA Division III Scholar Athletes.

Mission
The Athletic Program at Pacific is dedicated to providing the highest quality in programs and athletic experiences for student-athletes along with placing a strong emphasis on the principles of sportsmanship and gender equity. Opportunities for students include participation in physical conditioning, athletic competition and support or spectatorship at levels appropriate to students' development and interests. The program is designed to complement students' academic pursuits as co-curricular activities and to enrich their overall experience at Pacific University.

Intercollegiate Sports
Pacific offers 21 intercollegiate sports, fielding men's and women's teams in basketball, cross country, golf, soccer, swimming, tennis, track and field, and wrestling. We also offer men's teams in baseball and football and women's teams in lacrosse, softball and volleyball. For additional information visit: www.goboxers.com.

Club Sports
The club sports program at Pacific is student-driven, satisfying needs not met by the varsity and intercollegiate athletic programs of the University. The purpose of the club sports program is to provide students with the opportunity to participate and compete in a sport at the club level, to develop organizational and leadership skills and to improve skills in and knowledge of a sport. Club programs offered include cheerleading, crew and handball.

Intramural Sports
Providing quality participatory experiences for the entire student body, the Intramural Program at Pacific offers several activities for men and women throughout the academic year. Flag football, volleyball and 3-on-3 basketball are offered in the fall, 5-on-5 basketball in the winter, and softball and soccer in the spring. Additional activities are announced on a yearly basis.

Facilities
Pacific University offers some of the finest facilities for student-athletics to practice and compete in on the West Coast. The Stoller Center, is the home for indoor athletic activities. This spacious athletic complex houses a gymnasium with three activity areas: a state-

of-the-art fitness center; a field house with an indoor softball/baseball facility, including two batting cages, four volleyball courts, two basketball courts, two tennis courts and an indoor walking track; and three handball/racquetball courts, saunas and wrestling room. Locker room areas feature individual team rooms. The training room is equipped with whirlpools, electric stimulation unit, ultra sound and other top-flight equipment.

The new Lincoln Park Athletic Complex provides the finest in competition venues for Pacific's outdoor athletic programs. A nine-lane, championship-size track, surrounding a state-of-the-art field turf surface for football, soccer and lacrosse, is the centerpiece of this facility. Baseball competes in the newly constructed Bond Field, a showcase facility featuring the 500-seat Chuck Bafaro Stadium. Softball plays in a brand new facility featuring a 300-seat stadium and other amenities that make the facility one of the finest on the West Coast. The state-of-the-art Holce Tennis facility was completed in the spring of 2009 featuring six courts, three covered and three outdoor courts. Swimming competes at the Forest Grove Aquatic Center, located beside the Stoller Center.

Center for Civic Engagement
The Center for Civic Engagement helps Pacific students make a significant contribution to the community and integrate the learning from that experience into their studies and their understanding of civic responsibility. Students also gain unique insight and experience related to careers and valuable life skills through civic engagement.

The Pacific University Center for Civic Engagement, located in Scott Hall, facilitates student access to opportunities for satisfying the civic engagement requirement for graduation and for courses having a civic engagement component. Living-groups, campus organizations, and individual students may also find assistance in developing or finding sites for volunteer projects. The Center's database contains more than 200 local organizations that use volunteers, as well as community outreach programs coordinated through the Center itself.

Most of the Center's placement sites are in local community organizations, social service organizations, peace organizations, governmental agencies and public schools. Among the more popular placements are tutoring and mentoring youth, working with homeless and women's shelters, visiting with senior citizens, helping environmental agencies, teaching in literacy programs for Hispanic families, assisting with a variety of projects on the Navajo Nation each January, and participating in fall and spring Alternative Breaks.

Center for Gender Equity
The mission of the Center for Gender Equity of Pacific University is to support gender equity through dialogue, programming, service, research, education, and advocacy in order to facilitate collaborative, humane, and sustainable University, local and global communities. CGE's diversity of initiatives and its efforts to reach out to a wide variety of people on campus and in the community, regardless of gender or sexuality, make it an innovative and model program. CGE is both a service organization and a center for research. Pacific University's Gender and Sexuality Studies minor is under the umbrella of CGE.

CGE is distinctive because, although it grew out of the national movement to establish women's centers on college campuses, CGE's focus is on men and LGBTQ issues as well as on women. CGE is sensitive to multicultural feminism and is interested in expanding the emphasis on gender equity internationally. For this reason we have established a sister-center at a women's college in India. CGE also focuses on the Latinas in local communities.

Center for Peace and Spirituality
The Center for Peace and Spirituality at Pacific University provides students with the opportunity to engage in meaningful study, reflection and action based on the recognition that inter- and intra-personal peace are inherently connected and that concerns for personal spirituality are intimately related to concerns for one's social, historical, cultural and natural environment.

Working in tandem with other centers and initiatives at Pacific, including the Center for Civic Engagement, the Center for Gender Equity and the Tom McCall Center for Policy Innovation, the Peace Center strives to bring to life the vision of the University: discovery, excellence, sustainability, diversity and global community. The center works to create a welcoming and safe environment for all students and community members to explore and express their spirituality in a context of inner and societal peace and justice.

Technology Information Center (TIC)/University Information Services (UIS)
The TIC is the technology helpdesk for students, faculty and staff. The TIC can help troubleshoot software and hardware problems with student computers, check out computer and audiovisual equipment to students, and help with any problems students may have accessing university technology resources (e.g. accounts, network printing, wireless, computer labs).

Go to http://www.pacificu.edu/uis/currentstudents for more information, including a complete listing of the IT resources available to students (see Information Technology Resources) and the personal computer requirements and recommendations for incoming students (see Computer Purchasing).

Tutoring and Learning Center (TLC)
Located in Scott Hall, the TLC provides friendly and supportive one-on-one and group tutoring services. Sessions focus primarily on writing and math and science skills, though other subjects may be covered as well, by arrangement. Services are provided on a walk-in basis and are offered at no cost to undergraduate students. Tutors are advanced undergraduate students. Hours of operation: generally 7-10 PM Sunday thru Thursday; daytime hours TBA.

Oregon Campus Compact
In 1996, Pacific University joined with five other Oregon colleges and universities to form the Oregon Campus Compact, a division of national Campus Compact: Higher Education in Service to the Nation. This is an organization of college and University presidents committed to helping students develop the values and skills of citizenship through participation in public and community service.

Oregon Campus Compact has as its purpose the increase of campus-wide participation in community and public service, and the integration of community service and/or service learning as valued elements of education. It is committed to enhancing a sense of personal and social responsibility, citizenship, and awareness of societal institutions and structures by all members of the academic community while reinvigorating higher education's concern for improving the quality of life in our society.

Faculty members, staff, and students may take advantage of ORCC services and resources including technical assistance for developing service learning courses and programs, mini-grants, a quarterly newsletter, resource library, and workshops on topics of interest in community service learning.

Campus Public Safety
Campus Public Safety (CPS) is responsible for overseeing the safety and security of the campus community and property, with the expectation that community members will assume responsibility for their own safety by exercising good judgment and personal responsibility. CPS is staffed 24 hours a day, 365 days a year. Officers provide safety escorts, assistance in dealing with emergencies, and educational programming on personal safety, protection of personal property and other crime prevention and awareness programs. CPS seeks to provide a safe environment at Pacific University through high visibility and close interaction with the campus community. An annual crime report is made available to all current and prospective students and employees of the University via the University website. CPS can be reached at 503-352-2230 or cps@pacificu.edu.

Libraries
The University Library is a vital center of research, learning, and discovery for the Pacific University community. With exceptional new facilities on both the Forest Grove and Hillsboro campuses, the Library offers strong collections and services to support both undergraduate and graduate scholarship, and our facilities serve as friendly gathering places as well. From our rich historical Archives, to government documents, to recreational reading, music and videos, to efficient, easy access to digital resources across our curricula, the Library is well-equipped to enrich our students learning experiences while at Pacific.

A committed group of Library faculty and staff work closely with students to assist them in finding, evaluating and using today's wealth of information, as well as in effectively using new information technologies. Information literacy classes offer undergraduate students the opportunity to develop skills to prepare for successful lifelong engagement with a dynamic and ever-changing information environment. Library faculty work closely with the professional and graduate programs in Hillsboro, Eugene, Forest Grove and in distance courses to integrate information literacy competencies into the curriculum and to support students' advanced research.

Access to online databases, nearly 30,000 full text electronic journals and 10,000 ebooks is available around the clock via the Library's web portal. In addition to its core collections of materials (both print and electronic), the Library's resource-sharing partnerships allow our students to quickly obtain materials from across the region -- and from around the world. To encourage both independent research and collaborative learning, the Library offers comfortable study spaces on both campuses, and a 24-hour study center and computer lab in the Forest Grove facility. An information commons is located in both the Hillsboro and Forest Grove libraries, offering computer access and research assistance to all students.

Our new University digital repository, *CommonKnowledge*, is the home of the collected scholarship and creative works of Pacific University faculty, staff and students. Outstanding undergraduate student scholarship, as well as the theses, dissertations and research projects of our graduate and professional students, is showcased in *CommonKnowledge*. These largely open access collections, along with the open access journals hosted by the Library in *CommonKnowledge*, support the idea that shared information is essential to the "progress of knowledge" in our global community.

Through its collections, services, staff, and innovative use of technology, the Library encourages exploration and discovery and strengthens the University's commitment to teaching, learning and scholarship.

Old College Hall and the Pacific University Museum
Old College Hall was completed in 1850 and is the oldest permanent structure on the Pacific University campus. It is among the oldest collegiate buildings in the western United States and continues to serve as a gathering place for members of the University and surrounding communities. This compact two-story structure with its signature octagonal belfry, or cupola, is symbolic of pioneer efforts during territorial days. In 1974, Old College Hall assumed its rightful place on the National Register of Historic Places.

As part of Pacific's centennial celebration in 1949, the second floor rooms of Old College Hall were converted into museum galleries. The Pacific University Museum exhibits artifacts relating to the history of the institution. Many interesting objects donated by alumni and friends of the University are displayed here. Personal items from founder Tabitha Brown and President Sidney Harper Marsh are among the collections on exhibit. Treasures from various foreign cultures are also featured in the museum, reflecting Pacific's missionary heritage. Old College Hall is open for tours on the first Wednesday of the month. Visits also can be arranged by appointment through the Office of the President.

Career Development Center
A full range of career-related services and opportunities is offered to students, alumni, employers, and other constituents through the CDC, located in Chapman Hall. Individual sessions are available to students and alumni seeking full-time employment opportunities, part-time and temporary work, internships, summer jobs, fellowships, and opportunities for graduate education. Over 100 workshops and programs are offered each year, in collaboration with faculty and staff, alumni, and members of various professional communities, on topics such as resume preparation, interviewing strategies and job search techniques. On-campus and community service work-study employment also is coordinated at the CDC.

The CDC also manages the Alumni Career Network, a database profiling over 1000 alumni interested in lending career networking assistance is available to students and alumni.

Student Media
Student publications and the campus radio station provide valuable opportunities for Pacific students wishing to gain management and production experience in these fields.

- The Pacific Index, the campus newspaper, gives students the opportunity to gain valuable writing, editing, advertising, and business experience. The Index is published bi-weekly.
- PLUM (Pacific's Literature by Undergraduates Magazine) includes poetry, graphics, articles, photography, short stories, and other works contributed by students. It is published each year and is sponsored by the English Department.
- Silk Road, an international literary magazine, is edited by Pacific undergraduates in conference with graduate students from Pacific's Masters of Fine Arts in Writing program. Silk Road publishes poetry, essays, and fiction submitted by creative writers from across the globe.
- Pacific's radio station (KPUR) is broadcast via the internet at www.boxermusic.fm. Boxer Radio is managed and operated by students of Pacific University.
- Video Activism provides an opportunity for any student on campus to get involved in video production. In this class, students work together and independently to create video projects that can potentially promote social awareness or positive change. * Video Activism provides an opportunity for any student on campus to get involved in video production. In this class, students work together and independently to create video projects that can potentially promote social awareness or positive change.

Veterans' Educational Benefits
The certifying official for all veterans' benefits for students is located in the Business Office. Prior to the start of classes, eligible students should contact the Business Office to make arrangements. Please contact the Business Office for more information about Veteran's benefits, including the Yellow Ribbon program.

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FERPA: The Family Educational Rights and Privacy Act

FERPA is the federal law that governs release of and access to student education records. Students have certain rights under FERPA, which include:

1. The right to inspect and review their education records within 45 days of the day Pacific University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student will be advised of the correct official to whom the request should be addressed.
2. The right to request amendment of their education records that they believe are inaccurate.
   Students may ask Pacific University to amend a record they believe is inaccurate. They should submit to the Registrar's Office a written request that identifies the part of the record they want changed, and specify why they believe it is inaccurate. If Pacific University decides not to amend the record as requested by the student, the student will be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.
   FERPA does authorize disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by Pacific University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Pacific University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, Pacific University also may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW., Washington, DC, 20202-4605.

FERPA allows Pacific University to provide Directory Information at its discretion. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at Pacific University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses titles/topics, photograph, full-time/part-time status, most recent previous school attended, date and place of birth, and recorded image. Students may withhold Directory Information by notifying the Registrar's Office in writing; withholding requests are binding for information to all parties other than those for which exceptions allowed under FERPA. Requests for non-disclosure will be honored by the University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Registrar's Office within the first two weeks of the fall semester.

More information about FERPA and Pacific University's compliance procedures is available in the Registrar's Office.

UNDERGRADUATE DEGREES: COLLEGES OF ARTS & SCIENCES, BUSINESS and EDUCATION

Students in the Bachelor of Arts, Bachelor of Science, Bachelor of Music Therapy and Bachelor of Social Work programs in the College of Arts & Sciences (CAS), the College of Business (COB), and the College of Education (COE) follow the same admission criteria, academic standards and policies, degree requirements and academic calendar. Students enrolled in these degree programs in these colleges pay the same tuition rate and may take courses offered by any of the three colleges.

The College of Education also offers a Bachelor of Education, which has different admission criteria, requirements, calendar, etc. See information beginning on pages 362 for details.

(The School of Dental Health Science in the College of Health Professions offers two Bachelor of Science degrees: a Bachelor of Science in Dental Hygiene and a Bachelor of Science in Dental Health. See page 433 for admission criteria, requirements, tuition, etc. The School of Healthcare Administration and Leadership in the College of Health Professions offers a Bachelor of Health Science; see page 443 for information. Additionally, a few programs in the Colleges of Health Professions and Optometry do not require a bachelor's degree upon entrance, and allow students to earn one while enrolled in their master 's or doctoral program. These are described under the appropriate professional programs' sections.)

BACHELOR OF ARTS, BACHELOR OF MUSIC THERAPY, BACHELOR OF SCIENCE, BACHELOR OF SOCIAL WORK

DEGREE REQUIREMENTS

Curricular Goals
Graduates from programs shall have a command of the tools of thought and language, including:

- Inquiry, critical thinking and critical analysis
- Modeling, abstract thinking and structural thinking
- Quantitative reasoning
- Creativity
- Written and oral language so that ideas, knowledge, emotion, and experiences can be clearly articulated, persuasively defended and imaginatively conveyed

Every graduate shall be prepared for a life of educated engagement, such that he or she will be able to:

- Interpret and experience with an historical consciousness
- Cultivate creative means of expression and comprehension
- Develop and reflect on his or her own set of values
- Understand multicultural, diverse and global perspectives
- Access and evaluate information necessary to make informed decisions
- Participate as an informed citizen in terms of knowledge in the arts, humanities, social sciences, and natural sciences
- Engage in the practices of a discipline, understanding how the discipline's knowledge is constructed and used
- Progress toward a productive and meaningful professional life

The following degree requirements have been created to ensure that each student accomplishes these curricular goals.

I. Credits
124 semester credits are required for graduation.

II. College Core Requirements

Students will undertake a broad course of study by completing with at least a C- each of the requirements listed below. The curricular goals for each core requirement are listed below.

A. Mathematics

All Math courses numbered 165 or higher, PSY 350 (Behavioral Statistics), SOC 301 (Social Statistics), or equivalent statistics courses. Students who complete the mathematics core requirement will:

- develop proficiency in abstract thinking and an understanding of analytical and deductive reasoning
- be introduced to the language that is the foundation for mathematical modeling of the physical and social world and see how to use that language through applications and projects
- develop competency in symbolic, graphical and numerical skills, which are the basis of mathematical literacy

B. Writing

ENGW 201 Expository Writing or ENGW 202 Writing About Disability or ENGW 203 Professional Writing and Editing

Each of these courses is devoted to the study of language for the purpose of improving students' writing and thinking skills. Sophomore standing is required, and students are strongly encouraged to fulfill the requirement before their junior year. Students who complete the writing core requirement will:

- acquire an awareness of the conceptual, grammatical and rhetorical processes involved in writing effectively
- produce nonfiction prose that is clear, concise, logically structured, gracefully expressed and audience-aware
- generate intriguing and important claims supported by well-organized, compelling and documented evidence
- recognize the close relationship between writing and analytical thinking
- experience the power of language and the pleasure of using it effectively
- better understand the role of language and writing within the University, the professions and the world at large

C. Foreign Language (102-level course or proficiency)

Proficiency in a language other than English must be demonstrated by the successful completion of a 102-level course or its equivalent. Students begin in the appropriate level course as determined by a placement examination.A student may satisfy this requirement by passing a proficiency test administered by the World Languages and Literatures Department.

A student whose native tongue is not English may be exempted from the foreign language core requirement by obtaining approval from his or her advisor and the Chair of the World Languages and Literatures Department.

Students will:

- develop linguistic skills in all four areas of the language of concentration: listening, speaking, reading, and writing sufficient to achieve the Intermediate-Low level according to the ACTFL proficiency guidelines for western languages, and the Novice-High level for non-western languages
- familiarize themselves with the fundamental grammatical concepts needed to enhance the previously mentioned four linguistic skills
- acquire cultural, historical and geographical knowledge associated with the language
- be able to interact with native speakers of the language
- enhance grammatical knowledge of English by comparing it with the target language

D. First Year Seminar; Origins, Identity and Meaning (4 credits)

All freshmen must take Humanities 100 (First Year Seminar/FYS) in the fall semester. (Transfer students substitute 4 credits in English Literature or Philosophy. Logic and critical thinking courses do not fulfill this requirement).

Students will learn efficient and effective approaches to the following skills:

- critical thinking (engage in thoughtful, reflective and reasoned modes of inquiry and evaluation)
- close reading (pay careful attention to the complexities of texts and the act of reading)
- written expression (provide written work that is clearly argued, focused, complex, well-organized, documented effectively, grammatically correct)
- active oral expression (make presentations and in-class responses that are focused and carefully phrased, engage in effective and appropriate modes of participation in class discussions, and engage in active listening.)
- active participation with Cultural Events (attend and engage with cultural and academic events both on and off campus)

Students work with texts from the pre-modern and modern eras (pre- and post-1500 CE) that deal with the notion of human origins, identity and meaning. The texts may be literary, historical, political, philosophical, artistic, or all of the above. Students will:

- in reading, studying, discussing, researching, and writing about these texts, gain an expansive view, critical appreciation and substantive understanding of some of the means by which human beings have sought to see and know themselves over the ages, i.e. how they have dealt with the origins of thought and being, the nature of human identity and the search for meaning
- engage in active textual and cultural critique of the questions, principles and ideas that are raised by their course texts and course work

- engage in active personal critique of their senses of their own identity, i.e. to what extent these might be constructed, shaped by, and derived from those of others

E. The Four Cornerstones

All students must complete the four Cornerstone requirements prior to graduation: Civic Engagement, International and Diverse Perspectives, Research and Creative Achievement, and Future Focus.

Civic Engagement (CE)

Requirement: complete a Pacific CE-designated course (2 or more credits) or project (contact CCE office for details)

Pacific prepares students for a life as informed and active citizens. We encourage students to deepen their civic engagement education at Pacific by moving beyond satisfaction of the minimum CE cornerstone requirement and by building on the cornerstone. Learn more about how to build on the CE cornerstone at http://www.pacificu.edu/as/core/cornerstone.cfm, and consult the Center for Civic Engagement website for more information about CE projects http://www.pacificu.edu/cce/ .

Students who complete the CE Cornerstone requirement will engage in civic engagement projects that:

- serve the common good
- involve students in experiential learning outside the classroom and the teaching lab
- engage students with the campus community or the broader world
- include appropriate orientation, preparation for the project, and opportunity for thoughtful reflection
- are shared with the campus community through appropriate means devised in consultation with the Center for Civic Engagement

International and Diverse Perspectives (IDP)

Requirement: study abroad for a semester, or complete one course designated as either IP or DP (2 or more credits)

As our world becomes increasingly borderless and ecologically, socially, politically, and economically interdependent, it is critical that graduates understand multicultural, diverse, and global perspectives. The complexity of the modern world demands that students attain a heightened awareness both of the interdependence of the cultures of the world and of the diversity of voices that contribute to life in the United States.

To complete the IDP cornerstone, students must fulfill at least one of the following three requirements:

- study abroad for at least one semester earning the equivalent of at least a grade of C- for at least 12 credits
- complete an International Perspectives (IP) travel course or an on-campus IP-designated course
- complete a Diverse Perspectives (DP) travel course or an on-campus DP-designated course

Students who complete the IDP Cornerstone requirement by studying abroad or by taking an IP-designated course (travel or on campus) will:

- experience sustained exposure to cultures/experiences/world views outside of the United States
- immerse themselves in and reflect upon diverse cultures/experiences/world views
- explore meaningful connections to contemporary cultures/experiences/world views outside of the United States

Students may choose to build on their IDP Cornerstone by moving beyond satisfaction of the minimum requirement. Learn more about how to build on the IDP cornerstone at http://www.pacificu.edu/as/core/cornerstone.cfm .

Research and Creative Achievement (RCA)

Requirement: complete a senior capstone project within the major

The RCA Cornerstone facilitates each Pacific student's substantive and individualized achievement in the major discipline. Students satisfy this cornerstone through the successful completion of a senior capstone project.

Students have the opportunity to engage in various scholarly and creative activities throughout their years of study, such as involvement in summer student/faculty research projects and the presentation of scholarly or creative works at conferences, festivals, and shows. Students work with faculty advisors, the Office for Undergraduate Research, and the Fellowship Office to take advantage of these opportunities. Learn more about how to build on the RCA cornerstone at http://www.pacificu.edu/as/core/cornerstone.cfm

Students who complete the RCA Cornerstone will engage in research and a senior capstone project that:

- involves substantial independent work
- integrates knowledge from throughout the student's major field of study
- produces a high quality written paper, artistic performance, or creative work
- culminates in a presentation, typically on Senior Project's Day

Future Focus (FF)
Requirement: active participation in the advisor-advisee relationship

Personal advising within the major and resources available through the Career Development Center enable a student to develop a plan for a life of educated engagement, which includes developing plans for post-graduation pursuits

Pacific students should prepare for their after-graduation pursuits as they complete their programs of study, and are encouraged to visit and to use the resources of the Career Development Center—see http://pacificu.edu/career/.

It is the student's responsibility to take advantage of the resources available and work with the faculty academic advisor, the Career Development Center, the Pathways/Advantage coordinator, the Advising Center, the Fellowship Office, and the Alumni Office to explore and engage in professional activities, to obtain internships, to build general employment and career-specific skills, and to investigate graduate school opportunities, including entry into the Pacific Advantage Program. Learn more about how to build on the FF cornerstone at http://www.pacificu.edu/as/core/cornerstone.cfm .

Students who take full advantage of the Future Focus resources will develop:

- self-awareness with respect to intellectual skills, knowledge, interests, strengths, ambitions, and growth opportunities, as well as the capability of acting effectively on this awareness to make productive use of their education
- an understanding of the important choices, freedoms, responsibilities, and opportunities associated with being broadly educated in the liberal arts—and the ability to couple this understanding with appropriate actions
- an ability to invest their learning experiences in and out of the classroom in the service of significant and meaningful life activities, including public service, global citizenship, professional engagement, creative expression, communication, and interpersonal relationships
- an ability to articulate the personal and social value of a Pacific experience and a liberal arts education
- the confidence and "career competence" necessary to enable them to take advantage of the potential contained within a liberal arts education

Liberal Arts Area Requirements (F through I below)

Students must complete 4 credits in each academic area of the college. Independent study courses (ending in X95), internships (ending in X75) and all senior capstone classes may not be used to complete these requirements.

F. The Arts (4 credits)
Complete one 4-credit course or two 2-credit courses in Art Studio, Art History, Dance, Music (including the following 1-credit ensembles: MUS151, MUS153, MUS158, MUS163, MUS165, MUS167),Theatre, or Applied Theatre. Courses completed to fulfill this requirement may come from the same or from different disciplines.

Completing the Arts core requirement will help students to:

- appreciate the creative process in terms of concept, experimentation, investment of time and practice, synthesis, and reflection
- develop skills relevant to producing a particular artistic product
- engage in forms of communication and expression other than the written or spoken word
- explore aesthetic values and concerns of cultures, and gain understanding of the connection between arts and culture; analyze critically how creativity and expression shape and reflect culture
- realize their creative potential
- become informed audience members for the arts
- engage in simultaneous creative and critical thought, integrating intellectual and experiential frameworks
- make connections among the arts, and between the arts and other disciplines, such as the sciences, language and literature, philosophy, sociology, and political science

G. The Social Sciences (4 credits)
One 4-credit course or two 2-credit courses from the list below. Courses completed to fulfill this requirement may come from the same or from different disciplines.

Students who complete the Social Sciences core requirement will:

- be familiar with social science approaches to the explanation of social or psychological phenomena
- use theory and concepts from social science to understand and/or address social or psychological phenomena, issues, and problems

Courses that can be used to fulfill the Social Sciences core requirement:

ANTH	All Anthropology courses
ECON	All Economics courses
POLS	All Politics & Government courses

PSY	All PSY courses except 350
SOC	All SOC courses except 301
SOCWK	All SOCWK courses
GSS 217	Gender and Sexuality
GSS 309	Families
REL 140	Intro to Comparative Religion
REL 240	Topics in Comparative Religion
PSJ 101	Intro to Peace and Social Justice
PSJ 208	Addictions and Society
PSJ 215	Conflict Resolution
PSJ 222**	Civil Rights Movement
PSJ 227	Civil Rights Movement
PSJ 300	Community Based Action Research
PSJ 321	Protest, Dissent, & Social Change
PSJ 322	The Suppression of Dissent

** 2 credits

H. The Humanities (4 credits)

Complete one 4-credit course or two 2-credit courses from the following list. Courses completed to fulfill this requirement may come from the same or from different disciplines.

Students who complete the Humanities core requirement will:

- analyze, interpret and evaluate texts critically as they relate to the humanities
- develop their ability to communicate effectively and to persuasively defend and imaginatively convey ideas, knowledge, emotions and experiences
- reflect on their own culture and values as they learn to understand and appreciate the values of other cultures, peoples, and areas within their own context

Courses that can be used to fulfill the Humanities core requirement:

ENGL	All English Lit courses
GSS 200	Introduction to Queer Studies
GSS 201	Intro to Gender and Sexuality Studies
GSS 303	Advanced Feminist Theory
HIST	All HIST courses except 391
HUM	All HUM courses except 100 and 300
MEDA 101**	Fundamentals of Speaking
MEDA 110	Introduction to Communication
MEDA 112	Media in Society
MEDA 120	Film History and Analysis
MEDA 153/353	Video Activism
MEDA 201	Interpersonal Communication
MEDA 220**	Film and Society
MEDA 250	Elements of Production
MEDA 335**	Advanced Speaking and Presentations
MEDA 401	Narrative Film Theory and Criticism
PHIL	All PHIL courses except 212; logic and critical thinking courses do not fulfill this requirement
CHIN 401	Selected Chinese Short Stories
FREN	All courses numbered 300 and above
GER 301-304	German culture and literature courses
GER 400	German Film
GER 485	Seminar in German Studies
JAPN 401	Topics in Contemporary Literature
SPAN	All courses numbered 300 and above, except SPAN 301, 315, or any grammar course

** 2 credits

I. The Natural Sciences (4 credits)

One 4-credit course or two 2-credit courses from the list below. Courses completed to fulfill this requirement may come from the same or from different disciplines.

Students who complete the Natural Sciences core requirement will:

- use scientific methods and reasoning within the context of the natural sciences
- recognize the distinctive nature and limits of scientific knowledge: that it is an evolving model of the natural world, discovered and verified through experimentation and observation

Courses that can be used to fulfill the Natural Sciences core requirement:

BIOL	All Biology courses
CHEM	All Chemistry courses
EXIP	All Exercise Science Integrated Physiology courses
PHY	All Physics courses
SCI	All Science courses
ENV 142	Permaculture Design I
ENV 334	Permaculture Design II
ENV 160	Energy & the Environment
ENV 170	Intro to Geographical Informational Systems
ENV 200	Intro to Environmental Science
ENV 205	Environmental Science Methods
ENV 210	Tropical Environmental Biology
ENV 260	Oregon Natural History

J. Two Interdisciplinary Focal Studies (10-12 credits for each focal study)

A focal study is a set of three or more related courses (except for #49, The Study Abroad Experience). Students must complete two focal studies, and all courses must be completed with a grade of C- or better. All normal course prerequisites apply.

Focal studies provide integrative interdisciplinary learning. By completing the focal studies core requirement students will be able to:

- Make connections across more than one field of study
- Synthesize information and modes of inquiry from more than one field of study
- Transfer learning from one field of study to issues raised in another field

Please note the following restrictions on focal studies:

- A focal study must include at least three courses (with the exception of #49, The Study Abroad Experience), and at least 10 credits.
- Among all of a student's focal studies courses (excluding #49,The Study Abroad Experience), no more than 8 credits may come from the same disciplinary prefix.
- The same course may not be taken for credit toward more than one of a student's focal studies.
- A focal study may not include HUM 100, ENGW 201, ENGW 202, ENGW 203, mathematics courses numbered below 165, or any foreign language course at the 101 or 102 levels. It may include other courses used by the student to fulfill major, minor, or other core requirements.

Specific Focal Studies are listed in the next section of the catalog.

K. Senior Capstone (2 or more credits)

A senior project, internship (with a presentation), or performance/show in the major.

In cases where a student has more than one major, the student must complete the coursework listed in the catalog as required for the majors. In regard to the capstone project, a student usually completes separate projects for each major. If approved and coordinated by the departments or programs involved, a student may complete one interdisciplinary project. Departments and programs may not waive credits associated with capstones but may substitute an alternative for students completing another major with a capstone.

III. Major and Minor

Every student must declare a major area of study by the end of the sophomore year. Students officially declare their majors by completing the appropriate paperwork through the Advising Center (Bates House). Students are urged to plan wisely for a major program well before that time, in consultation with their faculty academic advisors and the Advising Center.

Majors require at least 24 credits, including 16 upper-division credits (exclusive of courses numbered 475). The requirements for majors are listed under the Majors and Programs sections of this catalog.

A Minor may be earned by meeting the requirements listed by a department. The minimum requirement is 16 credits, of which 8 credits must be upper-division.

Minors are not required, but they may be combined with majors to satisfy interests and to prepare for professions and graduate studies. If a minor is desired, it should be declared through the Advising Center by the end of the junior year and must be approved by a faculty member in the minor subject area.

IV. Grade Point Average of 2.0
A minimum cumulative grade point average of 2.0 in all coursework earned at Pacific is required for graduation and program completion. In addition, a GPA of at least 2.0 is required in all majors and minors (some require higher). All courses required for the bachelor's degree and major must be included in the 124 credits presented for graduation. Only grades of C- or higher will transfer as credit toward the degree.

V. Upper-Division Credits
Students must complete a minimum of 40 credits of upper-division coursework (numbered 300 and above), with no more than 10 credits of courses numbered 475. All study abroad coursework through Pacific University will be counted as upper-division. The first 31 credits of study abroad course work earned through Pacific University will count as Pacific University credit; the remainder of study abroad credit will be treated as transfer work and evaluated accordingly.

VI. Residency
Students must complete at least 8 credits from Pacific University in upper-division courses in their major and 8 credits from Pacific University in upper-division courses for any minor. Individual departments may require that a greater number of credits be completed at Pacific University. For these requirements, consult the list of requirements for each major or minor.

Of the last 40 credits counted toward a Pacific University degree, 30 must be taken at Pacific University.

VII. 52-Hour Rule
A maximum of 52 credits in a discipline may be applied toward the 124 credits required for graduation; an exception is that Music majors and those pursuing the Bachelor of Music Therapy Degree may apply up to 60 credits of music courses. A program of more than 52 credits that includes an internship may be approved by the Associate Dean for Student Academic Affairs by petition.

Ordinarily, a course prefix indicates a discipline, except that the prefixes EXIP and EXMB count as one discipline, as do ENGL and ENGW ; THEA and APTH; MUS and MT; and EDUC, ESOL and SPED.

VIII. Activity Courses
A maximum of eight (8) credits of activity courses may count toward graduation, in addition to any credits for activity courses prescribed by a student's major or minor. These one-credit courses are taken to enhance and to add value to a student's education. They typically focus on personal development, increased proficiency, or teamwork. Activity courses are: 1 or 2 credit DANC courses; HPER courses; MUS 150-167, 181-184, 187-188, 352-353, 358-359, 363-367; and THEA 150-156, 450-454, 456.

VIIII. Internships
A maximum of 17 credits of internship credit may count towards graduation, of which no more than 14 credits may be taken in any one semester. A maximum of 10 credits may count as upper-division.

FOCAL STUDIES

A focal study is a set of three or more related courses (except for #49, The Study Abroad Experience). Students must complete two focal studies, and all courses must be completed with a grade of C- or better. All normal course prerequisites apply.

Please note the following restrictions on focal studies:

- A focal study must include at least three courses (with the exception of #49, The Study Abroad Experience), and at least 10 credits.
- Among all of a student's focal studies courses (excluding #49,The Study Abroad Experience), no more than 8 credits may come from the same disciplinary prefix.
- The same course may not be taken for credit toward more than one of a student's focal studies.
- A focal study may not include HUM 100, ENGW 201, ENGW 202, ENGW 203, mathematics courses numbered below 165, or any foreign language course at the 101 or 102 levels. It may include other courses used by the student to fulfill major, minor, or other core requirements.

1. Teaching and Mentoring in the Languages

Description:
The 'teaching and mentoring' focal study is a practical and theoretical study that presents students with a variety of options to better understand, explore, and develop teaching and mentoring skills, as well as acquire self-confidence and develop an engaging presence in front of an audience.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete at least one course from each cluster, with at least four credits from the first cluster, and at least 4 credits of foreign language at the 200-level or higher from the second cluster.

First Cluster (complete 4 credits):

HUM 300	Mentoring in the Humanities	4 credits
PSJ 230	Navajo Service Learning	2 credits
PSJ 105	Introduction to Civic Engagement	2 credits
PSJ 300	Community Based Action Research	4 credits
WORL 325	Mentoring and Tutoring in the Languages	2 credits
WORL 365	Teaching Languages and Culture in Elem School	4 credits

Second Cluster (Complete 1 foreign language course 200-level or above):

CHIN 201	Intermediate Chinese	4 credits
FREN 201	Intermediate French	4 credits
GER 201	Intermediate German	4 credits
JAPN 201	Intermediate Japanese	4 credits
SPAN 201	Intermediate Spanish	4 credits

Third Cluster (Complete 1 course):

EDUC 260	Foundations of Education	2 credits
EDUC 308	Learning Communities I: Personal Aware	2 credits
EDUC 370	School and Society	2 credits
EDUC 420	Language Acquisition in Children	2 credits
PSY 216	Introduction to Psychology of Studying	2 credits
PSY 316	Advanced Psychology of Studying	4 credits

2. The Culture of Violence

Description:
A study of important ideas and problems as they are reflected in the world's literature, psychology and sociology. The psychology of violence will be studied together with the ways to nourish a society to avoid what seems to be an innate aspect of the human experience: violence to achieve one's ends. War, racism, death, censorship, film, civil disobedience, minority literature, and the Holocaust are examples of characteristic topics.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

PSJ 220	Man's Inhumanity to Man	4 credits
FREN 320	Women's Writing in the Francophone World	4 credits
GSS 201	Intro to Gender and Sexuality Studies	4 credits
HIST 205	The Crusades	4 credits
HIST 232	The Holocaust	4 credits
HIST 233	WWII: Global and Social Perspectives	4 credits
HIST 335	The Era of the First World War	4 credits
HIST 342	Civil War and Reconstruction	4 credits
POLS 226	The Politics of Surveillance	4 credits
POLS 321/PSJ 321	Protest, Dissent, and Social Change	4 credits
PSJ 215	Conflict Resolution	2 credits
PSY 208/PSJ 208	Addictions and Society	4 credits
PSY 345	Children and Violence	4 credits
SOC 102	Social Problems	4 credits
SOC 266	Deviance	4 credits

3. Analysis of Creative Expressions

Description:
The goal of this focal study is to explore the political, cultural, and/or economic structures that affect and influence of the creation art, texts, and film. How are these works a reflection or a rejection of the ideological structures in which they are created? How do the uses of the same medium (film, paintings, the novel, etc) differ across cultures and political climates? The multi-disciplinary aspect of this focal study allows students to think about art, film and literature from a variety of perspectives.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses and at least 10 credits):

ARTHI	Any Art History course(s)	4-8 credits
ANTH 202	Film, Text and Culture	4 credits
DANC 261	Dance History and Appreciation I	4 credits
ENGL 220	Literature and Human Concerns	4 credits
FREN 304	French and Francophone Theater	4 credits
FREN 320	Women's Writing in the Francophone World	4 credits
HUM 200 & SCI 200	Material Science for Makers	4 credits
HUM 353/THEA353	Traditional Japanese Theatre	4 credits
MEDA 120	Film History and Analysis	4 credits
PHIL 304	Philosophy of Art	4 credits
POLS 221	Politics in Literature and Film	2 credits
THEA 101	Theatre Appreciation	2 credits
THEA 270/370	Theatre in London	3 credits
THEA/GSS 363	Gender, Sexuality, and Performance	4 credits

4. The Artist as Social Sculptor

Description:
Art has the potential to transform society and bring about revolutionary change. In the art form called “Social Sculpture,” society is regarded as one great work of art to which each person can contribute creatively. Social sculpture is an activity that strives to structure, shape, and heal society or the environment. In this focal study, students will become Social Sculptors by working to create new structures in society using language, thought, action and object. It is suggested that students take the Civic Engagement section of this focal study last.

Instructions:
Complete at least three courses, one course per cluster, and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster—Arts Foundations (Complete 1 course):

ARTST	Any Art Studio Course(s)	2-4 credits
APTH 212	Theatre for Gender Equity	2 credits
APTH 272	Performance as Witness	2 credits
MEDA 153	Video Community Engagement	4 credits
MEDA 353	Video Community Engagement, Mentoring	4 credits
PHIL 304	Philosophy of Art	4 credits

Second Cluster—Social Science Foundations (Complete 1 course):

ANTH 101	Introduction to Anthropology	4 credits
PH 101	Public Health	4 credits
POLS 140	Introduction to US Politics	4 credits
PSY 150	Introduction to Psychology	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 102	Social Problems	4 credits

Third Cluster—Civic Engagement Experience (Complete 1 course):

DS 204	Working with People with Disability	4 credits
GSS 231	Community Stories	2 credits
POLS 302	Community Politics	4 credits
POLS 304	Parties and Elections	4 credits
POLS 321	Protest, Dissent, and Social Change	4 credits
PSJ 105	Introduction to Civic Engagement	2 credits
PSY 310	Community Psychology	4 credits

5. The Ancient and Medieval Worlds

Description:
An exploration of the Ancient and Medieval Worlds from the perspectives of various disciplines: Philosophy, History, Art, Music, and English.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ARTHI 270	Western Art I: Paleolithic-Gothic	4 credits
ENGL 417	Beowulf to Swift	4 credits
HIST 101	Western Civilization I	4 credits
HIST 205	The Crusades	4 credits
HIST 300	The Ancient World	4 credits
HIST 301	The Medieval World	4 credits
HIST 400	Medieval Women	4 credits
MUS 321	Music History: Antiquity to 1585	4 credits
PHIL 205	Ancient Philosophy	4 credits
PHIL 206	Medieval Philosophy	4 credits

6. Sustainability: Economic and Political Perspectives

Description:
These courses explore matters related to sustainability from various perspectives from natural sciences, social sciences, and humanities.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete at least one course from each cluster.

First Cluster (complete 1 course):

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets & Governments	4 credits

Second Cluster (complete 1 course):

POLS 224/ENV 224	Environmental Politics	4 credits
POLS 310	Markets, Politics, & Justice	4 credits

Third Cluster (complete 1 course):

ENV 142	Permaculture: Design Science	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 222	Environmental Literature	4 credits
PHY 160/ENV 160	Energy and the Environment	4 credits

7. Political Economy

Description:
The Political Economy Focal Study explores the interaction of the economy and the larger society, including the interaction of economics, politics, and social issues.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses from the second cluster.

First Cluster (complete 1 course):

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets & Governments	4 credits

Second Cluster (complete 2 courses):

ENV 333	Environmental Economics	4 credits
ECON 329	International Economics	4 credits
HIST 343	Industrialization, Labor, and the State	4 credits
HIST 368	The 1990s: Origins of the Current Crisis	4 credits
HIST 369	Get Rich! Wealth in American History	4 credits
POLS 310	Markets, Politics, & Justice	4 credits
POLS 345	International Political Economy	4 credits
SOC 342	Consumer Society	4 credits
SOC 347/PSJ 347	Global Capitalism/Neo-Colonial Inequality	4 credits

8. Gender, Race, and Global Inequality

Description:
"Gender, Race, and Global Inequality" challenges students to apply interdisciplinary perspectives concerning gender and race to dynamics of global inequality. Ideally students will take an introductory level course in global social justice issues before moving on to more specific courses on gender, race, and class.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

ANTH 101	Introduction to Anthropology	4 credits
POLS 180	The U.S. in World Affairs	4 credits
POLS 345	International Political Economy	4 credits
PSJ 101	Introduction to Peace and Social Justice	4 credits
SOC 102	Social Problems	4 credits
SOC 347/PSJ 347	Global Capitalism/Neo-Colonial Inequality	4 credits
SOC 360	Critical Race Theory	4 credits

Second Cluster (complete 1 course):

APTH/GSS 212	Theatre for Gender Equity	2 credits
FREN 320	Women's Writing in the Francophone World	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
GSS/PSJ/HUM 310	Travel in India	2 credits
HIST 247/GSS 247	Gender and Sexuality in Victorian America	4 credits
HIST 245	Race in Modern America	4 credits
HIST 333	History of the British Empire	4 credits
HIST 400	Medieval Women	4 credits
HIST 465	Civil Rights Movement	4 credits
PSJ 251	South Africa: Culture, Politics, and Travel	2 credits
PSJ 351	South Africa Travel Course	2 credits
POLS 239/HIST 239	Latin America I: Conquest-Independence	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 305	Racism and Ethnicity in Hawaii	2-4 credits
SOC 318	Racism and Ethnicity in Hawaii-Travel	2 credits
SPAN 367/EDUC 467	Tapalpa, Mexico: A Teaching Practicum	4/3 credits

9. The Body and Society

Description:
This focal study is for students who are interested in understanding the human body from multiple disciplinary frameworks. These courses are combined in a way that allows students to integrate basic understandings of anatomy, physiology, and movement with social/cultural perspectives of the body as a site for symbolic interpretation and meaning.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 101	Introduction to Anthropology	4 credits
ANTH 317/SOC 317	Sociology of Popular Culture	4 credits
ARTST 210	Drawing I	4 credits
BIOL 202	General Biology I	4 credits
BIOL 224	Human Anatomy	4 credits
DANC 261	Dance History and Appreciation I	4 credits
DS 200	Introduction to Disability Studies	2 credits
ENGL 221	Disability and Literature	4 credits
EXIP 345	Biomechanics and Lab	4 credits
OR		
EXIP 385	Physiology of Exercise and Lab	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 247/GSS 247	Gender and Sexuality in Victorian America	4 credits
OR		
HIST 248	Public Health, Private Bodies	4 credits
SOC 217/GSS 217	Gender and Sexuality	4 credits
THEA 110	Acting I	2 credits
THEA/GSS 363	Gender, Sexuality, and Performance	4 credits

10. Essential Business Skills for Everyone

Description:
Students develop analysis and communication skills useful in the business environment, including financial literacy, understanding of economic principles, and effective presentation of data and ideas.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

BA 101	Introduction to Business	2 credits
BA 105	Finance for Daily Decisions	2 credits
BA 201	Accounting Principles	4 credit
BA 202	Managerial Accounting	4 credits

Second Cluster (complete 1 course):

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets & Governments	4 credits

Third Cluster (complete 1 course):

BA 210	Excel for Business	2 credits
CS 130	Introduction to Software Tools	2 credits
MEDA 101	Fundamentals of Speaking	2 credits
MEDA 110	Intro to Communication	4 credits

11. Communicating Research Outcomes

Description:
This focal study provides students with the tools and techniques for designing compelling and meaningful graphical presentations of research outcomes.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from cluster one and two courses from cluster two.

First Cluster (Complete one course):

MATH 207	General Elementary Statistics	4 credits
SOC 301	Social Statistics	4 credits
PSY 350	Behavioral Statistics	4 credits

Second Cluster (Complete two courses):

ARTST 109	Intro to Communication Design	2 credits
MEDA 319	Information Design	4 credits

12. The Landscape of Self-Identity

Description:
Students completing this focal study will investigate the relationship between people and their natural environment, including its literary significance, application in photography, sociological and ethnographic implications, and religion with regard to the sanctity of self and landscape.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 140/REL 140	Introduction to Comparative Religions	4 credits
ARTST 228	Photography 1	2 credits
OR		
ARTST 227/327	Photography Field Class	2-4 credits
ENV 222	Environmental Literature	4 credits
ENV 142	Permaculture: Design Science	4 credits
ENV 210	Tropical Environmental Biology	4 credits
SOC 321	Sociology of the City	4 credits
SOC 342	Consumer Society	4 credits

13. An Interdisciplinary Examination of Children, Youth, & Families

Description:
This focal study is designed for students who have an interest in children and families and will give them the opportunity to learn about this topic from a variety of disciplines and perspectives. This focal study would be particularly useful for those students who plan to have a career working with children, youth, and families.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

EDUC 260	Foundations of Education	2 credits
EDUC 316	Child and Adolescent Literature	2 credits
HIST 435	1968: Youth and Social Change in World	4 credits
PSY 150	Introduction to Psychology	4 credits
PSY 240	Child Development	4 credits
PSY 343	Adolescent Development (please note: course is no longer offered)	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 309/GSS 309	Families	4 credits
SOCWK 300	Micro Social Work Practice	4 credits

14. Technology and Popular Culture

Description:
Technology is becoming more and more important and prevalent in all aspects of our culture. Computer activism, hactivism, is impacting our social, economic, and political structures at an increasing rate. Even as students become voracious consumers of technology, they have only a passing notion of how computers actually work, what is possible, and what is still beyond technical limits.

In this focal study, students gain a foundational knowledge in how computers work by taking courses from the first category. Courses from the second category allow students to apply technology to real world problems. Courses from the third category demonstrate technology in a larger context by examining specific examples of how technology is impacting our everyday lives.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix. Complete at least one class per cluster.

First Cluster (complete at least 1 course):

CS 150	Introduction to Computer Science	4 credits
CS 121	Our Digital World	2 credits
CS 130	Introduction to Software Tools	2 credits
CS 205	Introduction to Programming for Multimedia	4 credits

Second Cluster (complete at least 1 course):

ARTST 119	Introduction to Digital Imaging	2 credits
ARTST 217	Digital Art I	4 credits
ARTST 218	Digital Illustration I	4 credits
ENV 270	Geospatial Analysis using GIS	4 credits
MATH 301	Mathematical Modeling	2 credits
MEDA 122	Introduction to Digital Media	2 credits
MEDA 112	Media in Society	4 credits

Third Cluster (complete at least 1 course):

ANTH/SOC 317	Sociology of Popular Culture	4 credits
HIST 261	American Popular Culture	4 credits
PHIL 202	Ethics and Society	4 credits
POLS 226	The Politics of Surveillance	4 credits
POLS 301	Politics and the Media	4 credits

15. World Voices in Language Arts

Description:
The goal of this focal study is to immerse students in the language arts from a world perspective that reflects diverse cultures and contexts as well as their beliefs and values. Students will be able to learn about and analyze a diverse range of voices and the communities and cultures that give rise to such voices, but also interrogate how those compare to Western, specifically American, cultures they are likely to be more familiar with.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

ENGL 227	Introduction to World Literature	4 credits
IS 201	Intercultural Communication	4 credits
IS/HUM 305	West Meets East	4 credits
MUS 241/ANTH 241	Introduction to World Music	4 credits

Second Cluster (complete 1 course):

ARTH 276	Art & Architecture of Asia	4 credits
HUM 207	German Film in English	4 credits
HUM 306	Latino Fiction	4 credits
SPAN 325	Mexican-American Cultural Exploration	4 credits
THEA 353/HUM 353	Traditional Japanese Theatre	4 credits

Third Cluster (Complete 1 foreign language course 200-level or above):

CHIN 201	Intermediate Chinese	4 credits
FREN 201	Intermediate French	4 credits
GER 201	Intermediate German	4 credits
JAPN 201	Intermediate Japanese	4 credits
SPAN 201	Intermediate Spanish	4 credits

16. Expressive Arts

Description:
The goal of this focal study is to develop the skills to create within the languages of poetry, music, movement, and/or visual design to convey ideas, knowledge, emotion, and experiences clearly and imaginatively. Skills include the knowledge and application of the basic structures, form, composition, and interpretive parameters within each language but also relevant connections between them.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

ARTST 110	Basic Design	4 credits
OR		
ARTST 2xx	Any 200-level ARTST course(s)	2-4 credits
DANC 301	Choreography I	4 credits
MEDA 250	Elements of Production	4 credits
MUS 110	Music Notation and Songwriting	4 credits
OR		
MUS 111	Music Theory I	4 credits
THEA 110	Acting I: Fundamentals	2 credits
OR		
THEA 210	Acting II: Scene Study	4 credits
OR		
APTH 215/315	Applied Theatre Workshop	4 credits

Second Cluster (complete 1 course):

ARTHI 105	Foundations in Art	4 credits
ENGL 341	Studies in Poetry	4 credits
MUS 101	Introduction to Classical Music	4 credits
MUS 102	History of Jazz and Rock	4 credits
THEA 101	Theatre Appreciation	2 credits

17. Latin America and Caribbean Cultures

Description:
The goal of this focal study is to introduce students to the cultures of Latin America and the Caribbean through an examination of their history, and their varied indigenous and western social and religious practices.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 210	Mesoamerican Cultures	4 credits
ANTH 320	South American Traditional Societies	4 credits
ENV 210	Tropical Environmental Biology	4 credits
HIST 239/POLS 239	Latin America I: Conquest-Independence	4 credits
POL 241	Latin America II: Independence-Present	4 credits
SPAN 325	Mexican-American Cultural Exploration	4 credits
SPAN 201	Intermediate Spanish	4 credits
OR		
FREN 201	Intermediate French	4 credits

*The following special topics courses may count towards the first cluster of Focal Study 17 when the topic/title is as below.. Request approval from the Focal Studies Advisor.

ANTH 240/REL 240	Topics in Comparative Religion (when topic is Comparative Religion in Latin American/Caribbean Cultures)	4 credits
BIOL 160	ST: Natural History of Galapagos/Ecuador	4 credits
ENGL 430	Major Writers: Latin American or Chicano	4 credits

18. Culture Counts

Description:
This focal study is intended to open the world of multicultural perspectives through particular investigations of cultures, globalized politics, international communication, and world literature.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 101	Introduction to Anthropology	4 credits
ANTH 239	Introduction to Indigenous Studies	4 credits
ARTHI 276	Art and Architecture of Asia	4 credits
ARTHI 342	Islamic Art and Architecture	4 credits
ENGL 223	Native American Literature	4 credits
ENGL 227	Introduction to World Literature	4 credits
HIST 113	Islamic Middle East, 570-1300	4 credits
HIST 232	The Holocaust	4 credits
HIST 235	Europe Since World War II	4 credits
HIST 246	American West: History, Memory, and Popular Culture	2 credits
HIST 261	American Popular Culture	4 credits
HIST 333	History of the British Empire	4 credits
HUM 207	German Film in English	4 credits
IS 305/HUM 305	West Meets East	4 credits
MEDA 220	Film and Society	2 credits
PHIL 305	Asian Philosophy	4 credits
PSJ 251	South Africa: Culture, Politics, and Travel	2 credits
PSJ 351	South Africa Travel Course	2 credits
POLS 180	The U.S. in World Affairs	4 credits
POLS 330	National and Global Challenges	4 credits
POLS 331	Modern Dictatorship	4 credits
SOC/PSJ 347	Global Capitalism/Neo-Colonial Inequality	4 credits
SPAN 325	Mexican-American Cultural Exploration	4 credits
CHIN 201 or above	Intermediate Chinese	4 credits
OR		
FREN 201 or above	Intermediate French	4 credits
OR		
GER 201 or above	Intermediate German	4 credits
OR		
JAPN 201 or above	Intermediate Japanese	4 credits
OR		
SPAN 201 or above	Intermediate Spanish	4 credits

19. Cross-Cultural Investigations

Description:
This focal study introduces students to the investigation of cross-cultural social practice across Social Science disciplines.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 101	Introduction to Anthropology	4 credits
ANTH/REL 140	Introduction to Comparative Religions	4 credits

ANTH 239	Introduction to Indigenous Studies	4 credits
EDUC 220	Africa Experience in Kenya I	2 credits
EDUC 221	Africa Experience in Kenya II	2 credits
HIST 111	Foundations of East Asia	4 credits
HIST 113	Islamic Middle East, 570-1300	4 credits
HIST 206	France from Caesar to Napoleon	4 credits
HIST 232	The Holocaust	4 credits
HIST 235	Europe Since WWII	4 credits
HIST 237	European Socialism Through Film	4 credits
HIST 333	History of the British Empire	4 credits
PSJ 230	Navajo Service Learning	2 credits
PSJ 251	South Africa: Culture, Politics, and Travel	2 credits
PSJ 351	South Africa Travel Course	2 credits
POLS 180	The U.S. in World Affairs	4 credits
POLS 231	Contemporary Middle East	4 credits
POLS 241	Latin America II: Independence-Present	4 credits
PSY 160	Culture and Behavior	4 credits
PSY 358	Psychology of Ethnic Diversity in the U.S.	4 credits
SOC 208	Race: Inequality and Identity	4 credits

20. Studies in Religion

Description:
This focal study investigates religion and cross-cultural religious practices from the disciplines of Anthropology, Art History, Philosophy, Sociology, Political Science, and History.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

ANTH 140/REL 140	Intro to Comparative Religions	4 credits
ANTH 240/REL 240	Topics in Comparative Religion	4 credits
ARTHI 276	Art and Architecture of Asia	4 credits
HIST 113	Islamic Mid-East: 570-1300	4 credits
POLS 211/REL 211	Religion and Politics	4 credits
PHIL 206	Medieval Philosophy	4 credits

Second Cluster (complete 1 course):

ANTH 340	Symbolism, Myth, and Ritual	4 credits
ARTHI 342	Islamic Art and Architecture	4 credits
HIST 301	Medieval Europe	4 credits
HIST 305	The History of Magic and Witchcraft	4 credits
PHIL 305	Asian Philosophy	4 credits
PHIL 309	Philosophy of Religion	4 credits
MUS 341/REL 341	Music in World Religions	4 credits
SOC 313	Sociology of Religion	4 credits

21. Natural Philosophy

Description:
The goal of this focal study is to foster reflective study of the function, description, and understanding of the world in which we live.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses from the second cluster.

First Cluster (complete 1 course):

PHIL 100	Introduction to Philosophy	4 credits
PHIL 310	Philosophy of Science	4 credits

Second Cluster (complete 2 courses):

CHEM 110	Chemistry and Your Environment	2 credits
OR		
CHEM 220	General Chemistry I	4 credits
MATH 240	Discrete Mathematics	4 credits
OR		
MATH 212/PHIL 212	Language and Logic	4 credits
PHY 110	Physics of Everyday Phenomena	4 credits
OR		
PHY 202	Introductory Physics I	4 credits
OR		
PHY 232	General Physics I: Workshop Physics I	4 credits
SCI 170	Introduction to Astronomy	4 credits
OR		
SCI 172	Introduction to Cosmology	2 credits

22. Science and Policy

Description:
The goal of this focal study is to give students interested in the role of science in political policy the scientific background to make informed political decisions with respect to scientific policy. Additionally, this focal study will give students the means of disseminating information regarding scientific policy to the general public or elected officials.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

ECON 333/ENV 333	Environmental Economics	4 credits
PH 101	Public Health	4 credits
PHIL 307/DS 307	Ethics, Medicine, and Health Care	4 credits
POLS 140	Introduction to U.S. Politics	4 credits
POLS 224/ENV 224	Environmental Politics	4 credits
POLS 302	Parties and Elections	4 credits
POLS 304	Community Politics	4 credits
POLS 306	Presidency and Congress	4 credits

Second Cluster (complete 1 course):

BIOL 170	Human Genetics	4 credits
BIOL 305	Ecology	4 credits
BIOL 325/ENV 325	Conservation Biology	4 credits
BIOL 330	Genetics	4 credits
CHEM 110	Chemistry and Your Environment	2 credits
CHEM 460	Environmental Chemistry	2 credits
ENV 200	Introduction to Environmental Science	4 credits
PHY 110	Physics of Everyday Phenomena	4 credits
PHY 160/ENV 160	Energy and the Environment	4 credits
PHY 325	Modern Topics in Physics	4 credits

23. Political Philosophy and Law

Description:
The Political Philosophy and Law focal study provides an interdisciplinary overview of the interconnection between political science, law, and Philosophy with courses drawn from the Department of Philosophy, the Department of Politics and Government, Department of History, and the Peace and Social Justice Program.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses from the second cluster.

First Cluster (complete 1 course):

PHIL 202/PSJ 202	Ethics and Society	4 credits

Second Cluster (complete 2 courses):

HIST 341	American Revolution and Constitution	4 credits
PHIL 315	Philosophy of Law	4 credits
POLS 209	Ideas in Action	4 credits
POLS 212	Conservatism and Its Critics	4 credits
POLS 213	Socialism and Its Critics	4 credits
POLS 310	Markets, Politics, and Justice	4 credits
POLS 325	Constitutional Law	4 credits
POLS 326	Civil Liberties	4 credits
PSJ 240/PHIL 240	Human Rights	2 credits

24. Modeling Our Changing World

Description:
As mathematics and computer tools advance, they are increasingly used to model physical, social, and business phenomena. Many of these are changing systems, and conclusions about the models are used to make long-lasting policy decisions. In this focal study, mathematics and software background is provided to enhance understanding of how these assumptions and models are formed and what conclusions are drawn.

Instructions:
Complete at least 3 of the courses below and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete at least 1 class from each cluster.

First Cluster (complete at least 1 course):

MATH 207	General Elementary Statistics	4 credits
MATH 226	Calculus I	4 credits
SOC 301	Social Statistics	4 credits

Second Cluster (complete at least 1 course):

CS 130	Introduction to Computer Software	2 credits
CS 150	Introduction to Computer Science	4 credits
MATH 301	Mathematical Modeling	4 credits

Third Cluster (complete at least 1 course):

BA 305	Business Finance	4 credits
BA 451	Deterministic Decision Models	2 credits
BA 453	Probabalistic Decision Models	2 credits
BIO 305	Ecology	4 credits
BIO 466	Genome Analysis Workshop	4 credits
CHEM 220	General Chemistry I	4 credits
ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets and Governments	4 credits
ECON 321	Intro to Econometrics	4 credits
ECON 331	Money and Banking	4 credits
ECON 334	Health Economics	4 credits
PH 200	Epidemiology	4 credits
PHY 202	Introductory Physics	4 credits
PHY 232	Workshop Physics	4 credits

26. The Creative Process

Description:
These classes center on the inter-influential relationships between art, music, theatre and literature as well as other artistic disciplines. Emphasis will be placed on what influenced a composer, a writer and/or a playwright to create a body of work, and furthermore, how these ideas and concepts affect and influence one another from one discipline to the next. Parallels will be drawn as to why, who and how significant artists' works came to be what they are. Additionally, the topics will concentrate on understanding what came before the artist and/or writer and their work, what happened during their time of creative work to instigate the initial interest in subject matter by a composer/writer/playwright, and how they contributed to the overall body of work and evolutionary progress in each of these disciplines.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ARTHI 270	Western Art I: Paleolithic-Gothic	4 credits
OR		
ARTHI 271	Western Art II: Renaissance-Present	4 credits
OR		
ARTHI 352	19th Century Art	4 credits
OR		
ARTHI 362	Modern Art: 1900-1960	4 credits
DANC 261	Dance History and Appreciation I	4 credits
ENGL 200	Introduction to Literature	4 credits
OR		
ENGL 227	Introduction to World Literature	4 credits
MEDA 250	Elements of Production	4 credits
OR		
MEDA 260	Elements of Multimedia Design	4 credits
MUS 101	Introduction to Classical Music	4 credits
OR		
MUS 110	Music Notation & Songwriting	4 credits
THEA 101	Theatre Appreciation	2 credits
OR		
THEA 350	Theatre History & Dramatic Lit I	4 credits
OR		
THEA 360	Theatre History & Dramatic Lit II	4 credits
OR		
APTH 215/315	Applied Theatre Workshop	4 credits
OR		
APTH 272	Performance as Witness	2 credits
OR		
APTH 372	Performance as Witness II	2 credits
OR		
FREN 304	French and Francophone Theater	4 credits

27. Media activism

Description:
This focal study aims to encourage students to think about social issues and engage with the community through creative projects. Students will have a theoretical background on contemporary social and political issues and will be empowered to do creative work that will explore social activism.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses from the second cluster.

First Cluster (complete 1 course):

APTH/GSS 212	Theatre for Gender Equity	2 credits
APTH 385/ENV 385	Eco-Theatre: Community & Performance	4 credits
ARTST 228	Photography I	2 credits
ARTST 246/ENV 246	Eco-Art I	4 credits
ENGW 206	Writing Poetry	4 credits
ENGW 209	Creative Nonfiction	4 credits
MEDA153/353	Video Community Engagement	4 credits
MEDA 302	Documentary Studies and Practice	4 credits
SOCWK 301	Macro Social Work Practice	4 credits

Second Cluster (complete 2 courses):

ANTH 202	Film, Text, and Culture	4 credits
ENGL 220	Literature and Human Concerns	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
PHIL 202/PSJ 202	Ethics and Society	4 credits
POLS 321/PSJ 321	Protest, Dissent, and Social Change	4 credits
PSJ 101	Introduction to Peace and Social Justice	4 credits
PSY 314	Memory and Mind	4 credits
SOC 102	Social Problems	4 credits

28. Design and Build

Description:
In this focal study, students will take theory to practice through the application and implementation of design in different disciplines as a way to develop creative problem-solving abilities and gain experience and skill in manipulating physical materials.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

ARTST 110	Basic Design	4 credits
ARTST 225	Sculpture I	4 credits
ARTST 230	Printmaking I: Relief/Silkscreen	4 credits
OR		
ARTST 233	Printmaking: Collagraphs/Non Tox Intaglio	4 credits
ARTST 240	Ceramics: Hand building I	4 credits
OR		
ARTST 245	Ceramics: Throwing I	4 credits
ARTST 238	Papermaking	4 credits
OR		
ARTST 339	The Artist Book II	4 credits
ARTST 250	Stained Glass I	4 credits
ARTST 260	Jewelry: Metals Fabrication I	4 credits
OR		
ARTST 265	Jewelry Casting I	4 credits
MEDA/ARTST 109	Introduction to Communication Design	2 credits
THEA 120	Technical Theatre	4 credits
THEA 220	Introduction to Theatrical Design	4 credits

Second Cluster (complete 1 course):

CHEM 220	General Chemistry I	4 credits
ENV 142	Permaculture: Design Science	4 credits
PHY 202	Introductory Physics I	4 credits
PHY 232	General Physics I: Workshop Physics I	4 credits
SCI 200 & HUM 200	Material Science for Makers	4 credits

29. The Educated Rabble-Rouser

Description:
After gaining a foundation of knowledge of ecological and social problems, students put theory to practice by developing projects that allow them to act as change agents within their communities. Recommended (but not required) to take a course from the first group last.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

ARTST 246/ENV 246	Eco-Art I	4 credits
GSS 210	Action Projects in Gender and Sexuality Studies	4 credits
MEDA153/353	Video Activism	4 credits
PSJ 105	Introduction to Civic Engagement	2 credits
PSJ 300	Community Based Action Research	4 credits
PSY 310	Community Psychology	4 credits
SOCWK 301	Macro Social Work Practice	4 credits
APTH 385/ENV 385	Eco-Theatre: Community and Performance	4 credits

Second Cluster (complete 1 course):

ANTH 101	Introduction to Anthropology	4 credits
HIST 247/GSS 247	Gender and Sexuality in Victorian America	4 credits
HIST 338	Era of the French Revolution	4 credits
POLS 322	The Suppression of Dissent	4 credits
POLS 321/PSJ 321	Protest, Dissent, and Social Change	4 credits
POLS 304	Community Politics	4 credits
SOC 102	Social Problems	4 credits

Third Cluster (complete 1 course):

ENV 142	Permaculture: Design Science	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 330	Ecology and Ecological Design	4 credits
PHY 160/ENV 160	Energy and the Environment	4 credits

30. Individual, Health, and Environment

Description:
This focal study provides a comprehensive viewpoint of matters related to individual health, human habitats, and the way that health is a product of the interaction between a person and his/her social and physical environment.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

DS 200	Introduction to Disability Studies	2 credits
ENV 142	Permaculture: Design Science	4 credits
PHIL 307/DS 307	Ethics, Medicine, and Healthcare	4 credits
PH 101	Public Health	4 credits
PSY 202	Health Psychology	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 319	Sociology of Medicine	4 credits

*The following special topics course may count towards the first cluster of Focal Study 30 when titled as below. Request approval from the Focal Studies Advisor.

BIOL 160	ST: Humans and Microbes	4 credits

31. Media, Self, and Society

Description:
This focal study emphasizes an understanding of the media in modern society. To this aim, students will have the opportunity to examine the academic discussions of the impact of mass media, be able to evaluate the arguments disseminated via the mass media, and/or understand the way stories are told in our media-driven culture.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ANTH 202	Film, Text, and Culture	4 credits
FREN 308	France Today	4 credits
GER 400	German Film	4 credits

GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 211	Japan Past and Present with Film	4 credits
HIST 212	China Past and Present with Film	4 credits
HIST 261	American Popular Culture	4 credits
HUM 207	German Film in English	4 credits
MEDA 112	Media in Society	4 credits
MEDA 120	Film History and Analysis	4 credits
PHIL 100	Introduction to Philosophy	4 credits
POLS 301	Politics and the Media	4 credits
PSY 345	Children and Violence	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 317/ANTH 317	Sociology of Popular Culture	4 credits

32. Identity and Power

Description:

This focal study encourages students to explore how various concepts of the self and group identity are related to political struggles, civil rights, freedom and social justice. Students will take a combination of classes that allow them to think about identity formation from multiple disciplinary perspectives and the implications of these differences for understanding power and freedom.

Instructions:

Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

BIOL 170	Human Genetics	4 credits
DS 200	Introduction to Disability Studies	2 credits
ENGL 223	Native American Literature	4 credits
FREN 320	Women's Writing in the Francophone World	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 232	The Holocaust	4 credits
HIST 245	Race in Modern America	4 credits
HIST 246	American West	2 credits
HIST 400	Medieval Women	4 credits
PHIL 202/PSJ 202	Ethics and Society	4 credits
POLS 211/REL 211	Religion and Politics	4 credits
POLS 222/227	Civil Rights Movement	2/4 credits
POLS/PSJ 321	Protest, Dissent and Social Change	4 credits
POLS 325	Constitutional Law	4 credits
PSY 261	Psychology of Gender	4 credits
PSY 308	Social Psychology	4 credits
PSY 344	Social and Personality Development	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 217/GSS 217	Gender and Sexuality	4 credits
SOC 305	Racism and Ethnicity in Hawaii	2-4 credits
SOC 312	Social Interaction	4 credits
SOC 318	Racism and Ethnicity in Hawaii-Travel	2 credits
SOC 360	Critical Race Theory	4 credits

34. People, Planet, Profit

Description:

“People, Planet, Profit” is a commonly used term that refers to the concept of the “triple bottom line,” which describes the complex interactions of sustainability and business demands. Through this focal study, students will be introduced to the values and operational modes of each of these three elements. This focal study is especially appropriate for students majoring in business.

Instructions:

Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

ENV 222	Environmental Literature	4 credits
HIST 441/ENV 441	Environmental History	4 credits

ENV 241/MEDA 230	Sustainability and American Media	4 credits
PHIL 321/ENV 321	Environmental Ethics	4 credits
SOC 102	Social Problems	4 credits

Second Cluster (complete 1 course):

BIOL 202	General Biology I	4 credits
CHEM 110	Chemistry and Your Environment	2 credits
ENV 131	Intro to Environmental Issues in Hawaii	2 credits
ENV 142	Permaculture: Design Science	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 210	Tropical Environmental Biology	4 credits
ENV 260	Oregon Natural History	4 credits
PHY 160/ENV 160	Energy and the Environment	4 credits

Third Cluster (complete 1 course):

BA 101	Introduction to Business	2credits
ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets and Governments	4 credits
POLS 224/ENV 224	Environmental Politics	4 credits
POLS 310	Markets, Politics, and Justice	4 credits
SOC 342	Consumer Society	4 credits
SOC 347/PSJ 347	Global Capitalism/Neo-Colonial Inequality	4 credits

35. Race, Protest, and Culture

Description:

In this focal study students will examine race from an interdisciplinary perspective. Incorporating historical, anthropological, and sociological approaches, they will investigate the construction of race as an identity, the history of racial oppression, and the use of culture to oppress or advance equality and civil rights. Sources will range from scholarly works to films and television shows, statistical information and music.

Instructions:

Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete two courses from the first cluster and one course from the second cluster.

First Cluster (complete 2 courses):

HIST 245	Race in Modern America	4 credits
MEDA 120	Film History and Analysis	4 credits
MUS 102	History of Jazz and Rock	4 credits
POLS 221	Politics in Literature and Film	4 credits
POLS 222/227	Civil Rights Movement	2/4 credits

Second Cluster (complete 1 course):

ANTH 202	Film, Text, and Culture	4 credits
PSY 358	Psychology of Ethnic Diversity in the U.S.	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 305	Racism and Ethnicity in Hawaii	2-4 credits
SOC 318	Racism and Ethnicity in Hawaii-Travel	2 credits
SOC 360	Critical Race Theory	4 credits

37. Paradigm Shifts in Scientific Theory

Description:

In recent history, modern science underwent radical transformation through the development of new theories that were not anticipated or predicted by the tenets of contemporary theories. As such, the advancement of human understanding in the sciences through radical new theories has been coined by Thomas Kuhn as a "Paradigm Shift." Examples of such Paradigm Shifts include the theories of Relativity and Evolution. Regardless of major, this focal study is designed to give those students with an introductory background in Physics and Biology a deeper understanding of some of the most exciting and revolutionary theories in these fields as a result of Paradigm Shifts. In addition to scientific content, this focal study will also give students an understanding of the historical and philosophical contexts involved in the development of Paradigm Shifts.

Instructions:

Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

PHY 311	Relativity I	2 credits
PHY 322	Modern Physics with Health Applications	4 credits
SCI 172	Introduction to Cosmology	2 credits
SCI 170	Introduction to Astronomy	4 credits

Second Cluster (complete 1 course):

BIOL170	Human Genetics	4 credits
BIOL 330	Genetics	4 credits
BIOL 444	Evolution	4 credits

Third Cluster (complete 1 course):

ENV 200	Introduction to Environmental Science	4 credits
PHIL 310	Philosophy of Science	4 credits

38. Environmental Stewardship

Description:
Students completing this focal study will gain scientific understanding of the human impact on the Earth. Additionally, students will study human environmental impact from contexts outside of the sciences, in order to develop well-informed opinions of what it means to be an environmental steward and how best to act as such on the individual and communal levels.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

ECON333/ENV 333	Environmental Economics	4 credits
ENV 222	Environmental Literature	4 credits
POLS 224/ENV 224	Environmental Politics	4 credits
PHIL 321/ENV 321	Environmental Ethics	4 credits
PSY 313/ENV 313	Ecological Psychology	4 credits

Second Cluster (complete 1 course):

ENV 142	Permaculture: Design Science	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 210	Tropical Environmental Biology	4 credits
ENV 260	Oregon Natural History	4 credits

Third Cluster (complete 1 course):

BIOL 202	General Biology I	4 credits
CHEM 110	Chemistry and Your Environment	2 credits
PHY 160/ENV 160	Energy and the Environment	4 credits

40. Scientific Research Ethics

Description:
The goal of this focal study is to give students interested in careers in the sciences or medicine an informed understanding of appropriate and ethical research methods. In particular, this focal study will introduce students to moral theories and give opportunity to apply them to issues related to the use of human and vertebrate subjects in scientific and medical research.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster – basic science (complete 1 course):

BIOL 202	General Biology I	4 credits
CHEM 220	General Chemistry I	4 credits
ENV 200	Introduction to Environmental Science	4 credits
PSY 150	Introduction to Psychology	4 credits

Second Cluster – ethics course (complete 1 course):

BIOL 304	Research Methods	4 credits
BIOL 495	Research	4 credits
PHIL202	Ethics and Society	4 credits
PHIL307/DS 307	Ethics, Medicine, and Health Care	4 credits
PHIL326/ENV 326	Animal Ethics	2 credits
PHY 495	Physics Research	4 credits
PSY 348	Research Methods in Psychology	4 credits
SOC 300	Introduction to Social Research	4 credits
SOC 319	Sociology of Medicine	4 credits

Third Cluster – all repeat (complete 1 course):

BIOL 202	General Biology I	4 credits
CHEM 220	General Chemistry I	4 credits
ENV 200	Introduction to Environmental Science	4 credits
PSY 150	Introduction to Psychology	4 credits
BIOL 304	Research Methods	4 credits
BIOL 495	Research	4 credits
PHIL 202	Ethics and Society	4 credits
PHIL 307/DS 307	Ethics, Medicine, and Health Care	4 credits
PHIL 326/ENV 326	Animal Ethics	2 credits
PHY 495	Physics Research	4 credits
PSY 348	Research Methods in Psychology	4 credits
SOC 300	Introduction to Social Research	4 credits
SOC 319	Sociology of Medicine	4 credits

41. Origins & Beginnings

Description:
One of the greatest human traits that sets us apart from all other life is the ability to reflect upon one's self, origin, and role in the universe. This focal study will present students with the backgrounds from varying disciplines in order to better ponder and address their own personal views on the beginnings of life and the universe.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

PHIL 309	Philosophy of Religion	4 credits
REL 140/ANTH 140	Intro to Comparative Religions	2-4 credits
REL 240/ANTH 240	Topics in Comparative Religion	2-4 credits

Second Cluster (complete 1 course):

BIOL 170	Human Genetics	4 credits
BIOL 202	General Biology I	4 credits
BIOL 444	Evolution	4 credits

Third Cluster (complete 1 course):

SCI 170	Introduction to Astronomy	4 credits
SCI 172	Introduction to Cosmology	2 credits

43. Science For Educators

Description:
In this focal study, students learn about the scientific endeavor by studying the specific content, concepts, and methods of a particular field of science as well as the historical or philosophical framework of Science. Together with an introduction to Education, this serves as a foundation for science education. Education and Learning majors would find particular advantage in this focal study since they will be helping to teach general sciences in their future classrooms.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses (minimum of 8 credits) from the second cluster.

First Cluster (complete 1):

EDUC 260	Foundations of Education	2 credits
EDUC 308	Learning Communities I: Personal Aware	2 credits
EDUC 370	School and Society	2 credits

Second Cluster (complete 2 courses; minimum 8 credits):

BIOL 160	Selected Topics for Non-Science Majors	4 credits
OR		
BIOL 170	Human Genetics	4 credits
OR		
BIOL 202	General Biology I	4 credits
CHEM 110	Chemistry and Your Environment	2 credits
OR		
CHEM 220	General Chemistry I	4 credits
ENV 200	Introduction to Environmental Science	4 credits
PHIL 310	Philosophy of Science	4 credits
PHY 110	Physics of Everyday Phenomena	4 credits
OR		
PHY 202	Introductory Physics I	4 credits
OR		
PHY 232	General Physics I	4 credits
SCI 170	Introduction to Astronomy	4 credits
OR		
SCI 172	Introduction to Cosmology	2 credits

44. American Politics, Culture, and Society

Description:
An exploration into the ways in which American institutions and cultural beliefs have structured opportunities for individuals and groups in both the present and the past.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

HIST 141	American History I	4 credits
HIST 142	American History II	4 credits
HIST 233	WWII: Global & Social Perspectives	4 credits
HIST 245	Race in Modern America	4 credits
HIST 341	American Revolution and Constitution	4 credits
HIST 361	The Reagan Era	4 credits
HIST 368	The 1990s: Origins of the Current Crisis	4 credits

Second Cluster (complete 1 course):

POLS 140	Introduction to U.S. Politics	4 credits
POLS 222/227	Civil Rights Movement	2/4 credits
POLS 301	Politics and the Media	4 credits
POLS 302	Parties and Elections	4 credits

Third Cluster (complete 1 course):

DS 200	Introduction to Disability Studies	2 credits
PHIL 303	American Philosophy	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 102	Social Problems	4 credits
SOC 208	Race: Inequality and Identity	4 credits

SOC 305	Racism and Ethnicity in Hawaii	2-4 credits
SOC 318	Racism and Ethnicity in Hawaii-Travel	2 credits
SOC 360	Critical Race Theory	4 credits
SPAN 325	Mexican-American Cultural Exploration	4 credits

*The following special topics courses may count towards the third cluster of Focal Study 44 when they are titled as below. Request approval from the Focal Studies Advisor.

ENGL 220	Chicano Literature (Lit & Hum Concerns)	4 credits
ENGL 220	Harlem Renaissance (Lit & Hum Concerns)	4 credits

46. The Science and Philosophy of the Mind

Description:
In this focal study students will explore the nature of the mind from philosophical, psychological, and biological perspectives.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from the first cluster and two courses from the second cluster.

First Cluster (complete 1 course):

PHIL 100	Introduction to Philosophy	4 credits
PHIL 207	Early Modern Philosophy	4 credits
PSY 150	Introduction to Psychology	4 credits

Second Cluster (complete 2 courses):

BIOL 170	Human Genetics	4 credits
OR		
BIOL 224	Human Anatomy	4 credits
OR		
BIOL 330	Genetics	4 credits
OR		
BIOL 340	Animal Behavior	4 credits
PHIL 314	Philosophy of Mind	4 credits
EDUC 361	Foundations of Human Development & Psychology	4 credits
OR		
PSY 216	Introduction to Psychology of Studying	2 credits
OR		
PSY 252	BIOPSY I: Introduction to Neuroscience	4 credits
OR		
PSY 314	Memory and Mind	4 credits
OR		
PSY 316	Advanced Psychology of Studying	4 credits
OR		
PSY 416	Cognitive Science	4 credits

47. Nineteenth-Century Thought, History, and Culture

Description:
This focal study introduces students to elements of Nineteenth-Century thought, history, and culture from the perspective of a variety of disciplines.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

First Cluster (complete 3 courses):

ARTHI 271	Western Art II: Renaissance-Present	4 credits
OR		
ARTHI 352	19th Century Art	4 credits

ENGL 421	The Romantic Period	4 credits
OR		
ENGL 422	The Victorian Period	4 credits
OR		
ENGL 423	19th Century American Literature	4 credits
GER 305	Music, Modernism, & Megalomania	2 credits
HIST 104	Western Civilization III	4 credits
OR		
HIST 247/GSS 247	Gender and Sexuality in Victorian America	4 credits
OR		
HIST 246	American West	2 credits
OR		
HIST 342	Civil War and Reconstruction	4 credits
MUS 101	Introduction to Classical Music	4 credits
PHIL 208	Late Modern Philosophy	4 credits
POLS 241	Latin America II: Independence-Present	4 credits

48. Book Arts: Image, Text, and Structure

Description:
Book Arts provides students with the experience of creating a book, from the idea stages to the final copy.

Instructions:
Complete at least three courses and a minimum of 10 credits. No more than two of these courses may have the same disciplinary prefix.

Complete one course from each cluster.

First Cluster (complete 1 course):

MEDA 122	Introduction to Digital Media	2 credits
ARTST 110	Basic Design	4 credits

Second Cluster (complete 1 course):

ARTST 239	The Artist Book I	4 credits

Third Cluster (complete 1 course):

ENGW 209	Creative Nonfiction	4 credits
ENGW 208	Writing Fiction	4 credits
FREN 311	Composition and Conversation	4 credits
GER 315	Advanced Grammar and Composition	4 credits
JAPN 315	Grammar and Composition	4 credits
SPAN 315	Advanced Grammar and Composition	4 credits
THEA 380	Playwriting Seminar	4 credits

49. The Study Abroad Experience
"The Study Abroad Experience" is comprised of educational experiences in and out of the classroom. By spending a semester abroad, a student will earn this focal study. This focal study prepares students for success in a globalized world by increasing their linguistic, cultural, and historical awareness of another country and its people. Students experience daily life in a culture outside of their own, and in turn, reflect on their own set of values. While abroad, students develop responsibility, adaptability, and independence, and multicultural, diverse, and global perspectives.

Instructions:
For this focal study students must earn at least 10 credits with a grade of C- or better during a semester abroad or during one semester of a year abroad.

ADMISSION

Pacific University seeks to admit students who demonstrate the skills necessary to be successful in a rigorous academic environment, with primary consideration given to academic preparation and potential for successful study at the college level. Preparation is assessed by evaluating documents such as official high school, college preparatory and college transcripts, recommendations, standardized test scores, written essays and other information submitted by applicants.

Pacific University undergraduate applications are available through the Common Application at www.commonapp.org. Students also can link to the Common App at http://www.pacificu.edu/admissions/applications/apply_undergrad.cfm. Undergraduate admission is offered on a rolling basis with an Early Action deadline of January 15 for fall of the application year. Please refer to the Common Application for all relevant undergraduate application deadlines and other pertinent details.

Information for international undergraduate applicants can be found at www.pacificu.edu/intl.

Procedures for Freshman Applicants
Submit the following:

- Completed Common Application (www.commonapp.org)
- $40 non-refundable application fee
- Personal Essay/Statement of Purpose
- Recommendation form from high school counselor, teacher or appropriate faculty member
- Official high school transcript
- Official transcript(s) from all colleges/universities attended
- Official SAT I or ACT scores

In addition, to be eligible for federal financial aid, accepted applicants must submit proof of high school completion, which can be shown through one of the following:

- a final high school transcript showing graduation date
- a high school diploma (or its equivalent) showing graduation date
- an official document showing a passing grade on the General Education Development (GED) examination
- an official document showing a passing score on an independently administered, federally approved, ability to benefit test

Procedures for Transfer Applicants
Submit the following:

- Completed Common Application (www.commonapp.org)
- $40 non-refundable application fee
- Personal Essay/Statement of Purpose
- Letter of recommendation from an academic advisor, teacher or appropriate faculty member
- Official high school transcript*
- Official transcript(s) from all colleges/universities attended
- Official SAT I or ACT scores*

* Not required of applicants who have completed at least 30 semester or 45 quarter transferrable credits by the time of application

In addition, to be eligible for federal financial aid, accepted applicants must submit proof of high school completion, which can be shown through one of the following:

- a final high school transcript showing graduation date
- a high school diploma (or its equivalent) showing graduation date
- an official document showing a passing grade on the General Education Development (GED) examination
- an official document showing a passing score on an independently administered, federally approved, ability to benefit test

Those with 60 or more semester credits (90 quarter credits) of transferrable college-level coursework earned at a regionally accredited college or university may not need to provide proof of high school completion. Contact the Financial Aid Office for more information.

Procedures for International Undergraduate Applicants
Submit the following:

- Completed Common Application (www.commonapp.org)
- $40 non-refundable application fee
- Personal Essay/Statement of Purpose
- One letter of recommendation from an academic advisor, teacher or appropriate faculty member
- Official high school transcript(s) showing graduation date
    - If an original document is not in English, a certified English translation also must be submitted
- Official transcript(s) of any college work
    - If an original document is not from an American college or university, a certified English translation and course evaluation from a company such as WES (www.wes.org) or AACRAO (www.aacrao.org) also must be submitted
- TOEFL Scores or IELTS Scores or PTE Academic Scores
    - The institutional code for TOEFL is 4601

- Financial Statement Form/Affidavit of Support from the sponsor
- Original copy of the bank statement from the sponsor that was issued within the last six months
- Copy of the information page from applicant's passport
- Additional information may be requested

For more information, contact: International Admissions, Pacific University, 2043 College Way, Forest Grove, OR 97116, U.S.A.
Phone: + 1.503.352.2218 **Fax**: + 1.503.352.2975
Email: intladmissions@pacificu.edu **Web**: www.pacificu.edu/intl
Skype: pacificu.international **Facebook**: International Admissions Facebook

English Language Proficiency Requirement
Enrolling as an undergraduate degree-seeking student requires English proficiency. This can be proven by graduating from an American high school, or by earning a TOEFL score of at least 79 (iBT), 550 (paper), or an IELTS score of at least 6.5. Pacific University offers conditional admission to applicants who meet the academic requirements for admission but have yet to satisfy the English language proficiency requirement. Contact intladmissions@pacificu.edu for more information.

Readmission
Students wishing to return after following the conditions of an approved Leave of Absence do not have to apply for readmission. Any other student, after an absence of one semester or more, must apply for readmission. The application for Readmission may be downloaded at http://www.pacificu.edu/registrar/forms. Readmitted students who have attended courses at other academic institutions during their time away from Pacific must submit official transcripts of the work to the Registrar's Office. Contact the Associate Dean for Student Academic Affairs at 503-352-2201 with questions.

Receiving Pacific Credit from External Sources
College-level work done elsewhere can earn Pacific credit. Typical situations include credit transferred from another regionally accredited college or university, College Level Examination Program (CLEP), Advanced Placement (AP) and International Baccalaureate (IB). The Registrar's Office manages this process.

Transfer Credit
Liberal Arts courses taken at accredited baccalaureate-granting or community college institutions completed with a grade of C- or higher may receive transfer credit. 1.5 quarter credits equals 1 semester credit.

Transferred courses may be used to meet degree requirements and/or satisfy major or minor requirements. Academic departments determine which courses taken elsewhere may be deemed directly equivalent to courses offered at Pacific as well as which satisfy requirements for majors and minors; individual Schools decide which courses satisfy core requirements. The Pacific GPA includes only grades earned at Pacific University.

Pacific does not grant transfer credit for vocational courses, basic computer skills courses, or college preparatory work.

College Level Examination Program (CLEP)
Credit may be granted for both subject and general CLEP examinations. Each department decides whether a specific CLEP examination may substitute for a specific course or entrance requirement.

Advanced Placement (AP)
Four credits are awarded for a score of 4 or 5 on the Advanced Placement (AP) test in any field. Actual placement in Pacific courses depends on the student's preparation and is arranged through the appropriate department. Credit previously awarded from a college or university for a high school AP course does not transfer to Pacific.

International Baccalaureate Program (IB)
Students completing the IB Diploma with a score of 30 or higher receive several benefits, including the IB Achievement Scholarship and sophomore standing. Eight semester credits also are awarded for each higher examination passed with a score of 5 or higher and four credits for standard examinations passed with 5 or higher. Credit previously awarded from a college or university for a high school IB course does not transfer to Pacific.

Acceptance Deposit
To secure a place in the incoming class, a $200 deposit is required of all admitted undergraduate students by May 1. $100 is credited to tuition charges during the first semester. The remaining $100 is placed in a general account and held until the student leaves the University. If there is a balance on the account at the time the student leaves the University, this $100 amount will be applied to the outstanding balance. Any portion remaining then will be refunded to the student. If there is no outstanding balance at the time, the $100 will be refunded in full in a timely manner.

Limited Enrollment for High School Students
Academically talented high school students may enroll as non-degree-seeking students for one course per semester on a space-available basis. Tualatin Academy at Pacific University is an option that provides tuition-free non-degree-seeking registration for select individuals on a limited basis. For information, contact the Associate Dean for Student Academic Affairs in the College of Arts and Sciences at 503-352-2201.

ACADEMIC and REGISTRATION POLICIES

Academic Responsibilities for Students
It is the responsibility of each student to be aware of and to meet the requirements for graduation, and to adhere to all deadlines, rules, and regulations published in this catalog and the student handbook. While academic advisors and college officials assist students in interpreting policies and requirements and making plans, the final responsibility for meeting requirements and adhering to policies belongs to each student.

Students may gain access to their academic records anytime through BoxerOnline. Students should monitor this information often, and consult with their faculty academic advisors, the Advising Center and the Registrar regarding their plans and progress toward program completion. Students should monitor their course schedules each semester, especially during the first week of classes, to be sure that they are registered for the correct/intended courses and sections.

Academic Conduct Policies and Procedures
Honesty and integrity are expected of all students in class participation, examinations, assignments and other academic work. Academic dishonesty (misconduct) is a violation of the Pacific University Code of Academic Conduct and will be punished according to university and college policies. Students are responsible for understanding and complying with the policies listed within individual program sections, student handbooks, course syllabi, and policy manuals. Please review the Code of Academic Conduct and Policy of Academic Integrity; direct questions to the Associate Dean for Student Academic Affairs at 503-352-2201.

Academic Misconduct Procedures
In the College of Arts and Sciences, faculty members follow the following procedures when they believe that an instance of academic misconduct has occurred. The timelines outlined herein will be adhered to unless there are compelling extenuating circumstances that would require an extension.

1. The faculty member will review the evidence to ensure that there is a preponderance of evidence supporting a charge of academic misconduct. Faculty members involved are strongly encouraged to consult with the Associate Dean for Student Academic Affairs to help determine what course of action to pursue. They may also consult with colleagues while ensuring the anonymity of the student(s) involved.
2. If the faculty member is fairly certain that academic misconduct has occurred, he or she must initiate action within five school days of discovery. The faculty member will meet with the student(s) involved as soon as possible to discuss the situation. When a faculty member believes that a student has violated the academic honesty code during the final examination period and cannot discuss the issue with the student in question (because he or she has left campus for the holiday or summer), the faculty member will assign the student an "L" grade to show that the actual grade will be turned in late.
3. If after meeting with the student(s) the faculty member believes academic misconduct occurred, the faculty member will complete and hand-deliver an academic misconduct report form to the Associate Dean for Student Academic Affairs within five school days. This form is available on the Arts and Sciences faculty resources web page (http://www.pacificu.edu/asfaculty/forms/forms.html) or through the office of the Associate Dean for Student Academic Affairs. It will contain a brief report of the incident, the sanction to be imposed, and a catalog of any supporting documentation related to the incident. The faculty member will collect all available evidence until after the appeals period in order to provide photocopies to the Associate Dean if needed.
4. The Associate Dean will send to the student(s) written notification of the determination of academic misconduct and the sanction imposed within five school days. This notice also will inform the student(s) of his or her rights to appeal the decision and of the right to examine the evidence in the case.

Student Appeals Process

1. The student may appeal the decision of the faculty member by submitting a request in writing to the Associate Dean for Student Academic Affairs within five school days of receiving his or her notification.
2. After reviewing the evidence and consulting with the student(s), the Associate Dean will determine whether or not academic misconduct occurred and, if so, will impose a sanction commensurate with the nature of the offense. Normally, the sanction proposed by the faculty member is upheld, if it is in line with University policy and no new evidence has come to light.
3. The student may appeal the decision of the Associate Dean to the Academic Standards Committee by submitting a request in writing to the Associate Dean within five school days of receiving his or her notification. The representative of the Dean's Office will not attend the hearing of the appeal. If the committee finds against the student, it normally will uphold the sanction proposed by the faculty member, if it is in line with University policy and no new evidence has come to light.

Procedure for Initiating College-level Action

1. After a case of academic misconduct has occurred, the Associate Dean for Student Academic Affairs will send a warning to the student alerting him or her that a second case may result in suspension or dismissal from the college.

2. After a second case of academic misconduct, the Associate Dean will bring the case to the Academic Standards Committee, which will consider whether to impose college-level action (suspension or dismissal) because of the multiple nature of the offense.
3. The Associate Dean may request that the Academic Standards Committee consider college-level action for a single case of misconduct, if this is warranted.

University-Level Appeals

All requests for appeals of rulings by college academic standards committees shall be submitted in writing to the Provost within ten (10) University working days after the ruling is received by the student.

Appeals must be explicitly justified for at least one of the following reasons:

1. Evidence of substantial, material error in procedure by the College Academic Standards Committee. The error must be of sufficient gravity to constitute: (1) a total departure from procedure, or (2) a defect that prevented the giving or receiving of necessary and relevant information, or (3) a lack of neutrality on the part of the hearing authority.
2. New evidence that is (1) unavailable at the time of the original hearing and (2) that is sufficient to alter the decision. Both of these conditions must be met to invoke this basis for appeal.
3. Evidence that the sanction(s) imposed was disproportionate to the severity of the violation, or that a sanction is unnecessarily extreme in light of the standard being upheld. The appellant bears the burden of demonstrating the disproportionate relationship between the sanction and the offense committed. A description of the impact of the sanction upon his/her personal circumstance without anything more is insufficient as a basis for an appeal.

Catalog Year and Graduation Requirements
Students must meet the requirements for the Core and majors and minors from the catalog from their year of original matriculation or a subsequent year.

Transfer students may select a catalog published the year prior to their matriculation, and students in the BA.Transition program may select a catalog published the year prior to their full admission into the undergraduate program, but no other student may select a prior catalog.

Students should consult with department chairs for advice if the catalog requirements for their declared majors or minors have changed.

If more than ten years has elapsed since a student's original matriculation, the original date of matriculation will be replaced by the date of re-entry in the implementation of this policy.

The Oregon Teacher Standards and Practices Commission sets requirements for prospective teachers. Students expecting to teach must satisfy those rules in effect at the time of graduation.

Class Standing

Freshman:	0-29 semester credits completed
Sophomore:	30-59 semester credits completed
Junior:	60-89 semester credits completed
Senior:	90+ semester credits completed

Academic Advising
Faculty academic advisors and the Advising Center work closely with each student to develop a sequence of courses that meets individual needs and program requirements. The Director of Academic Advising assigns faculty advisors to students upon admission and deposit. After a major has been declared through the Advising Center (by the end of the sophomore year), an advisor in that major area must be selected. Students may not register for classes until they have consulted with their advisors, and successful students generally have frequent contact with their faculty advisors and the Advising Center. Any concerns and questions about policies and procedures regarding the academic advising program should be taken to the Director of Academic Advising or the Associate Dean for Student Academic Affairs.
Students are responsible for their own academic progress. They are expected to monitor their academic records (through the Academic Program Evaluation form, BoxerOnline, and transcripts) to identify questions/concerns and ensure the records' accuracy. Students are responsible for knowing and understanding the academic programs and policies of Pacific University, for making academic decisions that are guided by the academic policies of Pacific University, for selecting advisors within their majors, for establishing meetings with their advisors and the Advising Center, and for establishing a relationship with secondary advisors as needed. For more information, see the Advising Center web page at http://www.pacificu.edu/as/advisingcenter/ and the Academic Advising Handbook at http://www.pacificu.edu/as/academic_advising_and_planning_handbook.cfm, or contact Gretchen Potter, Director of Academic Advising, Bates House, 503-352- 2201.

Attendance
Students are responsible for attending classes, participating, and completing assignments. It is expected that students will attend all course meetings and course-affiliated events. Faculty members include their attendance policies on their syllabi and may lower students' grades for

poor attendance or participation. They also may drop or withdraw students from classes due to non-attendance and/or lack of participation. Students are encouraged to inform their instructors of absence in advance. Assignment of make-up work is at the discretion of instructors.

Satisfactory Academic Progress
Satisfactory academic progress is defined by:

- A cumulative GPA at Pacific University of at least 2.0
- A GPA of at least 2.0 in the previous semester
- 12 credits of coursework credited toward graduation in the previous semester

Academic progress is reviewed by the Academic Standards Committee at the conclusion of each semester. Students who have not met all standards for satisfactory academic progress in the immediate past semester may be placed on Warning or Probation status, or suspended for one academic year. Financial Aid awarding and athletic eligibility may be affected negatively by a lack of satisfactory academic progress.

Warning
The first time a full-time student does not meet each of the above three standards s/he typically is placed on academic Warning for the subsequent semester. Students on Warning must meet with their faculty advisors, and perhaps the Associate Dean for Student Academic Affairs, for help getting back on track.

Probation
Students who have been on Warning and who fail to meet one or more of the three standards in any subsequent semester (or who have a single, egregiously poor semester record) may be put on academic Probation.

Students on academic probation are not in good academic standing and are ineligible to participate in university-sponsored activities, such as intercollegiate athletics, forensics, club sports, student media and other activities as the Dean or Associate Dean for Student Academic Affairs may direct. Academic Probation typically lasts one semester.

Suspension
Students who have been on Warning or Probation and fail to meet one or more of the three standards in any subsequent semester (or who have a single, egregiously poor semester record) may be placed on academic suspension. Suspension typically lasts one academic year, and students are not considered to be enrolled in Pacific University.

Readmission after Suspension
After the suspension period has ended, students must apply to the Academic Standards Committee for permission to apply for readmission. To gain such permission, a student must present a reasoned and compelling argument (via a formal letter) for being allowed to return to study at Pacific; such an argument might include a record of satisfactory academic work done at another institution during the period of suspension, a record of substantial employment, and a carefully crafted plan for academic improvement. Those who are readmitted after suspension are placed on Probation (see above) for the semester of their return. If a readmitted student subsequently does not meet the university's academic standards and becomes eligible for suspension, the student may be dismissed by the Academic Standards Committee.

Dean's List
The Dean's List honors students who achieve a minimum semester GPA of 3.70 with 12 or more graded credits. Grades of P/N do not count as graded credits. Students on the Dean's List receive a congratulatory letter, have their names placed on a plaque in Marsh Hall, and their hometown newspapers are notified. Each semester, only about 15-20% of our students qualify for this honor.

Graduation with Honors
Students graduating with a cumulative grade point average of 3.50 to 3.699 are designated Cum Laude; 3.70 to 3.909 are designated Magna Cum Laude; 3.91 to 4.00 are designated Summa Cum Laude.

Graduation
All degree candidates must submit an Application for Degree to the Registrar's Office to graduate. A formal Commencement ceremony is held in May only; students who are within 16 credits of completing their degrees may participate in Commencement. All students intending to participate in May's Commencement must submit the Application for Degree by January 15, regardless of when they anticipate completing their degree requirements. The Application for Degree may be submitted online via BoxerOnline (under Academic Profile).

Graduation/Persistence Data
In accordance with the Student Right To Know Act DCL of August, 1991, Pacific University is required to publish graduation and persistence rates of the cohort of first-time freshmen. While most students graduate in four years, the six-year graduation rate for the entering class of 2007 is 61.6%.

Registration
Course registration procedures are distributed each semester by the Registrar's Office, indicating when continuing students may register for classes (see Academic Calendar). In keeping with Pacific's philosophy regarding the student-advisor relationship, students must communicate with their advisors and review class selections prior to registration. They also are encouraged to meet with the Director of Academic Advising in the Advising Center for assistance in long-range planning.

New students communicate with faculty advisors during the summer advising and registration events to register for classes and must complete their initial registration no later than the fourth day of classes. Continuing students are advised in April for the summer term and fall semester and in October for the winter term and spring semester. Registration occurs at the end of those advising periods in October and April, with students registering in priority according to the number of credits earned.

Continuing students complete registration no later than the 10th day of the semester. A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the registration system. In certain cases, the University reserves the right to cancel or restrict the registration of students.

Registration Holds
In certain circumstances, students are not allowed to register for (or attend) courses. For example:

> **Records Hold**
> If a student has not provided official transcripts of all prior coursework (including a final high school transcript) by the pre-registration period in the first semester attended, a Registration Hold will be placed on the student record.
>
> **Business Office Hold**
> If a student has outstanding financial obligations to the University and has not made arrangements regarding them, a Business Office Hold will be placed on the student record.
>
> **Health Hold**
> The State of Oregon requires college students born after 1956 to provide dates of two doses of measles vaccine. If a student fails to submit the required Health History and Immunization forms prior to enrollment, a Health Hold will be placed on the student record.
>
> **Administrative Hold**
> In certain circumstances, university/college administrators (e.g. the Associate Dean for Student Academic Affairs or the Dean of Students) may enact a registration hold that precludes a current student from registering for a subsequent semester. The hold may be lifted after the student consults with the administrator.

Adding a Course
Starting the Friday prior to the start of the term, the instructor's permission, as indicated by his/her signature on the Add/Drop Form, is required to add a course. Students may add a semester-long course through the 10th day of the semester. Half-semester courses and courses offered during Winter and Summer terms have different deadlines which are posted in the online course schedule and academic calendar.

Auditing
Auditors enroll in, pay for, and attend classes, but are not required to complete assignments or take examinations. No credit is received for audited courses. Students must declare the audit option before the end of the add-drop period; once the audit option has been declared, the course cannot revert back to the graded option. See the catalog section on Business Policies on Tuition and Fees for payment information.

Dropping or Withdrawing From a Course
Students may drop a semester-long course through the 10th day of the semester without having the course appear on the transcript. After this point, and through the 10th week of the semester, students may withdraw from a course and a W is posted on the transcript. Withdrawals after the 10th week normally are not permitted unless approved by the Academic Standards Committee.

Drop/Withdrawal deadlines for half-semester courses and courses offered during Winter and Summer terms are posted on the Academic Calendar.

It is the student's responsibility to drop or withdraw formally from a course by completing the required forms and submitting them to the Registrar's office; failure to do so may result in a failing grade in the course.

Instructors may choose to have a student dropped from a course for which s/he has pre-registered but has not attended during the first two class periods of the first academic week or the first day of a three-week term.

Instructors may drop or withdraw students from classes for poor attendance, poor participation, misconduct, or for disruptive or endangering behavior that interferes with faculty members' obligations to set and to meet academic and behavioral standards in their classes. Due

process will be followed, and students may appeal such decisions to the appropriate committee or administrator. Instructors will distribute syllabi that include clear statements of policy regarding attendance, participation and withdrawing students from class. Misconduct or disruption does not apply to the content of speech or written work protected by academic freedom.

Withdrawing From All Classes
Students considering withdrawing from all classes should schedule an interview with the Executive Assistant to the Vice President of Student Life, Ingrid Unterseher (untersei@pacificu.edu), to discuss options and/or initiate the formal withdrawal process. Please note that charges/fees are pro-rated upon withdrawal (see Withdrawal/Refund policy in the Tuition & Fees section of this catalog).

Administrative Withdrawals
Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal. A statement from a healthcare provider or other documentation may be required for an Administrative Withdrawal. Direct questions regarding Administrative Withdrawals to the Dean of Students.

The Dean of Students, acting on behalf of the University, may withdraw a student from the University if the student has mental or physical health problems and/or engages in or threatens to engage in behavior that (a) poses a danger of causing physical harm to the student or to others or (b) directly and substantially impedes the activities of other members of the campus community. The procedure for these withdrawals is in accord with the guidelines of the American Psychiatric Association and Section 504 of The Rehabilitation Act of 1973. Re-enrollment is at the discretion of the Dean of Students, in consultation with appropriate health professionals.

Leave of Absence
While most matriculated students (those enrolled in a degree-seeking program) at Pacific University will enroll continuously and without interruption until they complete their degrees, occasionally circumstances arise that prevent this. Students may apply for a Leave of Absence (LOA) of up to one academic year. Contact the Advising Center at 503-352-2201.

Normal Course Loads / Overloads
Full-time status is defined as being registered for a minimum of 12 credits per term; it is expected that students will be registered full-time, although part-time status may be approved by the Associate Dean for Student Academic Affairs in special circumstances. Students may enroll in up to 18 credits with no additional tuition charges. Typical student course loads range from 14 to 16 credits. Registration for more than 18 credits requires the approval of the Associate Dean for Student Academic Affairs (503-352- 2201, Bates House). Half-time status is defined as being registered for 6-11 credits per term.

In Winter term, students may register for a maximum of 3 credits although they normally register for one 2-credit course. Students may not register for both a 2-credit course and a 1-credit course during Winter; they may, however, register for a 1- or 2-credit course along with a 1- or 2-credit internship or independent study contract (for a total of 3 credits), or two 1-credit courses. Overloads during Winter are not allowed.

Grading Policies

Grading System
Grades are recorded by letter, with the following point values:

A	4.0	Excellent
A-	3.7	Excellent
B+	3.3	Good
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Substandard
D+	1.0	Substandard
D	1.0	Substandard
F	0.0	Failure
P		Pass
L		Actual grade will be turned in late
N		No Pass
I		Incomplete
W		Withdrawal
AW		Administrative Withdrawal
X		Continuing Course
WP		Work in Progress

AU	Audit

Grade Reports
Grade reports are not mailed, but are available to students at the end of each grading period through BoxerOnline.

Pass / No Pass Option
In addition to courses requiring P/N grading, students may take one course each semester on a Pass/No Pass basis; such courses may not be used to fulfill core, major, minor, or teaching endorsement requirements. Students must declare the Pass/No Pass option before the end of the 10th week of the course, by completing the appropriate form in the Registrar's Office. Once the Pass/No Pass option has been declared the course may not revert back to the graded option. Courses graded with a P earn credit points but are not included in the grade point average. The P grade is considered to be equivalent to a C or above.

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the Associate Dean for Student Academic Affairs for approval; the form then is processed by the Registrar.

Latest Completion/Expiration Dates:

Fall semester Incompletes:	December 31 of the following year.
Winter term Incompletes:	January 31 of the following year.
Spring semester and Summer term Incompletes:	May 1 of the following year.

If agreed-upon work is not completed and no grade change submitted in the allotted period (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the Associate Dean for Student Academic Affairs.

Grade Changes
Once a course grade has been submitted (electronically or by hand) to the Registrar, it is considered final and may be changed only in the case of recording, posting, or computation errors. Faculty members submit Grade Change Request forms to the Associate Dean for Student Academic Affairs for approval.

Challenging a Course Grade
A student who wishes to challenge a final course grade should first meet with the instructor of the course to present his/her questions and concerns about the grade. If this meeting does not provide adequate closure, the student may then meet with the department chairperson; the student also may appeal to the director of the school in which the department resides. The decision of the school's director is final.

Transcripts
Students may view their academic records through BoxerOnline, or order printed or electronic transcripts through BoxerOnline or www.iwantmytranscript.com. Current students may order unofficial transcripts through the Registrar's Office.

Repeated Courses
Courses may be counted only once towards graduation requirements. If a course taken at Pacific University is repeated at Pacific University, only the higher grade is used in computing the Pacific GPA. If a course taken at Pacific University is retaken at another institution, the Pacific grade still is counted in the GPA.

Transfer Credit
Liberal Arts courses taken at accredited baccalaureate-granting or community college institutions completed with a grade of C- or higher may receive transfer credit. 1.5 quarter credits equals 1 semester credit. The Pacific GPA includes only grades earned at Pacific University.

Transferred courses may be used to meet degree requirements and/or satisfy major or minor requirements. Academic departments determine which courses taken elsewhere may be deemed directly equivalent to courses offered at Pacific as well as which satisfy requirements for majors and minors; individual Schools decide which courses satisfy core requirements.

Pacific does not grant transfer credit for vocational courses, basic computer skills courses, or college preparatory work.

Advanced Placement (AP)
Four credits are awarded for a score of 4 or 5 on the Advanced Placement (AP) test in any field. Actual placement in Pacific courses depends on the student's preparation and is arranged through the appropriate department. Credit previously awarded from a college or university for a high school AP course does not transfer to Pacific.

International Baccalaureate Program(IB)
Students completing the IB Diploma with a score of 30 or higher receive several benefits, including the IB Achievement Scholarship and sophomore standing. Eight semester credits also are awarded for each higher examination passed with a score of 5 or higher and four credits for standard examinations passed with 5 or higher. Credit previously awarded from a college or university for a high school IB course does not transfer to Pacific.

Independent Study (Learning Contract)
Students may arrange to undertake advanced and independent study in subjects not covered by regular courses through Independent Study Contracts with professors. One credit of Independent Study is equal to approximately 40 hours of contact and associated work. An independent study form must be submitted to the Associate Dean for Student Academic Affairs, complete with all prior approval signatures. http://www.pacificu.edu/registrar/forms/documents/IncompleteGradeContract.pdf

Internship Program
Students may enroll in Internships for academic credit. Internships earn one credit for each 40 hours of work, up to a maximum of 14 credits in any semester. A maximum of 17 credits of internship may be counted toward graduation. Contact the Career Development Center's Internship Coordinator at 503-352-3126 for more information. Access program information at http://www.pacificu.edu/career/links/index.cfm.

Advantage Scholars Program
The Pacific University Advantage Program offers students rigorous preparation for careers in the health professions through a combination of coursework, advising, observational hours, experiential learning opportunities, and assistance with the application process. In addition, students in the Advantage Program may apply for an early decision for admission to Pacific's health professions programs during their junior year. Advantage Scholars who successfully complete all program requirements will be offered one guaranteed interview with the Pacific University Graduate or Professional Program of their choice. Successful early-decision applicants will thus be able to complete their senior year with the knowledge that they have a space held for them in one of Pacific's graduate or professional programs, provided they continue to perform well in their coursework and meet standards. For more information, contact the program director at 503-352- 2845.
http://www.pacificu.edu/career/pathways/advantage/

Oregon Independent Colleges Cross-Registration
Pacific University participates in the Oregon Alliance of Independent Colleges and Universities Cross-Registration program, in which students enrolled full-time at any OAICU college may take a maximum of one undergraduate course per term at another OAICU campus. No additional tuition is charged for the cross-registered course by either institution, with the exception of possible overload or special course fees. A student may not cross-register for a course that is offered on his/her own campus, unless scheduling conflicts prevent taking the course. Registration is permitted on a space-available basis. For more information contact the Registrar's Office.

ROTC
Pacific University students who receive ROTC funding and wish to take ROTC coursework may do so at Portland State University. Pacific accepts up to 14 semester credits of military science coursework from PSU, excluding MS 111, 112, 113.

Under a cooperative agreement with the University of Portland, Pacific University students may participate in Air Force Reserve Officer Training Corps (AFROTC) offered on the University of Portland campus. Generally students should have at least 3 years of full-time coursework remaining for their bachelor's degree, although two-year programs are available for certain high-need areas. Scholarships are available on a competitive basis for those who qualify. For more information, see the University of Portland web site or contact the Program Counselor at the University of Portland.

Summer Sessions
Pacific University offers three intensive 3-week terms through the Summer Sessions program. Summer Sessions provide an affordable option for earning additional credits or accelerating degree completion. The Summer Sessions course list is available through BoxerOnline mid-March.

Waivers of or Exceptions to College Academic Policies and Regulations
Students may seek waivers of or exceptions to college requirements or policies in extraordinary circumstances, upon consultation with their advisors, by petitioning the Academic Standards Committee. Information on the process may be obtained from the Associate Dean for Student Academic Affairs. Course or requirement waivers do not reduce the number of credits needed to graduate.

Waiver of Departmental Requirements and Prerequisites
Students may appeal to academic departments to waive requirements for a major or minor; the department may waive requirements if it is satisfied that the student has already achieved the knowledge expected. Similarly, prerequisites may be waived at the discretion of the instructor. Course waivers do not reduce the number of credits needed to graduate.

TUITION AND FEES

Annual (two 14-week semesters)	$36,184*
Semester (one 14-week semester)	$18,092*

Part-time, per credit (1 through 11 credits)	$1,508
Summer session, per credit	$792
Audit, per semester hour	$450

Pacific University welcomes the diversity of age and experience that older students bring to the campus. Anyone 55 or older may audit one traditional undergraduate class per semester without a tuition charge, on a space available basis. No credit is given for audited courses.

FEES

Student Government/Activities**	
Annual	$212
Semester	$106
Health service**	
Annual	$228
Semester	$114
Technology**	
Annual (Fall, Spring & Summer)	$384
Fall & Spring semesters	$167
Summer session	$50
Recreation**	
Annual	$66
Semester	$33
Medical Insurance**	
August 15, 2013 to August 14, 2014	$1844
August 15, 2012 to August 14, 2013	$1551
Music, Private Lessons	
12 half-hour lessons, 0.5 credits	$325
12 one-hour lessons, 1.0 credits	$650
Organ practice rental per semester	$50
Student Orientation Fees	
New Student Orientation	$100
Transfer Orientation	$55
Voyages	
Varies by course	$300 to $500
Study Abroad	
Semester	$250

* Overloads: Between 12-18 credits tuition charges remain at the 12-credit level. Permission is required to be enrolled in more than 18 credits; students are charged full-time tuition, plus the part-time per-credit charge for each credit above 18.

** Applies to students enrolled in 1 or more credits for the semester. During Summer session, the technology fee applies to students enrolled in 3 or more credits.

Note: Students with delinquent accounts are not eligible to register for the following semester.

ROOM and BOARD

Room and Board are billed twice per year, in Fall semester and in Spring semester. Residents living in university housing for the duration of both semesters may enjoy the Winter term at no additional room charge. However, those choosing to vacate housing prior to the end of the Spring semester or those not housed during the Fall semester will be charged the standard weekly rate for a room on a prorated basis for the month of January. Board charges will be prorated at the weekly standard rate based on the board calendar. All changes in housing status must be approved by the Housing and Residence Life Office.

If residential students apply and are accepted to remain for holiday housing (between end of Fall classes and beginning of Winter I classes), additional housing fees will be required.

Room Rates (each person per semester)

Clark, McCormick, Walter, and Cascade

Double, or Quad w/4 persons:	$2,842
Deluxe Double (Cascade Hall only)	$3,000
Single:	$3,100
Double Suite/Quad Suite:	$3,200
Single Suite:	$3,390
2 or 3 person Apt w/kitchen/double bedroom:	$4,060
3-person Apt w/kitchen/single room:	$4,250

Burlingham or Gilbert Halls

4 or 6 person apt/double bedroom:	$3,616
4 or 6 person apt/single bedroom:	$3,932
3 or 4 person suite/double bedroom:	$3,492

Vandervelden Court

2 person Apt/single bedroom	$3,362
4 person Apt/single bedroom	$3,450
Studio (one available):	$3,810

Board Rates

A number of options allow students to select a meal plan that best suits their needs. The cost of the options is the same for each meal plan: $5,432 per year; $2,716 per semester. Students may change meal plans during the first two weeks of the Fall and Spring semesters.

Block Meal Allowance
Purchase a number of blocks at the start of the semester; one block is subtracted each time you dine for dinner and weekend brunches. For breakfast and lunch, you also may use a block for designated menu items both in the RFoC dining room and the Boxer Bistro.

Declining Balance Dining Dollars
Dining Dollars work like a pre-paid debit card that lets you supplement your block meal allowance and can be used at all Pacific University Dining Services locations on campus for meals, snacks or other grocery items.

Meal Plan 1
Fall semester: 115 Block Meals + $500 Dining Dollars
Spring semester: 115 Block Meals + $500 Dining Dollars

Meal Plan2
Fall semester: 192 Block Meals + $350 Dining Dollars
Spring semester: 192 Block Meals + $350 Dining Dollars

Meal Plan 3
Fall semester: 234 Block Meals + $250 Dining Dollars
Spring semester: 234 Block Meals + $250 Dining Dollars

Meal Plan 4
Fall Semester: 302 Block Meals + $200 Dining Dollars
Spring Semester: 302 Block Meals + $200 Dining Dollars

CALENDAR

http://www.pacificu.edu/as/calendar/

MAJORS AND PROGRAMS

ANTHROPOLOGY-SOCIOLOGY

Jessica Ritter, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Jessica Hardin, Moriah McSharry McGrath, Jana Peterson-Besse, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead

The Anthropology-Sociology major is offered through the Department of Sociology, Anthropology, and Social Work. Also offered through this department are majors in Sociology and Social Work. Minors are available in Sociology, Anthropology, Comparative Religion, and Indigenous Studies.

The major in Anthropology-Sociology recognizes that both fields share a common philosophical and theoretical history. Both share a concern for the social and cultural conditions of human life. The fundamental aims of the major in Anthropology-Sociology are to provide students with the analytical perspectives for the systematic understanding of human social and cultural existence and to prepare students for graduate education and professional employment in which cultural diversity and cross-cultural understanding is essential.

Students who successfully complete majors in Anthropology-Sociology have the ability to carry out independent senior research projects and to present projects in coherent oral and written form to be evaluated by peers and by the faculty. Students also have the ability to carry out similar collaborative projects. It is presumed that these abilities are a foundation for one's life and career.

In order to do this, students must possess the following:

- an ability to exercise anthropological imagination - observing the relationship between individuals and historical, cultural and social forces
- an ability to perceive the general in the particular - how one's particular life experiences are shaped by the general categories of class, age, race, ethnicity, gender, religion and subculture
- a fundamental understanding of the important theoretical constructs of the discipline
- a fundamental understanding of the basic scientific methods of the discipline, both quantitative and qualitative, and an ability to choose the appropriate methodologies for one's work
- an ability to understand and to use data and statistics

Anthropology: Requirements for the Major
A major in anthropology-sociology must complete the following core courses with a grade of C- or better and maintain a 2.0 average in the major. These same standards apply to the minor in anthropology.

ANTH 101	Introduction to Anthropology	4 credits
SOC 300	Methods of Social Research	4 credits
SOC 301	Social Statistics	4 credits
ANTH 323	Junior Seminar	2 credits
One of the following:		4 credits
SOC 414	Sociological Theory	
ANTH 317	Sociology of Popular Culture	
ANTH 494	Senior Thesis I	2 credits
ANTH 495	Senior Thesis II	4 credits
Three additional Anthropology courses, at least one of which at the 300-level or higher		12 credits
Three additional Sociology courses at the 200 level or higher		12 credits

TOTAL: 48 credits

Anthropology: Requirements for the Minor

ANTH 101	Introduction to Anthropology	4 credits
SOC 300	Research Methods	4 credits
Three additional upper-division courses in Anthropology		12 credits

TOTAL: 20 credits

COURSES

ANTH-101 Introduction to Anthropology
The character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples. Offered annually. 4 credits.

ANTH-140 Introduction to Comparative Religions
Comparative study of major world and selected regional religions with an emphasis on the analysis of beliefs, rituals, symbolism and social organization. Also listed as REL 140. Counts toward core requirement: Comparative Cultural, Diverse Perspectives, and/or International Perspectives. 4 credits.

ANTH-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

ANTH-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ANTH-202 Film, Text, and Culture
This course examines the use of film, photography and text as data collection methods and representations for ethnographic research. Methodological and epistemological issues are explored in a comparison of ethnographic documentaries. As part of the course requirement students are expected to complete short observational and photographic projects. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits.

ANTH-210 Mesoamerican Cultures
A survey of early Mayan and Aztec societies, how they fared under Spanish Colonial rule and their contemporary lives. The course focuses upon indigenous peoples, examining their articulation in contemporary states in relation to ethnic consciousness and cultural processes. Prerequisite: ANTH 101, SOC 101, or SOC 102. Counts toward core requirement: Comparative Cultural or International Perspectives. Biennially. 4 credits.

ANTH-220 Introduction to International Studies
This course is designed to familiarize students with some of the many interpretive and methodological approaches used by scholars in the growing field of International Studies. The course uses an interdisciplinary approach to understand the global flow of people and commodities as well as some key events and institutions that shape contemporary power relations. Also listed as IS 220. 4 credits.

ANTH-239 Introduction to Indigenous Studies
This course is an introduction into the cultural and social practices of the indigenous peoples of North America, Hawaii and Polynesia, and Caribbean cultures. The course is designed to introduce students to the place of Indigenous cultures in the context of the broad inquiry of the nature of political power, colonial settlement and global contact. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Diverse Perspectives. 4 credits.

ANTH-240 Topics in Comparative Religion
A class on topics of current interest in comparative religions. See department for current course description. Also listed as REL 240. Counts toward core requirement: Comparative Cultural, Diverse Perspectives, and/or International Perspectives. May be repeated for credit. 4 credits.

ANTH-241 Introduction to World Music
Through lecture, discussion, structured listening and participation, students will explore various music cultures throughout the world including those in Japan, Eastern Europe, Latin America, Africa, Indonesia and India. In addition, the course includes an examination of Afro-American and Native American music as well as other less commonly known North American forms and genres. Also listed as MUS 241. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

ANTH-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ANTH-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ANTH-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

ANTH-299 Field Experience
A course for students who wish to combine anthropology and their service learning experiences through the Humanitarian Center. May be repeated for credit. 1-2 credits.

ANTH-301 Research Methods in Anthropology
Helps students critically evaluate anthropological methods and their own fieldwork strategies. Explores ethnographic fieldwork and methods through an analysis of the nature of social practice as it is reflected in the anthropological literature. Ethnographic methods include participant observation, survey skills, interviewing skills, careful attention to language and the ethical dimensions of research. Students have the opportunity to apply these methods in research projects in the local community. Prerequisite: 8 credits of ANTH or SOC. Biennially. 4 credits.

ANTH-310 Doing Ethnography
This course involves the study and practice of the complex craft of ethnography. Students will read, analyze, and critique ethnographies in conjunction with the critical review and analysis of influential social, literary, and ethnographic theories. The production of an ethnography, involving primary field research, a literature review, and social/cultural analysis is a crucial component of the course. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

ANTH-317 Sociology of Popular Culture
This course gives a sociological look at the relationship between the many forms of popular culture and social life. What does the term "popular culture" really mean and what implications does it have for our lives? This course will attempt to answer this question through the exploration of four themes. First, we will explore the concept of popular culture and apply it to domestic and international audiences. Second, we will explore many facets of the concepts of high and low culture, highlighting the cultural, economic, and geopolitical aspects of these "modern" phenomena. Third, we will examine how the grammar of television, music, and film can have multiple social, political, and economic effects. Fourth, as popular culture today is truly a global phenomenon, we will explore some of the most relevant issues as they pertain to the international consumption of art, film, music, and reading materials. Also listed as SOC 317. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits.

ANTH-320 South American Traditional Societies
Ethnographic studies of the social, economic and political forms of small-scale non industrial societies. This class looks at a variety of cultural systems from the Amazon Basin to the Andes, during historical and contemporary times. Prerequisite: 8 credits of ANTH or SOC. Counts toward core requirement: Comparative Cultural or International Perspectives. Biennially. 4 credits.

ANTH-323 Junior Seminar
Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific; for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above (60 or more completed credits) and declared Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits.

ANTH-340 Symbolism, Myth and Ritual
Anthropological approaches to the study of myth, ritual and symbols which focus upon cultural meaning. Examines the nature of myth and ritual in a variety of cultures. Prerequisite: Two 200-level courses in ANTH or SOC. Counts toward core requirement: Comparative Cultural. Biennially. 4 credits.

ANTH-344 Preparation for Culinary Travel
This course explores the relationship between cuisine and culture with an emphasis on cultures outside the United States. Students complete a series of orientation sessions as well as a full semester of class work. Students read a collection of essays that will prepare the student to tour a particular food and wine producing area and to connect local and regional cultures with food preparation and cuisine. Specific travel destinations and focus of the course will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Also listed as SOC 344. Prerequisite: Sophomore standing or above (30 or more completed credits) and 4 credits from ANTH or SOC at 200-level or above. Appropriate language classes are encouraged. IS 201 is encouraged. Instructor's consent is required. Counts toward core requirement: International Perspectives core requirement. 2 credits.

ANTH-345 Culinary Travel
This travel course explores the relationship between cuisine and culture. Students tour a variety of food and wine producing areas and connect local and regional cultures with food preparation and cuisine. Specific travel destination will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Also listed as SOC 345. Prerequisite: Sophomore standing or above, 4 credits from ANTH or SOC at 200-level or above. Appropriate language classes are encouraged. IS-201 is encouraged. Instructor's consent required. Counts toward core requirement: International Perspectives. 2 credits.

ANTH-350 Landscape and Memory
This class brings together work across the disciplines of anthropology, sociology, social history and geography in order that we might consider the cultural consequences of landscape, with regard to the anthropological notion of place and senses of place. In the course we investigate how environments create and are created and understood by local cultures. Prerequisite: 4 credits from 200-level ANTH or SOC. 4 credits.

ANTH-355 Special Topics
See department for course description. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140, or REL 140. Credits: 1.00 - 6.00

ANTH-356 Culture, Cuisine and Class
Explores people's relationship to food with regard to the environment, gender, class structure and the increasing globalization and homogenization of food. Of particular importance are the cultural influences on cuisine as food plays a social, symbolic and political-economic role across cultures. Also listed as SOC 356. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

ANTH-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

ANTH-450 Directed Research in Anthropology
Directed Research in Anthropology allows students of advanced standing to participate in a research project with an anthropology faculty member in order to gain practical experience in the conduct of ongoing professional-level sociological research. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. May be repeated for credit, up to 6 credits total. 1-4 credits.

ANTH-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

ANTH-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

ANTH-494 Senior Thesis I
The focus is to assist students in selecting an area of interest from which to draw an independent research project, to do an initial literature review, to develop a theoretical framework, and to develop a research methodology for the senior research project. Prerequisite: 16 credits of ANTH or SOC including ANTH 301 or SOC 300. Offered Fall semester. 2 credits.

ANTH-495 Senior Thesis II
Student-conducted individual research/theoretical project. Faculty supervised. Prerequisite: ANTH 494. 4 credits.

APPLIED SCIENCE

James Butler

The Applied Science major leads to a well-rounded, cross-disciplinary degree in science, well-suited for students seeking technical employment in areas where a cross-disciplinary background in science is desirable. The major also offers good preparation for students entering certain health related fields. Applied Science may be appropriate for students interested in teaching Middle School or High School science with an Integrated Science endorsement; interested students should consult with the College of Education about additional requirements.

Applied Science: Requirements for the Major

Two minors from among the following:

- Applied Physics
- Biology
- Chemistry
- Computer Science
- Environmental Science
- Exercise Science
- Mathematics

<u>One of the following:</u>

MATH 207	General Elementary Statistics	4 credits
MATH 226	Calculus I	4 credits

<u>One of the following:</u>

CS 150	Introduction to Computer Science I	4 credits
CS 130 and CS 230	Software Tools	4 credits
MATH 301	Mathematical Modeling	4 credits

At least 28 credits of courses numbered 300 or higher from among BIOL, CHEM, CS, EXIP, ENV (Science courses only), MATH, PHY. These courses should be selected to meet specific career or interdisciplinary goals and require approval of the Natural Sciences Division curriculum committee (currently, department chairs from the above mentioned departments). No more than 4 credits of internship may be counted toward this total.

SCI 490	Applied Science Senior Capstone	2 credits

COURSES

SCI-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

SCI-170 Astronomy
A survey of astronomy, including the solar system, stars and stellar evolution, galaxies, cosmology, astronomical instruments, and space science. Evening observing sessions. 4 credits.

SCI-172 Introduction to Cosmology
Recent discoveries in astronomy are shedding light on some of the biggest questions we can ask: Does space go on forever, or does it have an end somewhere? Has the universe always existed, or did it have a beginning? Where does the matter that makes up our bodies come from? What will be the fate of our universe in the future? This course provides an overview of what science has to say about these kinds of questions, and an introduction to the methods used to gain this knowledge. Class discussions and assignments will help you develop your own personal perspective on how you connect to the big picture, guided by information from modern scientific cosmology. 2 credits.

SCI-190 Engineering Passport
An introduction to the fields of engineering, with an emphasis on the methods of problems solving and the nature of employment in these fields. Course activities include presentations, discussions, guest lectures, field trips, and problem-solving exercises. 1 credit.

SCI-200 Material Science for Makers
Through the lens of cultural values, this interdisciplinary course introduces students to relationships between art, craft, design, and science as applied to processes and materials used for the production of functional objects such as tools, tableware, and clothing. Throughout history, scientific and empirical approaches have been used outside of the laboratory by artisans and craftspeople to improve our food, tools, and shelters for the benefit of our health and well-being. In this course, students will use the scientific method in their work as they explore how science and culture inform and influence our choices and treatment of physical materials used to make the things we need. We will evaluate these choices for their utility and investigate the materials and processes of making using the scientific frameworks of physics and chemistry. We will also assess methods of production while considering issues of sustainability and environmental stewardship. Using Japanese culture as a unifying thread through lecture, reading, written reflection, and hand's on making, students will explore attitudes towards consumption and the science behind the processes of making objects of use in indigenous, traditional, and industrial cultures. Through the course of the semester, students will complete a simple sheath knife, a raku tea bowl, and a shibori-dyed article of clothing. The course will be team taught by faculty from both the School of Natural Sciences and the School of Humanities. Corequisite: HUM 200. 2 credits.

SCI-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

SCI-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

SCI-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

SCI-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

SCI-490 Applied Science Senior Capstone
Serves as the capstone course and project for students majoring in Applied Science. Students will design and complete a capstone project that includes independent study and analysis of experimental or scientific literature. Examples of acceptable projects include a focused review of the literature that results in an original interpretation of novel applications; a pedagogical project for students interested in pursuing a career in teaching; a project based on community service that uses innovative application of scientific principles and technology; an internship at a government laboratory or an industrial site. All projects culminate in a written paper, and public presentation. Prerequisite: Senior standing, declared Applied Science major, and 14 credits of relevant upper division coursework. Instructor's consent required. 2 credits.

SCI-495 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ART/ART HISTORY

Doug Anderson, Chair; Jim Flory, Junko Iijima, Terry O'Day, Rebecca Twist

In today's world, the well-rounded and liberally educated individual is increasingly in demand. The truly educated person has a broad background. The art department at Pacific University is equipped to provide students with a strong conceptual base, expressive direction, and instruction in artistic processes and techniques as well as an art historical education. Through the tactile and visual nature of art, the faculty tries to integrate the consciousness of personal or social expression into every liberal arts and professional student. The art department offers the opportunity for a major or minor, concentrating in either a two- or three-dimensional emphasis for the working artist. Other opportunities include a Major or Minor in Art History, an integral Fine Arts curriculum, or a focus in Graphic Arts and Media Arts by the availability of a double major or major/minor in the Art and Media Arts departments.

The art department's mission is to provide majors and non-majors with a diversity of experiences that encourage students to develop critical thinking skills that promote lifelong, creative discovery. As such, students explore the values and curricular goals of the university within the disciplines of art and art history in order to engage in today's society with self-reflection and diverse perspectives in a creative and analytical expression.

Overall, the Art Department at Pacific University seeks to prepare art students for:

- finding creative solutions through innovation, experimentation and exploration
- developing a lifelong interest, appreciation and understanding of art
- pursuing a life of creative involvement in expressive and technical processes
- being literate in the language of art - reading, writing, and speaking related to the expressive processes and terminology
- expanding ability to critique creative projects by one's self and with others
- broadening the awareness of art history and cultural heritage
- using technologies related to one's areas of interest
- increasing the nature of human perception, motivation and creation as a necessity for personal growth and well-being
- doing independent and collaborative artistic and historical research and projects
- discovering the relationships among the arts, other academic disciplines, and the world
- undertaking graduate study in art or art history
- pursuing expressive directions for individual creative growth, as well as careers in art or art history

Studio Art

The art department is committed to presenting students with a relevant, liberal arts based program that encourages innovation, experimentation and curiosity. The students learn to create expressive, well-crafted artwork that explores concepts as well as to understand the historical, contemporary, and theoretical contexts of art. In addition, the art students investigate the relationship of the visual arts with other disciplines, communities, and cultures, including our own art world in Portland and the Northwest. In the wide selection of studio courses offered at Pacific, students are also able to experiment in a variety of art forms and media, according to individual creative interests.

Students wishing to graduate with a B.A. in Studio Art must successfully complete a Senior Capstone. The senior capstone experience requires art majors to create a mature and consistent body of original artwork developed in consultation with a Capstone Advisory Committee during Studio Production courses in the senior year. The artwork will be exhibited in a professional manner in the Kathrin Cawein Gallery during the spring semester of their senior year. Students are also required to give a public lecture about their artwork and its conceptual framework on Senior Projects Day. A digital portfolio of the each student's capstone work is also required. Students considering graduate school in art should consider taking additional art history courses. All art majors must complete all core requirements and maintain a 3.0 average, with no class below a C- in the major.

Pacific University offers a unique opportunity for students to enroll in art courses not offered at Pacific at The Oregon College of Arts and Crafts located about twenty minutes from campus. Students are encouraged to enrich their creative experiences at Pacific with the cross registration of courses at the Oregon College of Arts and Crafts through The Alliance of Independent Colleges and Universities. Please see the chair of the art department for details.

Studio Art: Requirements for the Major

Core	**14 credits**
ARTST 110 Basic Design	4 credits
ARTST 119 Intro to Digital Imaging	2 credits
Drawing Class (from below list)	4 credits
ARTST 210 Drawing I: Expression and Observation (4 cr)	
OR	
ARTST 203 **and** 204 Introductory Drawing and Drawing in Location (4 cr)	
ARTST 390 Studio Art Seminar: Concepts in Art	2 credits
ARTST 496 Exhibition Techniques	2 credits
ART HISTORY:	**12 credits**
ARTHI 270 **and** 271 Western Art I / II	8 credits
Any 300 level Art History Course	4 credits
Concentration	**12-14 credits**
100 or 200 level courses in medium concentration	2-8 credits (see below)
300+ level courses in medium concentration	4-8 credits (see below)
Capstone	**2 credits**
ARTST 492 Studio Production I	1 credits
ARTST 493 Studio Production II	1 credits
Studio Electives	**8 credits**
Any Additional Studio courses outside of concentration (with a minimum of 4 upper-division credits)	

TOTAL: 48 credits

Restriction: All art majors must complete the major with a 3.0 average, and with no class below a C-.

Available Concentrations:

Artist Books
- ARTST 239 (4 cr.)
- ARTST 339 (8 cr.) *(*this will take 3 yrs because of course rotations)*

Ceramics
- ARTST 240 (4 cr.)
- ARTST 245 (4 cr.)
- ARTST 340 or ARTST 345 (4 cr.)

Drawing
- ARTST 220 (4 cr.)
- ARTST 310 (8 cr.)

Jewelry
- ARTST 260 (4 cr.)
- ARTST 265 (4 cr.)
- ARTST 360 or ARTST 365 (4 cr.)

Painting
- ARTST 220 (4 cr.)
- ARTST 320 (8 cr.)

Photography
- ARTST 228 (2 cr.)
- ARTST 326 (4 cr.)
- ARTST 356 (4 cr.)
- ARTST 426 (4 cr.)

Printmaking
- ARTST 230 (4 cr.)
- ARTST 233 (4 cr.)
- ARTST 330 or ARTST 333 (4 cr.)

Sculpture
- ARTST 225 (4 cr.)
- ARTST 325 (8 cr.) *(*this will take 3 yrs because of course rotations)*

Stained Glass
ARTST 250 (4 cr.)
ARTST 350 (8 cr.)

Photography: Requirements for the Minor

Designed for non-Art majors who are interested in a concentrated study of photography within the Art department. Minors must include at least 8 credits at 300-level or above.

ARTST 228	Photo I: Introduction to Photography	2 credits
ARTST 326	Photo II: Intermediate Photography	4 credits
ARTHI 271	Western Art II: Renaissance to Present	4 credits

12 credits from the following:

ARTST 119	Intro Digital Imaging	2 credits
ARTST 217/317	Digital Art I/II	4 credits
ARTST 218/318	Digital Illustration	4 credits
ARTST 227/327	Photography Field Class	2 or 4 credits
PHIL 304	Philosophy of Art	4 credits
ARTST 356	Color Photography	4 credits
ARTST 426	Photo III: Advanced Photography	4 credits

TOTAL: 24 credits

Color Photography and Advanced Photography are taught every other year. Photography in Hawaii alternates every 2-3 years. Students should check to see when courses are offered.

Studio Art: Requirements for the Minor (for non-art majors)
This minor can be structured to enhance a number of academic majors and to provide creative options to both the liberal arts and professional programs of study.

ARTHI 105	Foundations in Art	4 credits
ARTST 110	Basic Design	4 credits
ARTHI 270-280	Art History	4 credits
Electives: Selected additional arts courses, 8 credits of which must be upper-division		12 credits

TOTAL: 24 credits=

Scientific Illustration: Requirements for the Minor
Designed both as a complement to the biology major and for students in any major interested in observational drawing and the natural world.

ARTST 210 or 211	Drawing I, Expression and Observation or Observational Drawing I	4 credits
ARTST 310 or 311	Drawing II, Expression and Observation or Observational Drawing II	4 credits
ARTST 235	Illustration I	4 credits
ARTST 119 or 218	Intro Digital Imaging or Digital Illustration I	4 credits
BIOL 202	General Biology I	4 credits

Any 2 of the following, at least 4 credits of which must be upper-division:

BIOL 145	Marine Bio for Non-science Majors	
BIOL 224	Human Anatomy	
BIOL 316	Plant Biology	
BIOL 345	Marine Biology	
BIOL 350	Principles of Development	
BIOL 410	Invertebrate Zoology	
BIOL 420	Vertebrate Zoology	
HUM 339	History of Science	
ENV 260	Oregon Natural History	6-8 credits

TOTAL: 26-28 credits

Art History

The discipline of Art History is central to a liberal arts education because it unites the visual arts with numerous fields in the humanities, such as history, politics, religious studies, philosophy, anthropology, archaeology, sociology, gender studies, and literature. As such, art history is interdisciplinary and will enrich the life of any student regardless of major.

Art history is the study of visual culture in its historical and theoretical contexts. It goes beyond merely studying artistic styles and aesthetic theories to exploring a variety of cultures, geographic areas, and time periods, in both western and non-western art, as well as a variety of broad thematic issues to present art history within a global perspective. Through the study of art history, the student can realize the impact of visual culture on the formation of human values, beliefs, creativity, and identity in diverse civilizations as well as for oneself in contemporary society.
Students who major in art history or take art history classes develop skills that enhance their achievements as students and scholars and cultivate skills that are highly valued by employers. These skills include: critical and creative thinking; oral, written, and visual communication skills; problem-solving techniques; the ability to work effectively individually and collaboratively; ability to analyze and interpret using independent thinking; and research and synthesis. The study of art history also inspires students to interact with their visual culture and community through the visitation of local galleries, museums, and art shows, as well as traveling abroad to pursue that interaction with other global communities.

The study of art history prepares students for advanced degrees in graduate school as well as employment in galleries, museums, arts administration, art criticism, nonprofit organizations, art centers and institutions, conservation, archivist, and art education, depending on their skills and experience. Students who are considering graduate work in art history are encouraged to study a foreign language beyond the 102 level. Students who are interested in the field of art conservation may wish to pursue a Chemistry minor. All art history majors must complete all core requirements and maintain a 3.0 average, with no class below a C- in the major.

Art History: Requirements for the Major (42-44 credits)

Core Art History Requirements (20 credits)

ARTHI 270 Western Art I: Paleolithic-Gothic	4 credits
ARTHI 271 Western Art II: Renaissance-Present	4 credits
ARTHI 276 Art & Architecture of Asia: India, China, Japan	4 credits
ARTHI 385 Art Theory, Methodology & Seminar	4 credits
ARTHI 493 Senior Seminar I	2 credits
ARTHI 494 Senior Seminar II	2 credits

Art History 200/300 Electives (12 credits)

ARTHI 280 Women in Art	4 credits
ARTHI 342 Islamic Art & Architecture	4 credits
ARTHI 352 19th Century Art	4 credits
ARTHI 362 Modern Art: 1900-1960	4 credits
ARTHI 372 Contemporary Art: 1960-Present	4 credits
ARTHI 382 Special Topics in Art History	4 credits
ARTHI 475 Career Internship in Art	4 credits

Any Two Studio Art courses (6-8 credits)

Interdisciplinary Electives (4 credits)

ANTH/REL 140 Introduction to Comparative Religions
ANTH/REL 240 Topics in Comparative Religions
ANTH 210 Mesoamerican Cultures
ANTH 340 Symbolism, Myth and Ritual
ARTST/ENV 246 Eco-art 1
ENG 227 Introduction to World Literature
ENG 421 The Romantic Period
ENG 422 The Victorian Period
GSS 303 Advanced Feminist Theory
HIST/GSS 247 Gender & Sexuality in Victorian America
HIST 111 Foundations of East Asia
HIST 112 East Asia
HIST 113 Islamic Mid-East 570-1300
HIST 211 Japan Past & Present With Film
HIST 142 American History
HIST 212 China Past & Present With Film
HIST/POLS 239 Latin America I

HIST/POLS 241 Latin America II
HIST 246 American West: History, Memory and Popular Culture
HIST 300 Ancient World to AD 400
HIST 301 Medieval World 400-1500
HUM 206 Latin America
HUM 207 German Film in English
HUM 213 Introduction to Japanese Literature
HUM /THEA 353 Traditional Japanese Theater
HUM 339 History of Science
MEDA 120 Film History and Analysis
MEAD 303 Experimental, Studies and Practice
MEDA 306 Animation, Studies and Practice
ANTH/MUS 241 Introduction to World Music
MUS/REL 341 Music in World Religions
PHIL 205 Ancient Philosophy
PHIL 206 Medieval Philosophy
PHIL 304 Philosophy of Art
PHIL 305 Asian Philosophy
PSJ 225 Middle East
TOTAL: 42-44 credits

Art History: Requirements for the Minor (24 credits)

Required: (16 credits)	
ARTHI 270 Western Art I: Paleolithic-Gothic	4 credits
ARTHI 271 Western Art II: Renaissance-Present	4 credits
ARTHI 372 Contemporary Art	4 credits
Any 300 level art history elective course	4 credits
Choose one of the below: (4 credits)	
ARTHI 276 Art & Architecture of Asia: India, China, Japan	4 credits
ARTHI 280 Women in Art	4 credits
Any Studio Art Course (4 credits)	4 credits

TOTAL: 24 credits

COURSES

ARTHI-105 Foundations in Art
This course will present an historical survey. The survey will also be enhanced by additional art projects and guest speakers to help students appreciate how different art media are used in different cultural contexts. This is a comprehensive introduction to both art history and studio art. 4 credits.

ARTHI-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

ARTHI-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ARTHI-270 Western Art I: Paleolithic - Gothic
This course surveys the history of Western art from pre-history to the Gothic era, focusing particularly on the social, political and religious contexts in which this work was created. Through an examination of major monuments, artists and movements, students will gain a greater understanding of the general development of art in the Western world, as well as a familiarity with the basic vocabulary and methods of art analysis. 4 credits.

ARTHI-271 Western Art II: Renaissance - Present
This course surveys the history of Western art from the Renaissance to the present day, focusing particularly on the social, political and religious contexts in which this work was created. Through an examination of major monuments, artists and movements, students will gain a greater understanding of the general development of art in the Western world, as well as a familiarity with the basic vocabulary and methods of art analysis. 4 credits.

ARTHI-276 Art & Architecture of Asia
This course is a selective survey of the architecture and visual arts of Asia, focusing primarily upon the artistic traditions of India, China, and Japan from prehistory to the turn of the twentieth century. Major artworks, monuments, and themes will be examined and interpreted using various analytical and contextual perspectives (such as formal, functional, iconographic, sociological, cultural, historical, political, and religious) in order to construct an understanding of their significance in an Asian cultural context. Counts toward core requirement: International Perspectives. 4 credits.

ARTHI-280 Women in Art
This course is designed to explore the place of women in art, by investigating both the image of women in art and women as artists. It will explore women's relationship to art at different times and in different cultures. The goal of the class is to shine light on material that often has been overlooked by the traditional art history canon. Feminist theory class desirable. Also listed as GSS 280. Meets Gender & Sexuality Studies minor requirement. 4 credits.

ARTHI-282 Special Topics in Art History
This is a special topics course focusing on the specific interests of students and faculty, including thematic courses and in-depth studies of particular artists, movements, and cultures from throughout the history of art. May be repeated for credit as topic varies. 2 or 4 credits.

ARTHI-342 Islamic Art and Architecture
This course provides students with a general introduction of Islamic art and architecture from the 7th through the 18th century. It examines selected characteristic works of art and architecture from the formative periods to the later periods with distinctive regional expressions. The discussion will cover a variety of media and techniques including architecture, architectural decoration, metal work, ceramics, and the arts of the book, both from the religious and secular realms. Students will explore the meaning and functions of art created within specific religious, social, political, historical, and artistic contexts in order to understand the significance of the visual culture in the Islamic context. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: International Perspectives. 4 credits.

ARTHI-352 19th Century Art
This course is a contextual examination of the development of painting, sculpture, photography, and other arts from the late 18th-century to the end of the 19th-century, focusing upon North American and European movements. It explores the meaning and functions of the visual arts created within specific social, political, historical, and artistic contexts. In particular, this course studies how artists responded to the developments of the 19th century that led to the rise of modernism and the avant-garde. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

ARTHI-355 Special Topics in Art History
See department for course description. Credits: 1.00 - 6.00

ARTHI-362 Modern Art: 1900-1960
This course is a contextual history of Modern art including painting, sculpture, architecture and other arts in Europe and the United States from 1900 to 1960. In particular, this course will explore the cultural influences, trends in style and expression, and comparative relationships in the visual arts using various analytical perspectives (such as formal, sociological, cultural, historical, and political) in order to understand modern art's significant role as the foundation and impetus for contemporary art. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

ARTHI-372 Contemporary Art
This course is intended to help students better understand the complex world of contemporary art, through a survey of art movements since 1960. The varied social, political, technological, and artistic contexts of contemporary art will be examined, as well as the various critical and theoretical models used to describe it. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

ARTHI-382 Special Topics in Art History II
This is a special topics course focusing on the specific interests of students and faculty, including thematic courses and in-depth studies of particular artists and movements from throughout the history of art. May be repeated for credit as topic varies. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 or 4 credits.

ARTHI-385 Art Theory, Methodology & Seminar
This course is an examination of the foundations of the discipline of art history as well as modern and contemporary theoretical movements related to art, through the reading and analysis of texts by philosophers, art historians and critics in a seminar setting. It also involves the development of skills essential to the practices of art history, including methodological approaches, in-depth study and research techniques, writing, and oral presentation. Prerequisite: Junior standing or above (60 or more completed credits); ARTHI 271 and ARTHI 372, both with a minimum grade of C-. 4 credits.

ARTHI-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ARTHI-455 Special Topics
See department for course description. Credits: 1.00 - 4.00

ARTHI-475 Career Internship in Art History
See department for details. Internship contract required. Credits: 1.00 - 14.00

ARTHI-485 Art History Seminar
This seminar is designed for the advanced student who wants to pursue intensive, in-depth study, culminating in a research paper on a specific art historical topic. Students study under an instructor's supervision on their research project, and as the seminar is designed to help students create an artistic community on campus, are also required to participate in the seminar meetings. Prerequisite: Junior standing or above (60 or more completed credits), ARTHI-270 and ARTHI-271. Instructor's consent required. May be repeated for credit. 2-7 credits.

ARTHI-493 Senior Seminar I
This class is the first capstone experience for art history majors and is to be taken during the fall (first) semester of the senior year. It is devoted to the proposal, development and research needed for a substantial prospectus for the senior thesis. This senior thesis will consist of an art historical paper of significant length and quality under the supervision of at least one faculty member. Students will also read, discuss, and critique the work of other members of the seminar. Prerequisite: Declared Art History major; ARTHI 385 with a minimum grade of C-. 2 credits.

ARTHI-494 Senior Seminar II
This class is the second capstone experience for art history majors and is to be taken during the spring (or final) semester of the senior year. It is devoted to the research and completion of the senior thesis, which will consist of an art historical paper of significant length and quality under the supervision of at least one faculty member. Students will also read, discuss, and critique the work of other members of the seminar. In addition, seniors will work with the juniors in ARTHI 385, practicing their presentations and reviewing and mentoring them with their projects. Each student will also give a public thesis presentation, usually on Senior Projects Day. Prerequisite: ARTHI 493 with a minimum grade of C-. 2 credits.

ARTST-109 Introduction to Communication Design
Students will explore the many ways in which design is used to enhance meaning, add value, and achieve desired outcomes with print and electronic communications while becoming conversant in many fundamental principles and techniques in the field of visual design. Also listed under MEDA 109. 2 credits.

ARTST-110 Basic Design
This course is an introduction to the basic elements of design, through a concentrated study of its theory and application and by assignments in two- and three-dimensional media. 4 credits.

ARTST-119 Intro to Digital Imaging
A basic introduction to imaging programs. Class projects include combinations of digital asset management, raw processing technology, image composition, image editing and manipulation, and digital output options. Students work both on and off the computer. Emphasis is on becoming familiar with the Adobe operating environment and other graphic processes options. Special attention will be paid to copyright awareness in the age of digital image. 2 credits.

ARTST-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

ARTST-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ARTST-203 Introduction to Drawing
This course will introduce students to the basics of drawing and prepare them for drawing in all kinds of locales. It will introduce various media (pencil, pen, charcoal) and skills (contour drawing, use of perspective, and the basics of design). 2 credits.

ARTST-204 Drawing on Location
This is a course that applies basic drawing skills acquired in ARTST 203, ARTST 210, or ARTST 211 to the scenes and people of Hawaii. During this Winter class students will have an opportunity to draw both the unique nature, animal life and culture in Hawaii. Prerequisite: ARTST 203, ARTST 210, or ARTST 211. 2 credits.

ARTST-210 Drawing I: Expression & Observation
This beginning level drawing course introduces students to techniques for creating the illusion of depth including perspective, rendering with light and shadow, and the delineation of forms using various media. Students will also explore more expressive ways to convey a variety of subject matter through personal interpretation. Subject matter will include still life and an introduction to the human body. 4 credits.

ARTST-211 Observational Drawing I
Students taking this drawing course will develop the skills to accurately record visual observations from life using a variety of drawing media. In addition, students will be exposed to a variety of journaling styles and methods as well as practice keeping a journal that reflects an individual observational personality. Offered in Spring. 4 credits.

ARTST-217 Digital Art I
This course concentrates on the production and processing of images with current digital photographic tools. Explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images for a variety of media. Discusses image resources and development, printing, papers, links, and presentation. Prerequisite: ARTST 117 or ARTST 119. 4 credits.

ARTST-218 Digital Illustration I
This course will focus on creating illustrations in a digital medium. Assignments will emphasize traditional illustration skills such as visual problem solving, composition and drawing skills while exploring the digital possibilities of executing the artwork. This course will also promote an understanding of the importance of digital technology in contemporary illustration. Prerequisite: ARTST 117 or ARTST 119. 4 credits.

ARTST-219 Painting: Watercolor
This is a studio course in expressive and illustrative watercolor painting techniques. Students explore and develop handling and control of watercolor processes and learn numerous painting techniques, as well as the analysis of various papers and working surfaces. 4 credits.

ARTST-220 Painting I: Oil/Acrylic
This course involves studio work investigating methods and techniques related to acrylic, polymer, and/or oil-based paints. Each student generates a series of studies and original paintings. Readings and discussion explore the essence of painting. 4 credits.

ARTST-225 Sculpture I
This course involves developing a working understanding of sculptural form. Through reading, discussion, critique, and individual sculpting projects in various mediums and with both subtractive and additive processes, students explore geometric, abstract and organic form. 4 credits.

ARTST-227 Photography Field Class I
This course covers practical applications of photography in various locations. Students must have a 35mm DSLR camera. Course costs include some meals, lodging, and admission fees. Limited to 16 students. Prerequisite: ARTST 226 or ARTST 228. Winter 2 credits; Fall 4 credits.

ARTST-228 Photography I
This is a thorough nuts and bolts course to teach students basic camera handling operations as well as introductory photography concepts. Digital darkroom, pinhole photography, and class critiques are integral to the course. Required for most other photography courses. A 35mm Digital SLR is required. 2 credits.

ARTST-230 Printmaking I:Relief/Silk-Screen Prntmk
This course will explore relief printmaking processes including, but not limited to, stamp prints, linoleum block prints and woodcut prints. In addition, it will teach the basics of one color silk-screen techniques. All methods will be taught with non-toxic materials. The history of printmaking and tradition of the multiple will also be discussed. 4 credits.

ARTST-233 Printmaking:Collagraphs/NonTox Intaglio
This class is designed to introduce students to the basic techniques of intaglio printing including, but not limited to collagraphs, etching and intaglio. Monoprints will also be taught. All methods will be taught with non-toxic materials. The history of printmaking and tradition of the multiple will also be discussed. Offered concurrently with ARTST 333. 4 credits.

ARTST-235 Illustration I
This course is an introduction to illustration, including drawing and rendering techniques, compositional reduction, structural studies, as well as various transfer and printing processes. Emphasis is placed on acquiring skills for use in a wide variety of artistic, commercial and occupational areas. 4 credits.

ARTST-237 Fiber Arts
This course will investigate a variety of media in the Fiber Arts. The students will learn about the possibilities of Fiber Arts including but not limited to: weaving, felting, basketry, papermaking, embroidery, natural dying, and quilting. A variety of aesthetics and expressive qualities of fiber will be investigated. The objective of the class is to introduce these techniques which will enable the students to create their own artistic vision with a variety of Fiber Arts in a Fine Arts context. Also, since Fiber Arts has a long historical and cultural tradition among indigenous populations, the history of the Fiber Arts in these populations will be part of this class. 2 credits.

ARTST-238 Papermaking
This course is an introduction to the creation of handmade paper as an art form. Sheet formation and decoration will be introduced. The processing of natural and recycled materials to create paper will also be taught. Uses of handmade paper in art forms such as sculpture and the artist book will be explored. The goal in offering this course is to enable students to explore handmade paper as a fine art medium. 4 credits.

ARTST-239 The Artist Book I
This course is designed to explore the artist book as an art form. Different book structures will be taught to familiarize the students with the basics of book construction. Aesthetically matching the interior content of the book to its structure will be an important part of the class. This class will be about both the creation and theory of bookmaking. 4 credits.

ARTST-240 Ceramics: Handbuilding I
This class is an introduction to clay with an emphasis on handbuilding techniques and an exploration of historical and contemporary directions. Included are discussions of how surface embellishment and firing processes affect both the function and the aesthetics of the ceramic object. 4 credits.

ARTST-245 Ceramics: Throwing I
This class is an introduction to wheelworking techniques used with clay. Emphasis is on developing skills to create various simple forms. Included are discussions of how surface embellishment and firing processes affect both the function and aesthetics of the ceramic object. Previous ceramics experience strongly recommended. 4 credits.

ARTST-246 Eco-art I
Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Also listed as ENV 246. Counts toward core requirement: Civic Engagement. 4 credits.

ARTST-250 Stained Glass I
This course is designed to acquaint students with three basic areas in the study and construction of stained glass; history, design concepts, and skills in cutting, soldering, and fitting glass. 4 credits.

ARTST-253 Sculptural Glass
This course is an introduction to the casting process in glass. Students will learn clay sculpting, wax carving, mold-making and kiln firing procedures to produce glass objects. An historical overview of the use of glass as a sculptural medium will be included. 2 credits.

ARTST-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ARTST-260 Jewelry/Metals Fabrication I
This course is an introduction to non-ferrous metals fabrication techniques as applied to jewelry making and metalsmithing. Students will learn to solder, saw and form metal, as well as develop basic stonesetting techniques. A historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures is also included. 4 credits.

ARTST-265 Jewelry/Casting I
This course is an introduction to the lost wax casting process as applied to jewelry making and metalsmithing. Students will learn wax carving and mold-making procedures to produce models for casting. A historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures is also included. 4 credits.

ARTST-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ARTST-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ARTST-310 Drawing II: Expression & Observation
Students will continue to refine their skill and accuracy in recording visual observations from life using a variety of drawing media. Students will also continue to explore more expressive ways to convey a variety of subject matter toward an advanced level.May be repeated one time for credit. Prerequisite: ARTST 210. 4 credits.

ARTST-311 Observational Drawing II
Students will continue to refine their skill and accuracy in recording observations through journaling and drawing. Continued practice with a variety of drawing materials and surfaces will allow students to develop an individual approach. Emphasis will be placed on building a portfolio that demonstrates versatility with subjects and presentation styles. Offered in Spring. Prerequisite: ARTST 210 or ARTST 211. 4 credits.

ARTST-317 Digital Art II
A continued exploration into the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Students develop skills necessary to create their own unique body of work using a variety of advanced photographic and photo manipulative approaches. Prerequisites: ARTST 217 and ARTST 226. 4 credits.

ARTST-318 Digital Illustration II
A continued exploration into advanced methods of conceptualizing, organizing and executing digital illustrations. The course emphasizes problem solving methods while building experience in preparation and production with a variety of input and output devices. Discusses image resources and development, printing, papers, inks, and presentation. Alternative color systems and pre-press file formats will also be covered. Prerequisites: ARTST 218; and ARTST 210 or ARTST 211. 4 credits.

ARTST-320 Painting II: Oil/Acrylic
This class is a continuation of ARTST 220, incorporating further study of the processes involved in painting using oil and acrylic colors and mediums. Emphasis is on the creation of original, advanced works. May be repeated once for credit. Prerequisite: ARTST 220. 4 credits.

ARTST-325 Sculpture II
In this class, advanced concepts and techniques of sculpting are explored, including the expressive and structural elements of human-made form. Emphasis is on the expressive potential to be found in sculpting. May be repeated once for credit. Prerequisite: ARTST 110, ARTST 210, or ARTST 225. 4 credits.

ARTST-326 Photography II
This course is intended for those students who have completed Photography I. The major emphasis is to give students a solid foundation for seeing, processing and printing black and white images in the traditional darkroom method. The course takes a fine-art approach to photography. Historical aspects of American photographers are introduced. A film SLR camera is useful. Prerequisite: ARTST 226 or ARTST 228. May be repeated once for credit. 4 credits.

ARTST-327 Photography Field Class II
This course covers practical applications of photography in various locations. Students must have a 35mm DSLR camera. Course costs include some meals, lodging, and admission fees. Limited to 16 students. Prerequisite: ARTST 226, ARTST 228 or ARTST 326. May be repeated once for credit. Winter 2 credits; Fall 4 credits.

ARTST-330 Printmaking II:Adv Relief & Silk-Screen
This class involves the more advanced printmaking student in further exploring the processes taught in ARTST 230. It also challenges the student to explore their own artistic voice through the relief and silk-screen processes. Prerequisite: ARTST 230. May be repeated once for credit. 4 credits.

ARTST-333 PrintmakingII:Adv Colla/Non-Toxic Prntm
This class challenges advanced printmaking students to develop their own personal artistic voice in the mediums taught in ARTST 233. Prerequisite: ARTST 233. May be repeated once for credit. 4 credits.

ARTST-335 Illustration II
This course is a continuation of ARTST 235. This class includes further development of illustration skills and advanced techniques related to professional illustration. Students prepare a portfolio of illustrations related to their discipline. Prerequisite: ARTST 235. 4 credits.

ARTST-338 Advanced Papermaking
This course is designed to further explore the creation of handmade paper as an art form. Taking the basic skills learned in ARTST 238, students will use the media of papermaking to express their own personal artistic voice. The goal in offering this course is to have students become more sophisticated in their understanding of papermaking. Prerequisite: ARTST 238. May be repeated once for credit. 4 credits.

ARTST-339 The Artist Book II
This course will be a further exploration of the artist book using all the skills in the first artist book class as a foundation. There will be an extensive investigation of the importance of the structure of the book to help each student find their own personal artistic voice. Prerequisite: ARTST 239. May be repeated once for credit. 4 credits.

ARTST-340 Ceramics: Handbuilding II
This course is a continuation of the exploration of the ceramic media with an emphasis on handbuilding techniques. Additional study of firing techniques, glaze and slip application and their formulation will further an understanding of how surface treatment can enhance the three dimensional form. Students will be challenged to use this information to express their own creativity. Students are expected to assist in the bisque and glaze firing of their own work. Prerequisite: ARTST 240. May be repeated once for credit. 4 credits.

ARTST-341 Glazing and Firing
Students in this course will utilize a problem solving approach to investigate glaze development, clay body composition, and kiln operation. In order to fully experience the iterative process of glaze development and firing technique, this course requires the ability to produce enough work to fill multiple kilns as a class throughout the semester. Emphasis will be given to the development of surface in relation to the ceramic form. Prerequisite: ARTST 240 or ARTST 245. May be repeated once for credit. 4 credits.

ARTST-345 Advanced Wheel Techniques
This course includes continued study of ceramic media with an emphasis on developing throwing skill and endurance through production of multiples. Additional study of firing techniques, as well as glaze application and formulation, will further an understanding of how surface decoration can enhance form. Discussion on developing individually expressive design statements and effective marketing techniques are also included. Prerequisite: ARTST 245 or demonstration of proficiency. May be repeated once for credit. 4 credits.

ARTST-346 Eco-art II
Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Also listed as ENV 346. Prerequisite: ARTST 246 or ENV 246; ARTHI 271 or ARTHI 372; and ENV 141 ENV 160 or ENV 200. 4 credits.

ARTST-350 Stained Glass II
This course is designed to encourage experimentation with glass through slump molds, fusion and three-dimensional construction application. Prerequisite: ARTST 250. May be repeated once for credit. 4 credits.

ARTST-354 Elliott Visiting Artist
This course is taught by a visiting artist and is designed to challenge the advanced art student in a variety of ways. Course will include intensive engagement in critique, discussion of current art topics, and studio production. Prerequisite: one 300-level ARTST course; ARTST 110; and ARTST 210 or ARTST 211. May be repeated for credit. 4 credits.

ARTST-355 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 6.00

ARTST-356 Color Photography
This is a comprehensive advanced course that covers color photography and printing via digital technology. Students will use studio lighting to create still life and portrait images using DSLR cameras. Students will be encouraged to investigate their own emotional response to color. Prerequisite: ARTST 226 or ARTST 228 and declared Art major or minor. May be repeated once for credit. 4 credits.

ARTST-360 Jewelry/Metals Fabrication II
This course involves continued study of the techniques learned in Fabrication I with a more complex application of skills. The emphasis is on the use of acquired skills to produce objects that become a personal expression. Prerequisite: ARTST 260. May be repeated once for credit. 4 credits.

ARTST-365 Jewelry/Casting II
This class includes a continuation of the study of the techniques learned in Casting I with a more complex application of skills. Emphasis will be on the use of learned techniques to produce objects that communicate a personal interpretation of the ideas and theory presented in class. Prerequisite: ARTST 265. May be repeated once for credit. 4 credits.

ARTST-390 Studio Art Seminar: Concepts in Art
This course is a study and discussion of issues and concepts in art that will help students develop artist's statements. An in-depth research project will broaden student understanding of what art is, and will help them find important links between formal choices, personal expression and content. Students will present and explain the concepts in their artwork. Students will be required to participate in guest lectures, field trips to galleries and museums. Note: Students must have 4 credits in their concentration completed. Prerequisite: Declared Studio Art major, junior standing or above (60 or more completed credits), ARTST 110, ARTST 210, and 4 credits from ARTHI. 2 credits.

ARTST-395 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

ARTST-426 Photography III
This course deals with the traditional approach to achieving a "fine print." Shooting techniques, print size and shape, and archival processes in darkroom procedures, including toning will be covered. Students will use medium-format cameras for their photography. The work of Adams, Weston, Strand, and others will be used as a historical perspective to understand various approaches to the "fine print." Prerequisite: ARTST 326. 4 credits.

ARTST-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

ARTST-475 Career Internship in Art
See department for details. Internship contract required. Credits: 1.00 - 14.00

ARTST-492 Studio Production I
This is the first part of the capstone experience for senior art majors who are developing a body of work for the Senior Exhibition and Senior Project Day presentations. Students will meet throughout the semester with their Capstone Advisory Committee, a team of three art faculty mentors chosen in part by the student. Emphasis will be placed on concept development and appropriate craftsmanship. Students must sign up with the designated leader of their Capstone Advisory Committee. Intended to be taken in the fall of the senior year. Note: Students must be a declared Studio Art major and have completed ARTST 390 with a minimum grade of C- and 8 credits in their concentration. Instructor's consent required. 1 credit.

ARTST-493 Studio Production II
This course is the second part of the capstone experience for senior art majors who are developing a body of work for the Senior Exhibition and Senior Projects Day presentations. Students will meet throughout the semester with their Capstone Advisory Committee, a team of three art faculty mentors chosen in part by the student. Emphasis will be placed on completing and appropriately presenting artwork for the Senior Exhibition. Students must sign up with the designated leader of their Capstone Advisory Committee. Intended to be taken the spring of the senior year. Prerequisite: ARTST 492 with minimum grade C-.

ARTST-495 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ARTST-496 Exhibition Techniques
Students will learn installation techniques for art and gallery protocol in preparation for mounting their senior exhibitions. Course work will also focus on resume building and developing a professional quality digital portfolio used for applying to graduate programs, pursuing various careers in art, and applying for grants and artist's residencies. Visiting artists and other representatives from different art fields will be invited to talk about careers in art. Prerequisite: ARTST 492 with minimum grade C-. Corequisite: ARTST 493. 2 credits.

ARTST-497 Studio Production and Seminar
This course is designed for the advanced art student who is developing a body of work for senior exhibition, portfolio and presentations. Students choose to work with a faculty mentor according to their area of study. Students will also meet together in a seminar to create an artistic community for the advanced art student as well as provide support for the studio production experience through discussion, critique, workshop experiences, and guest speaker presentations. Intended to be taken in the fall of the senior year. Instructor's consent required. 4 credits.

ARTST-498 Senior Show/Seminar
This class is the capstone experience for art majors. It gives the senior art major an opportunity for concentrated study to prepare a body of art work to be displayed in a senior show. A portfolio will be required. Each student will also give a thesis presentation on Senior Project Day. In addition, students will be required to participate in Seminar, designed to create an artistic community for the advanced art student. Prerequisite: ARTST 110 and declared Art major. Instructor's consent required. 4 credits.

BIOINFORMATICS

Shereen Khoja, Chris Lane, Györgyi Nyerges, Douglas Ryan, Lisa Sardinia, Jon Schnorr

Bioinformatics is the science of storing, extracting, organizing, analyzing, interpreting and using information. The approaches to the discipline of bioinformatics incorporate expertise from the biological sciences, computer science and mathematics. The major in bioinformatics is designed for students interested in molecular biology and genetics, information technologies and computer science. Bioinformaticists are involved in the analysis of the human genome, identification of targets for drug discovery, development of new algorithms and analysis methods, the study of structural and functional relationships, and molecular evolution.

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

- knowledge and awareness of the basic principles and concepts of biology, computer science and mathematics
- the ability to apply existing software effectively to extract information from large databases and to use this information in computer modeling
- problem-solving skills, including the ability to develop new algorithms and analysis methods
- understanding of the intersection of life and information sciences, the core of shared concepts, language and skills the ability to speak the language of structure-function relationships, information theory, gene expression, and database query

Bioinformatics: Requirements for the Major

All of the following:		
BIOL 202	General Biology I	4 credits
BIOL 204	General Biology II	4 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
CHEM 300	Fundamentals of Organic Chemistry	4 credits
CHEM 380	Fundamentals of Biochemistry	4 credits
CS 150	Introduction to Computer Science I	4 credits
CS 250	Introduction to Computer Science II	4 credits
CS 300	Data Structures	4 credits
CS 445	Databases	4 credits
MATH 207	General Elementary Statistics	4 credits
BINF 490	Bioinformatics Capstone	2 credits
Three of the following:		
BIOL 304	Research Methods in Biology	4 credits
BIOL 320	Cell Biology	4 credits
BIOL 330	Genetics	4 credits
BIOL 400	Molecular Biology	4 credits
BIOL 444	Evolution	4 credits
BIOL-466	Genome Analysis Workshop	4 credits

TOTAL: 58 credits

COURSES

BINF-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

BINF-466 Genome Analysis Workshop
The course investigates the genetic information at the gene and genome level. Analysis of the complete genome is an important new tool in understanding the biology of organisms. Students learn to use computer programs to identify and study genes in a bacterial genome. The course is part of a collaboration between JGI (Joint Genome Institute) and colleges nationwide to annotate microbial genomes that provide data to public databases. Prerequisite: BIOL 204 with minimum grade C-. 4 credits.

BINF-475 Internship in Bioinformatics
See department for details. Internship contract required. Credits: 1.00 - 14.00

BINF-490 Senior Capstone
A capstone experience consisting of a field experience in an industrial or academic setting. Application of theories is emphasized. Arrangements for the course must be completed at least two weeks prior to the term in which the course is taken. The capstone experience must be taken during the senior year. Prerequisite: 16 credits of BIOL courses and 12 credits of CS courses, all with a minimum grade of C-. Instructor's consent required. 2 credits.

BIOLOGY

Stacey Halpern, Chair; Paige Baugher, Katie Clark, Györgyi Nyerges, Joanne Odden, Lisa Sardinia, Jon Schnorr, David Scholnick

The Biology Department provides unique educational experiences for students in biology and related fields. The faculty has particular expertise in ecology, molecular biology, genetics, animal physiology, marine biology, developmental biology, endocrinology, anatomy, primatology, vertebrate zoology, animal behavior, neurobiology, immunology and microbiology. Field courses provide direct experience through field trips to Henry Blodgett Arboretum and other habitats throughout Oregon. Faculty members have contacts at Oregon Health & Science University so that students can arrange to do laboratory research at those locations.

We have designed biology courses to provide the basic knowledge, skills and training necessary for students who intend to pursue professional study in the health sciences, graduate study in biological sciences or professional employment in some field of biology.

We encourage students to obtain additional experience in the specialized area of their choice, through career internships or through independent research projects.

The Biology Department sponsors the Omicron Xi Chapter of Beta Beta Beta, a national biological honor society, whose purpose is to promote student interest and participation in research.

The Department also sponsors the Biology Club to promote student interest in biology and to provide biology students with opportunities to socialize outside of class.

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

- an understanding of the basic principles and concepts of biology
- an in-depth knowledge of three areas of biology:
  1. cell/molecular/genetics
  2. structure/function/systematics
  3. ecology/evolution/behavior
- the ability to think critically and to synthesize information from a variety of sources
- the ability to communicate effectively in the discipline, both orally and in writing
- the ability to use the scientific method to ask questions, collect data and interpret results

Students may not receive a degree in both biology and in environmental science with a biology emphasis.

Biology: Requirements for the Major

Though not a requirement for a Biology major, it is strongly recommended that Biology majors planning graduate work include a statistics course and independent research.

BIOL 202	General Biology I	4 credits
BIOL 204	General Biology II	4 credits
BIOL 304	Research Methods	4 credits
BIOL 385	Junior Seminar	1 credit
BIOL 490	Senior Capstone Experience	2 credits
One course from the following (Group I: Cell/Molecular/Genetics)		4 credits
BIOL 308	Microbiology	
BIOL 320	Cell Biology	
BIOL 330	Genetics	
BIOL 400	Molecular Biology	
BIOL 466	Genome Analysis Workshop	
One course from the following (Group II: Structure/Function/Systematics)		4 credits
BIOL 316	Plant Biology	
BIOL 350	Principles of Development	
BIOL 420	Vertebrate Zoology	
BIOL 430	Plant Systematics	
BIOL 470	Animal Physiology	
One course from the following (Group III: Ecology/Evolution/Behavior)		4 credits
BIOL 305	Ecology	
BIOL 325	Conservation Biology	
BIOL 340	Animal Behavior	
BIOL 345	Marine Biology	
BIOL 450	Tropical Rainforest Biology	

Two additional upper-division BIOL courses (excluding BIOL 475)		8 credits
(Up to 3 credits of BIOL 495 may be used toward elective credits. Up to 4 credits of CHEM 380 or ENV 301 may be used toward elective credits.)		
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
CHEM 300	Organic Chemistry	4 credits
CS 130	Introduction to Software Tools	2 credits

One of the following 2-course clusters: 8 credits total
CS 150 Introduction to Computer Science I
CS 250 Introduction to Computer Science II
OR
MATH 226 Calculus I
MATH 301 Mathematical Modeling
OR
PHY 202 Introductory Physics I **OR** PHY 232 General Physics I: Workshop Physics I
AND
PHY 204 Introductory Physics II **OR** PHY 242 General Physics II: Workshop Physics II

TOTAL: 57-61 credits

Restrictions: Upper division biology coursework taken during study abroad may be applied to the major as elective credits, but will not meet group requirements.

Biology: Requirements for the Minor

BIOL 202	General Biology I	4 credits
BIOL 204	General Biology II	4 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
Biology electives		12 credits total

Three additional upper-division biology classes (excluding BIOL 304, 385, 475, 490 and 495). At least one of these courses must include a lab. Up to 4 credits of CHEM 380 or ENV 301 may be used toward elective credits.

TOTAL: 28 credits

Restrictions: To receive a Biology minor from Pacific University, a student must complete three upper-division courses toward the biology minor on campus.

COURSES

BIOL-145 Marine Biology for Nonscience Majors
An introduction to organisms and processes in the marine environment. Organismal adaptations and interactions of organisms with the environment are stressed. Includes some aspects of environmental and economic issues as they relate to biology of the ocean. Some weekend field trips required. Additional fee required. Does not count toward a Biology major or minor. 4 credits.

BIOL-155 Special Topics
See department for course description. Credits: 1.00 - 18.00

BIOL-160 Selected Topics for Non-Science Majors
Study of a particular field of biology selected by the instructor and approved by the Biology department. Lab activities may be a part of the course. This course is designed for non-science majors. Some topics may require the instructor's consent. Refer to the online course schedule to verify if instructor consent if required for the offered topic. May be repeated for credit when topic varies. 2-4 credits.

BIOL-170 Human Genetics
This course introduces students to the study of inheritance in all of its manifestations, from the distribution of human traits in a family pedigree to the biochemistry of the genetic material in our chromosomes, DNA. The course examines the inheritance of traits in individuals and families, how traits evolve and are maintained in human populations, the molecular basis for those traits, and the Human Genome Project. Does not count toward a Biology major or minor. 4 credits.

BIOL-195 Independent Study
See department for details. Independent study contract required.

BIOL-202 General Biology I
A survey of ecology, evolution, the diversity of life on earth, and the structure of plants and animals. Laboratory is integrated with lecture. NOTE: There are no prerequisites for this course. However, BIOL 204, has prerequisites of CHEM 220, CHEM 230, and BIOL 202 all with a minimum grade of C-. 4 credits.

BIOL-204 General Biology II
Basic principles of cell and molecular biology for both prokaryotes and eukaryotes. The course includes cell structures and functions, metabolism, classical genetics, and molecular genetics. Laboratory experiences are integrated in the course. Prerequisite: BIOL 202, CHEM 220, and CHEM 230 all with a minimum grade of C-. 4 credits.

BIOL-224 Human Anatomy
An examination of gross and histological structure of the systems of the human body. Laboratory is an integrated part of the course. Prerequisite: BIOL 202 with a minimum grade of C-. 4 credits.

BIOL-230 Human Anatomy & Physiology I
Human Anatomy and Physiology is a year long course that explores the structure and function of the human body in an integrated fashion. We will cover the 11 anatomical systems and understand how the structure of the human body relates to and defines its function. Emphasis will be placed on integration of systems and information flow. Human Anatomy and Physiology I introduces cytology and histology while surveying the skeletal, nervous, muscular, endocrine and reproductive systems. Prerequisite: BIOL 202 with a minimum grade of C-. 4 credits.

BIOL-231 Human Anatomy & Physiology II
Human Anatomy and Physiology is a year long course that explores the structure and function of the human body in an integrated fashion. We will cover the 11 anatomical systems and understand how the structure of the human body relates to and defines its function. Emphasis will be placed on integration of systems and information flow. Human Anatomy and Physiology II emphasizes sensory physiology, circulatory, lymphatic, immune, respiratory, digestive and urinary systems. Prerequisite: BIOL 230 with a minimum grade of C-. 4 credits.

BIOL-240 Human Physiology
A study of the physiological phenomena of the human body from the molecular level of cellular metabolic functions to the operation of primary and specialized organ systems. Laboratory experiences are integrated in the course. Prerequisite: BIOL 224 with a minimum grade of C-. 4 credits.

BIOL-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

BIOL-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

BIOL-295 Independent Study
See department for details. Independent study contract required. **Credits: 1.00 - 16.00**

BIOL-304 Research Methods
This course utilizes a hands-on, application- oriented approach to enhance student understanding of: framing scientific questions based on primary scientific literature; designing appropriate experiments; analyzing data statistically and graphically; writing technical reports; and presenting seminars. Course culminates in a student proposed, designed, and conducted independent research project. Prerequisite: Sophomore standing or above (30 or more completed credits), BIOL 204 with a minimum grade of C-, and declared Biology major. 4 credits.

BIOL-305 Ecology
An introduction to the basic principles and fundamentals influencing interactions between plants and animals and their environment. Includes laboratory and field experiences. Includes a required three day field trip. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-308 Microbiology
A study of the structure, biochemistry, physiology, energy generation, genetics and diversity of prokaryotic organisms. Laboratory experiences are integrated into the course. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-316 Plant Biology
Fundamental principles of plant biology with emphasis on morphology, anatomy, taxonomy, physiology and evolution of algae, non-vascular and vascular plants. Includes laboratory and field experiences. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-320 Cell Biology
A study of the functions of biological systems from the molecular to the tissue level. The molecular biology of cells and the regulatory mechanisms for physiological processes are emphasized. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 and organic chemistry (CHEM 240/241 or CHEM 320/321 or CHEM 300) all with a minimum grade of C-. 4 credits.

BIOL-325 Conservation Biology
This course will examine the historical and ethical background of the conservation movement and trace the development of the science of conservation biology. We will be making connections between society and the natural world, relating human impacts on plants and wildlife to the goals of the practicing conservation biologist. We will learn quantitative methods to determine and predict the status of plant and animal populations. This is a lab/field course with opportunities to learn from conservation efforts around the Portland metropolitan area. Also listed as ENV 325. Prerequisite: BIOL 204 with a minimum grade of C-. CS 130 or MATH 226 recommended. 4 credits.

BIOL-330 Genetics
A study of the principles of heredity with emphasis upon transmission genetics, quantitative inheritance, the molecular basis of inheritance, and population genetics. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-335 Cancer Biology
An overview of the field of cancer biology with emphasis in the cellular and molecular mechanisms of tumor progression. Topic discussed include environmental carcinogens, current treatments and therapies, disease frequencies and epidemiology, drug discovery and design, and cancer prevention. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-340 Animal Behavior
A study of the ecology and evolution of animal behavior, including such topics as foraging strategies, predator-prey interactions, contests, mating systems, sexual selection, communication and the application of animal behavior to conservation. Mechanisms of animal behavior (including endocrinology, genetics and neurobiology) are also discussed. Investigative laboratory and field experiences are integrated in the course. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-345 Marine Biology
A study of life and processes in the marine environment. Organismal adaptations and interactions of organisms with the environment are stressed, with field trips to the marine intertidal zones. Includes some aspects of environmental issues as they relate to biology of the ocean. Some weekend field trips required. Laboratory experiences are integrated in the course. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-350 Principles of Development
A study of molecular and cellular aspects of development and embryological differentiation of selected species. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-355 Special Topics
See department for course description. Prerequisite: BIOL 204 with a minimum grade of C-. Credits: 1.00 - 6.00

BIOL-360 Selected Topics in Biology
Study of a particular field in biology selected by the instructor and approved by the Biology Department. May or may not include a lab. Prerequisite: BIOL 204 with a minimum grade of C-; additional prerequisites may apply depending on the topic. Some topics may require the instructor's consent. Refer to the online course schedule to verify is instructor consent if required for the offered topic. May be repeated for credit when topic varies. 2-4 credits.

BIOL-385 Junior Seminar
Taken after successful completion of BIOL 304, the Junior Seminar is designed to introduce majors to the primary biological literature, improve their oral communication skills, and highlight recent advances in the field. Students will read, present and discuss primary research papers in the biological sciences. Topics will vary each semester but have an interdisciplinary theme. Prerequisites: Junior standing or above (60 or more completed credits), BIOL 304 with a minimum grade of C-, one upper division BIOL course or CHEM 380 with a minimum grade of C- (both may be taken concurrently) and declared Biology major. 1 credit.

BIOL-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 8.00

BIOL-400 Molecular Biology
A laboratory-intensive course focusing on nucleic acid biology, recombinant DNA and biotechnology. Prerequisite: BIOL 204 and organic chemistry (CHEM 240/241 or CHEM 320/321 or CHEM 300) all with a minimum grade C-. 4 credits.

BIOL-405 Immunology
A study of the mammalian immune system covering the molecules and mechanisms used to fight infection. The development of B and T cells and their role in the human immune response will be emphasized. The relationship of the immune system to human biology will also be covered, for example infectious disease, vaccines, allergies, and autoimmune disorders. Prerequisite: BIOL-204 with a minimum grade of C-. Alternate years. 4 credits.

BIOL-410 Invertebrate Zoology
A study of invertebrate organisms including their systematics, morphology and ecology. Laboratory experiences are integrated in the course. Some weekend field trips required. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-420 Vertebrate Zoology
A study of the vertebrates, including their systematics, life histories, morphological and physiological adaptations, behavior and conservation. Laboratory work (including investigative and observational studies as well as taxonomy and comparative morphology) and field experiences (to local wetlands, streams and forests) are integrated in the course. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-430 Plant Systematics
Identification and classification of the vascular plants represented in the flora of the Pacific Northwest. Includes laboratory and field experiences. Some weekend field trips required. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-444 Evolution
An introduction to the history, methods, and current questions in evolutionary biology. This course will examine the evidence for evolution beginning with Darwin and ending with our current understanding of the human genome. The course will cover the theory of natural selection, the basis of heredity and variation, population structures and genetics, and the mechanisms of speciation. Special topics include human evolution, molecular evolution, and the relationship of evolution to society, philosophy, and religion. Prerequisite: BIOL 204 with a minimum grade of C-. 4 credits.

BIOL-450 Tropical Rainforest Biology
A study of tropical rainforest ecology and natural history, and current biological research in tropical rainforests. The course meets once a week during the Fall semester for two credits, during which students gain the background required for the field component held in Costa Rica during Winter term for two credits. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. Instructor's consent required. Offered alternate years. 2 credits.

BIOL-455 Special Topics
See department for course description. Credits: 1.00 - 3.00

BIOL-466 Genome Analysis Workshop
The course investigates the genetic information at the gene and genome level. Analysis of the complete genome is an important new tool in understanding the biology of organisms. Students learn to use computer programs to identify and study genes in a bacterial genome. The course is part of a collaboration between JGI (Joint Genome Institute) and colleges nationwide to annotate microbial genomes that provide data to public databases. Prerequisite: BIOL 204 with minimum grade C-. 4 credits.

BIOL-470 Animal Physiology
The study of physiological function (molecular, cellular, and organ systems) in animals. The focus will be on the diversity of mechanisms used by animals for: water and solute regulation, gas exchange and transport, temperature regulation and tolerance, circulation, feeding and digestion, metabolism, excretion, neural control and integration, senses, and locomotion. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 with a minimum grade of C-; and CHEM 240, CHEM 300, or CHEM 310 with a minimum grade of C- (or concurrent enrollment). 4 credits.

BIOL-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

BIOL-490 Senior Capstone Experience
This course is designed for senior Biology majors in which students develop a capstone paper and present a capstone seminar on an approved topic of their choice. The course requires that students integrate information from the primary and secondary biological literature as well as from their biological knowledge. Research, internship, and literature review options are offered. Students will present on Senior Projects Day. Prerequisite: Senior standing (90 or more completed credits), declared Biology major, and BIOL 304, BIOL 385, and at least two additional upper division Biology lecture (with or without lab) courses each with a minimum grade of C-. 2 credits.

BIOL-495 Research
Faculty supervised, student-conducted, individual research project. Prerequisite: BIOL 204 with a minimum grade of C- and declared Biology major. Instructor's consent required. May be repeated for credit. 1-6 credits.

BUSINESS ADMINISTRATION

Michelle Cowing, Chair; Huijian Dong, Sheila Griffie, Krishnan Ramaya, John Suroviak

A major in business administration prepares students to enter a wide range of careers in business and in the public sector or to enter graduate programs. The degree develops broadly educated individuals who are flexible, skilled at solving problems, aware of a diversity of viewpoints and responsive to rapidly changing environments. Students majoring in business administration plan core and elective courses in consultation with their faculty advisors to improve communication and analysis skills, to develop the strongest possible background in their areas of interest, and to achieve a well-rounded liberal arts education.

The mission of the Business Administration Department at Pacific University is to develop graduates with skills to manage organizations effectively and efficiently and to exercise responsible leadership. A broad business and liberal arts curriculum that emphasizes theoretical, applied and experiential learning is critical to this development. We offer a unique and a highly supportive learning environment, characterized by a relevant contemporary curriculum with innovative pedagogical methods.

The department works to ensure that all of our business undergraduates will be proficient in the following common skills on successful completion of the program:

- Critical thinking and problem solving
- Effective writing
- Technological competency
- Effective oral communication
- Quantitative and qualitative analysis
- Information literacy
- Ethical decision making

Business Administration: Requirements for the Major

Each major in Business Administration must complete the core requirements: 8 credits in economics, 4 credits in statistics, and 34 credits of BA courses including the senior capstone. Each student works with an academic advisor in the department to design a customized selection of elective courses that best fit the interests of the student. Students must select electives to achieve a specific area of concentration, for example in accounting, finance, marketing, international business, or integrated business.

A minimum 2.0 grade point average is required in all business and economics courses; only grades of C- or above (or “Pass”) may be used to satisfy department requirements. Majors are required to complete satisfactorily ECON 101, ECON 102, BA 201, BA 202, and MATH 207 with a grade of C- or above prior to taking any of the upper-division major requirements. All required components for the business Capstone must be completed in residence at Pacific. Students who are planning to attend graduate school are encouraged to take a year of calculus. Students planning a career as a Certified Public Accountant must complete 150 semester credits of college course work, which is the equivalent of five years of college, prior to taking the CPA exam.

Take all of the following:

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets & Governments	4 credits
MATH 207	Statistics	4 credits
OR		
MATH 316	Mathematical Probability and Statistics	4 credits
OR		
SOC 301	Social Statistics	4 credits
OR		
PSY 350	Behavioral Statistics	4 credits
BA 201	Accounting Principles	4 credits
BA 202	Managerial Accounting	4 credits
BA 305	Business Finance	4 credits
BA 306	Business Law	4 credits
BA 309	Marketing	4 credits
BA 350	Operations Management	4 credits
BA 360	Organizational Behavior & Management	4 credits
BA 405	Business Strategy (Senior Capstone Course)	4 credits
BA Electives Approved by the department (as defined by chosen area of concentration)		12-16 credits
BA 490	Senior Seminar (and Capstone Experience)	2 credits

TOTAL: 60 credits

AREAS OF CONCENTRATION

While completing the BA electives requirement, a student may complete coursework that satisfies a specific area of concentration within Business Administration as outlined below. Alternatively, students may select from all business electives to receive their general degree in Business Administration, the Integrated Business concentration.

Integrated Business Concentration

BA electives or other approved courses outside the department		12 credits

At least 8 credits must be upper-division.

TOTAL: 12 Credits

Accounting Concentration

BA 313	Intermediate Accounting I	4 credits
BA 314	Intermediate Accounting II	4 credits
BA 357	Income Tax Accounting	4 credits
BA 435	Accounting and Auditing Seminar	4 credits

TOTAL: 16 Credits

Finance Concentration

Required courses:

BA 352	Investments	4 credits
BA 452	Global Finance	4 credits
Eight credits from:		
ECON 331	Money and Banking	4 credits
ECON 327	Economics of Consumers Producers Governments	4 credits
Other approved finance elective(s)		2-8 credits

TOTAL: 16 Credits

Marketing Concentration

BA 410	Marketing Research	4 credits
BA 440	Advertising & Promotion	4 credits
Four credits from:		
BA 338	Product Management	4 credits
BA 443	Special Topics in Marketing	4 credits
ARTST 119 or MEDA 110		4 credits
Other approved elective(s)		4 credits

TOTAL: 12 credits

International Business Concentration

BA 312	International Business	4 credits
Eight credits from:		8 credits
ECON 341	International Trade & Development 4 credits	
BA 452	Global Finance 4 credits	
BA 443	International Marketing	
POLS 345	International Political Economy	
IS 221	Intercultural Communication	
Other approved international elective(s)		4-12 credits
Foreign language study at the 300+ level		4-12 credits
One semester of study abroad		12 credits
International Internship		2-12 credits

TOTAL: 12 credits

Actuarial Science & Risk Management

Twelve credits from:		
Math 226, 227, 228	Calculus I, II, III	12 credits
Math 316	Mathematical Probability	4 credits
BA 436	Seminar in Insurance	2 credits
Four credits from:		
BA 342	Risk Management & Decision Making	4 credits
BA 451	Deterministic Decision Models	2 credits
BA 453	Probabilistic Decision Models	2 credits
Other approved elective(s)		2-4 credits

TOTAL: 20 credits

Senior Capstone
The senior capstone for students majoring in business administration consists of two required components:

- a senior capstone course, BA 405 (Business Strategy) and
- a capstone experience and associated seminar course, BA 490.

Senior Capstone Course (BA 405, 4 credits)
BA 405 Business Strategy is a course required of all students majoring in business administration. This is a case-based, cross-functional course that demands the integration of knowledge from all business disciplines. This course is consistent with required capstone courses in business programs nationally. Students work both independently and in groups to analyze organizational situations rigorously and to provide well-supported recommendations. Students develop written and oral communication skills through completing several written case analyses and in-class presentations.

Senior Capstone Seminar (BA 490, 2 credits)
Students majoring in business administration are required to complete the BA 490 Senior Seminar:

- an internship with an off-campus organization (profit, not-for-profit, or government agency), or
- an applied project with an on- or off-campus organization (profit, not-for-profit, or government agency), or
- a research paper addressing an approved business administration topic.

Students should register for BA 490 during the same semester in which they register for BA 405 Business Strategy. All students will participate in experiential business exercises and will give one or more professional presentations.

Business Administration: Requirements for the Minor
The Business Administration Department offers a minor in business administration that requires completion of 20 credits of departmental courses and 8 credits of economics. A minimum 2.0 grade point average is required in these courses. The department requires that a minimum of 12 credits of business coursework towards the minor be taken at Pacific University. Any student interested in a business administration minor should consult with a faculty member in the department.

ECON 101	Principles of Macroeconomics	
OR		
ECON 102	Principles of Microeconomics	4 credits
BA 201	Accounting Principles	
OR		
BA 202	Managerial Accounting	4 credits
BA 360	Organizational Behavior & Management	4 credits
BA 200+	Business Administration Electives	12 credits*

TOTAL: 24 credits

* At least 4 credits must be upper-division.

COURSES

BA-101 Introduction to Business
The course is designed as a survey course exploring the fundamental areas of business such as management, marketing, finance, human resources, law, communications and ethics. The course introduces students to the complex and changing environment of business and provides a valuable foundation for business and non-business students alike. 2 credits.

BA-105 Finance for Daily Decisions
The course is designed to introduce non-business students to the language of finance and financial planning. The focus is primarily at the practical level of financial planning, however, examples from and implications of business, government policy, and the economy as a whole will be addressed. Students completing the course will gain skills and confidence in reading financial/economic information, creating budgets, managing expenses, performing financial computations to aid daily financial planning. 2 credits.

BA-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

BA-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

BA-201 Accounting Principles
Introduction to accounting concepts and application of these concepts; financial statement preparation; accounting systems and controls; accounting for assets and liabilities; cash flow analysis and financial statement analysis. MS Excel is introduced and integrated into the course to solve accounting and finance problems. 4 credits.

BA-202 Managerial Accounting
Introduction to management accounting concepts; cost terminology, behavior and system design; the planning and control process; using cost data in decision making. 4 credits.

BA-210 Excel for Business
The course is designed to provide students with the Excel skills necessary to be successful in business. Students will learn basic data organization and manipulation skills such as formatting and formulas, and more advanced skills such as PivotTables and PivotCharts and web queries. Prerequisite: BA 201 or BA 202 (may be taken concurrently). 2 credits.

BA-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

BA-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

BA-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

BA-302 Small Business Management
Development of the students' understanding of the economic and social environment in which small businesses function and the critical role of entrepreneurship in fostering business growth and development. The processes involved in initiating new ventures are discussed. The course focuses on the operations, marketing, financial, human resources and strategic management as well as the legal and governmental relations of the small firm. A detailed treatment of the problems involved in managing specific fields of small businesses in both service and manufacturing. Prerequisite: ECON-101, ECON-102, BA-201 and BA-202 each with a minimum grade of C-. 4 credits.

BA-305 Business Finance
A study of the financial principles applicable to the business organization. Financial management of assets and the need for funds, sources and cost of obtaining short-term and long-term funds, capital budgeting. MS Excel and MS Access are integrated into this course. Prerequisite: ECON-101, ECON-102, BA-201 each with a minimum grade of C-. 4 credits.

BA-306 Business Law
Introduction to the structure and functions of the American legal system followed by an overview of specific topics that are applicable to business. Topics include: contracts, sales, negotiable instruments, bankruptcy, suretyship, agency, partnerships, corporations, federal securities law, accountants, legal liability, employer and employee relationships, property, trusts and estates. Prerequisite: ECON-101, ECON-102, BA-201 and BA-202 each with a minimum grade of C-. 4 credits.

BA-309 Marketing
Introduction to marketing concepts and application of these concepts to the marketing of products, services, ideas, organizations, and people in both profit-oriented and nonprofit business environments. Topics include: marketing's role in society and within the firm; environmental evaluation; consumer buying behavior; market segmentation and target market selection; management of marketing mix variables (product, price, placement, promotion). Students gain experience in problem solving and communication through case study analysis and presentations. Prerequisites: ECON-101, ECON-102, and BA-202 each with a minimum grade of C-. 4 credits.

BA-312 International Business
Survey course covering recent and important issues in international business, trade and investment. Topics might include the International Business environment, the government and regulatory environment, international comparative environments, international monetary environment, international marketing, international finance, management strategies, and the future of international business. Prerequisites: ECON-101, ECON-102, BA-201, and BA-202 each with a minimum grade of C-. Counts toward core requirement: Comparative Cultural. 4 credits.

BA-313 Intermediate Accounting I
Financial accounting statement interpretation, presentation, and disclosure including coverage of functions and basic theory; asset recognition and measurement; liability recognition and measurement; stockholders' equity; issues related to income measurement; and preparation and interpretation of financial statements. Prerequisite: BA-201 and BA-202 each with a minimum grade of C-. 4 credits.

BA-314 Intermediate Accounting II
Financial accounting statement interpretation, presentation, and disclosure including coverage of functions and basic theory; asset recognition and measurement; liability recognition and measurement; stockholders' equity; issues related to income measurement; and preparation and interpretation of financial statements. Prerequisite: BA 313 with a minimum grade of C-. 4 credits.

BA-316 Cost Accounting
Discussion of the nature, objectives and procedures of cost accounting and cost control; job costing and process costing; theory and practice of accounting for manufacturing overhead; cost budgeting and control; cost reports, joint product and by-product costing; distribution costs; standard costs; differential cost analysis; profit volume relationships and break-even analysis. Prerequisite: ECON-101, ECON-102, BA-201, and BA-202 each with a minimum grade of C-. 4 credits.

BA-318 Fraud Examination
An introduction to forensic accounting. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: BA 201 with a minimum grade of C- or BA 202 with a minimum grade of C-. 2 credits.

BA-320 Human Resource Management
Functions of the personnel department in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, employee recruiting and selection, psychological testing, employment counseling, wage administration, labor management relations and other personnel programs. Prerequisite: Junior standing or above (60 or more completed credits) and BA-201 or BA-202 with a minimum grade of C-. 4 credits.

BA-330 Technology Management
An introduction to the study of technology management. This course will introduce students to the phenomena of technology and the integral role it plays in the competitive development and growth of businesses. The primary focus will be on understanding the managerial aspects involved in managing technology in business organizations and how technology is critical in fostering competitive advantage. Prerequisite: ECON-101, ECON-102, BA-201, and BA-202 each with a minimum grade of C-. 4 credits.

BA-338 Product Management
Examines the role of product innovation as the core focus of marketing strategy. Encompasses the formulation of new product strategies, marketing's role in product design and development, product line management, and organizational considerations in product management. The product management process will be explored in-depth through lecture, case analyses, and individual projects. Prerequisite: BA-309 with a minimum grade of C-. 4 credits.

BA-340 Management Science
An introduction to formalized methods used in managerial decision making and problem solving. The focus is on the development and use of decision models in a range of managerial applications. Techniques include decision analysis, linear programming, simulation, forecasting and project management. Development of computer based decision models will be an integral part of the course. Prerequisite: Junior standing or above (60 or more completed credits) and ECON-101, ECON-102, BA-201, BA-202, and MATH-207 each with a minimum grade of C-. 4 credits.

BA-342 Risk Management and Decision Making
Development, application, and integration of analysis tools and decision models to aid managerial decision making in the face of risk and uncertainty. Behavioral factors that influence judgment and decision making will also be considered. The course covers applications in environmental, technological, health/safety, and organizational risk management. Also listed as ENV 342. Prerequisite: ECON-101 or ECON-102 with minimum grade C-; and BA-201 or BA-202 with minimum grade C-. 4 credits.

BA-350 Operations Management
Study of key concepts, quantitative techniques, and practices used in the management of the production of goods and services. Includes examination of product and process design, process analysis, total quality management, project management, materials management, capacity planning, work design, facility layout and operational scheduling. Prerequisites: BA 201, and BA 202 each with a minimum grade of C-. 4 credits.

BA-352 Investments
To gain a knowledge and understanding of: marketable securities including common stocks, bonds, and options; fundamental and technical security analysis; and of current financial events found in financial news. Prerequisite: BA-305 with a minimum grade of C-. 4 credits.

BA-353 Community Financial Literacy
Students enroll in this 2-credit course to serve as volunteers to help raise financial literacy among individuals in the community. Working through Pacific's Center for Civic Engagement and in partnership with the non-profits Operation Hope and Financial Beginnings, student volunteers are trained and then provide personal financial education to western Washington County residents by visiting classrooms and community groups. Student volunteers teach the basics of personal finance to help individuals build a foundation from which to make informed financial decisions. Topics include the processes and decisions involved in personal banking, budgeting, credit, insurance, and

savings. Also listed as PSJ 353. Prerequisite: BA 201 and BA 202 both with a minimum grade of C-. Counts toward core requirement: Civic Engagement. Pass/No Pass. 2 credits.

BA-355 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits). Credits: 1.00 - 6.00

BA-357 Income Tax Accounting
A study of the structure of federal tax laws and some of the motivating forces and policies shaping tax laws and concepts; determination of taxable income and the income tax liability as they relate to individuals; overview of the taxation of corporations and other entities; and an overview of Oregon income tax laws. Prerequisites: ECON-101, ECON-102, BA-201 and BA-202 each with a minimum grade of C-. 4 credits.

BA-358 Community Tax Certification
Students enroll in this one-credit preparation course in order to qualify as an IRS-certified Tax-Aide Volunteer. Working with a faculty coordinator and CASH Oregon, students receive appropriate training and guidance to assist low income and elderly clients in the community with their individual tax returns. Also listed as PSJ 358. Prerequisite: BA 201 and BA 202 both with minimum grade C-. Pass/No Pass. 1 credit.

BA-359 Community Tax Engagement
Students enroll in this 2-credit course after becoming a IRS-certified Tax-Aide Volunteer, i.e., the successful completion of BA 358. Students in this course engage directly with members of the local community, serving as a Tax-Aide Volunteer, assisting elderly and low income individuals with their tax returns. Working under the direction of a faculty coordinator and CASH Oregon, students staff tax assistance centers located throughout the community. Also listed as PSJ 359. Prerequisite: BA 358. Counts toward core requirement: Civic Engagement. Pass/No Pass. 2 credits.

BA-360 Organizational Behavior Management
An introduction to the functions of management and to the theory of human behavior in organizations. Management history, attitudes, skills, and managerial processes as well as an investigation of the theories of human behavior, motivation, communication, decision making, group and social processes, organizational culture, power, and leadership are addressed. Prerequisite: BA-201 or BA-202 each with a minimum grade of C-. 4 credits.

BA-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

BA-405 Business Strategy
This course serves as the capstone course for students of business administration. It demands the integration of knowledge from all functional area business disciplines to make effective strategic decisions from an organization-wide perspective. The case study method of teaching combined with the dynamic application of course tools to real and simulated business situations are used. Prerequisites: Senior standing (90 or more completed credits) and ECON-101, ECON-102, BA-201, BA-202, BA-305, BA-309, BA-350, and BA-360 each with a minimum grade of C-. 4 credits.

BA-410 Marketing Research
Application of research techniques and statistical analysis to analysis to business and marketing problems. Topics include technology in the research process, secondary and primary marketing research methodologies, sampling methods, and data analysis and reporting. Course includes cases analyses and use of statistical data sets. Students will design an original market research project, gather and analyze the data, and present the findings as part of their individual project. Prerequisites: MATH-207 and BA-309 each with a minimum grade of C-. 4 credits.

BA-425 Advanced Accounting
Accounting for corporate business combinations using both the pooling of interests method and the purchase method, preparation of consolidated financial statements, and accounting for foreign operations. Prerequisite: BA 314 with a minimum grade of C-. 2 credits.

BA-435 Accounting & Auditing Seminar
A discussion-based course that uses cases to explore realistic accounting and auditing issues. Students will be faced with unstructured problems and be required to provide analyses and recommendations. Prerequisite: BA 314 with a minimum grade of C- (may be taken concurrently). 4 credits.

BA-440 Advertising and Promotion
Introduction to the concept of integrated marketing communications (IMC) and the specific components that make up the IMC program, including advertising, direct marketing, Internet/ interactive media, public relations, sales promotion, and personal selling. Application of core concepts and techniques through case analyses, IMC exercises, and team development of advertising campaigns and presentations. Prerequisites: BA-309 each with a minimum grade of C-. 4 credits.

BA-443 Special Topics in Marketing
A course focusing on topics of special interest to students and faculty, such as Services Marketing, Internet Marketing, Advertising and Promotions Management, Public Policy and Marketing, and Sports Marketing. Prerequisites: BA 309 with a minimum grade of C-. May be repeated for credit. 4 credits.

BA-451 Deterministic Decision Models
This course introduces several commonly used modeling techniques and tools used by managers to determine solutions to complex problems. Students will learn to determine which techniques are appropriate for solving various types of problems. The emphasis of this course will be placed on formulating deterministic (vs stochastic) problems and using computer spreadsheet applications (i.e., Excel) to solve them. Modeling techniques in this course will include linear programming, network optimization, and project management. Prerequisite: BA 350 and MATH 207 both with minimum grade C-; or Junior standing or above (60 or more completed credits) and MATH 226 with minimum grade C-. 2 credits.

BA-452 Global Finance
Global Finance presents the corporate uses of global financial markets. Combining practical knowledge, up-to-date theories, and real-world applications, this course explores issues of currencies, foreign exchange, VaR, funds, and risk management. Also listed as ECON 452. Prerequisite: BA 305 with a minimum grade of C- or ECON 331 with a minimum grade of C-. 4 credits.

BA-453 Probabilistic Decision Models
This course introduces several commonly used modeling techniques and tools used by managers to determine solutions to complex problems. Students will learn to determine which techniques are appropriate for solving various types of problems. The emphasis of this course will be placed on formulating stochastic or probabilistic (vs deterministic) models and using computer spreadsheet applications (i.e., Excel) to solve them. Modeling techniques in this class include decision analysis, queuing, simulation, and forecasting. Prerequisite: BA 350 and MATH 207 both with minimum grade C-; or Junior standing or above (60 or more completed credits) and MATH 226 with minimum grade C-. 2 credits.

BA-455 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits) and ECON-101, ECON-102, BA-201, and BA-202 each with a minimum grade of C-. Credits: 1.00 - 4.00

BA-457 Advanced Income Tax Accounting
A study of federal income tax as it applies to C corporations, S corporations, partnerships, and limited liability companies (LLC), the gift tax, the estate tax, income taxation of trusts and estates, and internal revenue service administrative procedures. The primary focus of the course will be taxation of corporations. Prerequisites: BA 357 with a minimum grade of C-. 2 credits.

BA-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

BA-490 Senior Seminar
As part of the capstone experience, Business seniors enroll in a senior seminar course, as appropriate for their chosen area of interest. The seminar serves as the forum in which students are prepared for and guided through their capstone experiences (internship or research project). Students will share with and learn from peers completing similar capstones. The seminar course also uses business periodicals and journals as a focus of seminar discussion to help bridge the gap between theory and practice. Prerequisite: ECON 101, ECON 102, BA 201, BA 202, BA 305, BA 309, BA 350, and BA 360 each with a minimum grade of C-. 2 credits.

BA-495 Independent Research
Student-conducted individual research/theoretical project. Faculty supervised. Independent study contract required. Credits: 1.00 - 6.00

CHEMISTRY

Jeannine Chan, Chair; Dawn Bregel, Roxana Ciochina, David Cordes, Joel Gohdes, Paige Hall, Kevin Johnson, Richard Whiteley

Our mission is to enhance the intellectual and personal development of our students within an undergraduate liberal arts setting. We specifically develop the understanding of both chemistry majors and non-majors of the theoretical and experimental background in chemistry necessary for their pursuit of careers in research, industry, education, the health professions and other fields. Our curriculum is designed to foster critical thinking, creativity, communication skills, discipline and the ability to work closely with others so solve complex problems.

By the end of their studies, graduating majors will:

- understand the relationships between atomic and molecular structure and macroscopic properties seen in the natural world
- have a working knowledge of the basic areas of chemistry (inorganic, organic, biochemical, physical and analytical chemistry) and be able to apply this knowledge to analyze data and scientific arguments and to formulate and carry out strategies for solving scientific problems
- synthesize and apply concepts from multiple sub-areas of chemistry,
- be proficient in basic laboratory skills (e.g., preparing solutions, synthesizing organic and inorganic materials, performing chemical and instrumental analyses and measurements)
- have developed good laboratory practice such as properly documenting laboratory work, using proper safety procedures and identifying and appropriately dealing with hazardous waste
- have an understanding of principles and applications of modern instrumentation, computation, experimental design and data analysis
- have developed good scientific communication, including writing, oral communication and presentation skills
- have developed the ability to locate, read, understand and critically evaluate the scientific literature
- have developed experience working with others as part of a team
- have conducted an individual research project within the University or in another appropriate setting

Chemistry: Requirements for the Major

CHEM 220-230	General Chemistry I-II	8 credits
CHEM 300	Fundamentals of Organic Chemistry	4 credits
CHEM 330	Fundamentals of Inorganic Chemistry	4 credits
CHEM 340-341	Quantitative Analysis	4 credits
CHEM 370	Fundamentals of Physical Chemistry	4 credits
CHEM 380	Fundamentals of Biochemistry	4 credits
CHEM 396	Chemical Literacy	1 credit
CHEM 392	Integrated Lab	1 credit
CHEM 486	Capstone Research	1-2 credits
CHEM 489 or 499	Capstone Project or Capstone Thesis	1-2 credits

Chemistry electives* 8 credits

CHEM 400,437,438,444,450,460,472,474,480 or 481
CHEM/ENV 361*

Ancillary Requirements

MATH 226-227	Calculus I-II	8 credits
Physics - one year with laboratory (PHY 232-242 recommended)		8 credits

TOTAL: 56-58 Credits

*Up to 2 credits of CHEM 495 Research or 4 credits of appropriate upper-division electives from chemistry or another department may be substituted by petition to the chemistry department in advance.

At least six credits of upper-division chemistry, including at least one course with a laboratory, must be taken at Pacific University.

Chemistry: Requirements for the Minor

CHEM 220-230	General Chemistry I-II	8 credits
CHEM 300	Fundamentals of Organic Chemistry	4 credits
CHEM 340	Quantitative Analysis	2 credits
CHEM 341	Quantitative Analysis Lab	2 credits
CHEM 385	Seminar	1 credit

Upper-division elective courses 8 credits
(at least 4 credits must be CHEM 330, 370 or 380)

TOTAL: 25 credits

COURSES

CHEM-110 Chemistry & Your Environment
An introductory chemistry course for students who do not plan to take additional chemistry. Basic principles of chemistry are developed and used to explain phenomena of significance to our lives. Topics include environmental issues such as atmospheric and water chemistry, nuclear power, and fuels. 2 credits.

CHEM-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

CHEM-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

CHEM-220 General Chemistry I
The first of a two semester sequence which introduces the basic concepts of chemistry by addressing: atomic and molecular structure, chemical and physical properties of materials, nomenclature, chemical reactions, stoichiometry, gas laws, and thermochemistry. These topics are studied in the context of inorganic and organic chemistry. Includes laboratory. Prerequisite: MATH 122 or placement. Corequisite: CHEM 220L. 4 credits.

CHEM-220L General Chemistry I Lab
Laboratory to accompany General Chemistry I lecture. Corequisite: CHEM 220. 0 credits.

CHEM-230 General Chemistry II
The second of a two semester sequence continuing from CHEM 220. Topics include: kinetics, equilibrium, thermodynamics, electrochemistry and special topics such as nuclear chemistry. General Chemistry II Laboratory is a corequisite. Prerequisite: CHEM 220 with a minimum grade of C- and MATH 125 or MATH 226 with a minimum grade of C-. Corequisite: CHEM 230L. 4 credits.

CHEM-230L General Chemistry II Laboratory
Laboratory to accompany General Chemistry II lecture. Corequisite: CHEM 230. 0 credits.

CHEM-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

CHEM-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

CHEM-295 Independent Project
Work in chemistry and introduction to chemistry research on a topic of mutual interest to the student and a faculty member. Instructor's consent required. May be repeated for credit or continued as CHEM 495. 1-3 credits.

CHEM-300 Fundamentals of Organic Chemistry
This course is an introduction to the primary topics of organic chemistry, largely organized around the study of the major functional groups. Topics include: structural analysis of simple carbon compounds, organic chemical nomenclature, survey of functional group chemistry (including carbonyl groups), elementary polar reaction mechanisms, and stereochemistry. Requires concurrent enrollment in a corresponding laboratory section. Prerequisite: CHEM 230 with a minimum grade of C-. Corequisite: CHEM 300L. 4 credits.

CHEM-300L Fundamentals of Organic Chemistry Lab
Laboratory to accompany Fundamentals of Organic Chemistry lecture. Corequisite: CHEM 300. 0 credits.

CHEM-330 Fundamentals of Inorganic Chemistry
An introduction to the primary topics of inorganic chemistry: atomic and molecular structure including molecular orbital theory and molecular symmetry, solid state chemistry, coordination compounds, organometallics, catalysis and bioinorganic chemistry. Physical methods appropriate to the study of inorganic chemistry will also be discussed. Prerequisite: CHEM 230 with a minimum grade of C-. Concurrent enrollment in CHEM 300 is highly recommended. 4 credits.

CHEM-340 Quantitative Analysis
An introduction to the theories and principles of volumetric, gravimetric, and colorimetric methods of analysis. Prerequisite: Sophomore standing or above (30 or more completed credits) and CHEM 230 with a minimum grade of C-. 2 credits.

CHEM-341 Quantitative Analysis Lab
A laboratory course to accompany and give practical illustration to the principles covered in CHEM 340, which is a corequisite. Prerequisite: Sophomore standing or above (30 or more completed credits). Corequisite: CHEM 340. CHEM 300 is highly recommended. 2 credits.

CHEM-355 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 6.00

CHEM-361 Lab Techniques Env Toxicology & Chem
Changes in the environment are ultimately the result of chemical processes. This laboratory course examines our understanding of chemical change in various environmental compartments from a practical perspective. Methodology for monitoring and modeling these systems will be utilized, including standard toxicity testing, use of biomarkers, tissue, air, water and soil analyses, and molecular techniques. Prerequisite: CHEM 300. 1 credit.

CHEM-370 Fundamentals of Physical Chemistry
An introduction to the primary topics of physical chemistry: chemical thermodynamics and equilibrium, chemical kinetics, molecular structure, and molecular spectroscopy. Includes laboratory applications of the principles of physical chemistry. Prerequisite: CHEM 230; PHY 202 or PHY 232; and MATH 227, each with a minimum grade of C-. 4 credits.

CHEM-380 Fundamentals of Biochemistry
An introduction to the chemistry of biological molecules with investigation of the structure and function of biological molecules in enzyme action, metabolism, energetics, and the flow of genetic information. Prerequisite: CHEM 300 with a minimum grade of C-. BIOL 204 is highly recommended. 4 credits.

CHEM-385 Seminar
Participation in discussions about recent advances in the field of chemistry. Prerequisite: Sophomore standing or above (30 or more completed credits) and CHEM 230 with a minimum grade of C-. May be repeated once for credit. Pass/No Pass. 1 credit.

CHEM-392 Advanced Integrated Laboratory
An advanced laboratory experience for upper division chemistry majors. The course will focus on one area of chemistry but will incorporate ideas and techniques from several of the sub-disciplines. A course, for example, might be focused on synthetic inorganic chemistry but also incorporate organic synthesis, catalysis, kinetic measurements and spectroscopic analysis. Prerequisite: Three foundational courses from CHEM 300, CHEM 330, CHEM 341, CHEM 370, and CHEM 380 each with a minimum grade of C-. 1 credit.

CHEM-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

CHEM-396 Chemical Literacy
This course is a formal introduction to the primary and secondary chemical literature and serves to prepare students with the literature skills necessary to complete their senior capstone project. As such, it is normally taken by students in the spring of their junior year and is a prerequisite of the capstone courses. Students wishing to travel abroad that semester will need to consult with the department to arrange an alternative. In the course, students will practice searching, reading and evaluating the chemical literature. They will also learn writing skills relevant to scientific papers. In this context, students will be instructed in ethics and pathways beyond Pacific. Prerequisite: Declared chemistry major. 1 credit.

CHEM-400 Advanced Organic Chemistry
This course is an exploration of advanced topics in organic chemistry. Topics include spectroscopy and structural determination; reaction mechanisms associated with aromatic, pericyclic, and radical reactions; organic synthetic methods; polymer chemistry, and a survey of biomolecules. Requires concurrent enrollment in a corresponding laboratory section. Prerequisite: CHEM 300 with a minimum grade of C. Corequisite: CHEM 400L. 4 credits.

CHEM-400L Advanced Organic Chemistry Laboratory
Laboratory to accompany Advanced Organic Chemistry lecture. Corequisite: CHEM 400. 0 credits.

CHEM-437 Solid State & Surface Chemistry
This course explores the chemistry of solid-state materials and surfaces. The focus will be on the molecular and electronic structure of solids and surfaces and how their properties are used in the creation of complex devices. The physical methods used to study these topics will also be explored. Analysis of papers from the primary literature will be included. Prerequisite: CHEM 330 and CHEM 370, both with a minimum grade of C. 2 credits.

CHEM-438 Bioinorganic Chemistry
This course explores the role of metals in biological systems. Topics include a review of basic coordination chemistry and biochemistry, metal uptake and transport, metallo-protein structure and function, metal complexes as therapeutics and imaging agents, and the physical methods used to study these topics. Analysis of papers from the primary literature will be included. Prerequisite: CHEM 330 and CHEM 380, both with a minimum grade of C. 2 credits.

CHEM-444 Instrumental Methods of Analysis
A three hour lecture and three hour laboratory for the introduction to the principles of instrumental methods of chemical analysis. Topics include data handling, spectrometric, chromatographic and electrochemical methods of analysis. Prerequisite: CHEM 340 and CHEM 341 both with a minimum grade of C; and PHY 202 or PHY 242 with a minimum grade of C-. 4 credits.

CHEM-450 Advanced Topics
A lecture or laboratory course concentrating on a specific topic in chemistry at the advanced level. For example mass spectrometry, high field nuclear magnetic resonance, or pharmacology. Prerequisite: Sophomore standing or above; additional prerequisites may apply depending on the topic. May be repeated for credit. 1-2 credits.

CHEM-455 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 6.00

CHEM-460 Environmental Chemistry
This course explores chemical processes in the environment. Students will examine our understanding of chemical change in the atmosphere, groundwater, and various aquatic environments from both a theoretical and practical perspective. Prerequisite: CHEM 300 with a minimum grade of C; CHEM 340 is recommended. 2 credits.

CHEM-472 Chemical Thermodynamics & Kinetics
An advanced physical chemistry course focusing on chemical thermodynamics and kinetics. The study of thermodynamics will apply mathematical models of energy relationships to the understanding of chemical equilibrium. The subject of statistical thermodynamics will be introduced. The study of kinetics will include a survey of experimental techniques used to quantify the rates of chemical reactions, as well as a study of the molecular models of chemical reactions, including reaction mechanisms and reaction theories. The course includes a laboratory component to complement the in-class work. Prerequisite: CHEM 370 with a minimum grade of C. 2 credits.

CHEM-474 Chem Quantum Mechanics & Spectroscopy
An advanced physical chemistry course focusing on quantum mechanics and its applications toward chemical spectroscopy. The study of quantum mechanics will apply quantum principles and mathematical methods to fundamental chemical systems: the atom, diatomic and polyatomic molecules. Molecular electronic structure and its applications to predict molecular properties will be emphasized. Electronic structure computational methods will be introduced. An understanding of quantum effects in molecules will inform the study molecular spectroscopy techniques. Spectroscopic techniques covered include rotational, vibrational, electronic, and magnetic methods. The course includes a laboratory component to complement the in-class work. Prerequisite: CHEM 370 with a minimum grade of C. 2 credits.

CHEM-475 Internship
See department for details. Internship contract required. Pass/No Pass. Credits: 1.00 - 14.00

CHEM-480 Advanced Biochemistry
This course will further explore the metabolism and structure and function of biological molecules and will continue to emphasize major biochemical concepts developed in CHEM 380. Prerequisite: CHEM 380 with a minimum grade of C. 2 credits.

CHEM-481 Biochemistry Laboratory
A laboratory course to introduce standard biochemical techniques including protein purification, execution of enzyme assays, SDS-PAGE, and western blots. Emphasis will be placed on experimental design, data acquisition, and data interpretation. Prerequisite: Sophomore standing or above (30 or more completed credits) and CHEM 380 with a minimum grade of C-. Offered Winter. 1 credit.

CHEM-486 Capstone Research
Students begin their senior capstone research with a faculty mentor. Topics should be selected in consultation with the mentor and should be consistent with the goals of the final capstone course, either Capstone: Project or Capstone: Thesis. Students wishing to continue on to CHEM 499, Capstone: Thesis, should enroll in 2 credits. Regular attendance at department colloquia required. Prerequisite: CHEM 396. Instructor's consent required. 1-2 credits.

CHEM-489 Capstone: Project
This course is a culmination of the work started in CHEM 486 Capstone Research. Examples of acceptable projects include: a focused review of the literature that results in an original interpretation or novel application, a pedagogical project for students interested in pursuing a career in teaching, an internship at an industrial or government laboratory, and a community service project which uses innovative application of chemical principles and technology. Students will complete a project paper and make an oral presentation based upon work completed the previous semester. Regular attendance and presentation at department colloquia is required. Prerequisite: CHEM 486 with a minimum grade of C. Instructor consent required. Offered Spring semester. 1 credit.

CHEM-495 Research
Independent laboratory studies or theoretical studies on projects of mutual interest to the student and faculty. Instructor's consent required. May be repeated for credit for continuing or new projects. 1-4 credits.

CHEM-499 Capstone: Thesis
This course is a culmination of the work started in CHEM 486 Capstone Research. Students electing to do a thesis will engage in a substantial research project that will involve an investigation of the scientific literature and original research on a current topic in chemistry. Presentation of the thesis work at a department colloquium and for senior presentation day is required. Regular attendance and participation at department colloquia is required. Prerequisite: 2 credits of CHEM 486 with a minimum grade of C. Departmental consent required. Offered Spring semester. 2 credits.

CIVIC ENGAGEMENT

Stephanie Stokamer, Director Center for Civic Engagement

COURSES

CIV-110 Civic Engagement Project
Students may elect to complete the Civic Engagement Cornerstone by undertaking a project rather than taking a CE-designated course. The project is equal to approximately 40 hours of engagement and associated work. The application to propose a civic engagement project, available at the Center for Civic Engagement, must be submitted to the Registrar with approval signatures from a sponsoring faculty member and the director of the Center for Civic Engagement. Counts toward core requirement: Civic Engagement. Pass/No Pass. 0 or 1 credit.

CIV-111 Civic Engagement & Diversity Project
Students may elect to complete the Civic Engagement Cornerstone by undertaking a project rather than taking a CE-designated course. Use CIV 111 for projects that also meet the International & Diverse Perspectives Cornerstone. The project is equal to approximately 40 hours of engagement and associated work in a context that also provides in-depth experiences with diversity. The application to propose a civic engagement project, available at the Center for Civic Engagement, must be submitted to the Registrar with approval signatures from a sponsoring faculty member, the director of the Center for Civic Engagement, and the Chair of the International & Diverse Perspectives Committee. 2 credits.

CIV-255 Special Topics
See department for course description. Credits: 1.00 - 4.00

CIV-317 Grant Writing & Non-Profit Fundraising
Social activists, non-profit leaders, educators and many other professionals need effective grant writing skills in order to secure competitive funding from government agencies and private foundations. Writing a successful grant proposal requires writing proficiency, strong research skills, creativity, and organizational ability. This course provides students with the background necessary to develop a strong case statement, an essential component of a competitive funding proposal. Working with community partners, students in this project-based course will create a submissable case statement that can be utilized in multiple grant proposals. Topics covered include: researching grant opportunities, writing the proposal, budget development, and professional ethics. Prerequisite: ENGW 201, ENGW 202, or ENGW 302 with a minimum grade of C-. 2 credits.

COMMUNICATION DESIGN

Mike Geraci

The communication design minor centers upon the design process and teaches students how design thinking and practice can be used as an important tool for communicating scholarly, creative, and research outcomes across a range of media. This minor adds value to students' primary academic pursuits across multiple disciplines by giving them the ability to produce rich visual communications for print and electronic media — a valuable skill in today's information-oriented culture.

This minor serves students across majors who have an interest in connecting the theories and practices of visual design, computer graphics, and digital media production to their primary area of academic study and research with the intent of enhancing the quality of the communications related to that work.

Communication Design: Requirements for the Minor

		Credits
MEDA 109/ARTST 109	Introduction to Communication Design	2
ARTST 210	Observational and Expressive Drawing I	4
ARTST 119	Introduction to Digital Imaging	2
OR		
MEDA 122/CS 122	Introduction to Digital Media	2
ARTST 218	Digital Illustration I	4
MEDA 319	Information Design	4
MEDA 363	Publication Editing and Design	4
OR		
MEDA 305	Designing for Electronic Media	4
MEDA 475	Internship	2
OR		
MEDA 460	Design Workshop	2

TOTAL: 22 credits

COMMUNICATION SCIENCES AND DISORDERS

Martin Fischer, School Director; Peter Flipsen Jr, Rik Lemoncello, Kerry Mandulak, Caitlin McDonnell, Ellen Reuler, Eric Sanders, Amanda Stead

Speech-language pathology is a dynamic and continuously changing profession. Speech-Language Pathologists (SLPs) are professionals who enjoy working one-on-one with people and with groups. The profession requires attention to detail, a professional attitude and the ability to communicate clearly with others. Having a broad academic background is an asset in the field. Speech-language pathologists provide clinical services that include prevention, diagnosis, habilitation and rehabilitation of communication. In addition, they offer services in swallowing, upper aerodigestive disorders, elective modification of communication disorders and enhancement of communication.

Candidates who enter a master's degree program in SLP often have an undergraduate degree in the following majors: English, psychology, sociology, linguistics, cognitive science, exercise science, biology, education and learning, foreign languages, history, and art. In reality, a person could earn a major in any liberal arts or science discipline along with the CSD minor courses for possible admission to a Speech-Language Pathology master's degree program.

Communication Sciences and Disorders: Requirements for the Minor

The Communication Sciences and Disorders (CSD) minor is intended as a pathway to graduate programs in speech-language pathology, audiology, or special education. The minor provides College of Arts and Sciences students on the Forest Grove campus with the prerequisite courses needed for entry into the Speech-Language Pathology (SLP) master's program. The minor also provides additional preparation for entry into the following Pacific University graduate programs: Master of Arts in Teaching, special education, early childhood/elementary; and Doctor of Audiology.

The CSD minor requires 25 credits.		Credits
CSD 200	Introduction to Communication Sciences and Disorders	2
CSD 204	Anatomy and Physiology of Speech	4
CSD 209	Clinical Phonetics	4
CSD 300	Audiology and Audiology Assessment	4
CSD 303	Speech Science (Prerequisite CSD 209)	4
CSD 306	Clinical Observation	1
CSD 307	Speech and Language Development	4
CSD 310	Neuroanatomy and Neurophysiology (Prerequisite CSD 204)	4

COURSES

CSD-200 Intro Communication Sciences & Disorders
This course is designed to provide students with an overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. Not for post-baccalaureate students. 2 credits.

CSD-204 Anat/Phys of Speech & Swallowing
Introduction to the structures and functions of systems important for speech production and swallowing across the lifespan, including the respiratory, phonatory, articulation, resonance, and swallowing systems. Also includes basic introduction to the nervous system and motor units for sensory and motor signals. 4 credits.

CSD-209 Clinical Phonetics
This course introduces learners to the science of human speech sound production and speech sound systems. A major emphasis will be on the application into clinical settings of how American English speech sounds are produced including the process and practice of clinical transcription. Discussion will include common errors and error patterns as well as accounting for common dialect variations. 4 credits.

CSD-300 Audiology & Aural Rehabilitation
This course introduces students to the study of hearing disorders and basic principles of clinical pure tone and speech audiometry, tympanometry and an overview of cochlear implants. 4 credits.

CSD-301 Prof Orientation to Comm Sci & Disorders
This course is designed to provide professional program candidates with a focused overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. For post-baccalaureate students only. 2 credits.

CSD-303 Speech Science
Introduces learners to the science of speech, including the three areas of acoustics, production, and perception. Emphasis within each area will include fundamental concepts and basic physiological and physical mechanisms, common analysis and examination procedures, and practical applications, primarily to the field of speech-language pathology. Prerequisite: CSD 209. 4 credits.

CSD-306 Clinical Observation
This course provides the opportunity for guided observation of assessment and intervention of individuals who have communication disorders. In this course, students will increase their understanding of what may be observed in the practice of speech-language pathology and audiology with individuals across the lifespan. This course also provides the opportunity for observation hours as required by the American Speech-Language-Hearing Association. Pass/No Pass. 1 credit.

CSD-307 Intro to Speech & Language Development
This course describes the acquisition of speech and language skills in typically developing children and adolescents. 4 credits.

CSD-310 Neuroanatomy and Neurophysiology
Introduces learners to the anatomy and physiology of the central and peripheral nervous systems, with an emphasis on development and typical functioning of structures and systems that support communication, behavior, and swallowing. Special emphasis on exploring clinical implications of structural or functional impairments to the nervous system in the language, cognitive, motor, sensory, swallowing, visual, vestibular, and auditory pathways. Prerequisite: CSD 204. 4 credits.

COMPARATIVE RELIGION

Jessica Ritter, Chair; Chuck Currie, Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead, Chris Wilkes

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in anthropology-sociology; a major in sociology; a major in social work; and minors in sociology, anthropology, comparative religion, and indigenous studies.

The program in comparative religion offers an interdisciplinary minor. The comparative religion minor strives to enhance knowledge of religious traditions and histories and to teach the skills necessary for the analysis of religion. The goal of the minor is to explore religion as an important dimension of personal meaning, culture, social institutions, and social structure.

Comparative Religion: Requirements for the Minor
The comparative religion minor must complete the following core courses with a grade of C- or better and maintain a 2.0 average in the minor.

REL/ANTH 140	Introduction to Comparative Religion	4 credits
PHIL 309	Philosophy of Religion	4 credits

Three additional courses with a REL prefix, or from the following list of electives (additional options to satisfy electives accepted by department approval). At least 4 elective credits must be 300 or 400-level.

ANTH 340	Symbolism, Myth and Ritual	4 credits
SOC 313	Sociology of Religion	4 credits
HIST 113	Islamic Middle East	4 credits
HIST 301	The Medieval World	4 credits
HIST 305	History of Magic and Witchcraft	4 credits
PHIL 206	Medieval Philosophy	4 credits
ARTHI 270	Western Art I	4 credits
ARTHI 271	Western Art II	4 credits
REL/ANTH 240	Topics in Comparative Religion	4 credits
MUS/REL 341	Music in World Religions	4 credits

TOTAL: 20 credits

COURSES

REL-140 Introduction to Comparative Religions
Comparative study of major world and selected regional religions with an emphasis on the analysis of beliefs, rituals, symbolism and social organization. Also listed as ANTH 140. Counts toward core requirement: Comparative Cultural, Social Sciences (2010 catalog), Diverse Perspectives, and/or International Perspectives. 4 credits.

REL-211 Religion & Politics
Historical and conceptual survey of the relationship between political action and religious belief with primary emphasis on the variety of political/religious interactions across the ideological spectrum in the United States but also including a survey of religion and politics in the Muslim world as a secondary emphasis. Also listed as POLS 211. 4 credits.

REL-217 The Bible in Historical Context
How did what we now know as "The Bible" come to be? Some traditions argue that the Bible is the literal word of God, but over the past two centuries a growing consensus has emerged among biblical historians that the scriptures evolved from oral traditions to the written word and were rewritten and reshaped as time went on. This course will expose students to a variety of historical, critical methods for understanding the Bible and for how the debates over its origins impact the social fabric of America today. Counts toward core requirement: Humanities. 4 credits.

REL-240 Topics in Comparative Religion
A class on topics of current interest in comparative religions. See department for current course description. Also listed as ANTH 240. Counts toward core requirement: Comparative Cultural, Social Sciences (2010 catalog), Diverse Perspectives, and/or International Perspectives. May be repeated for credit. 4 credits.

REL-255 Special Topics
See department for course description. Credits: 1.00 - 4.00

REL-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

REL-341 Music in World Religions
This course will explore the use of music as an important expression of spiritual engagement. Students will engage in an examination of the various liturgical and musical practices found in five primary world religions including: Christianity, Judaism, Islam, Hinduism and Buddhism. The course will examine how music is used to enhance liturgy, "engage the mind and move the heart" of participants in worship. ENGW 201 and a basic ability to follow musical notation recommended. Also listed as MUS 341. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

REL-355 Special Topics
See department for course description. Credits: 1.00 - 4.00

REL-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

COMPUTER SCIENCE

Michael Boardman, Chair; Shereen Khoja, Douglas Ryan, Chadd Williams

The Department of Mathematics and Computer Science offers majors and minors in both Computer Science and Mathematics.

The computer science program at Pacific University is characterized by small classes, close interaction with the faculty, and a deep yet broad curriculum rarely encountered at a small university. To prepare students for a discipline that is constantly changing, the curriculum integrates a wide variety of programming languages in a manner that emphasizes a thorough understanding of language structure. The student experience culminates with a two-semester software engineering capstone sequence that results in a substantial piece of original software. The confidence and knowledge gained from the program allows each student to pursue either a graduate education in computer science or immediate employment with such industry leaders as Intel, Microsoft and Hewlett Packard.

The computer science program maintains common goals for all of its students (majors, minors and others). Students in our courses learn strategies for abstract problem solving, gain a basic understanding of computers and the broad implications of their use and have the opportunity to hone their computational skills.

Computer Science: Requirements for the Major

MATH 226	Calculus I	4 credits
MATH 240	Discrete Mathematics	4 credits
MATH 306	Linear Algebra	4 credits
CS 150	Introduction to Computer Science I	4 credits
CS 250	Introduction to Computer Science II	4 credits
CS 260	Introduction to Java and Android Programming	2 credits
CS 300	Data Structures	4 credits
CS 310	Theoretical Computer Science	4 credits
CS 380	Algorithm Design and Analysis	4 credits
CS 430	Computer Architecture	4 credits
CS 460	Operating Systems	4 credits
CS 480	Principles of Compiler Design	4 credits
CS 493	Software Engineering I	2 credits
CS 494	Software Engineering II	2 credits
CS 498	Senior Capstone	2 credits

Eight credits selected from the following courses:

CS 315	Introduction to Human Computer Interaction	4 credits
CS 360	Special Topics*	4 credits
CS 445	Introduction to Database Systems	4 credits
PHY 364	Electronics	4 credits

TOTAL: 60 credits

* Note: CS 360 may be counted twice as an elective as long as the topics are different.

Restrictions
At least 24 credits of upper-division Computer Science courses must be taken from Pacific University (credit by examination not acceptable)
At most, 1 course passed with a grade below C- may count toward the Computer Science major. All courses in the Software Engineering sequence (CS 493, CS 494) must be passed with a grade of C or better.

Computer Science: Requirements for the Minor

CS 150	Introduction to Computer Science I	4 credits
CS 250	Introduction to Computer Science II	4 credits

Electives: 12 credits
Electives are selected from: CS 205, CS260, CS 300, CS 310, CS 315, CS 360, CS 380, CS 430, CS 445, CS 460, CS 480, MATH 306, MATH 240, PHY 364.

At least one of the following:

MATH 125	Precalculus	4 credits
MATH 226	Calculus	4 credits

TOTAL: 24 Credits

Restrictions: Eight of the elective credits must be upper-division Computer Science courses taken at Pacific University.

COURSES

CS-121 Our Digital World
An exploration of the impact and effects of the Internet on all aspects of our lives as global citizens. This course examines the ethical, cultural, economic and political aspects of the Internet as a social technology. Also listed as MEDA 121. 2 credits.

CS-122 Introduction to Digital Media
An introduction to producing, editing and publishing computer-based media including computer graphics, Web sites, and streaming media. Includes a survey of modern communications formats such as blogs, podcasts, and social networks. Also listed as MEDA 122. 2 credits.

CS-130 Introduction to Software Tools
Many disciplines are finding the need to gather, manipulate, analyze, and graph data. This course will introduce students to software tools that aid in this process. Software that is widely used at Pacific includes: Excel, SPSS, Word, and PowerPoint. Class includes lab projects. Prerequisite: MATH 125 with a minimum grade of C. 2 credits.

CS-150 Introduction to Computer Science I
A first course in computer programming fundamentals: no previous programming experience is required. This course will be taught in C++ and include programming projects in a variety of areas. Course content includes data types, selection structures, repetition structures, functions, arrays, structures and I/O. In addition to three lectures per week, the class meets weekly for a laboratory session. Corequisite: MATH 125. 4 credits.

CS-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

CS-205 Intro to Programming for Multimedia
This course introduces students with little or no programming experience to the design and development of software applications using a high-level, object-oriented programming language such as JavaScript Prerequisite: CS 122 or MEDA 122 with a minimum grade of C. Offered alternate years. 4 credits.

CS-232 Mobile Data Collection & Analysis
This course will show students how to use modern mobile data collection systems in laboratory and field applications. Experiments will be designed and carried out using mobile devices for data collection and software tools for data analysis and reporting. Sample experiments might revolve around topics such as blood pressure, EKG, flow rate, GPS with Google Maps, pH, light, pressure, and temperature. Prerequisite: CS 130 and MATH 125, both with a minimum grade of C. 2 credits.

CS-250 Introduction to Computer Science II
A second course in programming that is a continuation of CS 150. The focus of this course is object-oriented programming in C++. Concepts taught include pointers, classes, operator overloading, inheritance, and polymorphism. These concepts will be reinforced with advanced programming projects including introductory game programming. Prerequisite: CS 150 and MATH 125 each with a minimum grade of C. 4 credits.

CS-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

CS-260 Intro to Java & Android Programming
The focus of this course is programming using Java and Android Devices including Smartphones. Students will design, develop, and test Java programs. Topics will include the Java API, Smartphone hardware features, and Event Driven Programming. Prerequisite: CS 250 with a minimum grade of C. 2 credits.

CS-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

CS-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 14.00

CS-300 Data Structures
Data structures are fundamental to advanced, efficient programming. Topics including asymptotic analysis, stacks, queues, linked lists, trees, and hash tables will be covered in discussions centering around more sophisticated programming concepts, problem solving techniques, and software reusability. Prerequisite: CS 250 with a minimum grade of C. 4 credits.

CS-310 Theoretical Computer Science
This course introduces the foundations of formal language theory, computability, and complexity, shows the relationship between automata and various classes of languages, addresses the issue of which problems can be solved by computational means and studies the complexity of their solutions. It also studies Turing machines and equivalent models of computation, the Chomsky hierarchy, context free grammars, push-down automata, and computability. Prerequisite: CS 250 with a minimum grade of C. Offered alternate years. 4 credits.

CS-315 Intro to Human Computer Interaction
Humans interact with computers through user interfaces; designing useful and effective interfaces involves many challenges for both designers and programmers. This course will cover the basics of the field of human computer interaction including the human factors of interactive software, methods to develop and assess interfaces, interaction styles and design considerations. The class will include research and design projects as well as a programming project. Prerequisite: CS 250 with a minimum grade of C or MEDA 260 with a minimum grade of C. Offered alternate years. 4 credits.

CS-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

CS-360 Special Topics
The topic of this course changes from year to year depending on the latest developments in Computer Science and the research interests of the faculty. Recent topics include Client/Server Programming Using Java, Artificial Intelligence and Robotics, Windows Programming, and Computer Networking. Programming projects will build on existing APIs. Prerequisite: CS 250 with a minimum grade of C. May be repeated for credit. 4 credits.

CS-380 Algorithm Design and Analysis
An introduction to the formal techniques that support the design and analysis of algorithms, focusing on both the underlying mathematical theory and the practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, algorithmic strategies, advanced data structures, graph theory and other selected topics. Coursework includes object-oriented programming in C++ and covers templates, STL, and exception handling. Prerequisite: CS 300 and MATH 240 each with a minimum grade of C. Offered alternate years. 4 credits.

CS-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 14.00

CS-430 Computer Architecture
An introduction to the hardware design aspects of all major components of a computer system. Topics include computer arithmetic, Boolean algebra and gate networks, logic design, an introduction to IA-32/64 & MIPS assembly language programming, memory systems, I/O devices, pipelined instruction execution, bus structures, multi-core architectures and RISC/CISC philosophies. Prerequisite: CS 300 with a minimum grade of C. Offered alternate years. 4 credits.

CS-445 Introduction to Database Systems
An introduction to both the theory and application of Database Management Systems using a modern DBMS and web application front-end. Topics covered will include database design including normalization and optimization, the relational model, relational algebra, security, transaction management, and the query language SQL. Distributed and web architectures will be discussed. All topics in the course will be implemented concretely using a modern DBMS. Prerequisite: CS 300 with a minimum grade of C. Offered alternate years. 4 credits.

CS-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

CS-460 Operating Systems
This course provides a hands-on introduction to operating systems including the development of a command line shell and kernel modules. Topics covered include processes and threads, CPU scheduling, memory management, I/O systems, distributed file systems, operating system history and design, and synchronization. Prerequisite: CS 300 with a minimum grade of C. Offered alternate years. 4 credits.

CS-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

CS-480 Principles of Compiler Design
An introduction to compliers. Topics covered include: symbol tables, lexical analysis, parsing, attribute grammars, syntax-directed translations, semantic analysis, data flow analysis, code generation, and runtime environments. This course includes a laboratory experience which involves the coding, verification, and validation of a compiler. Prerequisite: CS-310 with a minimum grade of C. Offered alternate years. 4 credits.

CS-493 Software Engineering I
This course will cover the theory behind software development. Topics covered include software architecture, requirements analysis, prototyping, and project management tools. These topics are critical to the success of the student senior capstone projects. Prerequisite: Senior standing (90 or more completed credits), declared CS major, and one 400 level CS course with a minimum grade of C taken at Pacific. 4 credits.

CS-494 Software Engineering II
During this course, students will study the implementation and maintenance of a large software project. This includes the study of software development techniques, managing requirement and design changes during implementation, verification and validation, and defect management. In addition, students will participate in code reviews, study professionalism and job interview techniques, and meet with industry professionals and local technology companies. Prerequisite: CS 493 with a minimum grade of C. 2 credits.

CS-495 Independent Research
See department for details. Independent study contract required. Credits: 1.00 - 6.00

CS-498 Senior Capstone
Students will have the opportunity to use their Computer Science skills and knowledge to implement an original project of their choice under the supervision of faculty in Computer Science. The project will result in a software application and final presentation. Prerequisite: CS 493 with a minimum grade of C. 2 credits.

DANCE

Jennifer Camp, Mary Hunt

At Pacific, opportunities in the performing arts are available to all students, regardless of major. Whether you are interested in a career in the professional theatre, in teaching, or in combining theatre or dance with other fields of study, our courses and productions provide a well-rounded foundation.

The most collaborative of the arts, theatre and dance partake of, literature, history, music, movement, architecture, and design. Creating a compelling performance entails mastery of a wide array of skills, including acting, directing, playwriting, design, and technology.

Through rigorous work in academic, studio, and community settings, the Department of Theatre & Dance develops engaged artists and active learners. Faculty and students work together to teach, learn, create, and communicate in a spirit of exploration and collaboration. Our distinctive Applied Theatre program builds on traditional performance training to serve individuals and communities, while our theatre season offers challenging, uplifting performances to the campus.

Through theatrical production, community workshops, and academic study, the Pacific Department of Theatre & Dance strives to provide students with:

- Appreciation for the functions of the arts in all cultures, and specifically for the importance of story-telling, plays, and dance
- Practical experience in theatre and dance production, including scenic, lighting, costume, sound and make-up design; acting; stage management; dance; theatre technology; playwriting; and directing
- Critical thinking, writing, speech, and organizational skills
- Practical skills—including collaboration, problem-solving, project management, event planning, communication, and time management —that are applicable to a wide range of careers,
- Preparation through coursework, production experience, and internships for careers in theatre, dance, television, film, arts management, public relations, and teaching
- Preparation for graduate study in performance, design, and scholarly disciplines.

The dance program at Pacific University combines practical experience with rigorous academics. The program provides opportunities to perform, choreograph, and study literature and history, all of which integrate theory and practice. Students graduating with dance training go on to work in a variety of fields, including performance, production, arts management, teaching and many other professions that value communication, collaboration, critical thinking and creativity. Programs that combine well with dance include exercise science, music, business and education.

Dance: Requirements For The Major

Technique Foundations: 16 credits

Ballet		8 credits
DANC 105, 106	Beginning Ballet I/II	
DANC 205, 206	Intermediate Ballet I/II	
DANC 305, 306	Advanced Ballet I/II	
Jazz or Contemporary Technique Courses		4 credits
DANC 121, 122	Beginning Jazz Dance I/II	
DANC 221, 222	Intermediate Jazz DanceI/II	
DANC 321, 322	Advanced Jazz Dance I, II	
DANC 126, 127	Beginning Contemporary Dance I/II	
DANC 226, 227	Intermediate Contemporary Dance I/II	
DANC 326, 327	Advanced Contemporary Dance I/II	
Additional 300-level credits in the following technique		4 credits
DANC 305, 306, 321, 322, 326, 327		
Electives		4 credits
DANC 229/ 429	Dance Ensemble	
DANC 280	World Dance and Culture	
Thea 323	Lighting Design	
DANC 401	Choreography II	
DANC 420	Teaching Methods of Dance	
Other courses approved by program chair		

Composition and Choreography 6 credits

DANC 201	Improvisation (2 credits)
DANC 301	Choreography I (4 credits)

Context and Repertoire 12 credits

DANC 261	Dance Appreciation and History I (4 credits)
DANC 271	Dance Appreciation and History II (4 credits)
MUS101	Introduction to Classical Music (4 credits)

Mechanics, Health, and Safety 4 credits

DANC 310	Kinesiology for Dancers I (2 credits)
DANC 320	Kinesiology for Dancers II (2 credits)

Production 2 credits

THEA150-156	Theatre Company Production

Synthesis 4 credits

DANC 497, 498	Capstone, Fall and Spring

TOTAL REQUIRED CREDITS: 48

Dance: Requirements for the Minor

The Dance minor is available to all undergraduate students. Dance studies complement majors in theatre, music, visual arts, media arts, exercise science, education and psychology. The Dance minor offers strong emphasis on creativity through performance and choreography.

Technique—Foundations

Jazz or Contemporary Technique Courses 4 credits

DANC 121, 122	Beginning Jazz Dance I/II
DANC 221, 222	Intermediate Jazz DanceI/II
DANC 321, 322	Advanced Jazz Dance I, II
DANC 126, 127	Beginning Contemporary Dance I/II
DANC 226, 227	Intermediate Contemporary Dance I/II
DANC 326, 327	Advanced Contemporary Dance I/II

Ballet 4 credits

DANC 105, 106	Beginning Ballet I/II
DANC 205, 206	Intermediate Ballet I/II
DANC 305, 306	Advanced Ballet I/II

Additional year of 200/ 300 level in any of: 4 credits

DANC 205, 206, 305, 306, 221, 222, 321, 322, 226, 227, 326, 327 (Ballet II/III, Jazz II/III Contemporary II/III)

Theatre Company

THEA 152	Costume & Makeup	1 credit
THEA 153	Lighting	1 credit
THEA 156	Run Crew	1 credit

Context and Repertoire

DANC 261 Dance History and Appreciation I 4 credits

OR

DANC 271 Dance History and Appreciation II

Composition and Choreography

DANC 301 Choreography I 4 credits

Electives from the following: 3 credits

THEA 110	Acting I
DANC 229	Dance Ensemble Apprentice Company (may be repeated for this elective requirement)
DANC 429	Dance Ensemble Advanced Company (may be repeated for this elective requirement
DANC 200	Improvisation
DANC 401	Choreography II
DANC 280	World Dance and Culture
THEA 323	Lighting Design

DANC 420	Teaching Methods of Dance
DANC 310	Kinesiology for Dancers I
DANC 320	Kinesiology for Dancers II
DANC 420	Teaching Methods of Dance
MUS-220	Music Survey I
MUS-221	Music Survey II
MUS-321	Music History: Antiquity to 1585
MUS-322	Music History: 1585-1809
MUS-323	Music History: Classic/Romantic
MUS-324	Music History: The 20th Century
Total Credits	**26 credits**

COURSES

DANC-105 Beginning Ballet I
Course work taught at a beginning level of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. May be repeated for credit. 2 credits.

DANC-106 Beginning Ballet II
A continuation of DANC 105. Course work taught progressively based on lessons taught from fall semester. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. DANC 105 recommended. May be repeated for credit. 2 credits.

DANC-121 Beginning Jazz Dance I
Beginning Jazz I is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. May be repeated for credit. 2 credits.

DANC-122 Beginning Jazz Dance II
A continuation of DANC 121 in the spring semester. Course work taught progressively based on technique taught from fall semester. Beginning Jazz II is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. DANC 121 recommended. May be repeated for credit. 2 credits.

DANC-126 Begin Contemporary Dance I
Contemporary Dance is an introductory course taught at the beginning level for students interested in contemporary styles of dance. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. May be repeated for credit. 2 credits.

DANC-127 Begin Contemporary Dance II
A continuation of the beginning level technique class taught progressively from lessons taught in DANC 126. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. DANC 126 recommended. May be repeated for credit. 2 credits.

DANC-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

DANC-200 Dance Improvisation
The exploration of movement. The course focuses on a guided series of exploration exercises that generate spontaneous and free form movement. Additionally, this course concentrates on freeing the body of trained movement habits in order to uncover an original movement vocabulary. Corequisite: Any 200 or 300-level technique course. 2 credits.

DANC-205 Intermediate Ballet I
A continuation of DANC 105 and DANC 106. Course work taught based on progressive curriculum. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106. May be repeated for credit. 2 credits.

DANC-206 Intermediate Ballet II
A continuation of DANC 205. Course work taught progressively on lessons taught from fall semester. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106; or DANC 205. May be repeated for credit. 2 credits

DANC-220 Injury Prevention Conditioning Dancers
Designed to teach dancers how to maintain a healthy practice through the use of cross-conditioning exercises. The course will also focus on how to screen for muscular weaknesses and apply conditioning exercises to strengthen dancers' bodies to prevent injuries. Additionally, there will be an overview on the benefits of healthy eating habits for dancers and their importance in sustaining both mental and physical stamina needed for the demands of dance. 2 credits.

DANC-221 Intermediate Jazz Dance I
Intermediate Jazz I is an intermediate level class. Course work taught progressively based on technique taught from beginning level Jazz. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122. May be repeated for credit. 2 credits.

DANC-222 Intermediate Jazz Dance II
A continuation of DANC 221. Course work taught progressively based on technical skills taught from fall semester. Intermediate Jazz II is an intermediate level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122; or DANC 221. May be repeated for credit. 2 credits.

DANC-226 Intermediate Contemporary Dance I
Contemporary Dance is an intermediate level technique class taught progressively from lessons taught in DANC 126 and 127. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127. May be repeated for credit. 2 credits.

DANC-227 Intermediate Contemporary Dance II
A continuation of an intermediate level technique class taught progressively from lessons taught in DANC 226. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127; or DANC 226. May be repeated for credit. 2 credits.

DANC-229 Dance Ensemble I Apprentice Company
Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in other courses. Occasional work with guest dance artists and choreographers. Meets three times a week. Audition required. DANC 121, DANC 126 strongly recommended. Corequisite: Any 200 or 300-level technique course. May be repeated for credit. Offered each semester. 0-1 credit.

DANC-255 Special Topics
See department for course description. Credits: 1.00 - 3.00

DANC-261 Dance History & Appreciation I
A lecture course on the early formation of ballet from the 15th century Italian Renaissance Courts to its spread throughout Europe, and eventually to its emergence in America through the 21st century. 4 credits.

DANC-271 Dance History & Appreciation II
Examines 20th and 21st-century artists whose work continues to influence Dance and American Culture. The class concentrates on the dancers, choreographers, and teachers who have developed the art form, examining their works and discussing both their significance in their time period and their ongoing influence. 4 credits.

DANC-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

DANC-280 World Dance and Culture
Explores various dance forms from a variety of international cultures including Bharata Natyam/Indian classical dance; Latin dance; African dances; Native American; Asian; and other forms. It will investigate how these dance forms play a part in the various cultures; ritually, socially, or performed as a source of entertainment. Counts toward core requirement: International Perspectives. 4 credits.

DANC-301 Choreography I
An introductory course on learning the craft of choreography. It focuses on strengthening performance skills for staged works through improvisational movement exercises and choreographic studies. As a choreographer, the student will learn to develop movement themes

through the exploration and use of the concepts and principles applied in dance, such as time, space, and energy. Overall, students will develop a critical awareness through analytical assessment of his/her own work and other choreographic works. Prerequisite: DANC 200. 4 credits.

DANC-305 Advanced Ballet I
Dance 305 is a continuation of Intermediate Ballet (DANC 205 and DANC 206). Course is taught based on a progressive curriculum. The course concentrates on classical ballet exercises with an emphasis on proper body alignment, improving flexibility and strength, terminology, and theory of movement. Prerequisite: DANC 205 and DANC 206. May be repeated for credit. 2 credits.

DANC-306 Advanced Ballet II
A continuation of DANC 305. Course is taught based on a progressive curriculum. The course concentrates on classical ballet exercises with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 205 and DANC 206; or DANC 305. May be repeated for credit. 2 credits.

DANC-310 Kinesiology for Dancers I
The study of body mechanics as it pertains to dance movement. This course concentrates on anatomy and physiology, nutrition for dancers, screening for muscular imbalances, injury prevention, and supplemental conditioning. Its goal is to give dancers knowledge, insight, and an understanding of proper body mechanics, technically, and aesthetically as it applies to dance movement. It also aids in a greater understanding of the importance of maintaining the body at its physical peak to meet the demands of a profession in dance both mentally and physically. Recommended prerequisites: BIOL 202, BIOL 224, EXIP 281. 2 credits.

DANC-320 Kinesiology for Dancers II
A continuation of the study of body mechanics as it pertains to dance movement. This course concentrates on anatomy and physiology, nutrition for dancers, screening for muscular imbalances, injury prevention, and supplemental conditioning. Its goal is to give dancers knowledge, insight, and an understanding of proper body mechanics technically and aesthetically as it applies to dance movement. It also aids in a greater understanding of the importance of maintaining the body at its physical peak to meet the demands of a profession in dance both mentally and physically. Prerequisite: DANC 310. 2 credits.

DANC-321 Advanced Jazz Dance I
Course is an intermediate/advanced level class. Course work taught progressively based on technique taught from Intermediate Jazz Dance I and II. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 221 and DANC 222. May be repeated for credit. 2 credits.

DANC-322 Advanced Jazz Dance II
This course is an intermediate/advanced level class. Course work taught progressively based on technique taught from Intermediate Jazz Dance I and II. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation, and stylized choreography. Prerequisite: DANC 221 and DANC 222; or DANC 321. May be repeated for credit. 2 credits.

DANC-326 Advanced Contemporary Dance I
This is an intermediate/advanced level technique class taught progressively from lessons taught in Beginning and Intermediate Contemporary Dance (DANC 126, 127, 226, 227). It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learn original choreography and understand pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 226 and DANC 227. May be repeated for credit. 2 credits.

DANC-327 Advanced Contemporary Dance II
A continuation of DANC 326. This is an intermediate/advanced level technique class taught progressively from lessons taught in Beginning and Intermediate Contemporary Dance (DANC 126, 127, 226, 227, 326). It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learn original choreography and understand pertinent anatomical vocabulary needed to develop strong Contemporary technique. Prerequisite: DANC 226 and DANC 227; or DANC 326. May be repeated for credit. 2 credits.

DANC-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

DANC-401 Choreography II
Choreography II allows students who have studied basic choreography to focus on creating work for small groups. It focuses on strengthening performance skills for staged works through improvisational movement exercises and choreographic. As a choreographer, the student will learn to develop movement themes through the exploration and use of the concepts and principles applied in dance, such as time, space, shape, force, and motivation. The course will also focus on the development of a critical awareness in the analytical evaluation of his/her own work and through the viewing of other choreographic works. Prerequisite: DANC 301. Corequisite: A 200 or 300-level technique course. 4 credits.

DANC-420 Teaching Methods of Dance
Concentrates on how to prepare students to teach dance. It focuses on isolating and analyzing individual movements, with an emphasis on correct, safe execution and use of appropriate muscles. In addition, students learn how to teach with an accompanist, understand time signatures for specific movement combinations, prepare a course lesson plan, and daily lesson plans. Each student will teach at least one lesson to the entire class. Prerequisite: DANC 305 and DANC 306; or DANC 321 and DANC 322; or DANC 326 and DANC 327. 4 credits.

DANC-429 Dance Ensemble II Advanced Company
Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in other courses. Occasional work with guest dance artists and choreographers. Meets twice weekly. Audition required. Course is intended for juniors and seniors. Corequisite: Any 200 or 300-level technique course. Instructor's consent required. May be repeated for credit. Offered each semester. 0-1 credit.

DANC-495 Independent Study
See department for details. Independent Study contract required. **Credits: 1.00 - 15.00**

DANC-497 Senior Capstone Project I
This course is an independent project for senior students, which fulfills 2 credits of the 4 credits required for the Dance major. Areas may emphasize either aspects of performance/choreography, or dance research. Projects may include research in the following areas of dance: education, science, art, history, digital media, or other related topics. The capstone project will be determined between the student and the faculty advisor. Students must meet with their advisor during their junior year to set goals in order to complete their capstone project in the fall and spring of their senior year. Students choosing the choreography/performance project, will present their project in the fall semester. Students choosing the research project will complete fieldwork in the fall semester and written research results will be completed in DANC 498. Instructor's consent required. 2 credits.

DANC-498 Senior Capstone Project II
This course is part two of the independent project for senior students who have completed DANC 497 in completion toward the Dance major. Students will complete a written thesis documenting the process and results from DANC 497. A final oral presentation of the final work findings will be completed at the end of the semester discussing results from the performance, showing, teaching demonstration, or the chosen dance project. Prerequisite: DANC 498 with minimum grade B. 2 credits.

DISABILITY STUDIES

Andy Alstot, David Boersema, Nancy Cicirello, Ramona Ilea, Christine Macfarlane, , Marc Marenco, Kristy McGinnis, Jessica Ritter, Todd Schultz, Tim Thompson

Disability is a natural part of the human experience but despite its universality, societies past and present have treated the physically or mentally different with fear and antipathy. . (The Nazi gas chambers, for example, were first constructed to eradicate persons with mental disabilities.)

Disability Studies from the perspectives of the humanities tries to understand why people with disabilities have been treated as they have and how they should be treated in a twenty-first century democracy like our own, and why.

This minor is designed for students majoring in any of the liberal arts and sciences. For those interested in health care, disability studies complements their science courses by focusing on the social, cultural, and political issues in their future careers, and by concentrating on a population of people that many professions - physical therapy, education, medicine, and psychology, for example - are established to serve.

Students majoring in the social sciences or humanities will be interested in disability studies' analysis of the most fundamental ideas of our culture: body and mind, normality and difference, freedom and rights, beauty and wholeness - all of these "abstractions" and their profound importance may become clearer in classes devoted to exploring their impact on our laws, schools, hospitals, beliefs, and day-to-day lives.

Disability Studies: Requirements for the Minor

ENGL 221	Literature and Disability	4 credits
DS/PHIL 307	Ethics, Medicine, and Health Care	4 credits
DS 200	Introduction to Disability Studies	2 credits
OR		
ENGW 202	Writing About Disability	4 credits
Electives from the following list, 6 credits of which must be upper-division		11-12 credits
DS 204	Working w/ People w/ Disability	4 credits
DS/EXMB 315	Adaptive Physical Education	2 credits
HIST 305	History of Magic and Witchcraft	4 credits
PSJ 105	Introduction to Civic Engagement	2 credits
PSJ/PHIL 240	Human Rights	2 credits
PHIL 202	Ethics and Society	4 credits
POLS 222	Civil Rights Movement	2-4 credits
POLS 321	Protest, Dissent, and Change	4 credits
DS/POLS 325	Constitutional Law	4 credits
DS/PSY 211	Abnormal Psychology	4 credits
SOC 319	Sociology of Medicine	4 credits
SOCWK201	Principles of Social Work	4 credits
SOCWK 351	Social Policy and Justice	4 credits
SPED 300	Foundations of Special Education	2 credits
SPED 305	Exceptionalities	2 credits
SPED 342	Assistive Technology	2 credits

TOTAL: 23-24 credits

COURSES

DS-200 Introduction to Disability Studies
Disability Studies understands disability as referring not only to a biological or medical condition, but also to a community of people (the largest minority in the U.S.); to a civil rights movement; to a complex set of social and ethical issues; to a universal human experience; and to the ways cultures respond to different bodies, minds, and behaviors. The class will help students understand disability in its social, cultural, and ethical dimensions. It will sometimes be taught in Hawaii during Winter. Counts toward core requirement: Diverse Perspectives. Students who have successfully completed ENGW 202: Writing About Disability should not take this course. 2 credits.

DS-204 Working w/People w/Disability
Human diversity includes the variety of abilities and disabilities we all experience. In this course, students learn how the lives of persons with significant disabilities are similar and different than their own. They examine the challenges and needs of persons with disabilities and their families in society. While working as student-counselors in a residential camp located near Mt Hood, they expand their awareness, knowledge, and skills for interacting with and supporting persons with a variety of disabilities. Working in smaller groups and under the supervision of qualified staff, students use teamwork and communication skills to support each other and campers in a range of outdoor recreation activities. The two-week practicum portion of the course enables students to strengthen their personal and professional development through extensive opportunities to interact with campers, camp staff and other counselor trainees. Instructor's consent required. Counts toward core requirement: Civic Engagement. 4 credits.

DS-211 Abnormal Psychology
Students critically explore major categories of disorders, with special emphasis on dissociative identity disorder, depression, schizophrenia, and borderline personality. Questions are raised about the use of psychiatric drugs, and attention is paid to the history of insanity. This course includes both textbook and original readings. Also listed as PSY 211. Prerequisite: PSY-150 with a minimum grade of C. 4 credits.

DS-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

DS-307 Ethics, Medicine & Health Care
A study of ethical issues that arise in the health care professions. After working through the processes of moral reasoning and learning about some of the major moral theories this course will focus on major topics in health care today. Typically this course deals with such issues as abortion, physician assisted suicide, genetic manipulation and cloning, and comparative health delivery systems. Students will be able to do some independent research on a topic of their choice. Also listed as PHIL 307. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

DS-315 Adapted Physical Activity
Introduction to adapted, corrective, and developmental physical activities. Emphasis is placed on assessment, laws & legislation, and teaching methods of physical activities for the exceptional student. Also listed as EXMB 315. Prerequisite: EXMB-105, and EXIP 365 with a minimum grade of C- or DS 200 with a minimum grade of C-. 2 credits.

DS-325 Constitutional Law
An introduction to the judicial process, legal reasoning and interpretation of the Constitution through analysis of court cases. Subjects include federalism, property, race, gender, and privacy. Also listed as POLS 325. Biennially. 4 credits.

DS-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

DS-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

DS-495 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ECONOMICS

Jamie Haag, Chair; Phil Ruder

The economics major prepares students to enter a wide range of careers in business, research, or the public sector. It also prepares students for graduate study in economics, business, law, or public administration. The degree develops broadly educated individuals who are flexible, skilled at solving problems, aware of a diversity of viewpoints, and responsive to rapidly changing economic environments.

During the course of majoring in economics, students develop excellent skills in written and verbal communication, quantitative analysis, application of technology, independent research, and critical thinking. The academic requirements of the major allow students to study abroad during one semester or during an entire year. Off-campus internships are available for advanced students who wish to gain relevant work experience in applied economics, while exploring specific career options.

A successful graduate with an economics major will be able to:

- read and understand standard textbooks and general publications covering economic topics
- write essays, short papers or major research papers in a clear and concise fashion, with emphasis on content, style, and analytical rigor
- organize and present ideas and information orally as part of a team and as a sole presenter
- use data and statistics to understand and to analyze relevant problems
- use contemporary information technology effectively, including the library, Internet and computer software applications
- design and carry out independent and collaborative projects

Economics: Requirements for the Major
The major in economics requires completion of 38 credits in economics courses, 4 credits in accounting, 4 credits in pre-calculus, and 4 credits in statistics. The Economics of Social Issues (ECON 101) and The Economics of Markets and Governments (ECON 102) are the basic prerequisites for all department courses. Elementary Statistics (MATH 207) must be completed prior to enrolling in Econometrics (ECON 321). Pre-Calculus (MATH 125) is a prerequisite for Microeconomic Theory (ECON 327) and Macroeconomic Theory (ECON 328). Students intending to do graduate work in economics should complete the calculus sequence and other selected math courses.

A minimum 2.0 grade point average is required in all major courses; only grades of C- or above may be used to satisfy department requirements, including MATH 207.

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets and Governments	4 credits
BA 201	Accounting Principles	4 credits
MATH 125	Pre-calculus	4 credits
MATH 207	General Elementary Statistics	4 credits
ECON 321	Introduction to Econometrics	4 credits
ECON 327	Consumers, Producers, and Governments	4 credits
ECON 328	Macroeconomic Foundations	4 credits
ECON 300+	Economics Electives	12 credits
ECON 485	Research Methods in Economics	4 credits
ECON 495	Senior Thesis	2 credits

TOTAL: 49 credits

Note: One elective may be selected from outside economics, with departmental approval.

Economics: Requirements for the Minor
The Economics Department offers a minor in Economics which requires completion of 24 credits of departmental courses, including 8 credits of electives. A minimum 2.0 grade point average is required. Any student interested in an Economics minor should consult with a faculty member in the Economics Department.

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets and Governments	4 credits
ECON 327	Consumers, Producers, and Governments	4 credits
ECON 328	Macroeconomic Foundations	4 credits
ECON 300+	Economics Electives	8 credits

TOTAL: 24 Credits

COURSES

ECON-101 Economics of Social Issues
Students will develop an understanding of core macroeconomic principles and their application to current problems and issues faced by policymakers. The course will emphasize the macroeconomic policy challenges faced by governments and central banks and describe the various tools available to meet these challenges. The course will examine alternative macroeconomic models used to characterize long-term trends and short-term fluctuations in key economic indicators such as gross domestic product, unemployment, inflation, consumer confidence, and deficits. 4 credits.

ECON-102 Economics of Markets & Governments
An introduction to the basic microeconomic analysis of choice in market based economies shaped by government policy. The course emphasizes the decisions made by individuals, firms, and governments faced with scarce resources. The course examines the limitations of markets in dealing with issues such as income inequality, unsustainable resource use, and anti-competitive firm practices. The course examines the role played by federal, state, and local governments in improving market outcomes. 4 credits.

ECON-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

ECON-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ECON-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ECON-321 Introduction to Econometrics
This course is concerned with the use of statistical methods for estimating and testing economic relationships. The course will emphasize the application of classical statistical techniques of estimation, hypothesis testing, and regression analysis to economic models. Exploration of problems arising from violations of the classical assumptions. The course incorporates extensive use of statistical software to perform data analysis, regression, and forecasting. Prerequisite: ECON 101, ECON 102, and MATH 125. 4 credits.

ECON-327 Economics Consumers Producers Govrnments
This course presents rational choice and behavioral economic models of analyzing individual choice in the presence of scarcity. The understanding of firms begins with the study of production technology and costs and proceeds to the study of firm conduct in different market settings. Throughout the course, students study of the economic efficiency of market outcomes and the effect of government policy on social goals relating to efficiency and equity. Great emphasis will be placed on the use of mathematical tools to study economic outcomes. Prerequisite: ECON 101, ECON 102, and MATH 125. 4 credits.

ECON-328 Macroecon Found Govt/Cntrl Bank Policy
Students will gain an understanding of the origins and distinguishing characteristics of alternative schools of thought in macroeconomics. Development of closed and open economy macroeconomic models used to characterize long-term trends and short-term fluctuations in gross domestic product, unemployment, inflation, and government and international deficits. Application of quantitative methods to analyze relationships among key economic indicators, examination of current economic policy challenges, and prediction of policy outcomes based on competing macroeconomic theories. Prerequisite: ECON 101, ECON 102, and MATH 125. 4 credits.

ECON-329 International Economics
International economics studies the globalization of trade in goods and services markets as well as in markets for financial assets. Students will examine the motivations for trade and the effects of trade on the level and distribution of income and wealth in national economies. During the course of the semester, students will also analyze various policies to impede or promote trade, the function of foreign currency markets, and the causes of international financial crises. Prerequisite: ECON 101 and ECON 102. 4 credits.

ECON-331 Money and Banking
Analysis of the nature and functions of money and effects of changes in the money supply; operation of commercial banks, the Federal Reserve System, and the Treasury that affect the United States' monetary system; monetary theory; critique of various monetary policies. Prerequisite: ECON 101. 4 credits.

ECON-332 Industry Studies
Students apply basic economic principles to the study of the structure, conduct, and performance of local firms and industries. Students also examine the influence of public policy on local firms and industries. Field visits to local firms and presentations by local business managers and government officials comprise much of the course. Prerequisite: ECON 102. 2 credits.

ECON-333 Environmental Economics
Environmental economics studies the role in the economic system of environmental amenities such as clean air and clear water. The course analyzes the problems of market outcomes when such amenities are not priced. The problems associated with estimating economic costs

and benefits are also carefully examined. The course emphasizes the connection between economic understanding and improved public policy. Also listed as ENV 333. Prerequisite: ECON 102. 4 credits.

ECON-334 Health Economics
Students in the health economics course will apply economic theory and empirical analysis to study how socioeconomic status, public policy actions, and individual decisions influence health outcomes. The economics of private insurance markets comprises another important area of study in the course. The functions and outcomes in the United States health care system will be studied in detail and compared with those in other nations. Prerequisite: ECON 102. 4 credits.

ECON-335 Labor Economics
Students of labor economics study the determinants of supply and demand in labor markets that are segmented by regions, occupants, and other characteristics of workers. Students in this course also study the effect of human capital formation, immigration, and demographic change on wages and employment. The effects of government policies ranging from living wage laws of OSHA regulation comprise an important part of the course. Students examine the influence of unions on labor market outcomes as well. Prerequisite: ECON 102. 4 credits.

ECON-341 International Trade and Development
The economic analysis of globalization. International trade topics include the determinants of trade in goods and services and the effect of trade policy on national income level and distribution. Special attention will be paid to examples relevant to U.S.-Europe, U.S.-Japan, and Developed Country-Less Developed Country economic relations. Topics in international development include determinants of growth and the effect of industrial and trade policy on national income levels and distribution. Prerequisite: ECON-101 and ECON-102. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

ECON-351 Energy Economics
The economics of energy studies the role of energy and energy resources in industrial societies from an economic perspective. Basic economic principles and methods are used to examine problems in the production, distribution and use of energy in all its important forms including coal, oil, gas, nuclear, electricity, and various alternative fuels. Special policy issues such as the environmental problems of energy use, regulation, the depletion of energy resources, and other problems pertaining to the energy industries will be discussed. Also listed as ENV 351. Prerequisite: ECON 102. 4 credits.

ECON-355 Special Topics
See department for course description. Prerequisite: ECON 102 with a minimum grade of C-. Credits: 1.00 - 6.00

ECON-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ECON-452 Global Finance
Global Finance presents the corporate uses of global financial markets. Combining practical knowledge, up-to-date theories, and real-world applications, this course explores issues of currencies, foreign exchange, VaR, funds, and risk management. Also listed as BA 452. Prerequisite: BA 305 with a minimum grade of C- or ECON 331 with a minimum grade of C-. 4 credits.

ECON-475 Internship
See department for details. Internship contract required. **Credits: 0.00 - 6.00**

ECON-485 Research Methods in Economics
Students will familiarize themselves with the methodology by which economists conduct research, with an emphasis on the development of an effective research question and strategies for identifying relevant scholarly literature. Students will learn how to read theoretical and empirical research papers that contain mathematical expositions beyond the econometric and mathematical training of the typical undergraduate student majoring in economics. The course will also provide students with an understanding of where and how to collect data used in economic analysis, and the limitations that the use of data imposes on economic inference. Students will apply their increased understanding of economic research methodology to produce their own literature review. Prerequisite: ECON 321, ECON 327, and ECON 328. 4 credits.

ECON-495 Senior Thesis
Students work in consultation with their primary advisor to carry out the research plan developed in the Fall. Students present the results of their research to peers and faculty then revise their theses to address the critical feedback they receive. Prerequisite: ECON 485 or ECON 490 and declared Economics major. 2 credits.

EDITING AND PUBLISHING

Kathlene Postma, Patricia Cheyne, Mike Geraci, Isaac Gilman, Keya Mitra

Students in Pacific University's editing and publishing minor study writing, communication, and the art and business of digital and traditional publishing. They develop their skills through multidisciplinary courses in art, business, English and media arts, along with practical experience with the student newspaper and the University's literary journal and scholarly journals, as well as on- and off-campus jobs and internships. Editing and publishing is a strong complement to any program of study for students who want to learn marketable skills in online and print communication.

Interested students are strongly encouraged to contact Kathlene Postma in the English department no later than the spring of their sophomore year.

Editing and Publishing: Requirements for the Minor

All of the following courses:		12 credits
ENGW 203	Professional Writing and Editing (4 credits)	
MEDA 122	Introduction to Digital Media (2 credits)	
MEDA 363	Publication, Editing, and Design (4 credits)	
ENGW 475	Internship (2 credits)	
One or more of the following courses:		2 credits
MEDA 364	Journal Editing & Publishing	
ENGW 300	Book Editing, Design, and Publishing	
ENGW 466	Literary Magazine Production	
Two or more of the following courses:		8 credits
ARTST 239	The Artist Book I	
ARTST 339	The Artist Book II	
BA 309	Marketing	
BA 410	Marketing Research	
BA 440	Advertising and Promotion	
ENGW 300	Book Editing, Design, and Publishing	
ENGL 431	Literature & Publishing: Special Topics	
ENGW 466	Literary Magazine Production	
MEDA 150	Pacific Index	
MEDA 265	Web Design	
MEDA 364	Journal Editing & Publishing	
MEDA 450	Pacific Index – Management	

TOTAL: 22 credits

EDUCATION AND LEARNING

Michael Charles

Bachelor of Arts (BA) in Education and Learning

The Education and Learning major is designed to provide students with a deep understanding of the psychological, social, philosophical, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching. Students not interested in obtaining a teaching license will do a capstone research project instead of student teaching.

Students interested in licensure will choose from two tracks in the major, general education or special education, and complete the required professional courses for early childhood and elementary school authorizations. Those choosing general education will complete the requirements for the multiple subjects endorsement, while those who choose special education will complete the requirements for the special education endorsement. Student teaching is the capstone experience. Students considering a teaching career should consult with the coordinator of the undergraduate education program and take the introductory education course, EDUC 260 Foundations of Education, by their sophomore year.

This major (as well as many other majors at Pacific) also is a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a master's program (see our MAT Fifth-Year program for an example). A minor in a complementary subject area is strongly recommended for those who choose this route.

Minors in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers also are available; information follows.

Requirements for the Major: Education and Learning

		Credits
Introduction to Psychology		
PSY 150	Introduction to Psychology	4
Philosophical Foundations		
PHIL 100	Introduction to Philosophy	4
OR		
PHIL 202	Ethics and Society	4
Social Foundations: one of the following courses		
ANTH 101	Introduction to Anthropology	4
SOC 102	Social Problems	4
POLS 140	Introduction to U.S. Politics	4
POLS 180	The United States in World Affairs	4
Human Development: one or more of the following courses		
PSY 180	Lifespan Human Development	4
PSY 240	Child Development	4
EDUC 322	Applied Human Development (Eugene)	3
EDUC 320	Brain-Based Learning (Eugene)	3
Education and Learning Core Requirements: all of the following		
EDUC 260	Foundations of Education	2
EDUC 300	Introduction to Early Childhood Education	4
EDUC 308	Learning Communities I: Personal Awareness	2
EDUC 361	Foundations of Human Development & Psychology	3-4
EDUC 370	School and Society	2
EDUC 420	Language Acquisition in Children	2
EDUC 428	Teaching Reading through Child and Adolescent Literature	2
Required capstone experience: one of the following options		
EDUC 496	Integrating Seminar I: Research Design	2
AND		
EDUC 497	Integrating Seminar II: Research Project	4
OR		
EDUC 475/SPED 475	Student Teaching (Admission to the College of Education required – this is the capstone experience for those completing the Professional Courses for Early Childhood and Elementary School Authorizations)	12-15

Professional Courses for Licensure (Multiple Subjects Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
EDUC 343	Teaching Math, Science and Health ECE/Elem	4
EDUC 397	Field Experience	1
EDUC 408	Reading and Language Arts ECE/Elem	4
EDUC 410	Expressive Arts in ECE	2
EDUC 431	General Methods, Assessment, & Classroom Management	2
EDUC 459	Preparing the Work Sample	2
EDUC 475	Student Teaching	12-15

Professional Courses for Licensure (Special Education Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
SPED 300	Foundations and Legal Aspects of Special Education	2
SPED 305	Exceptionalities	2
SPED 310	Classroom & Behavior Management for Special Educators	4
SPED 320	Assessment & Evaluation in Special Education: Academic	2
SPED 325	Assessment & Evaluation in Special Education: Functional	2
SPED 330	Integrated Curriculum & Methods for Students with Disabilities: Academic	2
SPED 332	Integrated Curriculum & Methods for Students with Disabilities: Reading/Language Arts	2
SPED 335	Integrated Curriculum & Methods for Students with Disabilities: Functional	4
SPED 342	Assistive Technology	1
EDUC 397	Field Experience	1
SPED 475	Student Teaching	12-15

Requirements for the Minor: Teaching English to Speakers of Other Languages (TESOL)

The TESOL minor offered through the College of Education is intended to equip students with knowledge and skills necessary for teaching English as a second or foreign language. The program prepares students for teaching English overseas and in various educational settings. Those who wish to enter a graduate degree program in TESOL will build a strong foundation in this field. This program does not lead to an endorsement in ESOL at K-12, unless students are already admitted to the undergraduate initial teaching licensure program in the College of Education. Undergraduate students may earn a minor in TESOL by completing the following requirements:

Language and Cultural Competency Requirements: This requirement can be fulfilled by choosing option (1) or (2) below:

(1) Language courses (4 to 12 credits): FREN, CHIN, SPAN, GERN, JAPN Language course through 201

Or,

(2) Foreign language proficiency equivalent to FREN, CHIN, SPAN, GERN, JAPN 201 and one of the language or cultural studies courses from the following list (4 credits):

FREN, CHIN, SPAN, GERN, JAPN Language course (202 or above)
ANTH/MUS 241 Intro to World Music
ARTHI 276 Art and Architecture of Asia
ARTHI 342 Islamic Art and Architecture
HIST 111 Foundations of East Asia
HIST 112 East Asia
HIST 113 Islamic Middle East
HIST 211 Japan Past and Present
HIST 212 China Past and Present
HIST 213 Vietnam and U.S.
POLS/HIST 239 Latin America
HIST 315 Modern Japan
HIST 316 China from Mao to Tiananmen
HUM 204 Chinese Cultural Study
HUM 205 Japanese Culture
HUM 206 Latin America
HUM 207 German Film in English
HUM 305 West Meets East
PSJ 225 Middle East

PHIL 305 Asian Philosophy
POLS 231 Contemporary Middle East
SPAN 325: Mexican-American Cultural Studies
WORL 325 Mentoring and Tutoring in the Languages
WORL 365 Teaching Language and Culture in Elementary Schools

TESOL Core Course Requirement (11 credits):
ESOL 444: Educational Linguistics for ESOL Teachers (3 cr)
ESOL 460: Foundations of ESOL Methods (2 cr)
ESOL 464: ESOL Methods, Assessment, and Technology (2 cr)
ESOL 450: Cultural Constructs and Diversity in ESOL Education (2 cr)*
EDUC 453: Literacy and English-Language Learners (2 cr)*
TOTAL: 15-23 credits**

* ESOL 450 or EDUC 453 may be waived for those who take a study abroad course that is approved by the ESOL Program Coordinator in the College of Education. *Note: eight credits of upper division credits are required for the minor.*
** Credits required for the TESOL minor vary, depending on the student's foreign language competency.

Those who wish to earn a minor in TESOL should consult with the ESOL program coordinator, Catherine Kim, to plan their course of study. A student enrolling in ESOL and EDUC courses should have at least junior standing and must complete all courses with a grade of C or better.

Requirements for the Minor: Spanish for Elementary Teachers		***Credits***
Prerequisite: Proficiency level of Spanish 202		
EDUC/SPAN 465	Spanish in the Elementary School	4
EDUC/SPAN 466	Mexico: A Cultural Mosaic	4
HUM 306	Latino Fiction	4
OR		
HUM 325	Hispanics in the United States	4
EDUC 467/SPAN 367	Practicum in Tapalpa, Mexico	3-4
OR		
EDUC 371	Seminar in Education: Ecuadorian Culture and Systems of Education	2
EDUC 372	The Ecuadorian Experience: Language, Culture, and Education	2

Total: 15 Credits

COURSES

EDUC-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

EDUC-220 Africa Experience in Kenya I
An introductory course intended to prepare students to take part in the Seminar on Globalization: Africa's Experience in Kenya Part II (EDUC 221), a Winter Term Study Abroad course at Egerton University, Njoro,Kenya. Topics include Kenyan and East African history, culture, geography, politics, literature, ecology, wildlife, and agriculture, as well as logistical preparation for study abroad (passport, visa, inoculations, etc.). 2 credits.

EDUC-255 Special Topics
See department for course description. Prerequisite: Sophomore standing or above. Credits: 1.00 - 6.00

EDUC-260 Foundations of Education
Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits.

EDUC-300 Intro to Early Childhood Education
Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: Sophomore standing or above, EDUC 260, and PSY 150. 4 credits.

EDUC-302 Teaching Art in MS/HS
Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-303 Teaching Music in MS/HS
Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-308 Learn Communities I: Personal Awareness
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-309 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. Counts toward core requirement: Diverse Perspectives. 2 credits.

EDUC-314 Reading & Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education. 2 credits.

EDUC-316 Child & Adolescent Literature
Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits.

EDUC-317 Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-318 Teaching Music in the Elementary School
Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-319 Teaching Phys Ed in Elementary School
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-320 Brain Based Learning
This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits.

EDUC-322 Applied Human Development
Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above (60 or more completed credits) and PSY-150 with a minimum grade of C-. 3 credits.

EDUC-326 Teach Assess Mgmt MS/HS
Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education. 3 credits.

EDUC-336 Teaching Health in MS/HS
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-338 Teaching Science in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education. 3 credits.

EDUC-339 Teaching Phys Ed in MS/HS
Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-343 Math Sci Health ECE/Elem
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education. Corequisite: EDUC 397. 4 credits.

EDUC-349 Teaching Math in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education. 3 credits.

EDUC-355 Special Topics
See department for course description. May be repeated for credit when topic varies. Credits: 1.00 - 6.00

EDUC-361 Foundations Hum Devel & Psych
Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. Prerequisite: PSY 150. 4 credits.

EDUC-370 School & Society
Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-371 Ecuadorian Culture & Systems of Educ
This is an introductory course intended to prepare students to take part in the study abroad program in Quito, Ecuador in conjunction with the Andean Center for Latin American Studies. The Fall course will prepare students for their arrival in Ecuador with a knowledge base of it's culture, food, people, history, politics, current events, school system(s), and ESOL strategies. Once in Ecuador, students will be able to add to their knowledge base through authentic experiences. Prerequisite: SPAN 102. 2 credits.

EDUC-372 The Ecuadorian Exp: Lang, Cult, & Educ
This 2-week travel course immerses students in the language, culture, and educational system of Ecuador. It also exposes students to elements of pre-Colombian cultures in Ecuador that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in Quito, Ecuador and will participate in workshops that focus on a variety of regional indigenous cultural expressions. This course will be taught through the Andean Center for Latin American Studies in Quito, Ecuador. Educational excursions to local historical, cultural, and development sites complement students' class work. Prerequisite: EDUC 371. 2 credits.

EDUC-392 Africa Experience in Kenya II
This interdisciplinary, two-week study abroad seminar is held at Egerton University, Njoro, Kenya. The seminar emphasizes the impact of globalization on the people and social institutions of East Africa. Lecturers are drawn from Egerton University, located in the Rift Valley, as well as local practitioners in the many fields of development. Educational excursions to local historical, cultural, and development sites complement students' class work. Sites to be visited may include: Primary and Secondary Schools, an HIV/AIDS Project, a Street Children's Program in the city of Nakuru, Lake Nakuru National Park, Menengai Crater, the Nakuru Catholic Diocesan Peer Counseling Center, Water and health clinic programs, Lake Bogoria and Lake Baringo, Tea Plantations and other tourist attractions. Prerequisite: EDUC 220. Instructor's consent required. 2 credits.

EDUC-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

EDUC-397 Field Experience
Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-401 Civic Engagement & the Clsrm Teacher
This class will investigate the dynamics between schools and their communities. Students will work, either individually or in groups, with social service agencies that serve children and their families. Placements will be chosen in consultation with the professor and will focus on populations that are typically underserved in schools. Prerequisite: Admission to the College of Education. Counts toward core requirement: Civic Engagement. Eugene only. 2 credits.

EDUC-408 Reading & Language Arts ECE/Elem Educ
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education. Corequisite: EDUC 459. 4 credits.

EDUC-410 Expressive Arts in Early Childhood Educ
Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education. 2 credits.

EDUC-411 Ed Diverse Learners in Inclusive Class
Prepares general and special education teachers to differentiate and collaborate for the purpose of meeting the needs of diverse learners. Candidates will apply understanding of inclusive environments, individual differences, and instructional planning to adapt curriculum and instruction to support learner achievement and growth. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-420 Language Acquisition in Children
Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits

EDUC-428 Teach Reading - Child & Adolescent Lit
Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-431 Gen Methods Assessment & Classroom Mgmt
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education. 2 credits.

EDUC-436 Technology Across Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education. 2 credits.

EDUC-445 Thematic Teaching SS & Arts
Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education. 2 credits.

EDUC-447 Teaching Foreign Lang MS/HS
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education. 3 credits.

EDUC-451 Teaching Social Studies in MS/HS
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education. 3 credits.

EDUC-452 Teaching Language Arts in MS/HS
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education. 3 credits.

EDUC-453 Literacy & English-Language Learners
Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English-as-an-additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as they pertain to diversity within a multicultural classroom. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-455 Supervised Practicum
Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-456 Continuing Studies
See department for details. Credits: 1.00 - 9.00

EDUC-457 Socio-Cultural Studies Seminar
This course provides support and guided self-reflection for students as they engage in community-based experiences such as service learning or cultural immersion. Instructor's consent required. 1-3 credits.

EDUC-459 Preparing the Work Sample
Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education. 2 credits.

EDUC-462 Foundations Cultural Comp
Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits.

EDUC-463 Beyond Fear Anger & Guilt
Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits.

EDUC-464 Cultural Competence for Children
Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit.

EDUC-465 Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Taught in English and Spanish. Prerequisite: SPAN 202 or placement. 4 credits.

EDUC-466 Mexico: A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: SPAN 202 with minimum grade C- or placement. Does not count towards Spanish major. Offered intermittently. 4 credits.

EDUC-467 Tapalpa, Mexico: Teaching Practicum
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 with minimum grade C- or placement. Instructor's consent required. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. 3 credits.

EDUC-469 Teaching About the Holocaust
Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit.

EDUC-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits.

EDUC-476 Learn Comm III: Reflect & Practice
Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education. Corequisite: EDUC 475. Pass/No Pass. 2 credits.

EDUC-480 Practicum in Cultural Competence
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences. Instructor's consent required. Pass/No Pass. 2 credits.

EDUC-481 Intro to Gifted Education
Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits.

EDUC-482 Classroom Strategies - TAG
Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits.

EDUC-483 Soc & Psych Found of Gifted Education
Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life- long success and the use of "The Gifted Identity Model." 3 credits.

EDUC-484 Practicum: TAG
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). Instructor's consent required. 2 credits.

EDUC-496 Integrating Seminar I: Research Design
Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing (90 or more completed credits). 2 credits.

EDUC-497 Integrating Seminar II:Research Project
Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496. 4 credits.

ESOL-440 Language Policy in ESOL Educ
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-444 Educational Linguistics ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. Prerequisite: Junior standing or above (60 or more completed credits). 3 credits.

ESOL-450 Cultural Constructs/Diversity ESOL Educ
This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-460 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-464 ESOL Methods Assessment & Technology
This course is designed to apply theoretical foundations built in ESOL 460/560, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESOL instruction. It also aims to promote candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in ESOL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESOL lessons and curricula including second language assessment and technology-incorporated instruction. Prerequisite: ESOL 460. 2 credits.

ESOL-472 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. Instructor's consent required. 2 credits.

ESOL-474 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. Instructor's consent required. 2 credits.

ESOL-476 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. Instructor's consent required. 2 credits.

SPED-300 Foundations of SPED
An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 credits.

SPED-305 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-310 Behavior Management SPED
Develops skills in understanding the environmental and motivational factors necessary to manage individual and group behavior with an emphasis on functional analysis and preventative strategies. Guides candidates in the development of positive behavioral support plans and addresses legal issues. Prerequisite: Admission to the College of Education. 4 credits.

SPED-320 Assessment & Evaluation SPED Academic
Develops skills in formative and summative evaluation methods for students with mild disabilities in an academic curriculum. Emphasis on determining eligibility, standardized testing, large scale assessment, and instructional assessment. Corequisite: SPED 330 and SPED 332. 2 credits.

SPED-325 Assessment & Evaluation SPED Functional
Develops skills in formative and summative evaluation methods for students with moderate and severe disabilities in a functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Corequisite: SPED 335. 2 credits.

SPED-330 Curr&Mthds Stdnts W/Disabls: Academic
Develops skills to teach in the areas of math, science, and social studies for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations and modifications to the general education curriculum and remediation. Participants will be guided in designing and implementing individualized and small group instruction to support the acquisition of general education skills and learning strategies for students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development and acquisition of content area skills. Corequisite: SPED 320. 2 credits.

SPED-332 Curr&Mthds Stdnts w/Dis: Reading
Develops skills to teach in the area of reading / language arts for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations to the general education reading / language arts curriculum to include reading, writing, listening, and speaking. Participants will be prepared to develop and implement specially designed reading/language arts instruction for students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development of literacy skills. Corequisite: SPED 320. 2 credits.

SPED-335 Curr&Mthds Stdnts w/Disabilities
Develops skills in instructional methods for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in life skills curriculum are addressed. Corequisite: SPED 325. 4 credits.

SPED-342 Assistive Technology
Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (intellectual disabilities, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1 credit.

SPED-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. 1-15 credits.
Credits: 1.00 - 15.00

ENGINEERING

James Butler

Engineering schools recognize that students who come into engineering from a liberal arts background frequently have a broader perspective than the average engineering student. Therefore, engineering schools often look for opportunities to recruit students from liberal arts institutions. In order to provide pathways into engineering for students, Pacific offers dual degree program options. A dual degree program is a 3-2 transfer program in which the student spends three years at Pacific followed by two years at an engineering school. While at Pacific, the student completes the liberal arts core, makes significant progress toward a Pacific major and degree, and completes the prerequisite courses necessary for admission into the engineering school. The student then transfers to the engineering school for two years of further education in science and engineering. An important aspect of a dual degree program is that the completion of the liberal arts core provides breadth in humanities and social sciences, which is desirable for scientists in industry. Upon completion of the dual degree program, the student receives a B.S. in an Arts & Sciences discipline from Pacific and a B.S. in engineering from the engineering school.

Pacific Dual Degree Options

Pacific University offers two dual degree options for students:

1. Formal dual degree programs with partner institutions
2. Approved informal dual degree programs

More details about these options can be found below.

Requirements for Pacific B.S. degrees within a dual degree program

Typically, dual degree students will choose Applied Science as their major from Pacific (see the Applied Science section of the catalog for more information) because of its natural overlap with the prerequisites for many engineering schools. However, students can elect to pursue a major other than Applied Science. Students choosing to do so should be aware that this choice might make it more difficult to complete the necessary coursework during the 5-year duration of the dual degree program. Students who make this choice should work carefully with the engineering dual degree advisor at Pacific, their academic advisor, and the department chair of their major field of study in order to plan their path through the program. Students must complete all requirements for the Pacific B.S. degree within the major of their choice through a combination of courses at Pacific and courses at the engineering school. Any courses from the engineering school that will be substituted for courses required of the Pacific major must be approved by the department chair of that major.

Residency requirements

Students pursuing an approved dual degree engineering program will have different residency requirements at Pacific University. In particular, these students will not be required to take 30 of their last 40 semester credits at Pacific.

Formal Dual Degree Programs

Pacific University has established a formal dual degree program with the School of Engineering at Case Western Reserve University. A complete range of engineering specialties is available at Case including aerospace, biomedical, chemical, civil, computer, electrical, mechanical and systems engineering.

Prerequisites for admission

Students who apply for admission into the dual degree program at Case must complete the following at Pacific University:

- Arts & Sciences Academic Core (except Capstone)
- CHEM 220-230 General Chemistry I-II 8 credits
- CS150* Introduction to Computer Science I 4 credits
- MATH 226-228 Calculus I-III 12 credits
- MATH 311 Differential Equations 4 credits
- PHY 232-242 General Physics I-II 8 credits
- 90 semester credits (including those listed above)

Additionally, students must earn an overall grade point average of 3.0 and a grade point average of 3.0 in Math and Science courses. Students who meet these prerequisite requirements must apply to Case for admission into the School of Engineering. It is likely that those students will be accepted into the program, but it is not guaranteed.

* If interested in Computer Engineering at Case, CS 250: Introduction to Computer Science II is also required.

Informal Dual Degree Programs

It is common for Pacific students to enroll in engineering programs (such as Oregon State or Portland State universities) either through transfer or after completion of their degree at Pacific. If a dual degree program is being pursued at an engineering school that does not have a formal agreement with Pacific, the department chairs in the Pacific School of Natural Sciences must approve the program. Requirements for admission to these programs are unique to each school, but admission is likely for those students who maintain at least a 3.0 grade point average and who are recommended by the Pacific University School of Natural Sciences.

Advising

Students who are interested in engineering should consult with the engineering dual degree advisor at Pacific.

ENGINEERING SCIENCE

James Butler

The Engineering Science major is used by dual-degree students who are planning further work in a specialty via a joint B.S. or B.S./M.S. program in engineering and other technical fields. Dual degree (3-2) transfer programs are designed for a student to spend three years at Pacific followed by two years at an engineering school. While at Pacific, the student completes the liberal arts core, makes significant progress toward a Pacific degree, and completes the prerequisite courses necessary for admission into the engineering school (see the Engineering section of the catalog for more details). The student then transfers to the engineering school for two years of further education in science and engineering. Upon completion of the dual degree program, the student receives a B.S. in Engineering Science from Pacific and a B.S. in engineering from the engineering school.

Engineering Science: Requirements for the Major

- One minor from among the following:
    - Applied Physics
    - Biology
    - Chemistry
    - Computer Science
    - Environmental Science
    - Exercise Science
    - Mathematics
- A minimum of 24 semester credits in engineering courses from an approved engineering program at another institution.
- Of the courses used to satisfy the major, at least 24 credits must be at the 300 level or above, or equivalent.
- Of the courses used to satisfy the major, at least 4 credits must be at the 400 level, or equivalent.
- Approved coursework taken at the engineering institution along with an approved public presentation will satisfy the requirements for the Senior Capstone.

The department chairs in Pacific's School of Natural Sciences will approve the engineering program as well as the coursework needed to complete the Engineering Science Senior Capstone.

In most cases, joint B.S. or B.S./M.S. programs have admission requirements and degree requirements beyond those of the Engineering Science major. Any student interested in such a program should carefully review its requirements and consult with the Engineering Science advisor.

For more information, see the Engineering section of the catalog.

ENGLISH

Lorelle Browning, Chair; Kathlene Postma, Director of Creative Writing; Alex Bové, Brent Johnson, Keya Mitra, Darlene Pagán, Tim Thompson, Doyle Walls

The faculty of the English Department brings to its teaching a wide range of experience, training, and perspectives; students benefit from exposure to a variety of teaching styles and approaches to the reading, writing, and enjoyment of literature. Each member of the department brings his or her passions into the classroom: we are all active writers—and remain active in the larger community of writers and scholars—presenting or publishing scholarship, poetry, fiction, drama, or essays. In addition to offering the University community the work of visiting writers, the department also presents public readings and lectures by noted visiting poets, essayists, and novelists.

Students may choose to major or minor in literature or creative writing, as well as minor in the interdisciplinary editing and publishing. These emphases encourage students to do work across disciplines and to recognize the connections between the study of literature in English and the work that they do in other fields as they seek a liberal arts education. Creative writing majors and minors are required to take part in editing and publishing PLUM, the University literary magazine, and Silk Road, the international journal edited by our undergraduate and graduate writing students. We encourage literature majors and minors, as well as other students, to take advantage of the opportunity to produce literature. Our majors in both literature and creative writing frequently go on to study in graduate school; teach in high schools and colleges; and use their thinking and writing skills in law school, medical school, television, technical writing, publishing, library science, special education, and social work, among others. They also go on to publish their own works and to present public readings.

The English Department offers students guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing. For students choosing to specialize in literature or creative writing, the curriculum offers the opportunity to engage the literary traditions of Britain and the United States, as well as world literatures, and to enter into the theory and practice of literature itself. We also welcome non-major or minor students to explore the world of letters in any courses the department offers, provided they have fulfilled departmental prerequisites for these courses.

The English Department teaches students to develop the following skills, which are relevant to most contemporary careers:

- to understand and to engage the principles of literary analysis and the evolving tradition of literature and writing in English
- to develop skills that allow them to engage in reflective critical reading
- to articulate their responses, ideas, and analyses clearly and powerfully
- to cultivate speaking skills in both formal and informal settings
- to recognize the various contexts that shape texts and our responses to them
- to examine how meaning is constructed in various genres, traditions, periods, and cultures
- to consider the ethical questions that confront the writer and reader as creators and consumers of texts and as members of society
- to apply these skills in graduate school and in a variety of careers

CREATIVE WRITING: ADMISSION PROCEDURES FOR MAJORS AND MINORS
To major or minor in creative writing, students must

- take ENGW 201, 202 or 203 (this applies to transfer students as well, unless they transfer with the equivalent of ENGW 201)
- complete two courses from ENGW 206, 208, and 209 with a B or higher grade

Students are encouraged to take ENGW 201, 202, or 203 in the spring semester of their first year.

Creative Writing: Requirements for the Major

ENGW 305	Research Methods in the Humanities	2 credits
ENGW 466	Literary Magazine Production (Pass/No Pass; may be repeated for credit)	2 credits
ENGW 497 and 498	Senior Seminar in Creative Writing (4 credits; 2 credits/semester)	

At least one course (4 credits) from the following requirements must be in U. S. literature:

Two courses from the following:		8 credits
ENGW 206	Introduction to Creative Writing, Poetry	
ENGW 208	Introduction to Creative Writing, Fiction	
ENGW 209	Introduction to Creative Writing, Nonfiction	

One or two courses from the following: 4 credits

ENGL 200	Introduction to Literature
ENGL 220	Literature and Human Concerns (Topics Vary)
ENGL 221	Literature and Disability
ENGL 223	Native American Literature
ENGL 227	Introduction to World Literature
ENGL 229	Introduction to American Literature
ENGL 232	Introduction to British Literature
ENGL 255	(Topics Vary)

Two courses from the following: 8 credits

ENGW 306	Advanced Poetry Writing
ENGW 308	Advanced Fiction Writing
ENGW 309	Advanced Creative Nonfiction Writing

One course from the following: 4 credits

ENGW 206	Intro Creative Writing: Poetry
ENGW 208	Intro to Creative Writing: Fiction
ENGW 209	Intro to Creative Writing: Creative Nonfiction
ENGW 306	Advanced Poetry Writing
ENGW 308	Advanced Fiction Writing
ENGW 309	Advanced Creative Nonfiction Writing
THEA 380	Playwriting Seminar

Two courses from the following: 8 credits

ENGL 340	Studies in Drama
ENGL 341	Studies in Poetry
ENGL 342	Studies in Fiction
ENGL 343	Studies in Criticism and Theory
ENGL 344	Studies in Creative Nonfiction

Two courses from the following: 8 credits

ENGL 323	Shakespeare
ENGL 417	British Literature, Beowulf to Swift
ENGL 421	The Romantic Period
ENGL 422	The Victorian Period
ENGL 423	Nineteenth-Century American Literature
ENGL 425	Twentieth-Century Literature
ENGL 430	Major Writers (specific authors vary)
ENGL 431	Literature & Publishing: Special Topics
ENGL 455	Special Topics (Topics Vary)

Upper-division course in a world language literature course; requires world language proficiency; only one WORL course can be used for this upper-level course requirement

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TOTAL: 48 credits

Literature: Requirements for the Major

Two or three courses from the following: 8 credits

ENGL 200	Introduction to Literature
ENGL 220	Literature and Human Concerns (Topics Vary)
ENGL 221	Literature and Disability
ENGL 223	Native American Literature
ENGL 227	Introduction to World Literature
ENGL 229	Introduction to American Literature
ENGL 232	Introduction to British Literature
ENGL 255	Special Topics

One course from the following: 4 credits

ENGW 206	Introduction to Creative Writing, Poetry
ENGW 208	Introduction to Creative Writing, Fiction
ENGW 209	Introduction to Creative Writing, Creative Nonfiction

Two courses from the following: 8 credits

ENGL 340	Studies in Drama
ENGL 341	Studies in Poetry
ENGL 342	Studies in Fiction
ENGL 344	Studies in Creative Nonfiction

Upper-division course in a world language (only one course can be used for this requirement)*

Two courses from the following:		8 credits
ENGL 417	British Literature, Beowulf to Swift	
ENGL 421	The Romantic Period	
ENGL 422	The Victorian Period	
ENGL 423	Nineteenth-Century American Literature	
ENGL 425	Twentieth-Century Anglo-American Literature (including British and U.S. ethnic literature)	
ENGL 430	Major Writers (specific authors vary)	
ENGL 431	Literature & Publishing: Special Topics	
ENGL 455	Special Topics (Topics Vary)	
All of the following courses:		
One European, British or US history course from Middle Ages to present		4 credits
PHIL 304	Philosophy of Art	4 credits
ENGW 305	Research Methods in Humanities	2 credits
ENGL 323	Shakespeare	4 credits
ENGL 343	Studies in Criticism and Theory	4 credits
ENGL 495	Senior Seminar in Literature I	2 credits
ENGL 496	Senior Seminar in Literature II	2 credits

TOTAL: 50 credits

* requires world language proficiency; must be a literature course

Creative Writing: Requirements for the Minor

Two courses from the following:		8 credits
ENGW 206	Introduction to Creative Writing, Poetry	
ENGW 208	Introduction to Creative Writing, Fiction	
ENGW 209	Introduction to Creative Writing, Creative Nonfiction	
One or two courses from the following:		4 credits
ENGL 200	Introduction to Literature	
ENGL 220	Literature and Human Concerns (Topics Vary)	
ENGL 221	Literature and Disability	
ENGL 223	Native American Literature	
ENGL 227	Introduction to World Literature	
ENGL 229	Introduction to American Literature	
ENGL 232	Introduction to British Literature	
ENGL 255	Special Topics (Topics Vary)	
ENGL 323	Shakespeare	
One course from the following:		4 credits
ENGW 306	Advanced Poetry Writing	
ENGW 308	Advanced Fiction Writing	
ENGW 309	Advanced Creative Nonfiction	
One course from the following:		4 credits
ENGL 340	Studies in Drama	
ENGL 341	Studies in Poetry	
ENGL 342	Studies in Fiction	
ENGL 344	Studies in Creative Nonfiction	
ENGW 466	Literary Magazine Production	2 credits

TOTAL: 22 credits

Editing and Publishing: Requirements for the Minor

All of the following courses:		12 credits
ENGW 203	Professional Writing and Editing (4 credits)	
MEDA 122	Introduction to Digital Media (2 credits)	
MEDA 363	Publication, Editing, and Design (4 credits)	
ENGW 475	Internship (2 credits)	
One or more of the following courses:		2 credits
MEDA 364	Journal Editing & Publishing	
ENGW 300	Book Editing, Design, and Publishing	
ENGW 466	Literary Magazine Production	

Two or more of the following courses: 8 credits

ARTST 239	The Artist Book I
ARTST 339	The Artist Book II
BA 309	Marketing
BA 410	Marketing Research
BA 440	Advertising and Promotion
ENGW 300	Book Editing, Design, and Publishing
ENGL 431	Literature & Publishing: Special Topics
ENGW 466	Literary Magazine Production
MEDA 150	Pacific Index
MEDA 265	Web Design
MEDA 364	Journal Editing & Publishing
MEDA 450	Pacific Index – Management

TOTAL: 22 credits

Literature: Requirements for the Minor

Two or more courses from following: 8 credits

ENGL 200	Introduction to Literature
ENGL 220	Literature and Human Concerns (Topics Vary)
ENGL 221	Literature and Disability
ENGL 223	Native American Literature
ENGL 227	Introduction to World Literature
ENGL 229	Introduction to American Literature
ENGL 232	Introduction to British Literature
ENGL 255	Special Topics (Topics Vary)

Three courses from the following: 12 credits

ENGL 323	Shakespeare
ENGL 340	Studies in Drama
ENGL 341	Studies in Poetry
ENGL 342	Studies in Fiction
ENGL 343	Studies in Criticism and Theory
ENGL 344	Studies in Creative Nonfiction
ENGL 417	British Literature, Beowulf to Swift
ENGL 421	The Romantic Period
ENGL 422	The Victorian Period
ENGL 423	Nineteenth-Century American Literature
ENGL 425	Twentieth-Century Literature
ENGL 430	Major Writers (authors vary)
ENGL 431	Literature & Publishing: Special Topics
ENGL 455	(Topics Vary)

TOTAL: 20 credits

COURSES

ENGL-155 Special Topics
See department for course description. Credits: 1.00 - 18.00

ENGL-195 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 4.00

ENGL-200 Introduction to Literature
An introduction to the study of literature by examining fiction, poetry, drama and essays from various periods and countries. 4 credits.

ENGL-220 Literature and Human Concerns
A study of important ideas and problems as they are reflected in the world's literature. War, racism, death, censorship, film, civil disobedience, minority literature, and the Holocaust are examples of characteristic topics. Please see department for additional information on specific offerings. May be repeated for credit when content varies. 4 credits.

ENGL-221 Disability and Literature
The historian Sander Gilman calls literature "the art of writing down a culture's dreams." It is interesting to note, then, how many of Western culture's dreams are of the physically or mentally different, the monstrous (so-perceived) and the maimed, the crippled and the crazed. From Sophocles' Philoctetes to Dunn's Geek Love, this course explores how and why authors of various periods have imagined and represented physical and cognitive difference. 4 credits.

ENGL-223 Native American Literature
This course will examine narrative styles and themes in Native American literature, and focus on how such literature embodies traditional American Indian concepts of identity, time, space, spirit, history, and community. How Native American literature adapts oral literature and its traditions to the requirements of written literature is central to the course. The course also includes study of myths, pastiche, and humor as literary modes employed to challenge stereotypical depictions of "the Indian" in dominant Western culture. Authors include Linda Hogan, Louise Erdrich, N. Scott Momaday, Leslie Marmon Silko, Joy Harjo, Sherman Alexie, James Welch, Paula Gunn Allen. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or Diverse Perspectives. 4 credits.

ENGL-227 World Literature
An introduction to literature drawn from Western and non-Western cultures, organized around a theme, a literary problem, or the examination of a political condition. Ordinarily, the reading lists will include several genres. Counts toward core requirement: Comparative Cultural, International Perspectives. 4 credits.

ENGL-229 Introduction to American Literature
An introduction to selected American authors and themes. 4 credits.

ENGL-232 Introduction to British Literature
An introduction to selected British writers and themes. 4 credits.

ENGL-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGL-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ENGL-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ENGL-319 Vietnam War Era Literature, Theory, Film
An in-depth study of the U.S. war in Viet Nam and its repercussions as evidenced in the literature, film, historical commentaries, and theories of war still emerging in response to that war era. We will be examining the war from both the American and Vietnamese perspectives-its background, events, and aftermath. The weekly film showings and critiques will include both American and Vietnamese feature films and documentaries-dating from the early 1970s to the present. Also listed as PSJ 319. Prerequisites: one 200-level ENGW or ENGL course. Offered intermittently. 4 credits.

ENGL-323 Shakespeare
An analysis of Shakespeare's major plays with emphasis on both literary and theatrical qualities. Prerequisite: 2 credits of 200-level ENGL. Offered every year. 4 credits.

ENGL-340 Studies in Drama
The reading and analysis of chief European and American playwrights from the authors of the morality plays to the present, with some consideration of the dramaturgy involved in the production of plays. Prerequisite: 2 credits of 200-level ENGL. Offered every year. 4 credits.

ENGL-341 Studies in Poetry
An upper level introduction to reading poetry, with an emphasis on structure, traditional models, periods and interpretation. Prerequisite: 2 credits of 200-level ENGL. Offered every year. 4 credits.

ENGL-342 Studies in Fiction
A study of the development of the short story and novel, with an emphasis on exploring interpretive models. Prerequisite: 2 credits of 200-level ENGL. Offered every year. 4 credits.

ENGL-343 Studies in Criticism & Theory
A study and application of some of the critical and theoretical approaches used in the study of literature. Also listed as PHIL 343. Prerequisite: 2 credits of 200-level ENGL. Offered alternate years. 4 credits.

ENGL-344 Studies in Creative Nonfiction
A study of the various modes of creative nonfiction in history (personal essays, journalism, travel and nature writing, memoirs, lyric, etc.) and the more recent controversy over the collision of factual stories employing literary techniques. Prerequisite: 2 credits of 200-level ENGL. 4 credits.

ENGL-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGL-395 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

ENGL-417 Beowulf to Swift
Advanced studies of Beowulf, Chaucer, Milton, Pope, Dryden and Swift. The content will vary depending on the professor's choice. Drama or poetry or lyric poetry may be the focus but the central authors will remain the same. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. Offered alternate years. 4 credits.

ENGL-421 The Romantic Period
An advanced study of the poetry and poetics and prose of the Romantic Period of British Literature, with special emphasis on the affects on a variety of poets of the emerging Industrial Revolution, the French Revolution and its aftermath, and new paradigms of thought in the way people perceived nature and gender roles, among other topics. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. Offered alternate years. 4 credits.

ENGL-422 The Victorian Period
An advanced study of several literary genres during the Victorian Period of British Literature (1837-1901), with special emphasis on the affects on authors of the triumph of the Industrial Revolution, the rise of Darwin's theories, the challenges to religious and social orthodoxies, and changes in aesthetics, among other topics. Authors to be studied could include such figures as Austen, Dickens, Eliot, Tennyson, the Rosettis, Arnold, Swinburne, Hopkins, Ruskin, Shaw, Gissing, the Brownings, Mill, and others. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. Offered alternate years. 4 credits.

ENGL-423 19th Century American Literature
Intensive study in the period including such writers as Irving, Poe, Hawthorne, Emerson, Thoreau, Dickinson, Whitman, Gilman, and the literature of slavery and abolition. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. 4 credits.

ENGL-425 Studies in 20th Century Literature
In-depth studies of the major movements in Twentieth Century Literature. Not a survey class, the content will vary. The focus may be on a particular genre. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. Offered intermittently. 4 credits.

ENGL-430 Major Writers
A detailed study of the works of selected writers; for example, Chaucer, Milton, Dickens, Blake, Yeats, Thoreau, Woolf. Also listed as GSS 430. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from 200-level ENGL or above. May be repeated once for credit when content varies. Offered intermittently. 4 credits.

ENGL-431 Literature & Publishing: Special Topics
An in-depth study of a Major Writer with the background material of his or her experiences with publishing. Each section of the course will explore the works of an author within the historical, technological and economic context of his/her contemporary modes of publication. For example: Dickens' experience provides a particularly illustrative example of serialized publication practices and their influences on the style of 19th century fiction. Prerequisite: Junior standing or above (60 or more completed credits) and 2 courses (minimum 2 credits each) from ENGL 200-level or above. 4 credits.

ENGL-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGL-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

ENGL-495 Senior Seminar: Literature
Students in this capstone experience for literature majors will discuss the state of literature, criticism, and writers in contemporary society, reflecting on the tradition of literature and literary study, and develop, present, and critique original critical work. Students will produce a 20-30 page thesis, with annotated bibliography, and present their work publicly. Prerequisite: Senior standing (90 or more completed credits) and declared Literature major. Offered every year. 2 credits.

ENGL-496 Senior Seminar: Literature
Students in this capstone experience for literature majors will discuss the state of literature, criticism, and writers in contemporary society, reflecting on the tradition of literature and literary study, and develop, present, and critique original critical work. Students will produce a 20-30 page thesis, with annotated bibliography, and present their work publicly. Prerequisite: ENGL 495. Offered every year. 2 credits.

ENGW-201 Expository Writing
An expository writing course in which various topics and genres are used to help students develop and evidence critical thinking skills, understand rhetorical methods, and shape effective prose styles. Students will be writing expository essays and a research paper. Some sections focus on a particular theme. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Writing. Students may take ENGW 201 or ENGW 202 or ENGW 203 to satisfy the core, but may only earn credit for one of these courses. 4 credits.

ENGW-202 Writing About Disability
This is both a writing intensive course and an introduction to Disability Studies. Disability Studies understands disability as referring not only to a biological or medical condition, but also to a community of people (the largest minority in the U.S.); to a civil rights movement; to a complex set of social and ethical issues; to a universal human experience; and to the ways cultures respond to particular bodies, minds, and behaviors. The class, taught with the assistance of two faculty from Pacific's School of Physical Therapy, will help students understand disability in its social, cultural, and ethical dimensions. It will also help students develop critical thinking skills, understand rhetorical methods, and shape effective prose styles through writing expository essays and a research paper. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Writing and Civic Engagement. Students may take ENGW 201 or ENGW 202 or ENGW 203 to satisfy the core but may only earn credit for one of these courses. 4 credits.

ENGW-203 Professional Writing & Editing
This class is both a writing intensive class in which students will write short and longer persuasive expository essays with the goal of developing a portfolio of professional writing, including a research paper. The class will also include practical training in editing techniques, including developmental editing, copyediting and proofreading. Students will develop critical thinking skills, distinguish between academic/scientific and professional writing styles, and understand the role editing plays in developing concise, effective prose. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Writing. Students may take ENGW 201 or ENGW 202 or ENGW 203 to satisfy the core but may only earn credit for one of these courses. 4 credits.

ENGW-206 Writing Poetry
An introduction to writing poetry. Prerequisite: ENGW 201 or ENGW 202 with minimum grade C-. 4 credits.

ENGW-207 Mixed Genres
An introduction to writing in two or more of the following genres: short fiction, drama, poetry, and the personal essay. Prerequisite: ENGW 201 or ENGW 202 with a minimum grade of C-. 4 credits.

ENGW-208 Writing Fiction
An introduction to writing fiction. Prerequisite: ENGW-201 or ENGW-202 with a minimum grade of C-. 4 credits.

ENGW-209 Creative Nonfiction
An introduction to creative nonfiction. Prerequisite: ENGW-201 or ENGW-202 with a minimum grade of C-. 4 credits.

ENGW-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGW-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ENGW-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

ENGW-300 Book Editing, Design & Publishing
This course covers practical techniques for taking a book through the editorial process. The primary focus will be on book design and production in a print environment. It will also incorporate some study of digital book formats and development. Prerequisite: ENGW 201, ENGW 202, or ENGW 203 with minimum grade C. 2 credits.

ENGW-303 Tutoring in Writing Skills
Tutoring in Writing Skills prepares students working in the Writing Resource Center to consult with peers on their writing. Through reflection, discussion, and practice with their own writing and tutoring processes, students will gain a deeper understanding not only of themselves as writers but also as mentors to others in their writing. 1 credit.

ENGW-305 Research Methods in the Humanities
This required class for English Literature Majors will concentrate not only on the up-to-date methods of research used for writing in the Humanities, but also the traditional methods of pursuing a topic, note-taking, assimilation of materials and the presentation, written and oral, of completed research. The class is also open to non-English majors in the Humanities. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ENGW-306 Advanced Poetry Writing
A workshop for writing and discussing poetry. Prerequisite: ENGW 201 or ENGW 202 with a minimum grade of C- and ENGW 206 with a minimum grade of B. May be repeated for credit. 4 credits.

ENGW-308 Advanced Fiction Writing
A workshop for writing and discussing fiction. Prerequisite: ENGW 201 or ENGW 202 with a minimum grade of C- and ENGW 208 with a minimum grade of B. May be repeated for credit. 4 credits.

ENGW-309 Advanced Creative Nonfiction
A workshop for writing and discussing creative nonfiction. Prerequisite: ENGW 201 or ENGW 202 with a minimum grade of C- and ENGW 209 with a minimum grade of B. May be repeated for credit. 4 credits.

ENGW-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGW-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

ENGW-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

ENGW-466 Literary Magazine Production
A course in literary magazine production. Students work with graduate students in Pacific's MFA in Writing program to produce a nationally distributed literary review. May be repeated for credit. Pass/No Pass. 2 credits.

ENGW-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

ENGW-495 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 18.00

ENGW-497 Senior Seminar: Creative Writing
Creative Writing majors will study and write about the work of a writer or writers, addressing craft or technique, including influences upon that writer and the work(s). Prerequisite: Senior standing (90 or more completed credits); and ENGW 306, ENGW 308, ENGW 309, or ENGW 310. 2 credits.

ENGW-498 Senior Seminar: Creative Writing
Creative Writing majors will study and write about the work of a writer or writers, addressing craft or technique, including influences upon that writer and the work(s). Prerequisite: ENGW 497. 2 credits.

ENGLISH LANGUAGE INSTITUTE

Scot Dobberfuhl, Program Coordinator; Monique Grindell, Academic Coordinator

ENGLISH LANGUAGE INSTITUTE
Pacific's English Language Institute (ELI) offers an intensive year-round language study program for students learning English. ELI students live with American roommates in the residence halls or in homestays with local families. Qualifying students may combine ESL and undergraduate classes to earn credit toward an undergraduate degree. The ELI also offers regular opportunities for students to take the institutional TOEFL. The ELI is part of International Programs.

THE ENGLISH LANGUAGE INSTITUTE TRANSITION PROGRAM FOR INTERNATIONAL STUDENTS
The English Language Institute Transition Program allows international students to earn credits toward graduation from the College of Arts and Sciences once they have achieved an Internet-based TOEFL score of 53 or paper-based TOEFL score or 475 or equivalent. Transition classes carry Arts and Sciences credit and in some instances may satisfy core requirements. In other instances, they will be considered elective credits.

The Transition Program offers international students a carefully sequenced entry into the College of Arts and Sciences. It facilitates their becoming regular Arts and Sciences students while they are still refining their skills in the English language. This program accelerates progress toward graduation while providing an opportunity for international students to receive the full benefit of a liberal arts education at Pacific University.

Admission Requirements

- Students may enter ELI classes at any time but must have a TOEFL score of 475 PBT/53 iBT or certified alternative to participate in the Transition Program.
- Students admitted to the Transition Program have been also conditionally admitted to the College of Arts and Sciences.
- Normally, students should possess the equivalent of a high school diploma with a minimum of a "B" average.
- Certified alternatives to the TOEFL test, such as the IELTS or ELPT, will be accepted when determining initial language proficiency.
- A rolling admissions policy will be followed. Students are welcome to apply for the ELI Program at any time and may begin their ELI classes every eight weeks. However, students may begin credit-bearing ELI Transition classes only in August and January.
- Students residing on campus will pay full tuition, room and board, and all other costs, just as do current regularly admitted students in the College of Arts and Sciences, and will have the same privileges and access to University resources.

Fees

Tuition for English Language Transition classes is based on the current Arts and Sciences rate for part-time students.

Curriculum

Students who have met admissions criteria and achieved a minimum TOEFL score of 475 PBT/ 53 iBT are required to take appropriate Transition Program classes. As each student moves at a different pace in the language learning process, the time spent enrolled in the ELI Transition Program will vary. Students are normally able to accumulate from 18 – 20 undergraduate credits before entering the undergraduate program full-time:

- 6 ELI Language credits
- 6 ELI Transition credits
- 6-8 A&S Transition Credits

COURSES

ELITR-101 Acad Culture and Communication
This course helps students acquire the oral skills and competencies required to succeed in American academic settings. Students will learn efficient listening and note-taking strategies for lectures and consider the appropriate register for interactions with professors and peers in formal as well as informal situations. Students will practice formal oral presentations and through self and peer critique, become more capable and confident in their speaking and listening abilities. Only available to students of the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-102 Amer Persp: Ethnically Speaking
This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will interview American students about their opinions and perspectives practicing ethnographical type research to observe these practices firsthand. This class will focus on different ethnic groups in the U.S.:Hispanic, African American, Native American, Asian American and European American. Prerequisite: TOEFL score of 475. 3 credits.

ELITR-103 Academic and Research Writing
Academic and Research Writing is the composition component of the ELI Transition Program. This course prepares students for the writing tasks, research methodologies, and documentation formats they are likely to encounter in their academic programs. Students will build upon their understanding of the basic rhetorical modes to develop their arguments in a fully documented research essay. Only available to students in the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-104 American Perspectives: Demo Differences
This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will be involved in a variety of activities including interviewing American students about their opinions and perspectives, comparing students' own cultural practices with American practices, and practicing ethnographical type research to observe these practices firsthand. "American Perspectives: Demographic Differences" focuses on topics relevant to and seen through the eyes of different groups in the United States, including the elderly, lesbians and gays, people of the southern United States, and others. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-105 American Society Through Film
This course will introduce international students to many aspects of American society and culture through movies. In addition to enhancing students' cultural understanding, this course will help students develop strong critical-thinking and analytic skills as they learn to recognize, interpret and question messages about American society found in the films. Students will have the opportunity to explore in greater depth an area of American society reflected in film that is of personal interest to them. Research and classroom presentations will be required. Prerequisite: TOEFL score of 475 or higher and concurrent enrollment in ELI program courses. 3 credits.

ENVIRONMENTAL STUDIES

Richard Van Buskirk, Chair; Deke Gundersen

The Environmental Studies Department (www.pacificu.edu/as/enviro/) in the College of Arts and Sciences provides students with an education that takes full advantage of Pacific University's liberal arts curriculum. In this program, students and faculty have opportunities to pursue interests that span a wide range of disciplines. In addition to the two full-time faculty members in the department, Environmental Studies offers the expertise of faculty affiliated with the program who are based in the disciplines of biology, chemistry, political science, economics, history, art, sociology, anthropology, philosophy and literature. This results in a wide range of opportunities to investigate environmental problems that cross traditional boundaries.

Students in Environmental Studies can choose to apply their knowledge through research opportunities in unique nearby surroundings such as the coniferous forest of the John Blodgett Arboretum, the riparian corridors of the Gales Creek and Tualatin River watersheds, and the 750-acre Fernhill Wetlands. The B Street Permaculture Project (a 15-minute walk from campus) is a learning laboratory for sustainability that directly addresses the human component of environmental problem solving. Regionally, there are many exemplary resources available within a one- to two-hour drive of campus such as the Willamette and Columbia Rivers, Tillamook and Willapa Bays, and the forests of the Coast and Cascade Ranges. The proximity of Pacific University to study sites both wild and human-influenced is one of the main strengths of the Environmental Studies program.

The Environmental Studies curriculum includes majors that lead to a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree. Students pursuing a B.S. in Environmental Science can choose either a Biology or an Environmental Toxicology & Chemistry emphasis. Students pursuing a B.A. in Environmental Studies can choose to major in either Policy, Culture & Society (PCS) or in Sustainable Design. Students in all tracks will gain knowledge about how ecological and physical earth systems work, how these systems are being affected by human activities, and how we can alter these patterns to produce more desirable outcomes. Students will learn to appreciate the services provided by natural systems and will understand how our social, economic, political, and legal systems are rapidly increasing stratification locally, regionally and globally. Students will develop the ability to think systematically and will "solve for pattern" by understanding the cause and effect of environmental and social relationships, and how initiatives to solve problems in one area will affect conditions in the other.

The Department of Environmental Studies is an interdisciplinary community of active scholars in the arts, humanities and natural and social sciences. We are dedicated to helping students and community members form a broad holistic understanding of the relationships between human and natural systems and give them the skills they need to identify and address the problems that exist within those relationships. This understanding is built on a foundation of valid, contextual knowledge informed by disciplinary study and experiential learning practices. Through faculty guidance and peer interaction, students gain an appreciation for the complexity of relationships between human, social and economic systems and natural ecosystems. Students in our program will learn to creatively apply both quantitative and qualitative methods to the complex environmental and social problems we currently face. Our innovative program produces broadly educated, highly skilled graduates who will become active and responsible citizens in the world community.

By successfully completing a major within Environmental Studies, students will be able to:

- Demonstrate conceptual understanding of fundamental environmental principles.
- Communicate effectively in the discipline in oral and in written form.
- Think critically and synthesize information from a variety of different sources.
- Consider social, political, economic and cultural views when dealing with environmental problem solving.
- Conduct independent research or work successfully in a technical position.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE: BIOLOGY OR TOXICOLOGY & CHEMISTRY EMPHASIS

The Environmental Biology emphasis focuses on field and laboratory approaches to environmental problems such as the conservation of rare or declining species or the restoration of degraded habitats. Environmental Biology stands apart from a traditional biology degree in the way that it integrates interdisciplinary core courses with a mission-oriented, problem-solving methodology. Students completing this major have the analytical skills and technical background necessary to compete in the job market for environmental biology positions or to continue with advanced studies in a graduate program.

The Environmental Toxicology & Chemistry emphasis offers students an integrated interdisciplinary science curriculum and a disciplinary approach towards understanding the complex interactions of xenobiotics (drugs, toxins, and natural compounds) in the biosphere, including humans. This challenging curriculum is designed for students interested in careers in pharmacy, toxicology, and environmental chemistry (disciplines that overlap with each other) and to make students highly competitive for graduate programs in these areas. Faculty in the School of Natural Sciences and the School of Pharmacy teach discipline-specific courses in the curriculum.
Students in this program are required to successfully design and complete independent scientific research projects, where they work with faculty in Pacific University's School of Natural Sciences and School of Pharmacy. In addition students are required to take discipline-specific courses that cover important concepts in pharmacology, toxicology and environmental chemistry (i.e. drug metabolism, dose response curves, chemical behavior in environmental compartments, target organ toxicity).

Environmental Science with Biology Emphasis: Requirements for the Major

ENV 100	Environmental Studies Seminar	1 credit
ENV 200	Introduction to Environmental Science	4 credits
ENV 230	Restoration Ecology	4 credits
ENV 270	Geospatial Analysis Using GIS	4 credits
ENV 325	Conservation Biology	4 credits
ENV 330	Ecosystems and Ecological Design	4 credits
ENV 380	Environmental Problem Solving	2 credits
ENV 490	Environmental Science Capstone	2 credits
ENV 495	Independent Research	2 credits
BIOL 202	General Biology I	4 credits
BIOL 204	General Biology II	4 credits
BIOL 305	Ecology	4 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
CHEM 300	Fundamentals of Organic Chemistry	4 credits
One of the following:		
POLS 224/ENV 224	Environmental Politics	4 credits
ECON 333/ENV 333	Environmental Economics	4 credits
PHIL 321	Environmental Ethics	4 credits
HIST 441	Environmental History	4 credits
PSY 313	Ecopsychology	4 credits
One of the following:		
ENV 344	Environmental Toxicology	2 credits
AND		
ENV 361	Environmental Toxicology Methods	1 credit
ENV 320	Adv. Tropical Environmental Biology	4 credits
BIOL 308	Microbiology	4 credits
BIOL 316	Plant Biology	4 credits
BIOL 330	Genetics	4 credits
BIOL 345	Marine Biology	4 credits
BIOL 420	Vertebrate Zoology	4 credits
TOTAL:		**58-59 credits**

Restrictions: In order to receive an Environmental Science degree with an emphasis in Biology from Pacific University, a student must complete ENV 490 Capstone Experience, and at least 3 upper-division courses. Students cannot receive a degree in both Environmental Science (biology emphasis) and Biology.

It is strongly recommended that students include the following courses as part of their curriculum in order to have a solid environmental biology foundation:

- Genetics
- Evolution
- Plant Biology
- Vertebrate Zoology
- Microbiology, Cell Biology, or Molecular Biology

Additionally Recommended:

- Introductory Physics or General Physics
- An introductory statistics course
- Calculus I and II

Environmental Science with Toxicology & Chemistry Emphasis: Requirements for the Major

ENV 200	Intro to Environmental Science	4 credits
MATH 226	Calculus I	4 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
CHEM 300	Fundamentals of Organic Chemistry	4 credits
CHEM 400	Advanced Organic Chemistry	4 credits
BIOL 202	General Biology I	4 credits
BIOL 204	General Biology II	4 credits

PHY 202 & 204	Introductory Physics I & II	8 credits
OR		
PHY 232 & 242	General Physics I & II	8 credits
POLS 224/ENV 224	Environmental Politics	4 credits
OR		
ECON 333/ENV 333	Environmental Economics	4 credits
ENV 344	Environmental Toxicology	2 credits
CHEM 460	Environmental Chemistry	2 credits
ENV 361	Methods in Environmental Toxicology & Chemistry	1 credit
ENV 462	Special Topics in Environmental Toxicology & Chemistry	1 credit
ENV 495	Independent Research in Environmental Toxicology & Chemistry	2 credits
ENV 380	Environmental Problem Solving	2 credits
ENV 490	Environmental Science Capstone	2 credits

Complete either Group I (Toxicology/Pharmacy) or Group II (Environmental Chemistry)

Group I (Toxicology/Pharmacy) - Take two of the following courses:

CHEM 380	Fundamentals of Biochemistry	4 credits
BIOL 308	Microbiology	4 credits
BIOL 330	Genetics	4 credits
BIOL 400	Molecular Biology	4 credits
BIOL 470	Animal Physiology	4 credits

Group II (Environmental Chemistry) - Take these courses:

CHEM 340/341	Quantitative Analysis and Lab	4 credits
CHEM 444	Instrumental Methods and Analysis	4 credits
TOTAL:		**65 credits**

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES: SUSTAINABLE DESIGN OR POLICY, CULTURE & SOCIETY

Environmental Studies: Policy, Culture, and Society (PCS)

Environmental Studies in Policy, Culture and Society offers students an interdisciplinary curriculum and a disciplinary approach towards understanding complexities of the human relationship to the environment. These are not merely scientific matters; they are also political, social and cultural problems, grounded in the ways in which human beings perceive nature and their own relationship to it. This major provides students with the background and understandings appropriate for civic engagement in numerous directions, including law and public service. The major prepares students to address environmental issues by requiring an interdisciplinary core of courses in the humanities, social sciences and natural sciences, with advanced study in a disciplinary concentration in economics, history, philosophy or politics and government.

Students in this major will write a thesis in their area of concentration. Theses will have two readers: one will be the mentor in the field of concentration, the other to be determined by the student, faculty advisor, and the chair of the major. Students who wish to pursue this major should see the chair of the program for initial advising. Interested students should initially inquire with the chair of the major, Professor Larry Lipin (History Department). Once a concentration is declared, student advising will move to a faculty member in the area of concentration.

Environmental Studies PCS: Core Requirements for the Major

Natural Science

ENV 200	Intro to Environmental Science	4 credits
Choose One		
ENV 141	Permaculture Design	4 credits
ENV 160	Energy and the Environment	4 credits
ENV 210	Tropical Environmental Biology	4 credits
ENV 260	Oregon Natural History	4 credits

Social Science

Choose Two

ENV 224	Environmental Politics	4 credits
ENV 333	Environmental Economics	4 credits
ENV 441	Environmental History	4 credits

Humanities
Choose Two

ENV 321	Environmental Ethics	4 credits
ENV 222	Environmental Literature	4 credits
ENV 326	Animal Ethics	2 credits

Electives
Choose One

PSY 313	Ecopsychology	4 credits
SOC 342	Consumer Society	4 credits

CONCENTRATIONS (ECONOMICS, ETHICS, HISTORY OR POLITICS & GOVERNMENT)
In addition to the core, students must complete one of the concentrations below:

Economics

ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Markets and Governments	4 credits
ECON 321	Econometrics (has Math 207 as a prereq)	4 credits
ECON 327	Economics of Consumers, Producers, and Government	4 credits
ECON/ENV 333	Environmental Economics *(credits counted in core)*	4 credits
ECON 485	Research Methods in Economics	4 credits
ECON 495	Senior Thesis	2 credits
Subtotal – Economics Concentration		22
Environmental Studies Core		26-28
TOTAL (with Math prereqs)		**52-54 credits**

Ethics

PHIL 202	Ethics and Society	4 credits
PHIL/ENV 321	Environmental Ethics *(credits counted in core)*	4 credits
PHIL/ENV 326	Animal Ethics	2 credits
PHIL 494/495	Senior Seminar	4 credits
One of the following: PHIL 101, 205, 206, 207, 208		4 credits
Upper-division elective in Philosophy		4 credits
Subtotal – Ethics Concentration		16 credits
Environmental Studies Core		26-28 credits
TOTAL		**42-46 credits**

History

One 100 or 200 level course in History		4 credits
Two 300 or 400 level courses in History		8 credits
HIST/ENV 441	Environmental History *(credits counted in core)*	4 credits
HIST 391	Research Methods in History	4 credits
HIST 491-2	Senior Thesis	2 credits
Subtotal – History Concentration		18 credits
Environmental Studies Core		26-28 credits
TOTAL		**44-46 credits**

Politics and Government
Required Courses (Take All Four)

POLS 140	Introduction to U.S. Politics	4 credits
POLS/ENV 224	Environmental Politics *(credits counted in core)*	4 credits
POLS 399	Theory and Method in Pols	4 credits
POLS 498/499	Seminar and Thesis	4 credits

Electives (Choose Three—12 credits)

POLS 301	Politics and the Media	4 credits
POLS 302	Parties and Elections	4 credits
POLS 304	Grassroots Politics	4 credits

POLS 306	Presidency and Congress	4 credits
POLS 310	Markets, Politics, and Governments	4 credits
POLS 321	Protest, Dissent, and Social Change	4 credits
POLS 322	Suppression of Dissent	4 credits
POLS 325	Constitutional Law	4 credits
POLS 340	Security, Rights, and Globalization	4 credits
POLS 475	Internship	
Subtotal – Politics and Government Concentration		24 credits
Environmental Studies Core		26-28 credits
TOTAL		**50-52 credits**

Environmental Studies: Sustainable Design

Sustainable Design is a broadly applicable problem-solving process that seeks to create whole systems solutions to environmental and social problems. Its hallmark is an inclusive, interdisciplinary, and collaborative approach that brings multiple perspectives together to make shared decisions. Building on a foundation of ecoliteracy and systems thinking, students in the sustainable design major will learn to apply design principles derived from a scientific understanding of how ecologies operate to real-world problems though experiential engagement and practice. Focus is on developing an ethic of service and leadership, creative and collaborative attitudes and behaviors, excellent verbal and visual communications skills, effective problem-solving skills, and an expressive individual design voice.
Applications of Sustainable Design cover a wide range of occupations, including urban planning, product design, landscape architecture, agriculture, building design, and renewable energy.

Environmental Studies: Sustainable Design - Requirements for the Major

Pathways		
ENV 100	Environmental Studies Seminar	1 credit
Science		
ENV 142	Permaculture: Design Science	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 260	Oregon Natural History	4 credits
ENV 330	Ecosystems and Ecological Design	4 credits
Design Applications		
ENV 270	Geospatial Analysis Using GIS	4 credits
ENV 324	Special Topics in Sustainable Design	8 credits
ENV 380	Environmental Problem Solving	2 credits
Internship		
ENV 475	Environmental Studies internship	8 credits
Capstone		
ENV 490	Environmental Science Capstone	2 credits
ENV 495	Independent Research	2 credits
Social Systems: one of the following		
ENV 224	Environmental Politics	4 credits
ENV 321	Environmental Ethics	4 credits
ENV 333	Environmental Economics	4 credits
ENV 441	Environmental History	4 credits
Restoring Landscapes		
ENV 230	Restoration Ecology 4 credits	
ENV 131/132	Environmental Issues in Hawaii	4 credits

TOTAL: 51 credits

MINORS IN ENVIRONMENTAL STUDIES: ENVIRONMENTAL POLICY, ENVIRONMENTAL SCIENCE & SUSTAINABILITY

Environmental Policy

The rapid development of industrial economies has often occurred at the expense of the natural environment. Citizens of rich countries increasingly demand healthy environmental conditions. Governmental authorities, private businesses and non-profits face the challenge of mitigating past damage and creating new modes of production that entail smaller environmental costs. The environmental policy minor seeks to educate students to effectively participate in decisions that affect scarce environmental resources.

The consideration of environmental issues requires knowledge drawn from a variety of disciplines spanning the natural and social sciences and the humanities as well. Students with minors in environmental policy will possess basic knowledge of environmental science, economics, politics, history and ethics. In addition to the understanding of environmental issues, students will gain expertise in the practical skills employed by environmental policymakers. Such skills include proficiency in spreadsheet analysis, GIS mapping and lab sciences.

Environmental Policy: Requirements for the Minor

ENV 100	Environmental Studies Seminar	1 credits
ENV 200	Introduction to Environmental Science	4 credits
BIOL 202	General Biology I	4 credits
ECON 102	Economics of Markets & Governments	4 credits
ENV 333	Environmental Economics	4 credits
ENV 224	Environmental Politics	4 credits
POLS 325	Constitutional Law	4 credits
One of the following:		
PSY 313	Ecological Psychology	4 credits
ENV 441	Environmental History	4 credits

TOTAL: 29 Credits

Environmental Science

The minor in environmental science is designed to expose students to the interdisciplinary nature of environmental issues, with emphasis on the current scientific methods used to study these issues. This minor is intended to provide students with a firm foundation in the language, concepts and methods of Environmental Science as well as perspectives on current issues concerning the environment. While this minor emphasizes the fundamentals of natural and applied environmental science, this minor also incorporates 3-7 credits outside of these areas to help students gain a better appreciation for the interdependent nature of human behavior and environmental health.

Any student who is interested in the relationship between humans and their environment is encouraged to participate. Students from a wide-range of primary disciplines, from the sciences to the social science, humanities, business and arts may benefit from this minor area of specialization.

Environmental Science: Requirements for the Minor

ENV 100	Environmental Science Seminar	1 credits
ENV 200	Introduction to Environmental Science	4 credits

Electives:

Choose one course from the electives in environmental policy and two courses from the electives in environmental science. Note: at least 8 of these credits must be at the 300-level or above.

Environmental Policy

ENV 224	Environmental Politics	4 credits
ENV 333	Environmental Economics	4 credits

Environmental Science

ENV 210	Tropical Environmental Biology	4 credits
ENV 301	Environmental Toxicology	4 credits
ENV 325	Conservation Biology	4 credits
PHY 322	Modern Physics with Health Applications	4 credits

TOTAL: 17 credits

Sustainability

Building on a core of ecological and social literacy, the Sustainability Studies minor introduces students to the three interconnected viewpoints of the sustainability development triangle: People, Planet, and Profit. These perspectives are transformed into action through a fourth category of elective, Civic Engagement, where students are given opportunities to put theory to practice through projects intended to foster change towards sustainable practices. This minor complements any major.

Sustainability: Requirements for the Minor

Foundations: Ecoliteracy, Systems Thinking, Social Foundations

ENV 141	Permaculture Design 1	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 435	Integrating Perspectives on Sustainability	4 credits

Take one of the following:

ANTH 101	Introduction to Anthropology	4 credits
ECON 101	Economics of Social Issues	4 credits
ECON 102	Economics of Governments	4 credits
POLS 140	Introduction to US Politics	4 credits
PSY 150	Introduction to Psychology	4 credits
SOC 102	Social Problems	4 credits

Electives: Action for Change - The Sustainability Triangle

Take one course from each of the groups below. At least 8 credits must be upper level; no more than 2 courses from any one department.

Civic Engagement

ARTST 246	Eco-Art	4 credits
DS 204	Learning From and About Persons with Significant Disabilities	4 credits
MEDA 153	Video Activism; Crewing	4 credits
PHIL 202	Ethics and Society	4 credits
POLS 304	Community Politics	4 credits
PSJ 230	Navajo Service Learning	4 credits
PSJ 305	Advanced Civic Engagement	2 credits
SOCWK 301	Macro Social Work	4 credits
THEA 385	Eco Theatre	4 credits

People: Culture and Values

ENV 222	Environmental Literature	4 credits
GSS 201	Introduction to Gender and Sexuality Studies	4 credits
HIST 441	Environmental History	4 credits
PHIL 321	Environmental Ethics	4 credits
POLS 224	Environmental Politics	4 credits
POLS 321	Protest, Dissent and Social Change	4 credits
POLS 322	The Suppression of Dissent	4 credits
PSY 313	Eco-Psychology	4 credits
SOC 342	Consumer Society	4 credits

Planet: Ecoliteracy

BIOL 202	General Biology I	4 credits
CHEM 110	Chemistry and Your Environment	2 credits
ENV 132	Environmental Issues in Hawaii	2 credits
ENV 210	Tropical Environmental Biology	4 credits
ENV 230	Restoration Ecology	4 credits
ENV 330	Ecosystems and Ecological Design	4 credits
ENV 334	Permaculture Design II	4 credits
PHY 160	Energy and the Environment	4 credits

Profit: Systems of Distribution

BA 312	International Business	4 credits
ECON 333	Environmental Economics	4 credits
HIST 343	Industrialization, Labor and the State	4 credits
HIST 369	Get Rich! Wealth in American History	4 credits
SOC 347	Global Cap. Neo-colonial Inequalities	4 credits

TOTAL: 26-30 credits

COURSES

ENV-100 Environmental Studies Seminar
The study of the environment encompasses a broad field that links theory from many disciplines to applications in human society. This course provides a survey of both the major issues in environmental science and the environmental professions that address these issues. Faculty and outside speakers from government and private industry will make presentations and lead discussions. The structure of environmental regulation and management in the U.S. will be described. 1 credit.

ENV-131 Intro to Environmental Issues in Hawaii
This pre-trip course for Environmental Issues in Hawaii (ENV 132) will use readings, lecture, and discussion to introduce students to Hawaiian culture and the plant and animal communities of the Hawaiian island arc. Participants will learn about common species in local habitats ranging from the coast to the forested volcanoes. We will use ecology, life history, and behavior to build frameworks that define tropical terrestrial and marine communities. We will explore Hawaiian history and investigate the cultural connections that bind Hawaiian people such as the kua'ina to the natural world. By identifying connections between culture, geology, climate and the biotic realm, students will gain a better understanding of the interplay between people and this unique landscape. Counts toward core requirement: Diverse Perspectives, Comparative Cultural. 2 credits.

ENV-132 Environmental Issues in Hawaii
Among the most remote islands on the planet, the Hawaiian Islands provide a remarkable location for studying biological and human dimensions of the environment. Students will have a unique opportunity to learn about issues and solutions relating to cultural modification of landscapes, land use and conservation policies, development, resource production and other key environmental global topics by studying the Hawaiian landscape. This field course, taught on the Big Island and Oahu, will aim to connect academic discussion of the meaning of sustainability to real-life environmental challenges facing island ecosystems. Prerequisite: ENV 131. Counts toward core requirement: Diverse Perspectives, Comparative Cultural. 2 credits.

ENV-142 Permaculture: Design Science
Permaculture is about designing ecological human habitats and food production systems. It is a land use and community building movement, which strives for the harmonious integration of human dwellings, microclimate, annual and perennial plants, animals, soils, and water into stable, productive communities. The focus is not on these elements themselves, but rather on the relationships created among them by the way we place them in the landscape. This synergy is further enhanced by mimicking patterns found in nature. This course is designed to help students understand the basic principles of permaculture through classroom lectures and hands-on experience. Students will receive certification in Permaculture by successfully completing the course. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

ENV-160 Energy & the Environment
In order to live, humans require energy, and methods of energy production significantly affect the environment in which humans live. This course examines fundamental thermodynamic concepts such as energy and power and then explores the comparative environmental costs and benefits, including potential long term consequences, of producing energy from various sources such as fossil fuels, nuclear reactors, wood burning, solar panels, wind turbines, etc. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. Also listed as PHY 160. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-170 Intro to Geographical Informational Sys
This course is designed for both newcomers to the field of GIS who want to understand the concepts and technology and for students with some knowledge of GIS who want to go beyond the software manuals to understand the fundamental concepts of GIS. Through lecture we will explore the basic concepts of mapping and spatial databases and their use in fields ranging from land-use planning to ecological research. Students will also gain a working knowledge of GIS software through the use of ArcView GIS, the most widely used GIS software package. Counts toward core requirement: Natural Sciences. 2 credits.

ENV-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 14.00

ENV-200 Introduction to Environmental Science
The systemic study of the environment, and human impacts on environmental systems. Human activities have changed the types and rates of processes occurring throughout the planet. Understanding the near-term and long-term effects of these actions on the quality of the environment requires a broad view of the science on how earth functions without human intervention, and how society has changed these functions to support itself. Includes laboratory and field experiences. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-205 Environmental Science Methods
Environmental Science Methods is a field-oriented course that introduces students to a range of laboratory and field methods and techniques used by professional scientists. This course provides training in techniques that could be used in senior projects. Students are introduced to methods for studying, monitoring, and experimenting upon plants and animals in a variety of habitats. Emphasis is placed on the choice of techniques for data collection, followed by rigorous analysis of results. Training is provided in the application of appropriate statistical techniques to experimental results. Prerequisite: ENV 200 and MATH 122. Counts toward core requirement: Natural Sciences (2010 catalog). 4 credits.

ENV-210 Tropical Environmental Biology
A study of the effects of human activity on natural environments associated with Third World, developing countries (i.e. Belize and Guatemala, Central America). A variety of ecosystems and areas will be studied, including lowland savannas, tropical seasonal forests, limestone caves, coastal lagoons, mangrove swamps, sea-grass flats, coral reefs and urban and rural societies. The course meets during the spring, in order to present lectures and background materials, which will prepare students for activities in Belize and Guatemala in May. Additional fee required. Prerequisite: Sophomore standing or above (30 or more completed credits). Instructor's consent required. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-222 Environmental Literature
Environmental Literature aims to critically examine our relationship to nature through the study of major American nature writers. We will consider each writer's ability to generate environmental thought (historically, politically, philosophically) and to survey how nature writing as a genre has taken its current form. The course hopes to acknowledge and challenge current assumptions on nature such as how wilderness has shaped the American imagination and even how labeling nature as "Mother Earth" implies a great deal of how we perceive and receive nature now. 4 credits.

ENV-224 Environmental Politics
This course introduces students to environmental disputes and the forces that affect environmental policy. Topics include the history and evolution of environmentalism and environmental policy, and an extensive case study of a local environmental issue. Also listed as POLS 224. 4 credits.

ENV-230 Restoration Ecology
Restoration ecology seeks to enhance the natural recovery of damaged ecosystems. Through lectures, readings, and field/lab work we will review the conceptual bases of restoration ecology, investigate the tools used by restoration ecologists to solve practical problems, and discuss the scope and success of actual restoration projects. Prerequisite: ENV-200 or BIOL-202 with a minimum grade of C-. Counts toward core requirement: Natural Sciences (prior to 2010 catalog). 4 credits.

ENV-241 Sustainability & American Media
This course explores how the media deals with environmental issues associated with the "Green" movement of sustainability and the images of local, national and international environmental problems. It will give special examination to the emergence of the green movement as an important media issue beginning in the 1970s; the way print, broadcast and entertainment media have presented the environment; the culture which they create and the viewer/reader's responses to these messages. Students will learn textual analysis of environmental news stories (print and television), documentary films, and children's programming. The course will pay particular attention to how these messages argue for a particular view of the natural world and the human relationship with the environment. Also listed as MEDA 230. 4 credits.

ENV-246 Eco-art I
Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Also listed as ARTST 246. 4 credits.

ENV-255 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 4.00

ENV-260 Oregon Natural History
Oregon Natural History will introduce students to the plant and animal communities of the Pacific Northwest. Participants will learn to identify common species in local habitats ranging from the coast to the Cascades. We will use ecology, life history, and behavior to investigate the interactions that define communities. By exploring connections between geology, climate, and the biotic realm, students will gain a better understanding of and appreciation for the biodiversity of this region. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-270 Geospatial Analysis using GIS
The course will provide students with a basic knowledge of geographical information systems including sources of GIS data, various data models, capturing GIS data and manipulating GIS data. Concepts in geography, spatial data, analysis of spatial information, real-world applications, and map creation will be included. During this course students will gain a working knowledge of GIS software through the use of ArcGIS, the most widely used GIS software package. 4 credits.

ENV-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

ENV-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ENV-313 Ecopsychology
This course is an overview of psychological research in environmental attitudes, conservation, sustainability, effects of the environment on human behavior and well-being, and how to design and implement programs to promote ecologically aware behaviors. Course will include seminar discussion, travel for field trips, and community-based programming. Also listed as PSY 313. Prerequisite PSY 150 with a minimum grade of C. 4 credits.

ENV-320 Advanced Tropical Environmental Biology
An in depth study in the effects of human activity on tropical ecosystems associated with developing countries, and current environmental science research in tropical ecosystems. A variety of tropical ecosystems will be studied with an emphasis on tropical seasonal forests and marine ecosystems. The course meets once a week during the spring semester, in order to present lectures and background materials, which will prepare students for activities in Belize and Guatemala in May. Students will be assigned outside readings from peer-reviewed scientific research articles and text books dealing with environmental impacts on tropical ecosystems. Students will be required to demonstrate their knowledge of this material in addition to the material that is required for students taking ENV-210 (Tropical Environmental Biology for Nonscience majors). Students will participate in hands-on field research, design research proposals, and learn environmental problem solving through a case study approach. This will be in addition to the daily requirements for students in ENV-210. Additional fee required. Prerequisites: ENV-200 and BIOL-202 each with a minimum grade of C-. Counts toward core requirement: International Perspectives. 4 credits.

ENV-321 Environmental Ethics
A study of the key concepts in environmental ethics, such as biodiversity loss, corporate responsibility, animal rights, over-population, and environmental racism. Also listed as PHIL 321. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

ENV-324 Special Topics in Sustainable Design
Courses of varying formats on specific topics not included in the regular curriculum such as natural building, sustainable agriculture, plant propagation, kinship gardening, animal forage systems, tool building, social entrepreneurship and renewable energy. The topic of this course changes from year to year and is selected by the instructor and approved by the Environmental Studies Department. Prerequisite: ENV 142 and ENV 200. May be repeated for credit when topic varies. 2-4 credits.

ENV-325 Conservation Biology
This course will examine the historical and ethical background of the conservation movement and trace the development of the science of conservation biology. We will be making connections between society and the natural world, relating human impacts on plants and wildlife to the goals of the practicing conservation biologist. We will learn quantitative methods to determine and predict the status of plant and animal populations. This is a lab/field course with opportunities to learn from conservation efforts around the Portland metropolitan area. Also listed as BIOL 325. Prerequisites: BIOL 204 with a minimum grade of C-. CS 130 or MATH 226 recommended. Counts toward core requirement: Natural Sciences (prior to 2010 catalog). 4 credits.

ENV-326 Animal Ethics
An investigation of the relationship between human and non-human animals. What is the moral standing of non-human animals? We will study both the theoretical and practical facets of this question by focusing on the ethical issues raised by animal experiments and factory farming. Also listed as PHIL 326. Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 2 credits.

ENV-330 Ecosystems & Ecological Design
Ecosystems and Ecological Design will explore the application of ecological principles to the design of sustainable technologies, buildings, communities and landscapes. The strategies of conservation, sustainability and stewardship can be applied at all scales to produce revolutionary forms of buildings, landscapes and applied technologies. The course is focused on understanding how ecological knowledge informs the design process. Fundamental ecological concepts such as primary production, energy flow, nutrient cycles, community structure and ecosystem stability are used as the foundation for exploring process is introduced in the form of participatory methods for design. Laboratory exercises and group projects provide opportunities for experiential learning through the application of ecological design principles to the solution of real problems, with particular focus on the Pacific University campus and its surroundings. Ecological design will enable us to realize that environmental problems are largely problems of design. Prerequisite: ENV 141 and ENV 200. 4 credits.

ENV-333 Environmental Economics
Environmental economics studies the role of environmental amenities such as clean air and clean water in the economic system. This course analyzes the problems of market outcomes when such amenities are not priced. The problems associated with estimating economic costs and benefits are also carefully examined. Throughout the course, the connection between economic understanding and improved public policy is emphasized. The course will include a lab section which will be devoted in large measure to experiences in the field. Also

listed as ECON 333. Prerequisite: ECON 102. 4 credits.

ENV-334 Permaculture Design II
A continuation of Permaculture Design I (ENV-141). Students can receive certification in Permaculture from the Permaculture Design Institute by completing both Permaculture Design I (ENV-141) and Permaculture Design II (ENV-334). This course is taught at the B Street Demonstration Farm located 4 blocks from Pacific University. Students will be expected to take what they learned in Permaculture I to construct a design of sustainable systems that will be applied to specific landscape. This design assignment will culminate with a professional presentation of their project to the class and the university community. Prerequisite: ENV-141 with a minimum grade of C-. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-342 Risk Management and Decision Making
Development, application, and integration of analysis tools and decision models to aid managerial decision making in the face of risk and uncertainty. Behavioral factors that influence judgment and decision making will also be considered. The course covers applications in environmental, technological, health/safety, and organizational risk management. Also listed as BA 342. Prerequisite: ECON-101 or ECON-102 with minimum grade C-; and BA-201 or BA-202 with minimum grade of C-. 4 credits.

ENV-344 Environmental Toxicology
Pollutants impact the structure and function of ecological systems at all levels of biological organization. This course will focus on the effects of toxicants on ecological structures, from the molecular to the individual organism to the community and the ecosystem. Prerequisite: CHEM 300. 2 credits.

ENV-346 Eco-art II
Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Also listed as ARTST 346. Prerequisite: ARTST 246 or ENV 246; ARTHI 271 or ARTHI 372; and ENV 141, ENV 160, or ENV 200. 4 credits.

ENV-351 Energy Economics
The economics of energy studies the role of energy and energy resources in industrial societies from an economic perspective. Basic economic principles and methods are used to examine problems in the production, distribution and use of energy in all its important forms including coal, oil, gas, nuclear, electricity, and various alternative fuels. Special policy issues such as the environmental problems of energy use, regulation, the depletion of energy resources, and other problems pertaining to the energy industries will be discussed. Also listed as ECON 351. Prerequisite: ECON 102. 4 credits.

ENV-355 Special Topics in Environmental Science
See department for course description. Credits: 1.00 - 6.00

ENV-361 Lab Techniques Env Toxicology & Chem
Changes in the environment are ultimately the result of chemical processes. This laboratory course examines our understanding of chemical change in various environmental compartments from a practical perspective. Methodology for monitoring and modeling these systems will be utilized, including standard toxicity testing, use of biomarkers, tissue, air, water and soil analyses, and molecular techniques. Prerequisites: CHEM 300. 1 credit.

ENV-380 Environmental Problem Solving
This course is designed to help students understand the complexity of environmental problems. Students will put together a comprehensive project proposal for an independent research project that they will complete as part of their senior capstone. Students will also listen to guest lectures from experts in the field that are involved with environmental problem solving. Prerequisite: Junior standing or above (60 or more completed credits) and ENV-200. 2 credits.

ENV-385 Eco-Theatre: Community & Performance
This course combines theory, practice, and knowledge from the disciplines of Theatre and Environmental Studies within a project-based, community-outreach model. A live performance project will be devised with goals of building community; raising awareness of sustainability issues, crises, and solutions; and offering possibilities for a cultural shift. Also listed as THEA 385. Prerequisite: THEA 110, THEA 120, ENV 141, ENV 160, ENV 200, ENV 224, PHIL 321, or ECON 333. Counts toward core requirement: Civic Engagement. 4 credits.

ENV-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

ENV-435 Sustainability's Big Picture
This course will explore the challenges that we face in learning to live in a more sustainable fashion. This culminating course will bring together students who have completed the majority of the Sustainability Studies minor to discuss sustainability from a range of academic perspectives. During the course, students will share experiences and discuss relationships between the courses they took, their major area of study, and the meaning of sustainability. Students will also work in groups to initiate and complete an on-campus sustainability-related civic engagement project within the time period of the course. Students will collaboratively document and present their collective

experiences and activities as related to the completion of the minor. Prerequisite: Take Sustainability Studies minor foundations courses and three of the four required electives. 2 credits.

ENV-441 Environmental History
This course focuses on historical scholarship that has addressed the changing relationship between human societies and "nature". The course explores the development of ecological science and environmental politics; it also explores the ways in which Americans of European and indigenous background imposed their understandings on the landscape, and the consequences of these impositions. Other subjects include National Park Service policy, game conservation and class conflict, and the development of governmental agencies dedicated to protecting or controlling the environment. Also listed as HIST 441. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

ENV-462 Special Topics Env Toxicology & Chem
This course involves presentations of research findings in environmental toxicology and chemistry by invited scientists and Pacific University faculty and presentation and discussion of literature research by students. Prerequisite: CHEM 300. 1 credit.

ENV-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

ENV-490 Capstone Experience
Designed to allow students to expand on research projects or internships by more thoroughly examining the primary literature, reanalyzing data, writing an annotated bibliography and presenting in a public forum. Prerequisite: Senior standing (90 or more completed credits) and approved project. Instructor's consent required. 2 credits.

ENV-495 Research
Faculty supervised, student-conducted, individual research project. Instructor's consent required. May be repeated for credit. 1-6 hours.

EXERCISE SCIENCE

Philip Schot, Chair; Andrew Alstot, Jennifer Bhalla, Kathryn Faulk, Shawn Henry, Brian Jackson

The mission of the Exercise Science program (http://www.pacificu.edu/as/exercise/) is to contribute to the generation, dissemination and application of knowledge related to human movement in multiple contexts. Students and faculty are actively engaged in each area. While a health-science context is emphasized, the curriculum enables students to understand movement by integrating multiple scientific perspectives so as to be successful in a variety of arenas (e.g., employment in the fitness/exercise field, graduate study in professional or academic disciplines).

A student completing a major in Exercise Science shall demonstrate the ability to:

- Understand and apply fundamental principles from the various sub-disciplines in Exercise Science to a variety of contexts (e.g., health, fitness, rehabilitation, education);
- Use qualitative and quantitative reasoning and evidence, synthesizing information from a variety of origins to methodically and systematically solve problems and develop interventions in the human movement domain;
- Communicate effectively, orally and in writing, in accordance with disciplinary standards; and
- Design, conduct, interpret, and evaluate human movement science research

All students will complete one of two emphasis areas, both of which require 62 credit hours. The Integrative Physiology path incorporates additional coursework from the parent disciplines in the natural / physical sciences whereas the Motor Behavior track accentuates behavioral and applied considerations related to a variety of aspects of movement. Courses with the EXIP prefix satisfy natural science core requirements. Both routes, in combination with strategic selection of elective / core courses that satisfy prerequisites for specific graduate programs, can serve students with aspirations of pursuing graduate studies in health professions (PT, OT, PA, DC, MD, OD), education (MAT) or academics (MS, PhD). The common and distinctive coursework requirements for each emphasis are listed below. There is not necessarily a specified order for the courses. Only courses marked with asterisks may be repeated for credit, and then only with a change of topic and only in consultation with the advisor.

Exercise Science: Core Requirements for the Major

EXMB 200	Exercise Science Foundations	2 credits
BIOL 202	General Biology I	4 credits
BIOL 224	Human Anatomy	4 credits
BIOL 240	Human Physiology	4 credits
MATH 207	Statistics (or PSY 350 or SOC 301)	4 credits
EXMB 105	First Aid	1 credit
EXMB 205	Care & Prevention of Athletic Injuries	2 credits
EXIP 281 or 381	Nutrition	4 credits
EXIP 345	Biomechanics	4 credits
EXIP 365	Perceptual Motor Learning	4 credits
EXIP 385	Exercise Physiology	4 credits
EXIP 399	Junior Seminar	1 credit
EXIP 400	Advanced Analysis in Kinesiology	2 credits
EXIP 498 & 499	Senior Research I & II	2 credits

INTEGRATIVE PHYSIOLOGY EMPHASIS REQUIREMENTS

BIOL 204	General Biology II	4 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
PHY 202	Introductory Physics I (or PHY 232)	4 credits

Successfully complete 4 additional credits, chosen in consultation with advisor, which may include but are not limited to:

EXIP 440	Advanced Human Anatomy	4 credits
EXIP 495	Research	1-4 credits*
EXMB 475	Internship	1-2 credits*

MOTOR BEHAVIOR EMPHASIS REQUIREMENTS

Successfully complete 12 credits from the following:

EXMB 315	Adapted Physical Activity	2 credits
EXMB 333	Sport Psychology	4 credits
EXMB 336	Sport in Society	4 credits
EXMB 366	Human Motor Development	2 credits
EXIP 440	Advanced Human Anatomy	4 credits

Successfully complete 8 additional credits, chosen in consultation with advisor which may include but are not limited to:

EXMB 303	Medical Terminology	1 credit
EXMB 313	Strength & Conditioning Methods	2 credits
EXMB 321	Teaching Physical Activity	2 credits
EXMB 322	TPA: Group Activities	2 credits
EXMB 323	TPA: Individual & Dual Activities	2 credits
EXMB 311	Coaching Methods	2 credits*
EXMB 312	Coaching Principles	2 credits
EXMB 413	Adult Fitness Practicum: Boxer Boot Camp	2 credits
EXMB 475	Internship	1-2 credits*
EXIP 440	Advanced Human Anatomy	4 credits
EXIP 495	Research	1-4 credits*

Capstone: In the senior year, students complete a 2-credit course emphasizing advanced research methods and analysis (EXIP 400) in one of the Exercise Science sub-disciplines that prepares them for the research proposal. Students must also complete two research credits (usually sequentially); EXIP 498 (Senior Research I) and EXIP 499 (Senior Research II). Each of these courses is one credit. The benchmark activities for Senior Research I focus on data collection as per the research proposal developed in the advanced class; in Senior Research II students summarize and disseminate the project findings publicly via poster, presentation, or manuscript.

Minors: Two minors are offered by the department, **Human Movement Studies** (HMS) and **Exercise Science** (ES), both of which require 26 credits. Exercise Science majors are not eligible to earn a minor in HMS or ES; however, they are free to take courses as electives, subject to institutional limitations. Exercise Science majors are eligible to pursue a minor in **Outdoor Leadership** (see below).

Exercise Science: Requirements for the Minor

EXMB 200	Exercise Science Foundations	2 credits
BIOL 202	General Biology I	4 credits
BIOL 224	Human Anatomy	4 credits
BIOL 240	Human Physiology	4 credits
Three of the following:		
EXIP 281 or 381	Nutrition	4 credits
EXMB 333	Psychology of Human Movement	4 credits
EXIP 345	Biomechanics	4 credits
EXIP 365	Perceptual Motor Learning	4 credits
EXIP 385	Physiology of Exercise	4 credits

Human Movement Studies: Requirements for the Minor

EXMB 200	Foundations of Exercise Science	2 credits
EXMB 333	Psychology of Human Movement	4 credits
EXMB 336	Sociology of Human Movement	4 credits
Other EXMB or EXIP prefix courses		16 credits

Outdoor Leadership Minor

The academic home of the Outdoor Leadership minor is with Exercise Science. Outdoor Leadership will prepare you to lead others in backpacking, canoeing and sea kayaking or rock climbing. You will learn leadership skills like judgment, group facilitation and risk management that you can use throughout your life. The minor is directed by Phil Friesen who also leads Pacific's Outdoor Pursuits and Voyages programs. Students interested in this pursuit should consult with him as early as possible, as this program spans across 3 years. The credit hours required can vary (18-33 credits) due to course selection options and the possibility to test out of certain requirements.

Outdoor Leadership: Requirements for the Minor

Complete all of the following:

HPER 157	Outdoor Recreation*	1 credit
OL 107	Wilderness First Responder*	2 credits
OL 207	Intro to Outdoor Leadership	2 credits
OL 307	Applied Outdoor Leadership	4 credits
OL 407	Outdoor Leadership Seminar	1 credit

Complete <u>one</u> of the following:

OL 475	Internship	2-4 credits
OL 395	Independent Study	2-4 credits

Complete one of the following course pairings:

HPER 158	Rock Climbing	1 credit
AND		
OL 308	Single Pitch Rock Climbing Instruction	2 credits
OR		
HPER 159	Coastal Sea Kayaking	1 credit
AND		
OL 309	Coastal Sea Kayaking Instruction	2 credits

Complete one of the following (Environmental & Sustainability Awareness):

ENV 260	Oregon Natural History	4 credits
ENV 321	Environmental Ethics	4 credits
ENV 200	Intro Environmental Science	4 credits
POLS 224	Environmental Politics	4 credits
ECON 333	Environmental Economics	4 credits
PSY 313	Environmental Psychology	4 credits

Complete one of the following (Working with Diverse Populations):

EXMB 315	Adapted Physical Activity (cross-listed as DS 315)	2 credits
SOC 208	Race: Inequality and Identity	4 credits
GSS 201	Intro Gender and Sexuality Studies	4 credits
PSY 358	Psychology of Ethnic Diversity in the US	4 credits
PHIL 240	Human Rights (cross-listed as PSJ 240)	2 credits
ENGW 202	Writing About Disability	4 credits
DS 204	Working with People with Disability	4 credits

Exercise Science / Athletic Training

The College of Health Professions offers entry-level graduate clinical education in Athletic Training (AT) that articulates directly with Exercise Science. It consists of three years of fairly typical work in the College of Arts and Sciences (A&S) and two years of work in the clinical program. This 3/2 pathway is built upon options within the Motor Behavior emphasis and available only to students accepted to the highly selective AT program. Students complete the Bachelor of Science and Master of Science in Athletic Training in 5 years, rather than in 6 as would be the case if they took these two programs separately.

To utilize this route, all A&S core coursework requirements (with the exception of Capstone), all Athletic Training prerequisites, specified Exercise Science classes, and a minimum of 93 total credits shall be completed by the end of the 3rd academic year. During the fall of the junior year, students may apply to begin clinical studies in the AT program for the 4th academic year. If a student is accepted to the AT program, specific coursework successfully completed according to Athletic Training program standards during the first clinical year will satisfy the remaining requirements for the BS in Exercise Science with a Motor Behavior emphasis. These students are also required to deliver a formal public presentation overview of their first year clinical internship experiences to complete the A&S Capstone requirement. The undergraduate diploma will be conferred at the traditional May commencement ceremony of the student's 4th year. If a student is not accepted into the AT program, s/he will have the opportunity to complete the Motor Behavior emphasis during the traditional time-frame with little to no complications.

Use the Motor Behavior Emphasis incorporating the following:

The Exercise Science core involves the following substitution options:

EXIP 399	is replaced with AT 550 – Research Methods	2credits
EXIP 400	is replaced with AT 560 – Evidence-Based Practice	2 credits
EXIP 498 & 499	are replaced with AT 540 & 541 - Clinical Internships	4 credits

The 12 credits distinctive to Motor Behavior are preserved, with one substitution allowed:

EXMB 315	Adapted Physical Activity	2 credits
EXMB 333	Psychology of Human Movement (or AT 520 – Sport Psychology)	4 credits
EXMB 336	Sociology of Human Movement	4 credits
EXMB 366	Human Motor Development	2 credits
EXIP 440	Advanced Human Anatomy	4 credits

The 8 flexible credits in Motor Behavior are replaced by 5 credits from the AT program:

AT 510	Physical Agents and Mechanical Modalities	3 credits
AT 531	Prevention and Treatment of Athletic Injuries II	2 credits

Fourteen credits successfully completed in the first AT year count toward graduation requirements:

AT 500 & 501	Evaluation & Treatment of Orthopedic & Athletic Injuries	14 credits

COURSES

EXIP-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

EXIP-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

EXIP-281 Nutrition
Detailed study of the relationship between nutrition and total individual health across the life-span. Emphasis will be placed on the essential nutrient chemical conversions during digestion, absorption and metabolism and their contribution to optimal health. Individual nutritional analysis and a personalized diet plan will be required. Note: Only EXIP 281 or EXIP 381 will count for the EXMB or EXIP major, but not both. 4 credits.

EXIP-295 Ind Study in Integrated Physiology
See department for details. Independent study contract required. Credits: 1.00 - 14.00

EXIP-345 Biomechanics & Lab
Study of the structure and functioning of the human body via the methods of classical mechanics. Prerequisite: BIOL 224 or BIOL 230; MATH 125; and EXMB 200 each with minimum grade of C-. 4 credits.

EXIP-355 Special Topics
See department for description. Credits: 1.00 - 6.00

EXIP-365 Perceptual Motor Learning
Study of issues related to the understanding, teaching and learning of motor skills. Examination of factors (individual, task, environment) and interactions that influence skill acquisition and performance in daily, recreational, clinical and scientific contexts. Prerequisite: EXMB 200 or Statistics (MATH-207, PSY-350, or SOC-301), each with a minimum grade of C-. 4 credits.

EXIP-381 Principles of Nutrition
Advanced study of nutrition, including physiological function and metabolic fate of carbohydrates, lipids, proteins, vitamins, minerals, and water. Individual nutritional analysis and a personalized diet plan will be required. Note: Only EXIP 281 or EXIP 381 will count for the EXMB or EXIP major, but not both. Prerequisite (or concurrent enrollment): BIOL 231, BIOL 240, or CHEM 300 with a minimum grade of C-. 4 credits.

EXIP-385 Physiology of Exercise & Lab
The branch of physiology that deals with function of the body during exercise and adaptations that occur in response. Knowledge and application of scientific principles are necessary to develop peak performance in athletes and maintain health and fitness in the general population - quantitatively and qualitatively improving life. Prerequisite: BIOL-202; BIOL-231 or BIOL-240; and EXMB-200 (or concurrent enrollment), each with a minimum grade of C-. 4 credits.

EXIP-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

EXIP-399 Junior Seminar
This course introduces students to the primary research literature in the field of Exercise Science. Topics will include procedures for locating sources of information; practice in assessing research reports; introduction to various types of research methodologies (e.g., quantitative, qualitative, reviews, meta-analysis); training in human subject ethics and the Institutional Review Board process;and writing skills relevant to scientific reporting. Prerequisite: Declared Exercise Science major; EXMB-200; BIOL-224; BIOL-240; and 3 of the following courses: EXIP-345, EXIP-365, EXIP-385, EXMB-322, EXMB-323 EXMB-333, EXMB 336, MATH-207, PSY-350, or SOC-301. All specific prerequisite courses must be completed with a minimum grade of C-. Pass/No Pass. 1 credit.

EXIP-400 Advanced Analysis in Kinesiology
This course develops the greater knowledge depth and more sophisticated skills needed to critically analyze existing research literature and design original investigations in a sub-disciplinary area of kinesiology that matches students' interests, backgrounds and goals. Topics will fall within the recognized expertise area of the instructor. Includes active learning components. Prerequisite: Pass EXMB 105 or OL 107, and EXIP 399; and complete 3 of the following courses with a minimum grade of C- in each: EXIP 345, EXIP 365, EXIP 385, EXMB 322, EXMB 323, EXMB 333, or EXMB 336. Instructor's consent required. 2 credits.

EXIP-440 Advanced Human Anatomy and Lab
Advanced study of gross and histological structure of the human body. Introduction into musculoskeletal, nervous and cardiovascular systems. Prerequisite: BIOL 224 or BIOL-230 with a minimum grade of C-. 4 credits.

EXIP-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

EXIP-475 Internship
Internship is an off-campus educational field experience tailored to academic/career goals, where students carefully and thoughtfully apply content from coursework to the situation in which they are engaged. All arrangements must be completed by the student 2 weeks prior to the term in which internship work will occur. Prerequisite: 12 credits of Exercise Science coursework (EXIP & EXMB), each with a minimum grade of C-. Internship contract required. Pass/No Pass. Credits: 1.00 - 14.00

EXIP-495 Independent Research
Faculty supervised, student-conducted research activities. May be repeated for new/continuing projects. Independent study contract required. Credits: 1.00 - 4.00

EXIP-498 Senior Research I
This is the first formal phase of capstone work for senior Exercise Science majors. Students will propose and execute a project on a current topic in exercise science. Students must successfully complete EXIP-498 and EXIP-499 to meet the capstone requirement and normally complete these in consecutive semesters. Prerequisite: EXIP 399 and EXIP 400 with minimum grade C-. Instructor's consent required. 1 credit.

EXIP-499 Senior Research II
This is the final phase of capstone work for senior Exercise Science majors. Students will conclude and disseminate the results of the senior project via poster, presentation, or manuscript. Students must successfully complete both EXIP-498 and EXIP-499 to meet the capstone requirement and normally complete these in consecutive semesters. Prerequisite: EXIP 498 with a minimum grade of C- (or concurrent enrollment). Instructor's consent required. 1 credit.

EXMB-105 First Aid
This course provides lay responders with skills and information needed in emergency situations to help sustain life and minimize pain and consequences of injury or sudden illness until professional medical help becomes available. More advanced than standard American Red Cross first aid/CPR class. Pass/No Pass. 1 credit.

EXMB-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 14.00

EXMB-200 Exercise Science Foundations
This course presents the basic scientific foundations of and techniques used in the various sub-disciplines of Exercise Science. Prerequisite: MATH 122 with minimum grade of C (or concurrent enrollment). 2 credits.

EXMB-205 Care and Prevention of Athletic Injuries
Students will learn to prevent, evaluate, and care for injuries and other health concerns common to athletic participation. The basics of emergency care and preventive taping will also be addressed. Participation fee required. If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: EXMB 105 or OL 107. 2 credits.

EXMB-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

EXMB-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

EXMB-295 Independent Study in Motor Behavior
See department for details. Independent study contract required. Credits: 1.00 - 14.00

EXMB-303 Medical Terminology
This course is designed to provide students with an understanding of the language of medicine. Students will be required to learn basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Prerequisite: BIOL 202 with a minimum grade C-. 1 credit.

EXMB-311 Coaching Methods
Series of individual courses designed to give students insight and direction in leading or assisting in the coaching of athletics. Sports represented rotate and vary depending on instructor availability. Prerequisite: EXMB-105. May be repeated for credit for different sports. 2 credits.

EXMB-312 Coaching Principles
General principles applicable to the coaching of sports including strategy and tactics, motivation, ethics, liability, budgeting, and development of organizational, interpersonal, and communication skills. Prerequisites: EXMB-105 and EXMB-311 with a minimum grade of C-. 2 credits.

EXMB-313 Strength & Conditioning Methods
Principles, methods and materials relevant to the design and implementation of strength, endurance, flexibility, speed, power, balance and agility enhancement for diverse populations based on sound scientific principles. Prerequisite: EXIP 385 with minimum grade of C. Recommended: EXIP 345. 2 credits.

EXMB-315 Adapted Physical Activity
Introduction to adapted, corrective, and developmental physical activities. Emphasis is placed on assessment, laws & legislation, and teaching methods of physical activities for the exceptional student. Also listed as DS 315. Prerequisite: EXMB-105, and EXIP 365 with a minimum grade of C- or DS 200 with a minimum grade of C-. 2 credits.

EXMB-321 Teaching Physical Activity I
Content will focus on generally applicable instructional techniques as well as class and behavior management strategies for individual, dual, and group physical activity settings, including: design of developmentally appropriate instructional materials, assessment of learning and instructional behaviors; approaches for working with a variety of learners. Prerequisite: EXIP 365. 2 credits.

EXMB-322 TPA: Group Activities
Content will focus on evidence-based instructional methods, class and behavior management techniques, and planning and application of instructional strategies that are specific to group physical activities. An emphasis will be placed on implementing effective instruction of developmentally appropriate group-oriented physical activities. Prerequisite: EXMB 321 with minimum grade C-; and EXMB 105 or OL 107. 2 credits.

EXMB-323 TPA: Individual & Dual Activities
Content will focus on evidence-based instructional methods, behavior management techniques, and planning and application of instructional strategies that are specific to individual and dual physical activities. An emphasis will be placed on the implementation of developmentally appropriate physical activity instruction of individual and dual activities for singular learners or groups of learners. Prerequisite: EXMB 321 with minimum grade C-; and EXMB 105 or OL 107. 2 credits.

EXMB-333 Psychology of Human Movement
This course examines psychological dimensions across the spectrum of human movement contexts, including recreational through elite sport across the lifespan. Topics will include research and application in the areas of motivation, confidence, psychological skills training, stress management, communication, youth sport, and exercise adherence. Prerequisite: EXMB 200 with minimum grade C- or PSY 150 with minimum grade C-. 4 credits.

EXMB-336 Sociology of Human Movement
This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. Prerequisite: EXMB-200, SOC 101, or SOC 102 with minimum grade C-. 4 credits.

EXMB-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

EXMB-366 Human Motor Development
This course is designed to use a lecture/discussion/activity structure to study issues related to the development of human motor behavior over the lifespan. Current theory and research will be discussed related to motor and behavioral changes that are commonly experienced in humans from early childhood to late adulthood. Prerequisites: EXIP 365 with minimum grade C-. 2 credits.

EXMB-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

EXMB-413 Adult Fitness Practicum: Boxer Boot Camp
A supervised practical experience working with adults in an exercise setting. Boxer Boot Camp is a Pacific University faculty/staff exercise program. Students contribute to individualized program design and serve as fitness leaders for participants. Prerequisite: EXIP 281 or EXIP 381; and EXIP 385 and EXMB 313. Instructor's consent required. Pass/No Pass. 2 credits.

EXMB-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

EXMB-475 Internship
Internship is an off-campus educational field experience tailored to academic/career goals, where students carefully and thoughtfully apply content from coursework to the situation in which they are engaged. All arrangements must be completed by the student 2 weeks prior to the term in which internship work will occur. Prerequisites: 12 credits of Exercise Science coursework (EXIP & EXMB), each with a minimum grade of C-. Internship contract required. Pass/No Pass. Credits: 1.00 - 14.00

EXMB-495 Independent Research
See department for details. Independent study contract required. Credits: 1.00 - 6.00

OL-107 Wilderness First Responder
Through lecture, lab and practical application, students will be introduced to the necessary skills for assessing and treating common medical problems in remote settings. The methods and common practices for wilderness medicine introduced in this course give students both a competency for treating injuries and illness and the experience that improves judgment which may prevent potential incidents. Successfully completing this course also offers a two year certification by the Wilderness Medicine Training Center. Additional course fees apply. Pass/No Pass. 2 credits.

OL-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

OL-207 Introduction to Outdoor Leadership
Introduction to the principles and practices of leading others outdoors. Focus on effective outdoor living skills, communication skills, understanding what a functional group looks like, facilitating group debriefs and having fun outdoors. Students will learn how to teach the following outdoor living skills using experiential education pedagogy: cooking, shelter building, weather prediction, navigation, equipment use & maintenance, clothing selection, travel techniques and health & sanitation. The instructor will model planning and effectively implementing the logistics for leading a weekend outdoor excursion. This class is for anyone interested in developing basic outdoor leadership skills. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: HPER 157. 2 credits.

OL-307 Applied Outdoor Leadership
The focus of this course is on developing students' judgment, decision making and critical thinking skills so that they can more effectively lead others on outdoor trips. Examination of case studies and student-led trips with instructor supervision to increase students' ability to handle challenging outdoor leadership experiences. Course will develop student's Risk Management, Planning & Logistics, Leadership, Environmental Integration and Education skills. Content also includes facilitating challenging experiences and decision making with groups. There will be three weekend outdoor trips where all of these skills are applied. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: OL 207 with minimum grade C-. 4 credits.

OL-308 Single Pitch Rock Instructor
Students will develop their ability to lead single pitch sport climbs and traditional climbs. Students will learn how to manage the group climbing site, teach climbing movement, build traditional anchors, rappel, clean routes and coach trip participants. Prerequisite: Pass HPER-158 and OL-107, and complete OL-207 with minimum grade of C-. 2 credits.

OL-309 Coastal Sea Kayaking Instructor
This course builds on the fundamentals of sea kayaking skills and introduces the student to group management on the water and navigation in more challenging waters. Mastery of chart and compass use, boat handling skills, multiday trip planning, and an eskimo roll are also addressed. Previous sea kayaking experience required. Prerequisite: Pass HPER-159 and OL-107; and complete OL-207 with minimum grade of C-. 2 credits.

OL-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

OL-407 Outdoor Leadership Seminar
This course will help students synthesize the principles, practices, theories, ethics and philosophy presented throughout the pursuit of the Outdoor Leadership minor. It will also look at how leadership skills learned in the minor can be applied to future professions in the outdoors and within other careers. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: OL 307 with minimum grade C-. 1 credit.

OL-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

HPER-101 Dance Aerobics
Exercise emphasizing dance movements. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-102 Step Aerobics
Step aerobics. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-103 Body-Mind Fitness
Workouts emphasizing mindful movements informed by yoga, martial arts, dance, and other modalities. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-104 Circuit Training for Women
Multi-station fitness trainingwith enrollment limited to women. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-105 Fitness Walk/Jog
Exercise emphasizing locomotor activities. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-106 Speed, Quickness, and Agility
Exercise emphasizing rapid anaerobic movements. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-107 Swimming
Aquatic exercise; not for non-swimmers. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-108 Weight Training
Basic resistance training. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-109 Tai Chi
Balance and stability exercise with an Eastern flair. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-110 Power Hour
High-intensity training emphasizing explosiveness and power. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-111 Yoga
Develops balance, flexibility, and strength. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-113 Strength Training for Women
Resistance training class limited to women. May be repeated for credit. Up to 8 activity credits may count toward the credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-121 Badminton
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-122 Bowling
Basic instruction and activity; off campus. Participation fee required. If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-123 Golf
Basic instruction and activity; off campus. Participation fee required. The fee is paid to the golf course and is for the use of golf course, rental clubs, and range balls during class times. If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. to the golf course for May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-124 Handball
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-125 Pickleball
A tennis-like game played on a smaller indoor court. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-126 Racquetball
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-127 Rowing
Basic instruction and activity; off campus. Participation fee required. If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-128 Taekwondo
Basic instruction and training. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-129 Tennis
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-130 Ultimate Frisbee
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-131 Volleyball
Basic instruction and play. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-141 Gardening
Gardening is exercise at B Street Permaculture Center. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 1 credit.

HPER-142 Hula
Basic instruction and performance. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-143 Recess
Various youthful play activities as exercise. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-144 Women's Personal Self Defense
Basic instruction and training. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-156 Alpine Skiing
Instruction and activity at Mt. Hood. Transportation fee (non-refundable) billed to students upon registration. Students will also pay Mt. Hood Meadows directly for the package they select. Prices for the most popular packages are listed in the course schedule; others are available. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-157 Outdoor Recreation
Day and overnight wilderness outings. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-158 Rock Climbing
Basic instruction and in-field activity. Participation fee required. The fee for is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those

expenses. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-159 Sea Kayaking
Basic instruction and in-field activity; off campus. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-160 Snowboarding
Instruction and activity at Mt. Hood. Transportation fee (non-refundable) billed to students upon registration. Students will also pay Mt. Hood Meadows directly for the package they select. Prices for the most popular packages are listed in the course schedule; others are available. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0 or 1 credit.

HPER-171 Varsity Baseball
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-172 Varsity Men's Basketball
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-173 Varsity Women's Basketball
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-174 Varsity Men's Cross Country
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-175 Varsity Women's Cross Country
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-176 Varsity Football
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-177 Varsity Men's Golf
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-178 Varsity Women's Golf
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-179 Varsity Lacrosse
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-180 Varsity Men's Soccer
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-181 Varsity Women's Soccer
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-182 Varsity Softball
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-183 Varsity Men's Swimming
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-184 Varsity Women's Swimming
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-185 Varsity Men's Tennis
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-186 Varsity Women's Tennis
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-187 Varsity Men's Track & Field
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-188 Varsity Women's Track & Field
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-189 Varsity Volleyball
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-190 Varsity Men's Wrestling
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-191 Varsity Women's Wrestling
Varsity athletic team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0-1 credit.

HPER-193 Varsity Cheerleading
Varsity cheerleading team membership. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Pass/No Pass. 0.5-1 credit.

GENDER AND SEXUALITY STUDIES

Alex Bove, Jeanne-Sarah de Larquier, Lorely French, Jennifer Green, Aaron Greer, Jennifer Hardacker, Jessica Hardin, Lawrence Lipin, Katharin Loevy, Ellen Margolis, Kazuko Osada, Darlene Pagan, Sarah Phillips, Kathlene Postma, Adam Rafalovich, Martha Rampton, Dawn Salgado, Tim Thompson, Angela Towne, Enie Vaisburd, Jaye Cee Whitehead

Gender and Sexuality Studies (GSS) is an interdisciplinary minor that investigates the significance of sex and gender in all areas of human life. The minor is grounded in the notion that sex and gender are crucial factors in the organization of our personal and public lives and our social institutions. The Gender and Sexuality Studies minor includes courses that reevaluate the assumptions at work in traditional disciplines and expand the study of individuals, cultures, social institutions, social policy and other areas of scholarly inquiry. The minor also encompasses courses that examine the roles of women and men, the nature of work and the family, and the importance of race, ethnicity, class and culture through the study of sexuality and gender. The GSS minor is designed to encourage students to critically interrogate and actively engage in social processes related to the construction of gender. The GSS minor is the academic and research arm of the Center for Gender Equity (CGE), the mission of which is to support gender equity through dialogue, programming, service, research, education, and advocacy in order to facilitate collaborative, humane, and sustainable University, local and global communities.

The Gender and Sexuality Studies minor has as its framework of the introductory course, topics courses, and the "GSS in Practice" requirement. The introductory course lays the groundwork for the minor by exposing students to the guiding questions, frameworks and theories in Gender and Sexuality Studies. The "GSS in Practice" requirement includes mentoring students, civic engagement opportunities, and/or original creative work and research projects. GSS students can be mentors to beginning students, design their own civic engagement projects, participate in the semi-annual CGE academic conference, and/or initiate their own creative/research projects. Elective topics courses concentrate on contemporary issues and offer a multidisciplinary approach to the program.

The GSS minor requires students to take a breadth of electives. At a minimum, students must not take more than 8 elective credits within one of the three schools (Social Sciences, Art & Humanities, and Natural Sciences). Students who wish to declare the Gender and Sexuality Studies minor are advised to do so by the spring of their sophomore year. Students must consult with the director of the Center for Gender Equity, Dr. Martha Rampton., Students should plan to take the first GSS core course, GSS 201, in the spring semester of either their freshman or sophomore year. GSS 201 will be taught only in the spring. In addition to the core courses, students must take 12 semester credits of elective courses.

Gender and Sexuality Studies: Requirements for the Minor

GSS 201 Intro to Gender & Sexuality Studies	4 credits
GSS in Practice	4 credits
GSS 341: Service for Gender Equity (2 credits)	
GSS 453: Creative Work/Research (2 credits)	
GSS 456: Mentoring in GSS (2 credits)	
GSS Electives:	12 credits

For GSS course electives that are cross-listed, students may not take more than 8 credits in one school; at least 4 should be upper division. Students may repeat one of the "GSS in Practice" courses (GSS 453, 341, or 456) for two additional credits toward the elective requirement.

TOTAL: 20 credits

COURSES

GSS-113 Islamic Mid-East: 570-1300
This is a survey of the history of the Islamic Middle East from the birth of Muhammad in 570 to the rise of the Ottoman Turks in 1300. The course concentrates on political developments and institutions as well as the growth and evolution of Islam and Islamic cultures. The course includes a segment on the roles, preorgatives, and challenges of Muslim women in the past and contemporary societies. A field trip to a Mosque and several speakers, including Muslim women, are integral to the course. Counts toward core requirement: Comparative Cultural, Diverse Perspectives, and/or International Perspectives. Also listed as HIST 113. 4 credits.

GSS-150 Personal Self Defense Women
Women's Self Defense. See Human Performance department for course description. May be repeated for credit. Pass/No Pass. 1 credit.

GSS-200 Introduction to Queer Studies
This course will provide an overview of queer communities through an interdisciplinary approach including a focus on the intersections of ethnicity, class, culture, sex and gender among gay, lesbian, bisexual, trans and other sexual and gender identities. Theoretical, political,

historical, and social frameworks will inform the basis of learning how queer communities negotiate identities outside of the hegemonic mainstream concepts of sexuality and gender. Counts toward core requirement: Humanities (2010 catalog) and Diverse Perspectives. 4 credits.

GSS-201 Introduction to Gender & Sexlty Studies
This introductory level course explores the various foundations of gender and sexuality studies with an interdisciplinary focus. The course aims to explore several issues of gender and sexuality in the media, cinema, literature, and theory. Students review and critique the construction of gender and sexuality under patriarchy in the past and study similar yet different structures of power in current discourse. The course consists of two components: a classroom experience with an emphasis on the breadth of literature on feminism, queer theory, and masculinities, and field work in the community. Counts toward core requirement: Humanities and Diverse Perspectives. 4 credits.

GSS-210 Action Projects in Gndr & Sexlty Studies
This course is designed to promote student individual and collaborative work related to issues in feminism and gender studies. Students may participate in a one-time action project centered around an event, a service learning placement, or a collaborative project that promotes the goals of the minor. Projects may include, but are not limited to, serving at sites approved by the Gender & Sexuality Studies faculty, working on events connected to Women's History Month, carrying out their GSS 201 action projects, and projects designed to promote education in our community. Prerequisite: GSS 201. May be repeated for credit. Pass/No Pass. 1-6 credits.

GSS-211 Preparation for Travel in India
This is a course that will prepare students for Travel in India: Gender, Culture and Service, a Winter III course sponsored by the Center for Gender Equity. This course will provide students with the information necessary to help them get the most of their WIII experience. The content will cover the basic history, religion, culture, geography, and politics of India. Also listed as HUM 211 and PSJ 211. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

GSS-212 Theatre for Gender Equity
This workshop course will devise new work or engage with existing texts to present theatrical performance on a given theme and in accord with the mission of the Center for Gender Equity. Also listed as THEA 212. May be repeated once for credit. 2 credits.

GSS-217 Gender & Sexuality
An introduction to the theories and methods used by sociologists to study masculinity and femininity, the social and historical construction of sexuality, love, and romance. Discussion includes the sociology of homosexuality, bisexuality, and heterosexuality, as well as issues of HIV/AIDS, teen pregnancy, prostitution, pornography, sexual harassment and rape in the United States. Also listed as SOC 217. Prerequisite: SOC 101 or SOC 102. Must be 18 years of age. Counts toward core requirement: Social Sciences (2010 catalog) and Diverse Perspectives. Biennially. 4 credits.

GSS-220 Literature and Human Concerns
See the Gender and Sexuality Studies department for the course description. May be repeated for credit. 4 credits.

GSS-231 Community Stories I
Community Stories I is an experiential learning course that employs reading, writing and storytelling to explore personal and social stories and the assumptions those stories convey. Students use the lens of literature to investigate the complex and controversial stories that inform our cultural perception of gender relations. Students examine personal stories through the implementation of a daily "story showing" practice. Personal growth and development through social storytelling and critique is part of the training for a civic engagement project students design within their local community. The purpose of this course is to build webs of support between Pacific students, to examine social and cultural constructs in personal and local communities, and to facilitate the students' active civic service as a way of creating the "new story"--the change or values--they wish to see manifest in the world. Also listed as HUM 231. Counts toward core requirement: Civic Engagement, Diverse Perspectives. 2 credits.

GSS-247 Gender & Sexuality in Victorian America
This course treats the development and spread of Victorian culture in the United States during the nineteenth century, particularly as it defined ideas about gender and sexuality. Focus is on the creation of "women's sphere" and ways in which women accommodated themselves to domesticity, rebelled against it, or used it themselves to discipline their husbands and sons. Also listed as HIST 247. Counts towards core requirement: Diverse Perspectives. 4 credits.

GSS-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

GSS-261 Psychology of Gender
Psychology of gender will provide students with a survey of psychological research into the effects of gender, gender identity, and gender labels on the cognitive, social, physical states of humans across the lifespan and cultures. The intersection of genders and sexual identities will also be addressed. Prerequisite: PSY 150 with a minimum grade of C. Counts toward core requirement: Diverse Perspectives. 4 credits

GSS-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

GSS-280 Women in Art
This course is designed to explore the place of women in art. The course investigates both the image of women in art and women as artists. The course will be thinking about women's relationship to art at different times and in different cultures. The goal of the class is to shine light on material that has often been overlooked by the traditional art history canon. Feminist theory class desirable. Also listed as ARTHI 280. Meets Gender & Sexuality Studies minor requirement. 4 credits.

GSS-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

GSS-300 Special Topics in Gender & Sexuality
This is a special topics course focusing on the specific interests of the faculty and students in the Gender and Sexuality Studies minor program. Topics addressed in the course will be derived from a variety of disciplinary standpoints, and may involve interdisciplinary collaboration. Some examples of topics that may be offered through this course are: "The Development of Gender," "Women and Film," and "Feminist Epistemology" to name a few. Prerequisite: GSS 201. May be repeated for credit. 4 credits.

GSS-303 Advanced Feminist Theory
This course will provide a detailed examination of the academic discourse known as feminist theory. Utilizing a broad feminist theory framework, including Marxist, poststructuralist, and psychoanalytic perspectives, this course will address a number of social concerns. First, we will address how the concept of gender is socially constructed through institutional power arrangements, popular culture representations, and everyday social dynamics. Second, we will examine to what extent advanced feminist theory departs from first and second wave feminism. Third, this course will address how feminist theory helps us understand more about the construction of ethnic and sexual identities. Finally, with a special emphasis upon the concept of power, this course will illustrate how feminist theory enables a more broad and inclusive discussion of politics in contemporary society. Also listed as PSJ 303. Prerequisite: GSS 201. Counts toward core requirement: Humanities (2010 catalog) and Diverse Perspectives. 4 credits.

GSS-309 Families
The primary emphasis is on the relationship between the familial institution and the society in which it is being studied. Attention is given to trans-historical and cross-cultural data and how social change impacts the institution. Additional areas of investigation include definitions of the family, socialization, cohabitation, courtship, marriage, divorce, gender and sex roles, sexuality, socio-economic forces, family violence, alternative forms, and the future of the family. Also listed as SOC 309. Prerequisite: SOC 101 or SOC 102. Counts toward core requirement: Social Sciences (2010 catalog). 4 credits.

GSS-310 Travel in India: Gender Society Service
Travel in India: Gender, Culture and Service is a Winter term course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service learning, discussion with local service agencies, fieldwork on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 211 the fall semester prior to the travel portion of the class. Also listed as PSJ 310 and HUM 310. Prerequisite: HUM 211. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

GSS-321 Women's Writing in Francophone World
Survey of women's writing in the Francophone world throughout the 20th Century. Special focus on the novel and the development of alternate prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Taught in French. Also listed as FREN 320. Prerequisite: FREN 202 or placement. Counts toward core requirement: Comparative Cultural or International Perspectives. Offered intermittently. 4 credits.

GSS-331 Community Stories II
Community Stories II is an advanced experiential learning course that employs students as mentors in a class community where reading, writing and storytelling explore personal and social stories and the assumptions those stories convey. Students have experience with the foundations of the course through their experience in Community Stories I, including ways of accessing the complex and controversial stories that inform our cultural perception of gender relations, and how to examine personal stories through the implementation of a daily "story showing" practice. CS II students are essential to breaking down initial barriers in the class community through leading discussions and class facilitation, and supporting Community Stories I students in their training for a civic engagement project designed within their local community. Community Stories II strengthens the community and investment between Pacific students, allows students to experience leadership roles and responsibility with additional facilitation and service responsibilities, and affords students an opportunity to learn from their previous civic engagement projects and share knowledge with their peers, while expanding and reinforcing their relationships with the greater communities they inhabit. Also listed as HUM 331. Prerequisite: GSS 231. Counts toward core requirement: Civic Engagement, Diverse Perspectives. 2 credits.

GSS-341 Service for Gender Equity
This course entails designing, organizing, and carrying out service projects and programming for The Center for Gender Equity (CGE). Students will be expected to place their work within an analytical context informed by service learning and "civic engagement" theory. Instructor's consent required. Counts toward core requirement: Civic Engagement. May be repeated once for credit. 2 credits.

GSS-355 Special Topics
See department for course description. Prerequisite: GSS 201. Credits: 1.00 - 6.00

GSS-363 Gender, Sexuality, & Performance
This course examines gender in and as performance, bringing feminist and queer studies lenses and contemporary theories of gender construction to a variety of performances and texts. Topics will include representations of gender and sexuality within the canon; construction of gender through performances on stage and in everyday life; and the challenging of roles and assumptions through dynamic choices in playwriting, directing, acting, and design. Also listed as THEA 363. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Diverse Perspectives. 4 credits.

GSS-395 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

GSS-400 Medieval Women
This course is a seminar on the attitude towards, roles, work, and responsibilities of women in the period from the first century to the fifteenth century. Women in their roles as nuns, witches, prostitutes, brewers, mothers, queens, and consorts are discussed. The course is thematic as well as chronological, and investigates anthropological, feminist, and political theories and paradigms associated with the study of women generally. Assigned reading consists of primary sources, secondary monographs, and journals. Also listed as HIST 400. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

GSS-421 Women's Writing in Francophone World
Survey of women's writing in the Francophone world throughout the 20th Century. Special focus on the novel and the development of alternate prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Also listed as FREN 420. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Counts toward core requirement: Comparative Cultural or International Perspectives. Offered intermittently. 4 credits.

GSS-425 Studies/20th Cent Lit
Intensive studies in major writers of the period. Prerequisite: Junior standing or above (60 or more completed credits), GSS 201, and two courses (minimum 2 credits each) from 200-level ENGL or above. 4 credits.

GSS-430 Major Writers
A detailed study of the works of selected writers: for example, Chaucer, Milton, Dickens, Blake, Yeats, Thoreau, Woolf. Also listed as ENGL 430. Prerequisite: Junior standing or above (60 or more completed credits), GSS 201, and 2 courses (minimum 2 credits each) from 200-level ENGL or above. May be repeated for credit when content varies. Offered intermittently. 4 credits.

GSS-453 Creative Work or Research in GSS
This course is designed to allow students an opportunity to conduct creative work or research in the area of Gender and Sexuality Studies; including individual research studies, creative projects or participation in organizing and/or conducting the annual GSS interdisciplinary conference. The project will be developed in consultation with the chair of GSS. Prerequisite: GSS 201 and two GSS electives. May be repeated for credit. Offered Fall and Spring. 2 credits.

GSS-455 Special Topics
See department for course description. Prerequisite: GSS 201. Credits: 1.00 - 4.00

GSS-456 Gender & Sexuality Studies Mentoring
This course is designed to allow advanced GSS minors to guide students new to GSS. Students enrolled in this course will mentor students enrolled in GSS 201. The specific duties and assignments will be developed in consultation with the professor of GSS 201. Prerequisite: Junior standing or above (60 or more completed credits), GSS 201, and 2 additional courses from GSS. May be repeated for credit. 2 credits.

GSS-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

GSS-495 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

HEALTH PROFESSIONS EDUCATION

COURSES

HPE-190 Passport in Health Professions Education
An introductory course that provides students with a survey of health care careers, including pathways to prepare to enter these careers. Invited speakers will discuss opportunities and challenges, as well as educational and other requirements for various health care careers. Pass/No Pass. 1 credit.

HPE-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

HPE-290 Intro to Clinical Practice
This course is designed for sophomores in the Advantage Program. Course topics include HIPAA, procuring internships, ethical issues in health care, health care as a business, funding professional education, and community service and healthcare. Prerequisite: HPE-190 or EXMB-100. Instructor's consent required. Pass/No Pass. 1 credit.

HPE-390 Manage Grad School Application Process
This course is designed for juniors in the Advantage Program. Course topics include personal statements and essays for graduate school applications, test-taking strategies for standardized exams, graduate school time management and interviewing for graduate school. Prerequisite: HPE 290 and cumulative GPA of 3.2 or better. Instructor's consent required. Pass/No Pass. 1 credit.

HPE-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

HISTORY

Lisa Szefel, Chair; Richard Ivan Jobs, Larry Lipin, Martha Rampton, Timothy Yang

The discipline of history is central to the liberal arts; it draws on and contributes to neighboring fields, such as political science, literature, Philosophy and the arts, to name but a few. History is essential to an understanding of the evolutionary nature of the institutions and values that have not only shaped the past but inform the present. The study of history prepares students for a wide range of professions, including law, government, archival and museum work, professions in travel and teaching.

The major in History is designed to provide the student with a broad range of offerings in various fields of history. Through these studies, the department seeks to teach its majors to conduct creative and comprehensive research projects, to read historical materials with understanding, to engage in critical analysis from an historian's perspective and to write polished communicative prose.

The curriculum established by the History major leads the student from broad-based survey classes that cover the U.S., Europe, South America, Islamic Middle East and Asia to more narrowly defined upper-division classes in the specialty of the student's choice. Students encounter the scholarly methodology employed by historians that contributes to the development of verbal, analytical and reading skills. More specifically, throughout the curriculum, history courses require students to produce written work that emphasizes focused analysis supported by historical evidence. In addition, at the lower-division level, students become familiar with basic historical narratives. At the upper-division level, students use primary sources in pursuit of questions of an increasingly thematic nature. Their research capitalizes on the electronic resources currently available. As juniors, History majors participate in a seminar emphasizing historical perspectives, methodological techniques, and a variety of interpretive historical models. History majors complete a thesis in the last semester of their senior year that demonstrates competence with historical theory and methods.

History: Requirements for the Major
Students must take at least one course from each geographic field: American (including Latin America), Asian (including Middle East), and European.

At least 8 credits from the following:

HIST 101, 103, or 104	Western Civilization I, II, III
HIST 111, 112	East Asia
HIST 113	Middle East
HIST 141, 142	American History I & II

At least 8 credits must be at the 200-level in history

At least 24 additional credits must be taken at the 300-level or above in history (not including 391), with at least 4 credits in a 400-level seminar-style class (not including 491 or 492) or an approved internship.

HIST 391	Research and Methods in History	4 credits
HIST 491	Senior Thesis I Fall	2 credits
HIST 492	Senior Thesis II Spring	2 credits

TOTAL: 48 Credits

History: Requirements for the Minor
For a minor in History, a student must complete 24 credits in the History Department, at least 12 of which must be at the 300-level or above

TOTAL: 24 Credits

COURSES

HIST-101 Western Civilization I
This course covers the development of western culture and institutions from the Ancient World to the late Middle Ages. 4 credits.

HIST-103 Western Civilization II
This course covers the development of western culture and institutions from the late Middle Ages to the Enlightenment. 4 credits.

HIST-104 Western Civilization III
This course covers the development of western culture and institutions in Europe from the Enlightenment to the Contemporary Era. 4 credits.

HIST-111 Foundations of East Asia
This course deals with the intellectual, social, political, and religious foundations of three East Asian societies: China, Japan, and Vietnam. The focus of the class is upon classical Asian notions of proper values and institutions, with a concentration on intellectual (both philosophical and religious) foundations considered in a historical perspective. The course also considers issues relative to modern Asia, and to Asian-American family life and culture. The approach will be primarily through original Asian texts in translation. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-112 East Asia
This course surveys the modern histories of China, Japan, Tibet, and Vietnam from the 17th century to the recent past. Topics covered include the classical cultures of the countries, economic and political foundations, and the consequences of Western impact and modern nationalism. The cultures, covered as independent entities, are compared both to each other and to European or Western patterns of development. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-113 Islamic Mid-East: 570-1300
This is a survey of the history of the Islamic Middle East from the birth of Muhammad in 570 to the rise of the Ottoman Turks in 1300. The course concentrates on political developments and institutions as well as the growth and evolution of Islam and Islamic cultures. The course includes a segment on the roles, preorgatives, and challenges of Muslim women in the past and contemporary societies. A field trip to a Mosque and several speakers, including Muslim women, are integral to the course. Counts toward core requirement: Comparative Cultural, Diverse Perspectives, and/or International Perspectives. Also listed as GSS 113. 4 credits.

HIST-114 History of Modern China
This course provides a survey introduction to the history of modern China from the Qing dynasty in the nineteenth century through China's tumultuous twentieth century. Major themes include: the Opium War; the 1911 Revolution; China's exploration of different systems of government like republicanism, militarism, nationalism, and socialism; intraregional cooperation and conflict; the battle between the Nationalists and the Communists; and urban-rural social divides. The latter part of the course will focus on the post-1949 era marked by state socialism and events such as the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. 4 credits.

HIST-141 American History I
The first of a two-part survey of American history from European settlement to the Civil War, and from Reconstruction to the present. The parts may be taken separately. 4 credits.

HIST-142 American History II
The second of a two-part survey of American history from Reconstruction to the present. The parts may be taken separately. 4 credits.

HIST-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

HIST-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

HIST-205 History of the Crusades
This class is a history of the causes and course of the crusades (ca. 1070-1291) from the perspective of both the Christian Europeans and the Muslim Arabs and Turks. The class will cover the early history of the Islamic Middle East from the time of Muhammad to the end of the thirteenth century; Europe from the beginning of the eleventh century when the reform movements that set the crusades in motion began, until the end of crusading in the early thirteenth century; and the social/cultural history of the interaction between Muslims and Christians in the Holy Land during the period of the crusades. The focus will be on events in the Middle East rather than in Europe. Instruction will be based on lecture, discussion, videos, in-class response papers, a research paper, and two excursions. 4 credits.

HIST-206 France from Caesar to Napoleon
This course covers the history and culture of France from the Roman period until the end of the Napoleonic Wars in 1815. Equal attention is given to political and social/cultural aspects of French history. Through reading of primary sources, discussion, and lecture, the course deals with the distinctiveness of France as well as placing the nation within a broad European historical context. 4 credits.

HIST-208 England From Rome to Revolution
This course covers the history and culture of England from the Roman period through the Glorious Revolution of 1688. Equal attention is given to political and social/cultural aspects of English history. Through reading of primary sources, discussions and lecture, the course deals with the distinctiveness of England, as well as placing the nation within a broad European historical context. 4 credits.

HIST-211 Japan Past & Present With Film
This class surveys Japanese history and culture using classical Japanese films as a primary text, supplemented with assigned readings. The goals of the class are to acquaint students with an overview of Japanese history and culture, and to learn to read films, particularly Japanese classical films, as text. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-212 China Past & Present With Film
This course will provide a survey of the basic institutions and values of China, considered both within the past, or classical, and the present, or modern, forms. It will cover such topics as political systems and values (Confucianism and Communism), family and gender, poetry and literature, arts, war and diplomacy, economic values and institutions, rebellion and protest, reform movements, etc. Chinese film will be heavily used as a text to illustrate modern Chinese values and Chinese interpretations of traditional values and institutions. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-213 Vietnam and the U.S.
This is a survey of the origins, development and results of the American war with Vietnam. This course, however, will be taught more within the context of Vietnamese history and culture than within that of American history and culture. Consequently, more emphasis will be given to the roots of the war in Vietnam than to its origins in U.S. foreign policy. Also listed as PSJ 214. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-215 Imperialism in East Asia
This course examines imperialism in East Asia in the nineteenth and twentieth centuries. It explores colonial ideologies and structures of rule of Western imperialist powers compared to that of Japan. Major topics include Pan-Asianism, anti-colonial nationalism, wartime mobilization, life under colonial rule, and the postcolonial legacy of Japan's empire. 4 credits.

HIST-232 The Holocaust
This course explores the rise of Adolf Hitler and Nazism, the persecution of Jews and others in the Third Reich, and the ultimate extermination of the Jews of Europe, Gypsies, political enemies, and others deemed undesirable by the Nazi dictatorship of Europe during the Second World War. Counts toward core requirement: Diverse Perspectives. 4 credits.

HIST-233 WWII: Global & Social Issues
This class will analyze the origins and impact of the Second World War. We will begin in 1918 by looking at the Treaty of Versailles that ended the Great War, trace the rise of Mussolini and Hitler, examine the world-wide economic crisis in the 1930s, and isolationism in America. We will also investigate American life during the war, Japanese internment and negative portrayals of Japanese in US propaganda, the Holocaust, atomic warfare, the plight of gay and black soldiers, and the postwar world that led to American global power as well as a new Cold War with the Soviet Union. 4 credits.

HIST-234 The Trial of Galileo
The Trial of Galileo shows the confrontation between Copernicanism, as brilliantly propounded by Galileo, and the elegant cosmology of Aristotle, as defended energetically by conservatives within the Inquisition. The issues range from the nature of faith and the meaning of the Bible to the scientific principles and methods as advanced by Copernicus, Kepler, Tycho Brahe, Giordano Bruno, and Galileo. The course is organized as a role-playing game with each student adhering to individual game objectives with written and oral assignments specific to each role. 2 credits.

HIST-235 Europe Since World War II
This course examines the history of Europe and its relation to the world at large from the close of World War II to the current examining questions of the continent's future in the global community. Since 1945, Europe has struggled to redefine itself in the context of the war's problematic legacy, the cold war's competing ideologies, nationalist struggles of independence, discrepancies of affluence and poverty, and the difficulties of global market competition. It is a process that continues today as the continent moves slowly toward economic and political integration. 4 credits.

HIST-237 European Socialism Through Film
This course is designed as an introduction to the history of European Socialism in the nineteenth and twentieth centuries from the onset of industrialization to the collapse of the Soviet system in 1991. It focuses on the origins of socialism, its development and appeal as an ideology, its revolutionary variant of communism and its implementation as a state system. This course makes an extensive use of film, both documentary and feature, to humanize these abstract conceptualizations. 4 credits.

HIST-239 Latin America I: Conquest-Independence
Survey of Latin American history from 200 C.E. to 1810 C.E. with a focus on the pre-Columbian Mayan, Aztec, and Inca civilizations; the conquest and settlement of Mexico, Central America, and South America by the Spanish and Portuguese; and the colonial institutions in Spanish America and Brazil up to the beginnings of the movements toward independence. Special emphasis will be given to the clash of indigenous and European religious/spiritual outlooks, political economy, and the interaction of issues of race, class, and gender in the emergence of syncretic New World societies. Also listed as POLS 239. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-245 Race in Modern America
A history of African American politics, culture, and thought since the end of the Civil War. Counts toward core requirement: Comparative Cultural. 4 credits.

HIST-246 American West: Hist Memory Pop Culture
A historical investigation into the reality, and remembered realities, that have gone into historical and cultural representation of the American conquest of the west and encounters with Native Americans, with an emphasis on 1870-1925. Students will be exposed to literary, anthropological, artistic, and cinematic representations of these matters as well as recent historical scholarship. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 2 credits.

HIST-247 Gender & Sexuality in Victorian America
This course treats the development and spread of Victorian culture in the United States during the nineteenth century, particularly as it defined ideas about gender and sexuality. Focus is on the creation of "women's sphere" and ways in which women accommodated themselves to domesticity, rebelled against it, or used it themselves to discipline their husbands and sons. Also listed as GSS 247. Counts towards core requirement: Diverse Perspectives. 4 credits.

HIST-248 Public Health, Private Bodies
This course explores the changing relationship between institutional and societal efforts to maintain public health, contemporary knowledge about human bodies, disease, and "health," and the efforts by individuals and local communities to control their own health through the course of American history. Students will confront the efforts by the state and institutions to expand their power and deploy their knowledge in efforts to control unsanitary environments, the ways in which new forms of technology has transformed the healthiness of environments, as well as the ways in which that this knowledge of bodies and health was informed by historical understandings of poverty, of race, and of gender. Also listed as PH 248. 4 credits.

HIST-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

HIST-261 American Popular Culture
Soap operas, spy films, disco, and The Daily Show may not seem to be typical fare for college study. However, such popular culture artifacts and venues reveal a great deal about aspirations and values, identity and desire. Anchored in political, social, and economic contexts, films, television, the Internet, ads, and music reflect, and in turn influence, our sense of who we are as individuals and as a nation. Popular culture saturates our consciousness, sets the parameters for political debates, and dramatically alters our attitudes toward sexuality, gender, race, money, and justice. This course will provide students with a historical understanding of the development of culture (high, low, middlebrow, mass) in America. We will investigate the transformation from republican civic virtues to a consumer capitalist ethos, from a belief that culture instills character through rigorous engagement to a notion that it merely entertains in immediately transparent and pleasurable forms. Students will learn to "read" pop culture texts with the same attention and critical apparatus that they bring to canonical works of literature. Particular attention will be paid to identifying the web of cultural productions that enmesh our lives in the twenty-first century, and to evaluating the merits and perils of this condition. Beginning in the eighteenth century and ending in the present, we will assess the ways that culture shapes beliefs and behaviors, creates meaning, determines worth, and alternately distracts and informs. Through class readings, discussions, films, and activities, students will explore how market values permeate aesthetics as well as entertainment, and consider the effect of pop culture on our sense of responsibility and community, freedom and democracy. Counts toward core requirement: Diverse Perspectives. 4 credits.

HIST-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

HIST-295 Independent Study
See department for details. Independent study contract required. **Credits: 1.00 - 12.00**

HIST-300 The Ancient World to AD 400
This class treats the ancient world from the first civilizations in the fertile Crescent through ancient Egypt, to the early fifth century AD. The course stresses both broad political, and social/cultural issues. The class is largely run as a seminar with some lecture. Class discussions are based on reading of primary texts. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-301 The Medieval World: 400-1500
This class treats the medieval world from the development of medieval institutions in the first century AD through the mid-fifteenth century. The class stresses social/cultural issues, but also provides an understanding of political and constitutional developments of the period. The class is run as a seminar with some lecture. Class discussions are based on reading of primary texts. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-305 The History of Magic & Witchcraft
This course deals with medieval and early European conceptions of and reactions to magic, sorcery, and witchcraft from pre-Christian Late Antiquity through the early modern period. The major themes of the course are (1) the development of ecclesiastical/intellectual notions of magic and heresy, (2) popular beliefs and practices regarding magic and witchcraft, (3) placing the great witch trials of the late medieval/early modern periods in an historical context of contemporary persecutions of various minorities, (4) explication of the "mature witchcraft theory" and the process of the witch trials. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-313 World War II in History & Memory
his course examines the changes in public memory of World War II in different countries in Asia, Europe, and North America from the immediate aftermath of the war to the present. It pays particular attention to the heightened interest in the war in recent decades and the intersections between memory and history played out in various media forms. Prerequisite: Junior standing or above (60 or more completed credits), HIST 232, or HIST 235. 4 credits.

HIST-315 Modern Japan
This course covers Japanese history from the Meiji Restoration to the present, with an emphasis upon the 20th century. The primary focus of the course is upon the internal dynamics of Japanese culture. Topics will include political and economic modernization, relations with East Asia and the United States, changes in family and gender roles, the development of fine arts, poetry and literature, the development of Japanese expansionism and the Pacific War, the Japanese Economic Miracle and the place of Japan in the contemporary world. Prerequisite: HIST 112 or HIST 211. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-316 China from Mao to Tiananmen
This course will survey Chinese history and culture in the period from 1949 to the present, with an emphasis on the mass campaigns, from the Great Leap Forward of 1957-58 through the Great Proletarian Culture Revolution, 1965-1969. Topics will also include the Reform Movement of Deng Xiaoping and the student protests culminating in the Tiananmen Incident of 1989. An unusual feature of this course is weekly role-playing in which students will be asked to assume Chinese role-types such as peasant, soldier, female cadre, etc., and to play out actual political problems drawn from the mass political campaigns. Prerequisite: HIST 112 or 212. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HIST-326 Public History: Theory & Practice
This course will introduce the work, craft and literature of historians whose careers are based in institutions outside of the academy and who specialize in presenting aspects of history, culture and heritage to a variety of audiences. The work of the course will focus on exploring historical interpretations, preservation and education through lectures, reading, discussions and conversations with practitioners. Does not count toward core requirements prior to 2010 catalog. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-333 History of the British Empire
This course examines the history of modern British Empire from the nineteenth century race for empire to the post-colonial world. Using the lens of the British Empire, the largest of all European empires, the course examines the political and economic impulses for imperialism, the nature of various imperial systems, the impact of imperialism on both the colonizer and the colonized, the turmoil of national independence and decolonization, and the lasting legacies of imperialism in the post-colonial world. Prerequisite: Junior standing or above (60 or more completed credits) or HIST 103 or HIST 104 with a minimum grade of C-. Counts toward core requirement: Comparative Cultural. 4 credits.

HIST-335 The Era of the First World War
This course explores the historical period of the First World War in Europe. It focuses on the causes, course and effects of the war within a European perspective in terms of the political, social, cultural and intellectual contexts. It is designed to consider the impact of WWI on European society as the formative event of the 20th century Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-338 Era of the French Revolution
This course explores the historical period of the French Revolution from the Enlightenment through the defeat of Napoleon. It focuses on the causes, course and effects of the Revolution in terms of the political, social, cultural and intellectual contexts. It is designed to consider the impact of the French Revolution as the defining moment of the modern period. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-341 American Revolution & Constitution
This course covers the ideological, social, economic, and political causes of the American break with the British Empire, the democratizing influence of the revolution on the new state government, and the relationship between this tendency and the construction of the Constitution. The course incorporates research regarding women, African-Americans, and common people into the broader movement. Prerequisite: Junior standing or above (60 or more completed credits) or HIST 141. 4 credits.

HIST-342 Civil War & Reconstruction
This course treats the Civil War and its aftermath in context of a broader Western move away from bonded servitude and reconstructions on human liberty toward free labor and democracy, and will measure successes and failures, particularly with regard to the legacy of racial division that the war was unable to eradicate. The course will cover the causes of sectional conflict, the military problems of the war, the political, social, and economic conditions within both North and South, and the cultural and political sources of support and opposition to Reconstruction. Prerequisite: Junior standing or above (60 or more completed credits); or HIST 141 or HIST 142. 4 credits.

HIST-343 Industrialization, Labor & St in America
This course covers the rise of modern industry in the United States beginning with the 1870s, the struggles of workers in response to these changes, and the steps taken government, both at the state and federal level, to regulate the new economy, beginning with the laissez faire governance of the late nineteenth century and concluding with the full elaboration of FDR's New Deal. The course focuses on social,

economic, and political forces. Also listed as PSJ 343. Prerequisite: Junior standing or above (60 or more completed credits) or HIST 142. 4 credits.

HIST-355 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits). Credits: 1.00 - 6.00

HIST-361 The Reagan Era
This class traces the significant developments in US politics, economics, and culture from Franklin Roosevelt's "New Deal Coalition" to the Reagan presidency. 1980s culture and the neoconservative moral vision for foreign policy and domestic culture are the major focus. Prerequisite: Junior standing or above (60 or more completed credits) and HIST 142. 4 credits.

HIST-363 Cold War America
A research seminar on the key developments in American foreign policy and domestic life from the Yalta Summit to the Gulf of Tonkin resolution. Prerequisite: Junior standing or above (60 or more completed credits) or HIST 142. 4 credits.

HIST-367 Urban Crisis/Suburban Dreams
An examination of the development of cities and suburbs since 1900 and the role played by capitalism, class, and race in housing patterns, trends in leisure and entertainment, and education. Prerequisite: Junior standing or above (60 or more completed credits) and HIST 142. 4 credits.

HIST-368 The 1990s
This class will analyze the seeds of the 2008-present economic and political crises in key ideas and events of the 1990s. From the creation of the World Wide Web, the dot.com and real estate booms, to NAFTA and the Nasdaq, we will examine the dramatic economic changes in American life that fueled reckless decision-making at the national and individual level. We will investigate the fallout in post-Communist Europe and Russia, genocide in Serbia and Rwanda, high school shootings, and the causes and consequences of 9/11. We will analyze why, in the midst of such prosperity and seismic change, American politics became dominated by culture wars, tabloid news, baseball batting records, and a movement to end liberalism and impeach Bill Clinton. The 1990s also witnessed a great deal of healing among minorities struggling for civil rights, including African Americans and Gay Americans. We will look at television shows, literature, and legislative initiatives to understand the politics of culture during this transformational decade. Counts toward core requirement: Diverse Perspectives. 4 credits.

HIST-369 Get Rich! Wealth in American History
An analysis of attitudes toward wealth from the Puritans to the present. The history of capitalism, labor, and poverty, and the role of gender and race in shaping views will also be addressed. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-391 Research Methods in History
This course is an introduction to research methods for students in history and the humanities. It examines the principles of research design, methodology, and the analytic and theoretical frameworks of interpretation used by historians. In conjunction, it will study how historical methodology and patterns of interpretation have changed over time. It introduces students to the fundamentals of primary and secondary research conducted both in libraries and archives. It is required of all History majors. Prerequisite: Junior standing or above (60 or more completed credits). Does not count toward core requirements. 4 credits.

HIST-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

HIST-400 Medieval Women
This course is a seminar on the attitudes towards, roles, work, and responsibilities of women in the period from the first century to the fifteenth century. Women in their roles as nuns, witches, prostitutes, brewers, mothers, queens, and consorts are discussed. The course is thematic rather than chronological, and investigates anthropological, feminist, and political theories and paradigms associated with the study of women generally. Assigned reading consists of primary sources, secondary monographs, and journals. Also listed as GSS 400. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-401 The World of Charlemagne
This course is a seminar on the age of Charlemagne and the European empire he forged in the early Middle Ages. The course material starts in the early sixth century as the Roman West was mutating, and ends with the decline of the Carolingian Empire in the face of Viking attacks and fratricidal warfare. The class concentrates on political and social/cultural developments in this very important period which formed a bridge from the Classical world to the beginnings of the modern age. The class uses anthropological paradigms as one type of historical methodology. Assigned reading consists of primary sources, secondary monographs and journal articles. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-413 History of Medicines in the Modern World
his interdisciplinary and interregional course explores medicines as commodities in the nineteenth and twentieth centuries. The first part of the course traces the commodity chain of well-known substances like opium, quinine, and cocaine -- from production to distribution to consumption -- in order to examine how medicines have influenced geopolitics, shaped social relations, and influenced peoples' habits across the globe. The second part of the course involves applying concepts and ideas learned from part one to specific case studies around the world. The overall goal is to have students think and write critically about the role of drugs in relation to the larger questions concerning capitalism, colonialism, and modernity. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-435 1968:Youth and Social Change in World
This colloquium explores the historical scholarship surrounding the tumultuous events of 1968 in global perspective. It explores the events of 1968 as transnational phenomena with a particular emphasis placed upon the significant role played by youth in the various movements and uprisings worldwide. It will consider the emergence of youth as a social, political, and cultural force within the larger ferment of the late-sixties and early-seventies. Importantly, this is a rigorous readings course akin to a graduate colloquium. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-441 Environmental History
This course focuses on historical scholarship that has addressed the changing relationship between human societies and "nature". The course explores the development of ecological science and environmental politics; it also explores the ways in which Americans of European and indigenous background imposed their understandings on the landscape, and the consequences of these impositions. Other subjects include National Park Service policy, game conservation and class conflict, and the development of governmental agencies dedicated to protecting or controlling the environment. Also listed as ENV 441. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

HIST-455 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits). Credits: 1.00 - 6.00

HIST-465 Civil Rights Movement
An investigation of the origins, major goals, and strategies of the civil rights movement, beginning in the Jim Crow era. 4 credits.

HIST-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

HIST-491 Independent Research I
This is student-conducted individual research leading to a senior thesis. It is required of all History majors. Prerequisite: Senior standing (90 or more completed credits) and declared History major. Offered Fall semester. 2 credits.

HIST-492 Independent Research II
This is student-conducted individual research leading to a senior thesis. It is required of all History majors. Prerequisite: HIST 491. Offered Spring semester. 2 credits.

HUMANITIES

David DeMoss, Director of the School of Arts & Humanities

The Humanities are composed of the courses in Humanities, English, History, Media Arts and Communication, Philosophy, and World Languages and Literatures. While these departments have their own goals and specialized programs, they are united in a common endeavor to discover and make relevant the historical direction and essence of humans' cultural endeavors and to help students prepare for a life of quality and meaning. In this sense, the Humanities are at the heart of liberal arts education.

COURSES

HUM-100 Origins, Identity & Meaning
A required seminar for first-semester first-year students that introduces students to college academic life and the skills needed for success in that life. It is a humanities-based course in its content, intended to engage students in the task of personal and cultural critique, and designed to provide a common learning experience for the entire first-year class. Students will also experience the educational advantages of having a diversity of teaching methods and approaches both within and among various sections of the seminar; although cross-sectional themes, texts, and events may be adopted by current HUM 100 faculty, the course will be designed and taught in a manner thought most appropriate by the individual instructor. Fall semester. Does not meet Humanities core requirement. 4 credits.

HUM-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

HUM-200 Material Science for Makers
Through the lens of cultural values, this interdisciplinary course introduces students to relationships between art, craft, design, and science as applied to processes and materials used for the production of functional objects such as tools, tableware, and clothing. Throughout history, scientific and empirical approaches have been used outside of the laboratory by artisans and craftspeople to improve our food, tools, and shelters for the benefit of our health and well-being. In this course, students will use the scientific method in their work as they explore how science and culture inform and influence our choices and treatment of physical materials used to make the things we need. We will evaluate these choices for their utility and investigate the materials and processes of making using the scientific frameworks of physics and chemistry. We will also assess methods of production while considering issues of sustainability and environmental stewardship. Using Japanese culture as a unifying thread through lecture, reading, written reflection, and hand's on making, students will explore attitudes towards consumption and the science behind the processes of making objects of use in indigenous, traditional, and industrial cultures. Through the course of the semester, students will complete a simple sheath knife, a raku tea bowl, and a shibori-dyed article of clothing. The course will be team taught by faculty from both the School of Natural Sciences and the School of Humanities. Corequisite: SCI 200. 2 credits.

HUM-204 Chinese Cultural Study
This course offers students a general introduction to Chinese culture as a chance to improve their knowledge and understanding of Chinese people. Culture is understood as shared ideas and meanings which a people use to interpret the world and on which to pattern their behaviors. This concept of culture includes an understanding of the history, the land, thought and religion, literature and art, music and dance, food and clothing, architecture and housing, family and gender, and holiday and leisure activities. In addition to meeting as a class to discuss and present readings on Chinese culture and customs, hands on activities such as cooking Chinese food, practicing martial arts and calligraphy, as well as field trips to the Chinese Garden in downtown Portland will be important parts of the course. Students will also conduct interviews with people from China to explore their lifestyles and ways of thinking. Taught in English. Counts toward core requirement: Comparative Cultural; International Perspectives. 4 credits.

HUM-205 Japanese Culture
This course is a general introduction to Japanese people, society and culture. Its major emphasis is on Japanese cultural values, patterns of behavior, and ways of thinking manifested in their everyday life. Counts toward core requirement: Comparative Cultural or International Perspectives. Offered yearly. 4 credits.

HUM-206 Latin America
A general introduction to the geography, peoples, and cultures of Latin America, and to their major social and political issues. Counts toward core requirement: Comparative Cultural. Offered intermittently. 4 credits.

HUM-207 German Film in English
A general introduction to the film of people in the German-speaking countries, focusing on the time period from the early 20th century to the present. Special emphasis on the intersection of culture with historical, social, and political events. Offered intermittently. Counts toward core requirement: International Perspectives. 4 credits.

HUM-211 Preparation for Travel in India
This is a course that will prepare students for Travel in India: Gender, Culture and Service, a Winter III course sponsored by the Center for Gender Equity. This course will provide students with the information necessary to help them get the most of their WIII experience. The content will cover the basic history, religion, culture, geography, and politics of India. Also listed as PSJ 211 and GSS 211. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

HUM-213 Introduction to Japanese Literature
This class is a survey course and will provide an introduction to Japanese literature from the earliest period to the modern era (Meiji Period). We are going to read translations of poetry and of passages from myths, plays, and novels - all in chronological order. Through reading texts in various literary styles, we will not only become familiar with cultural, historical, and social issues discussed in Japan, but more importantly, gain a skill to express our thoughts, perspectives, and beliefs in Japanese literary forms such as myths, diaries, noh, linked-poetry, haikai (haiku) and I-Novel. Understanding the unique literary styles along with their philosophical or religious background will be certainly beneficial for us to expand our worldview, learn to accommodate difference, and acknowledge humanistic issues beyond national boundaries. Counts toward core requirement: International Perspectives. 4 credits.

HUM-215 Modernity in Japanese Narrative
This course will cover various thematic and stylistic expressions behind Japanese short stories and novels, and we will examine the meaning of modernity in the Japanese context. Special attention will be given to the establishment of modern Japanese literature, the rise of children's literature and the impact of Japanese animations. During the Edo Period between the 17th and the early 19th centuries, Japan experienced the first rise of modernity in which various entertainment/art forms became popular among middle-class people - kabuki, ukiyo-zousi, and haikai. The second phase of modernity started in the late 19th century, when after the contact with the West, new literary genres such as I-novel, haiku, douwa (children's literature) and animations were born as the result of unifying original and the Western literary and aesthetic traditions. By comparatively analyzing two phases of modernity in Japan, we will come to a further understanding of the role of popular literature in the construction of modernity. Counts toward core requirement: International Perspectives. 4 credits.

HUM-221 Ethics & Civic Engagement
An investigation of the role of civic engagement and ethical living. Students will work in groups on particular projects on campus or the surrounding community chosen in consultation with the professor, as well as read and write on civic engagement. Also listed as PSJ 221. Offered annually. 2 credits.

HUM-231 Community Stories I
Community Stories I is an experiential learning course that employs reading, writing and storytelling to explore personal and social stories and the assumptions those stories convey. Students use the lens of literature to investigate the complex and controversial stories that inform our cultural perception of gender relations. Students examine personal stories through the implementation of a daily "story showing" practice. Personal growth and development through social storytelling and critique is part of the training for a civic engagement project students design within their local community. The purpose of this course is to build webs of support between Pacific students, to examine social and cultural constructs in personal and local communities, and to facilitate the students' active civic service as a way of creating the "new story"--the change or values--they wish to see manifest in the world. Also listed as GSS 231. Counts toward core requirement: Civic Engagement, Diverse Perspectives. 2 credits.

HUM-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

HUM-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

HUM-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

HUM-300 Mentoring in the Humanities
Each student serves as a mentor in one section of HUM 100, the required First-Year Seminar course. Mentors attend all HUM 100 classes and co-curricular events and complete all of the readings. They do not take exams, write papers, or participate in the evaluation of students in HUM 100. The mentor is to act as a peer in helping first-year students make the transition from high school to college. They hold study sessions and help with note taking, writing assignments, and the development of proper study skills. They work closely with faculty in developing the means to good mentoring in their section of HUM 100. They meet with the First-Year Seminar Coordinator one hour each week to review their work and to discuss pedagogical issues associated with teaching the humanities. Mentors are selected by an application process in the spring. Instructor's consent required. Does not meet Humanities core requirement. Offered Fall semester. Pass/No Pass. 4 credits.

HUM-305 West Meets East: Develop Intercult Comp
This course provides advanced theoretical framework and applications of intercultural communication geared toward the contrast between generalized Eastern and Western cultures. Relevant intercultural concepts and theories related to communication styles and cultural patterns will be given to analyze various intercultural situations and/or experiences that involve Asian cultures. Many examples will be drawn

from the Japanese and Chinese cultures, which contrast most drastically with the generalized Western civilization. A variety of issues related to individualism and collectivism will be revisited in depth. Through many case studies, students will explore the most effective approaches to intercultural communication situations. Applying those theoretical knowledge and communication skills, at the end of the semester, students will write their own critical incidents to demonstrate and share their intercultural competence. Students are expected to bring some intercultural experience and issues to the class, and participation of each student is fundamental to the course. Also listed as IS 305. Prerequisite: Junior standing or above (60 or more completed credits). Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HUM-306 Latino Fiction
A study of the fiction of Latino writers representing the diverse Hispanic cultures of the U.S. with emphasis on the themes of immigration, culture adaptation, and the unique characteristics of the author's Hispanic heritage. Counts toward core requirement: Comparative Cultural. Offered intermittently. 4 credits.

HUM-310 Travel in India: Gender Society Service
Travel in India: Gender, Culture and Service is a Winter term course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service learning, discussion with local service agencies, fieldwork on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 211 the fall semester prior to the travel portion of the class. Also listed as PSJ 310 and GSS 310. Prerequisite: HUM 211. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. 2 credits.

HUM-325 Hispanics in the United States
A study of the history, literature, culture, and demographics of Hispanic groups in the U.S. An interdisciplinary approach will be taken toward placing in perspective the major political, social, and educational issues facing these groups. Students will simultaneously be engaged in a field internship in the Hispanic community. Prerequisite: SPAN 102. Counts toward core requirement: Comparative Cultural. 4 credits.

HUM-331 Community Stories II
Community Stories II is an advanced experiential learning course that employs students as mentors in a class community where reading, writing and storytelling explore personal and social stories and the assumptions those stories convey. Students have experience with the foundations of the course through their experience in Community Stories I, including ways of accessing the complex and controversial stories that inform our cultural perception of gender relations, and how to examine personal stories through the implementation of a daily "story showing" practice. CS II students are essential to breaking down initial barriers in the class community through leading discussions and class facilitation, and supporting Community Stories I students in their training for a civic engagement project designed within their local community. Community Stories II strengthens the community and investment between Pacific students, allows students to experience leadership roles and responsibility with additional facilitation and service responsibilities, and affords students an opportunity to learn from their previous civic engagement projects and share knowledge with their peers, while expanding and reinforcing their relationships with the greater communities they inhabit. Also listed as GSS 331. Prerequisite: HUM 231. Counts toward core requirement: Civic Engagement, Diverse Perspectives. 2 credits.

HUM-339 History of Science
A study of the development of science as doctrine, process and social institution, from early Greek science to the present. Emphasis is on western science, including Arab and Islamic contributions. It examines the impact of culture on science and science on culture. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

HUM-351 Traditional Theater of East Asia
This course introduces students to traditional theater of China, Korea, and Japan. Students learn historical backgrounds of the six main theatrical art forms, examine literary and aesthetic theories, and understand the establishment and the distinctiveness of cultural identities within East Asia. In addition to learning about traditional theatrical performances, students will read innovative, contemporary plays inspired by traditional theater of East Asia. The goal is to understand the essential aspects of traditional theater that could be accessible and appreciated beyond language and culture. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

HUM-353 Traditional Japanese Theater
This class focuses on the origin of Japanese aesthetics by reading traditional drama called noh, kyogen, bunraku, and kabuki in translations. To enhance our awareness to the way in which these plays are written and appreciated, the class will cover not only scripts, but also poetries and religious/philosophical texts from the 14th to the 18th century. In the time when there was no clear distinction between ceremony and theater or between art and entertainment, people rather naturally expressed their ideas and beliefs. In addition to further cultural and understanding, by learning unique artistic dialogues in theatrical context, students will hopefully expand their ways to appreciate beauty in everyday life. Also listed as THEA 353. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

HUM-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

HUM-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

HUM-455 Special Topics
See department for course description. Credits: 1.00 - 4.00

HUM-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

HUM-495 Research
See department for details. Independent study contract required. **Credits: 1.00 - 12.00**

INDIGENOUS STUDIES

Jessica Ritter, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead, Chris Wilkes

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in anthropology-sociology; a major in sociology; a major in social work; and minors in sociology, anthropology, comparative religion., and indigenous studies.

Pacific's Indigenous Studies Program is a cross-disciplinary minor. The goal of the minor is to foster understanding and respect for indigenous cultures in the Americas and around the world. The minor will focus on the processes of colonization and decolonization, cultural transformation, and nation building.

Students who graduate from this program will be better prepared to work to resolve current issues in indigenous nations and to promote social justice and equality. Students wishing to pursue further work in anthropology, social work, politics and the law, health services, teaching and environmental studies may find this program beneficial.

Requirements for the Minor

ANTH 239	Intro to Indigenous Studies	4 credits
HIST 246	American West: History Memory Pop Culture	2 credits
SOC 360	Critical Race Theory	4 credits

At least 10 credits of the following electives:
Note: 4 credits must be at the 300 or 400 level.

ANTH 210	Mesoamerican Cultures	4 credits
ANTH 320	South American Traditional Societies	4 credits
ANTH 340	Symbolism, Myth and Ritual	4 credits
DANC 280	World Dance and Culture	4 credits
ENV 260	Oregon Natural History	4 credits
HIST 333	History of the British Empire	4 credits
ANTH/MUS 241	Introduction to World Music	4 credits
POLS/PSJ 222	Civil Rights Movement	2 credits
POLS/PSJ 227	Civil Rights Movement	4 credits
POLS/HIST 239	The Conquest of the Americas	4 credits
POLS/PSJ 321	Protest, Dissent, & Social Change	4 credits
POLS/PSJ 322	The Suppression of Dissent	4 credits
PSJ 230	Navajo Service Learning	2 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 305	Racism and Ethnicity in Hawaii	2-4 credits
SOC/PSJ 347	Global Capitalism, Neocolonialism and Inequality	4 credits

TOTAL CREDITS: 20

*Certain offerings of ENGL 220 and ENGW 201 can count as electives. See the Chair for more information.

INTERDISCIPLINARY STUDIES

The Self-Designed Interdisciplinary Major (SDIM) is an opportunity for highly capable students to pursue unusual intellectual paths. Students participating in the SDIM must have exceptional self-discipline and self-direction. A minimum GPA of 3.0 is required to apply to the SDI Major and a minimum GPA of 3.2 in the SDI Major is required to graduate. Proposed SDIMs must clearly define a field of study that falls within the liberal arts and sciences.

Note: The SDIM will not be approved as a substitute for extant disciplinary major or minor programs of study available within the College of Arts and Sciences. Nor will an SDIM be approved for strictly vocational education or strictly preparatory programs such as pre-optometry or pre-pharmacy.

Students may pursue a single Self-Designed Interdisciplinary Major. Students may not be awarded a minor for a subset of courses within their approved SDI Major. Students should complete the SDIM approval process during the sophomore year.

Students completing the SDIM must meet all other graduation requirements within the College of Arts and Sciences. The SDIM replaces the major requirement only.

Students interested in pursuing a Self-Designed Interdisciplinary Major should contact the Director of Academic Advising at 503-352-2201 for information on requirements and the application process.

INTERNATIONAL PROGRAMS

Stephen J. Prag, Director

The Office of International Programs provides services to international students and scholars and to students participating in study-abroad programs. International Programs provides immigration and cross-cultural services to Pacific University's community of international students, scholars and faculty. International Programs also coordinates and administers semester and year-long study-abroad programs (see Study Abroad section), working with faculty to ensure academic integrity.

International Programs staff are active members of NAFSA: Association of International Educators, as well as other international education professional organizations, and represent Pacific University locally, regionally and nationally in professional conferences, workshops, meetings and other symposia.

International Student and Scholar Advising

International Programs staff are knowledgeable in the areas of F & J visa regulations and provide assistance to international students and scholars in complying with the complex and ever-changing immigration regulations. International Programs also provides services designed specifically to assist students with adjusting to the challenges of a new academic and cultural environment. These services include the provision of pre-departure information, airport pick-up, accommodation assistance, an orientation program and social programming.

Study Abroad

In accordance with the University's mission statement and goals, Pacific University study abroad programs provide students with a unique opportunity to develop skills and knowledge that will prepare them for the diverse community, nation, and world. Pacific University considers international study important and encourages all students to gain exposure to other cultures, languages, and ways of life.

Study abroad is required for all majors in the department of World Languages and Literatures and for a major in International Studies, but is open to all students who meet the selection criteria. Pacific University students who participate in a study abroad program can earn a maximum of 31 credits that will count toward their graduation. However, students should consult with their faculty advisor(s) to determine which courses taken abroad can and cannot be used toward their majors or to satisfy other specific University requirements.

Pacific University reserves the right to cancel programs or to make changes in affiliation at any time for reasons of safety, finances, or administrative concerns. For detailed descriptions of programs, please refer to the Study Abroad section of the catalog or consult the International Programs office.

English Language Institute

Scot Dobberfuhl, Program Coordinator; Monique Grindell, Academic Coordinator

ENGLISH LANGUAGE INSTITUTE

Pacific's English Language Institute (ELI) offers an intensive year-round language study program for students learning English. ELI students live with American roommates in the residence halls or in homestays with local families. Qualifying students may combine ESL and undergraduate classes to earn credit toward an undergraduate degree. The ELI also offers regular opportunities for students to take the institutional TOEFL. The ELI is part of International Programs.

THE ENGLISH LANGUAGE INSTITUTE TRANSITION PROGRAM FOR INTERNATIONAL STUDENTS

The English Language Institute Transition Program allows international students to earn credits toward graduation from the College of Arts and Sciences once they have achieved an Internet-based TOEFL score of 53 or paper-based TOEFL score or 475 or equivalent. Transition classes carry Arts and Sciences credit and in some instances may satisfy core requirements. In other instances, they will be considered elective credits.

The Transition Program offers international students a carefully sequenced entry into the College of Arts and Sciences. It facilitates their becoming regular Arts and Sciences students while they are still refining their skills in the English language. This program accelerates progress toward graduation while providing an opportunity for international students to receive the full benefit of a liberal arts education at Pacific University.

Admission Reqirements

- Students may enter ELI classes at any time but must have a TOEFL score of 475 PBT/53 iBT or certified alternative to participate in the Transition Program.
- Students admitted to the Transition Program have been also conditionally admitted to the College of Arts and Sciences.
- Normally, students should possess the equivalent of a high school diploma with a minimum of a "B" average.
- Certified alternatives to the TOEFL test, such as the IELTS or ELPT, will be accepted when determining initial language proficiency.

- A rolling admissions policy will be followed. Students are welcome to apply for the ELI Program at any time and may begin their ELI classes every eight weeks. However, students may begin credit-bearing ELI Transition classes only in August and January.
- Students residing on campus will pay full tuition, room and board, and all other costs, just as do current regularly admitted students in the College of Arts and Sciences, and will have the same privileges and access to University resources.

Fees
Tuition for English Language Transition classes is based on the current Arts and Sciences rate for part-time students.

Curriculum
Students who have met admissions criteria and achieved a minimum TOEFL score of 475 PBT/ 53 iBT are required to take appropriate Transition Program classes. As each student moves at a different pace in the language learning process, the time spent enrolled in the ELI Transition Program will vary. Students are normally able to accumulate from 18 – 20 undergraduate credits before entering the undergraduate program full-time:

- 6 ELI Language credits
- 6 ELI Transition credits
- 6-8 A&S Transition Credits

COURSES

English as a Second Language (ESL)

The ESL courses listed below are available only to students enrolled in the English Language Institute and can be converted into undergraduate credit upon students' matriculation into Pacific University's College of Arts and Sciences. The courses below do not represent the full course offerings of the ELI.

ESL 101 Advanced Vocabulary Development This class offers students the opportunity to broaden their vocabulary base in order to express themselves more clearly and appropriately in their writing and during class discussion. The course also prepares students for the vocabulary they are likely to encounter in university lectures and textbooks. Prerequisites: Completion of intermediate ELI courses. 2 credits.

ESL 102 Advanced Reading and American Culture Students develop reading comprehension skills and the ability to summarize, outline, paraphrase and respond to academic readings. Students expand their active and passive vocabulary use through readings and discussions. Readings focus on the history and culture of the United States. Prerequisites: Completion of intermediate ELI courses. 2 credits.

ESL 103 Advanced Speaking and Listening Students develop communicative competence with emphasis on both academic and conversational idiom. Cassette tapes, videos, oral interviews and classroom presentations are a few of the activities used to promote new vocabulary, foster grammatically correct speech, develop both comprehension and production skills. Prerequisites: Completion of intermediate ELI courses. 2 credits.

ESL 104 Advanced Grammar and Composition This class offers extensive practice in academic writing modes and review of grammatical concepts. Emphasis will be placed on academic writing conventions and pedagogical approaches students are likely to encounter in their further university studies. Students will also review basic principles of punctuation, sentence structure and grammar while working toward the ability to express complex ideas in grammatically correct English. Prerequisites: Completion of intermediate ELI courses. 2 credits.

English Language Institute Transition (ELITR)

ELITR-101 Acad Culture and Communication
This course helps students acquire the oral skills and competencies required to succeed in American academic settings. Students will learn efficient listening and note-taking strategies for lectures and consider the appropriate register for interactions with professors and peers in formal as well as informal situations. Students will practice formal oral presentations and through self and peer critique, become more capable and confident in their speaking and listening abilities. Only available to students of the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-102 Amer Persp: Ethnically Speaking
This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will interview American students about their opinions and perspectives practicing ethnographical type research to observe these practices firsthand. This class will focus on different ethnic groups in the U.S.:Hispanic, African American, Native American, Asian American and European American. Prerequisite: TOEFL score of 475. 3 credits.

ELITR-103 Academic and Research Writing
Academic and Research Writing is the composition component of the ELI Transition Program. This course prepares students for the writing tasks, research methodologies, and documentation formats they are likely to encounter in their academic programs. Students will build upon their understanding of the basic rhetorical modes to develop their arguments in a fully documented research essay. Only available to students in the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-104 American Perspectives: Demo Differences
This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will be involved in a variety of activities including interviewing American students about their opinions and perspectives, comparing students' own cultural practices with American practices, and practicing ethnographical type research to observe these practices firsthand. "American Perspectives: Demographic Differences" focuses on topics relevant to and seen through the eyes of different groups in the United States, including the elderly, lesbians and gays, people of the southern United States, and others. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 credits.

ELITR-105 American Society Through Film
This course will introduce international students to many aspects of American society and culture through movies. In addition to enhancing students' cultural understanding, this course will help students develop strong critical-thinking and analytic skills as they learn to recognize, interpret and question messages about American society found in the films. Students will have the opportunity to explore in greater depth an area of American society reflected in film that is of personal interest to them. Research and classroom presentations will be required. Prerequisite: TOEFL score of 475 or higher and concurrent enrollment in ELI program courses. 3 credits.

INTERNATIONAL STUDIES

Cheleen Mahar, Chair; Nancy Christoph, Jeanne-Sarah De Larquier, Lorely French, Aaron Greer, Deke Gundersen, Richard Jobs, Pamela Lopez, Yasutaka Maruki, Kazuko Osada, Jann Purdy, Martha Rampton, Victor Rodriguez, Philip Ruder, Jeff Seward

Students are encouraged to apply for the International Studies major in the first semester of their sophomore year. Applications are available from the Chair of International Studies. Students who apply later in their academic career may find it difficult to complete the requirements of the major, and still graduate from Pacific in four years, especially if they choose to spend an entire year in a study-abroad program. Admission is selective and normally requires a 3.0 GPA. IS majors must maintain a GPA of at least 3.0 each semester to remain in the program.

Immediately after being accepted, students must consult with a member of the International Studies faculty, as well as the chair of International Studies, and prepare a complete plan of study that they intend to take in order to fulfill the requirements of the major. This plan should be updated and resubmitted upon return from the study-abroad experience. As part of that plan, each International Studies major must declare an area interest: East Asia, Latin America, Western Europe or International Policy.

International students (that is, foreign nationals studying at Pacific on a student visa), may select the American Studies option. International students may also complete the regular International Studies major but they may not use their native language to fulfill the foreign language requirement. Further, they may not use study in their home country to satisfy the study- abroad requirement.

International Studies majors are strongly encouraged to complete a second major in a standard discipline. *If appropriate and with consent of their advisors*, some students may complete one senior thesis which fulfills both IS and another major. Generally the thesis requirements in this special case will be not only an original study, but also a considerably longer document. Students majoring in IS may also want to include a multicultural field experience through the Center for Peace and Social Justice, or other relevant internships.

The goals and formal requirements for the major in each of the four areas of emphasis are listed below. Please note that these requirements are slightly different from those for students who complete a major in American Studies.

International Studies with an Asian Studies Emphasis: Requirements for the Major

One of the following:		
IS 201	Intercultural Communication	4 credits
PSY 160	Culture & Behavior	4 credits
IS 305	West Meets East	4 credits
One of the following:		
ANTH 301/SOC 300	Research Methods in Anthropology	4 credits
PSY 350	Behavioral Statistics	4 credits
SOC 301	Social Statistics	4 credits
Foreign language study through the 202 level*		8 credits
300 + level of language/literature course		4 credits
One of the following:		
HIST 111	Foundations of East Asia	4 credits
HIST 112	East Asia	4 credits
Study Abroad *		12-16 credits
At least one semester of study abroad in a country related to the student's area of interest and language competence. International students from an Asian country related to their area of interest and language competence are exempt from this requirement.		
Electives from the following:		4-8 credits
HIST 213	Vietnam & the U.S	
HIST 316	China from Mao to Tiananmen	
HUM 213	Introduction to Japanese Literature	
HUM 215	Modernity in Japanese Narrative	
HUM/THEA 353	Traditional Japanese Theatre	
HUM 205	Japanese Culture	
PHIL 305	Asian Philosophy	
IS 401 & IS 402	Senior Thesis	4 credits

TOTAL: 48 credits

International Studies with Latin American Studies Emphasis: Requirements for the Major

One of the following:		
IS 201	Intercultural Communication	4 credits
PSY 160	Culture & Behavior	4 credits
One of the following:		
ANTH 301/SOC 300	Research Methods in Anthropology	4 credits
SOC 301	Social Statistics	4 credits
HIST 391	Research Methods in History	4 credits
Foreign language study through the 202 level*		8 credits
300 + level of language/literature course		4 credits
One of the following:		
HIST /POLS 239	Latin America I: Conquest-Independence	4 credits
HIST/POLS 241	Latin America II: Independence-Present	4 credits
Study Abroad *		12-16 credits

At least one semester of study abroad in a country related to the student's area of interest and language competence. International students from a Latin American country related to their area of interest and language competence are exempt from this requirement.

Electives from the following:		4-8 credits
ANTH 210	Mesoamerican Cultures	
ANTH 320	South American Traditional Societies	
BIOL 450	Tropical Rainforest Biology	
ENV 210	Tropical Environmental Biology	
HUM 206	Latin America	
HIST 207	Medieval Spain	
HIST /POLS 239	Latin America I: Conquest-Independence	
POLS 241	Latin America II: Independence-Present	
SPAN 303	Introduction to Hispanic Literature	
SPAN 305	Contemporary Spanish Poetry	
SPAN 310	Contemporary Spanish Music and Culture	
SPAN 325	Mexican-American Cultural Exploration	
SPAN 367	Tapalpa Mexico: Teaching Practicum	
IS 401 & IS 402	Senior Thesis	4 credits

TOTAL: 48 credits

International Studies with a Western European Studies Emphasis: Requirements for the Major

One of the following:		
IS 201	Intercultural Communication	4 credits
PSY 160	Culture & Behavior	4 credits
One of the following:		
ANTH 301/SOC 300	Research Methods in Anthropology	4 credits
SOC 301	Social Statistics	4 credits
HIST 391	Research Methods in History	4 credits
Foreign language study through the 202 level*		8 credits
300 + level of language/literature course		4 credits
One of the following:		
HIST 103	Western Civilization II	4 credits
HIST 104	Western Civilization III	4 credits
Study Abroad *		12-16 credits

At least one semester of study abroad in a country related to the student's area of interest and language competence. International students from a Western European country related to their area of interest and language competence are exempt from this requirement.

Electives from the following list:		4-8 credits
BA 312	International Business	
FREN 304	French and Francophone Theatre	
FREN 308/408	France Today	
FREN 320	Woman's Writing in Francophone World	
HIST 206	France from Caesar to Napoleon	
HIST 208	England from Rome to Revolution	
HIST 232	The Holocaust	

HIST 235	Europe Since World War II	
HIST 237	European Socialism Through Film	
HIST 301	The Medieval World: 400 - 1500	
HIST 338	The Era of the French Revolution	
HIST 401	The World of Charlemagne	
HUM 207	German Film in English	
GER 301	Topics in German Culture	
GER 485	Seminar in German Studies	
POLS 213	Socialism and Its Critics	
POLS 330	National Systems & Global Challenges	
POLS 345	International Political Economy	
IS 401 & IS 402	Senior Thesis	4 credits

TOTAL: 48 credits

International Studies with an International Policy Emphasis: Requirements for the Major

Non-U.S. History courses, with one at the 300+ level as approved by the student's IS advisor.		8 credits
Foreign language study through the 202 level*		8 credits
Foreign language study at 300-level or above		4 credits
Study Abroad *		12 credits
At least one semester of study abroad in a country related to the student's area of interest and language competence. International students from a country related to their area of interest and language competence are exempt from this requirement.		
ECON 102	Economics of markets and governments	4 credits
ECON 329	International Economics	4 credits
Two of the following:		8 credits
BA 312	International Business	
POLS 330	National Systems and Global Challenges	
POLS 340	Security, Rights and Globalization	
One of the following:		
ANTH 210	Mesoamerican Cultures	
ANTH 320	South American Traditional Societies	
ENGL 227	Introduction to World Literature	
IS 201	Intercultural Communication	
PSJ 225	The Middle East	
One of the following:		4 credits
ANTH 301/SOC 300	Research Methods in Anthropology	
ECON 321	Introduction to Econometrics	
PSY 350	Behavioral Statistics	
SOC 301	Social Statistics	
IS 401 and IS 402 Senior Thesis		4 credits

Total: 48 credits

American Studies Focus: Requirements for the Major

(Available only to International Students)

IS 201	Intercultural Communication	4 credits
HIST 141-142	American History I/II	8 credits
Electives:		16 credits

One or two courses chosen by the student and advisor which are appropriate to the student's interest in American Studies (such as Art, American Education, social issues, environmental issues)

4 credits of upper-division courses in American history

4 credits in American literature

4 credits focused on the United States taken from the social sciences or humanities (excluding history and literature).

One of the following:		
ANTH 301/SOC 300	Research Methods in Anthropology	4 credits
ECON 321	Introduction to Econometrics	4 credits
PSY 350	Behavioral Statistics	4 credits
SOC 301	Social Statistics	4 credits
Foreign language study through the 202 level		8 credits
IS 401 & IS 402	Senior Thesis	4 credits

TOTAL: 44-52 credits

* International students with appropriate languages (German, French, Spanish, Japanese) as their first language in their area of study are exempt from the study abroad and language requirements in that area of study.

COURSES

IS-155 Special Topics
See department for course description. Credits: 1.00 - 18.00

IS-201 Intercultural Communication
This course develops awareness and skills for effective communication among people of different cultures. It explores problems related to value differences and examines perceptual relativity, cultural self-awareness, verbal and nonverbal behavior, value analysis, and communication strategies. For both United States and International students. Counts toward core requirement: Comparative Cultural. 4 credits.

IS-220 Introduction to International Studies
This course is designed to familiarize students with some of the many interpretive and methodological approaches used by scholars in the growing field of International Studies. The course uses an interdisciplinary approach to understand the global flow of people and commodities as well as some key events and institutions that shape contemporary power relations. Also listed as ANTH 220. 4 credits.

IS-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

IS-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

IS-305 West Meets East: Develop Intercult Comp
This course provides advanced theoretical framework and applications of intercultural communication geared toward the contrast between generalized Eastern and Western cultures. Relevant intercultural concepts and theories related to communication styles and cultural patterns will be given to analyze various intercultural situations and/or experiences that involve Asian cultures. Many examples will be drawn from the Japanese and Chinese cultures, which contrast most drastically with the generalized Western civilization. A variety of issues related to individualism and collectivism will be revisited in depth. Through many case studies, students will explore the most effective approaches to intercultural communication situations. Applying those theoretical knowledge and communication skills, at the end of the semester, students will write their own critical incidents to demonstrate and share their intercultural competence. Students are expected to bring some intercultural experience and issues to the class, and participation of each student is fundamental to the course. Also listed as HUM 305. Prerequisite: Junior standing or above (60 or more completed credits). Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

IS-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

IS-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

IS-401 Senior Seminar and Thesis
Sources, materials, and methods of research, writing, and critical analysis. Preparation and defense of major research project. Prerequisite: Senior standing (90 or more completed credits) and declared International Studies major. 2 credits.

IS-402 Senior Seminar and Thesis
A continuation of IS 401. Sources, materials, and methods of research, writing, and critical analysis. Preparation and defense of major research project. Prerequisite: IS 401. 2 credits.

IS-450 Special Topics in International Studies
This seminar course is an elective which focuses on topics of special interest to students and International Studies faculty. The course allows students to explore possible topics for their thesis and the methods for approaching those topics. Students may take the course concurrently with IS 401. Prerequisite: Senior standing (90 or more completed credits) and study abroad. May be repeated for credit. 4 credits.

IS-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

IS-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

IS-495 Independent Research
Designed to assist students who are embarked upon Senior Thesis work. These are student-conducted individual research projects. Senior Standing in IS. Independent study contract required. Credits: 1.00 - 6.00

SA-476 Overseas Study
Credits: 1.00 - 18.00

MATHEMATICS

Michael Boardman, Chair; Ian Besse, William Breslin, Christine Guenther, Chris Lane (Sabbatical, 2014-15), Nancy Ann Neudauer (Sabbatical, 2014-15)

The Department of Mathematics and Computer Science offers majors and minors in both Mathematics and Computer Science.

The Mathematics major provides students a strong mathematics foundation with emphases in several key areas including analysis, abstract algebra and applied mathematics. Students completing this major typically pursue careers in applied mathematics, enter graduate programs in mathematics and other fields, and complete certification requirements to teach mathematics in K-12 (see the Education section of this catalog for more details).

The department maintains common goals for all of its students (majors, minors and others). Students in our courses will learn strategies for abstract problem solving, gain a basic understanding of computers and the broad implications of their use, be exposed to mathematics as a liberal art, and be given the opportunity to hone their computational skills.

Students with a program of study in Mathematics learn abstract mathematical constructs and paradigms. They develop logical thinking and communication skills through argumentation and proof. Students study methods of mathematical modeling, and develop confidence and competence in developing models and carrying out algorithms. Students learn to read and speak the language of mathematics. Graduates of our program have gone on to engage in a wide variety of post-graduate activities, including work in mathematics and science-related fields or graduate study in mathematics or education.

Mathematics: Requirements for the Major

Core requirements:

Calculus		12 credits
Math 226	Calculus I	
Math 227	Calculus II	
Math 228	Calculus III	
Intermediate Courses		12 credits
Math 240	Discrete Mathematics	
Math 306	Linear Algebra	
Math 326	Introduction to Analysis	
Support		8 credits
CS 150	Introduction to Computer Science I	
Four credits from:		
ECON 102	Economics of Markets & Governments	
CHEM 220	General Chemistry I	
PHY 232	General Physics I	
CS 310	Theoretical Computer Science	
BA 451	Deterministic Decision Models	
BA 453	Probabilistic Decision Models	
Advanced Topics		12 credits
Additional Math at the 300 or 400 level, at least 4 of which must be at the 400 level		
Capstone		2 credits
Math 490	Senior Capstone	
Math 492	Senior Capstone II	
Total		**46 credits**

Restriction: At most one course passed with a grade below “C-“ can count toward the mathematics major.

Optional Specializations
These specializations are optional and not required to receive a major in mathematics. Courses can be used to satisfy both requirements for the mathematics major and an optional specialization.

Students whose career goal is in financial mathematics or the actuarial field should complete the Actuarial Science specialization. Students who will be attending graduate school in mathematics should complete the Advanced Mathematics specialization. Students interested in a

career in mathematical biology should complete the Biomathematics specialization. And, students who intend to become high school teachers should complete the Secondary Mathematics Education specialization.

Students completing a specialization are well served by using some of the courses in the specialization to satisfy requirements for the core major.

Actuarial Science

MATH 316	Mathematical Statistics
ECON 101	Economics of Social Issues
ECON 102	Economics of Markets and Governments
BA 201	Accounting Principles
BA 305	Business Finance
BA 451	Deterministic Decision Models
BA 453	Probabilistic Decision Models

Advanced Mathematics

MATH 311	Ordinary Differential Equations
MATH 402	Abstract Algebra
MATH 405	Real Analysis

Two more courses from among:

MATH 316	Mathematical Statistics
MATH 321	Higher Geometry
MATH 400	Number Theory
MATH 410	Discrete Topics
MATH 411	Partial Differential Equations
MATH 412	Complex Analysis

Biomathematics

MATH 301	Mathematical Modeling
MATH 207 and MATH 316	General Elementary Statistics and Mathematical Statistics
OR	
MATH 316 and MATH 410	Mathematical Statistics and Discrete Topics
OR	
MATH 311 and MATH 411	Ordinary Differential Equations and Partial Differential Equations
BIOL 202	General Biology I

Eight additional credits of BIOL at the 200 level or above with advisor approval

Secondary Mathematics Education

MATH 207	General Elementary Statistics
MATH 311	Ordinary Differential Equations
MATH 316	Mathematical Statistics
MATH 321	Higher Geometry

Restriction: At most one course passed with a grade below “C-“ can count toward a specialization

Mathematics: Requirements for the Minor

Core Mathematics: 12 credits

MATH 226 & 227	Calculus I & II	8 credits
MATH 240	Discrete Mathematics	4 credits

Electives: 12 credits

8 additional credits of Mathematics numbered 300 or higher.

4 additional credits selected from among CS 150, and Mathematics courses numbered 200 or higher, excluding MATH 221 and MATH 223.

TOTAL: 24 credits

Restriction: At most one course passed with a grade below "C-" can count towards the mathematics minor.

COURSES

MATH-122 College Algebra
Offers students the opportunity to polish their general algebra skills in preparation for precalculus, statistics and other courses where a working knowledge of algebra without trigonometry is a prerequisite. Throughout the course, students are asked to translate information back and forth between grammatical and mathematical forms. Topics include modeling, graphing, and analysis with linear, quadratic and general polynomial expressions, solving linear, quadratic and general polynomial equations and inequalities and functions. 4 credits.

MATH-125 Precalculus
Most science and mathematics courses require that students be comfortable working with functions symbolically, graphically, and numerically. Precalculus offers students the background they need to pursue these courses. An integral component of the course is translating information back and forth between grammatical and mathematical forms. Concentrating on functions and their properties, the course includes the study of several classes of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. The conic sections are also studied. Prerequisite: MATH 122 with a minimum grade of C or placement. 4 credits.

MATH-155 Special Topics in Mathematics
See department for course description. Credits: 1.00 - 6.00

MATH-165 Modern Topics in Mathematics
This course exposes students to abstraction and problem solving with mathematical constructs. Elements of descriptive and inferential statistics give students the foundation to understand visual and numerical representations of data and to make informed judgments about survey and experimental study results. Various topics chosen from among management science, finance, voting theory, game theory, symmetry, proportionality, or other modern topics offer the opportunity to see connections of mathematics to business, political science, art and other fields. 4 credits.

MATH-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

MATH-207 General Elementary Statistics
This course covers the basic theory and practice of descriptive and inferential statistics including the presentation and structure of data sets, histograms, correlation, and regression analysis. Sampling distributions, binomial, normal, and chi-square probability distributions, confidence intervals, estimation, and hypothesis testing including t-tests and analysis of variance will also be discussed. Includes an introduction to a statistical software package. Prerequisite: MATH 122 with a minimum grade of C or placement. 4 credits.

MATH-212 Language and Logic
A survey of formal syntactic and semantic features of language, including topics such as sentential logic, predicate logic, axiomatic systems and set theory, and nonclassical extensions such as multivalued logics. Also listed as PHIL 212. Offered annually. 4 credits.

MATH-221 Mathematics for Elementary Teachers I
Designed for future elementary teachers. Elements of logic, numeration, the number systems of arithmetic, elementary number theory, the algorithms of arithmetic, introductory concepts of statistics and probability. Alternate years 2014-2015. 4 credits.

MATH-223 Mathematics for Elementary Teachers II
Designed for future elementary teachers. Intuitive geometry in two and three dimensions, systems of measurement, estimation and approximation. Alternate years 2015-2016. 4 credits.

MATH-226 Calculus I
The study of functions and their rates of change. Topics include the concept of derivative as rate of change, limits and continuity, differentiation and its applications, Intermediate, Extreme and Mean Value Theorems, introduction to integrals, and the Fundamental Theorem of Calculus. Prerequisite: MATH 125 with a minimum grade of C or placement. 4 credits.

MATH-227 Calculus II
Investigation of single variable integration including techniques of symbolic integration, numerical integration and error analysis, applications of integration, and improper integrals. Infinite sequences, infinite series, and Taylor series will be introduced. Prerequisite: MATH 226 with a minimum grade of C or placement. 4 credits.

MATH-228 Calculus III
The study of calculus of several variables. Topics include visualization techniques, vectors and solid analytic geometry, vector arithmetic, partial differentiation and its applications, gradients, optimization techniques, iterated integrals, line integrals, divergence, curl and related theorems. Prerequisite: MATH 227 with a minimum grade of C. 4 credits.

MATH-240 Discrete Mathematics
This course introduces the fundamentals of number systems, sets, functions and relations, logic and proof, elementary combinatorics, Boolean algebra and graph theory. It plays the role of a transition course for mathematics majors, moving them from calculus to the upper division courses in mathematics, and as an important course in logic for computer science majors. Prerequisite: MATH 226 with a minimum grade of C or placement. 4 credits.

MATH-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

MATH-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

MATH-301 Mathematical Modeling
A wide variety of physical and social systems can be described and analyzed using mathematics. In this course, students will learn about the mathematical modeling process through examination and analysis of frequently used models in physics, chemistry, biology and other sciences. Students will also experience generating and testing new models. Prerequisite: MATH 226 with a minimum grade of C or placement. Offered alternate years 2014-2015. 4 credits.

MATH-306 Linear Algebra
Systems of linear equations, vector spaces, dependence, basis, dimension, linear transformations, determinants, eigenvalues, eigenvectors, orthogonal matrices, curves of best fit, quadratic forms. Attention to computational, and graphical applications and argumentation. Prerequisite: MATH 226 and MATH 240 each with a minimum grade of C. 4 credits.

MATH-311 Ordinary Differential Equations
Topics include the theory of linear equations, investigations of non-linear equations, systems of equations, numerical methods, stability, long-term behavior and Laplace transforms. Emphasis is placed on both quantitative and qualitative descriptions of solutions and applications. Prerequisite: MATH 227 with a minimum grade of C. Offered alternate years 2014-2016. 4 credits.

MATH-316 Mathematical Probability and Statistics
This course covers the fundamentals of mathematical probability and statistics, including the axioms of probability, conditional probability, discrete and continuous random variables, multivariate distributions, moment generating functions, the binomial, geometric, Poisson, normal, and exponential distributions and the Central Limit Theorem. Additional topics from statistical inference theory such as order statistics, confidence intervals, and Chi-Square tests in addition to estimation of parameters using maximum likelihood methods will also be covered as time permits. Prerequisite: MATH 228 (may be taken concurrently) and MATH 240 each with a minimum grade of C. Alternate years 2015-2016. 4 credits.

MATH-321 Higher Geometry
A rigorous study of both Euclidean and non-Euclidean geometries. Prerequisite: MATH 240 with a minimum grade of C. Offered alternate years 2014-2015. 4 credits.

MATH-326 Introduction to Analysis
Provides a transition from calculus to real and complex analysis. Focuses on rigorous development of fundamental concepts in calculus including limits, convergence of sequences and series, compact sets, continuity, uniform continuity and differentiability of functions. Prerequisite: MATH 227 and MATH 240 each with a minimum grade of C. 4 credits.

MATH-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

MATH-360 Special Topics in Mathematics
The topic of this course will change from year to year, and will depend on the interests and judgment of the math department faculty. Examples of topics may include the history of mathematics, dynamical systems, foundations and logic, mathematical biology, topology, graph theory, number theory, and differential geometry. Prerequisite: MATH 240 with a minimum grade of C; additional prerequisites may apply depending on the topic. May be repeated once for credit. 4 credits.

MATH-385 Junior Seminar
This course is designed to help students learn how to read mathematics, to communicate it through mathematical writing and speaking, and to prepare students for careers in mathematics and related fields. Students will read and present two journal articles. Contents will further include the mathematical writing package Latex and presentation software Beamer, as well as career planning and graduate school preparation. Students will also attend mathematical colloquia and mathematics projects presented during senior project day. Prerequisite: Junior standing or above (60 or more completed credits) and 6 credits of 300-level MATH courses with a minimum grade of C. 2 credits.

MATH-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

MATH-400 Number Theory
Studies the theory of numbers with an emphasis on algebraic structures. Topics may include modular arithmetic, quadratic fields, Pell's equations, quadratic reciprocity, sums of squares, unit groups, factorization in number rings, ideals, diophantine equations, and the geometry of numbers. Prerequisite: MATH 306 with a minimum grade of C. Offered alternate years 2015-2016. 4 credits.

MATH-402 Abstract Algebra
A survey of fundamental concepts in abstract algebra. Topics may include Group theory, including quotient groups, fundamental results on group homomorphisms and the study of finite groups; Ring theory, including fundamental homomorphism theorems, quotient rings and Euclidean rings, vector spaces and modules; Field theory including field extensions, Galois theory and classical results concerning constructability and solvability. Prerequisite: MATH 240 and MATH 306 each with a minimum grade of C. Offered alternate years 2014-2015. 4 credits.

MATH-405 Real Analysis
A rigorous treatment of the limit concept, continuity, differentiation and integration. Sequence and series convergence. Uniform and pointwise convergence of sequence and series of functions. Prerequisites: MATH 326 with a minimum grade of C. Offered alternate years 2015-2016. 4 credits.

MATH-410 Discrete Topics
This course will provide advanced study of a topic in discrete mathematics. Topics may include graph theory, combinatorics, discrete optimization, or set theory. Prerequisite: MATH 227 and MATH 240 with a minimum grade of C; other prerequisites as required by the topic. Offered alternate years 2015-2016. 4 credits.

MATH-411 Partial Differential Equations
Addresses solution methods for the three basic partial differential equations of mathematical physics: the heat, wave and potential equations. Methods covered will include power series, Fourier series, Laplace transform methods, separation of variables, and the method of characteristics. Initial and boundary data will also be covered, as well as physical applications and numerical simulations of solutions. Special topics as time permits. Prerequisite: MATH 228 and MATH 311 each with a minimum grade of C. Offered alternate years 2016-2017. 4 credits.

MATH-412 Complex Analysis
Complex numbers, analytic functions, elementary functions, mapping by elementary functions, integrals, series, residues and poles, conformal mapping. Prerequisites: MATH 228 and MATH 240 both with a minimum grade of C. Offered alternate years 2014-2015. 4 credits.

MATH-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

MATH-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

MATH-490 Senior Capstone
Students will have the opportunity to use their mathematical skills and knowledge to investigate projects of their choice under the supervision of faculty in mathematics. The project will result in a final paper and senior capstone presentation. Prerequisite: Senior standing (90 or more completed credits), a declared Mathematics major, and 9 credits of upper division MATH courses with a minimum grade of C. 1 credit.

MATH-492 Senior Capstone II
This is a continuation of MATH 490. Prerequisite: MATH 490 with a minimum grade of C. 1 credit.

MATH-495 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

MEDIA ARTS

Mike Geraci, Chair; Dan Broyles, David Cassady, Jennifer Hardacker, Enie Vaisburd

A major in media arts prepares students for careers in a variety of media-related fields including journalism, broadcasting, video, film and interactive media production, public relations and advertising. The program emphasizes theoretical and social aspects of the media as well as the creative and technical components.

The media arts department enables students to become creative media makers and critical thinkers. Students are encouraged to create media as self-expression to engage with the world around them, to foster inter-cultural and interdisciplinary dialogue; and to reflect on social issues.

In addition to courses, the department offers many opportunities for majors and non-majors to gain experience collaborating with others in media and communications-related fields. For over 120 years, the student newspaper, *The Pacific Index,* has provided students with real-world newspaper experience. The Pacific University Media Arts student club (P.U.M.A.) provides a forum for students to interact and pursue opportunities to enhance their experiences in the department. The speech and debate team gives students the chance to hone their public speaking skills in the highly competitive world of intercollegiate forensics. Qualified media arts students are also eligible for internships in professional media outlets and organizations seeking assistance with their media-related endeavors.

Media arts students can pursue a semester abroad studying media production and theory at beautiful York St. John University in York, England.

Specific departmental goals include:

- Developing graduates who are capable of understanding communication, expression, and storytelling in a media, organizational, interpersonal and social context.
- Providing students with an understanding of the history, social and cultural roles of media in society, both through courses specifically focused on these topics and by incorporating these themes into other, production-oriented courses.
- Developing in students an aesthetic understanding of media production and technical proficiency in areas such as video and visual production, writing and digital media development.

Film and Video: Requirements for the Major

MEDA 120	Film History and Analysis	4 credits
Choose One from:		
MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
MEDA 101	Fundamentals of Speaking	2 credits
MEDA 250	Elements of Production	4 credits
MEDA 320	Narrative Production: From Script to Screen	4 credits
MEDA 322	Post Production	4 credits
MEDA 401	Narrative Film Theory and Criticism	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits
Choose two from the following:		
MEDA 302	Documentary: Studies and Practice	4 credits
MEDA 303	Experimental: Studies and Practice	4 credits
MEDA 306	Animation: Studies and Practice	4 credits
Choose one from the following (or one additional from the above list):		
MEDA 304	Contemporary Explorations in Video	4 credits
MEDA 353	Video for Community Engagement: Mentoring	4 credits
MEDA 332	Screenwriting	4 credits
MEDA 333/THEA 333	Directing for Stage and Screen	
MEDA 480	Internship Seminar	4+ credits
	(4 credits or more and be pre-approved by F/V advisor)	
Approved Study Abroad	4 credits	
MEDA 391	Film/Video Junior Seminar	2 credits
MEDA 491	Senior Capstone in Film/Video	2 credits
MEDA 492	Senior Capstone in Film/Video	2 credits

TOTAL: 44-46 credits

General Media Arts: Requirements for the Major

MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
ARTST 228	Photography I	2 credits
OR		
MEDA 265	Web Design	4 credits
MEDA 240	Writing for the Media	4 credits
MEDA 250	Elements of Production	4 credits
MEDA 363	Publication Editing and Design	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits
Choose four credits from:		4 credits
MEDA 150	Pacific Index	
MEDA 153/353	Video for Community Engagement (Mentoring)	
MEDA 450	Pacific Index Management	
MEDA 475	Media Internship	
MEDA 480	Internship Seminar	
Two upper-division media arts electives:		8 credits
MEDA 497	Senior Capstone	2 credits
MEDA 498	Senior Capstone	2 credits

TOTAL: 40 - 42 credits

Integrated Media: Requirements for the Major

MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
CS 121	Our Digital World	2 credits
CS 205	Intro Programming for Multimedia	4 credits
ARTST 217	Digital Art I	4 credits
OR		
ARTST 218	Digital Illustration I	4 credits
ARTST 228	Photography I	2 credits
MEDA 260	Elements of Multimedia Design	4 credits
MEDA 265	Web Design	4 credits
MEDA 305	Designing for Electronic Media	4 credits
MEDA 350	Integrated Media Production	4 credits
MEDA 360	Integrated Media Project Design	4 credits
MEDA 434	Mass Media Law & Ethics	4 credits
MEDA 493	Senior Capstone Integrated Media	2 credits
MEDA 494	Senior Capstone Integrated Media	2 credits

TOTAL: 46 Credits

Journalism: Requirements for the Major

MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
ARTST 228	Photography I	2 credits
OR		
MEDA 250	Elements of Production	4 credits
MEDA 240	Writing for the Media	4 credits
MEDA 340	Reporting	4 credits
MEDA 363	Publication Editing and Design	4 credits
MEDA 370	Advanced Reporting	4 credits
OR		
MEDA 311	Electronic News	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits

Choose six credits from:		6 credits
MEDA 150	Pacific Index	
MEDA 450	Pacific Index Management	
MEDA 475	Media Internship	
MEDA 480	Internship Seminar	
One upper-division Media Arts elective:		4 credits
MEDA 497	Senior Project	2 credits
MEDA 498	Senior Project	2 credits

TOTAL: 42 - 44 credits

MINORS IN THE MEDIA ARTS

Communication: Requirement for the Minor

MEDA 110	Introduction to Communication	4 credits
Eight additional MEDA credits from all courses listed below, 4 must be upper-division.		8 credits
12 credits of elective courses, including 4 upper-division credits from the courses listed below. A minimum of 4 credits must be taken from *each* of the three categories. All courses are 4 credits unless noted (*).		12 credits

Perceiving Self and Culture

ANTH 317	Sociology of Popular Culture
IS 201	Intercultural Communication
IS 305	West Meets East: Developing Intercultural Competency
MEDA 201	Interpersonal Communication
PSY 160	Culture and Behavior
PSY 308	Social Psychology
SOC 208	Race: Inequality and Identity
SOC 217	Gender and Sexuality

Oration and Performance

MEDA 101	Fundamentals of Speaking*
MEDA 335	Advanced Speaking and Presentations*
MEDA 351	Advanced Intercollegiate Forensics*
THEA 110	Acting I: Fundamentals*
THEA 385	Eco-Theatre: Community and Performance

Mediated Communication

ANTH 202	Film, Text and Culture
MEDA 112	Media in Society
MEDA 122	Introduction to Digital Media*
MEDA 220	Film and Society*
MEDA 401	Narrative Film Theory and Criticism
POLS 221	Politics in Literature and Film*
POLS 301	Politics and the Media

TOTAL: 24 credits

Communication Design: Requirements for the Minor

MEDA 109/ARTST 109	Introduction to Communication Design	2 credits
ARTST 210	Observational and Expressive Drawing I	4 credits
ARTST 119	Introduction to Digital Imaging	2 credits
OR		
MEDA 122/CS 122	Introduction to Digital Media	2 credits
ARTST 218	Digital Illustration I	4 credits
MEDA 319	Information Design	4 credits
MEDA 363	Publication Editing and Design	4 credits
MEDA 475	Internship	2 credits
OR		
MEDA 460	Design Workshop	2 credits

TOTAL: 22 credits

Film and Video Production: Requirements for the Minor

MEDA 120	Film History and Analysis	4 credits
MEDA 250	Elements of Production	4 credits
MEDA 320	Narrative Production: From Script to Screen	4 credits
MEDA 322	Post Production	4 credits
Choose two courses from the following:		
MEDA 302	Documentary: Studies and Practice	4 credits
MEDA 303	Experimental Studies and Practice	4 credits
MEDA 304	Contemporary Explorations in Video	4 credits
MEDA 306	Animation: Studies and Practice	4 credits
MEDA 353	Video for Community Engagement: Mentoring	4 credits
MEDA 401	Narrative Theory and Criticism	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits

TOTAL: 24 credits

Film Studies: Requirements for the Minor

MEDA 120	Film History and Analysis	4 credits
MEDA 250	Elements of Production	4 credits
MEDA 401	Narrative Theory and Criticism	4 credits
Choose three courses from the following:		
MEDA 302	Documentary: Studies and Practice	4 credits
MEDA 303	Experimental Studies and Practice	4 credits
MEDA 304	Contemporary Explorations in Video	4 credits
MEDA 306	Animation: Studies and Practice	4 credits
MEDA 353	Video for Community Engagement: Mentoring	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits

Any approved film or literature-related courses offered by other departments including, but not limited to, English, Politics and Government, and World Languages. Courses must be approved by professor Jennifer Hardacker.

TOTAL: 24 credits

General Media Arts: Requirements for the Minor

MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
MEDA 240	Writing for the Media	4 credits
MEDA 250	Elements of Production	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits
One 4-credit upper-division Media Arts elective		4 credits

TOTAL: 22 credits

Integrated Media: Requirements for the Minor

MEDA 122	Introduction to Digital Media	2 credits
ARTST 217 or 218	Digital Art I/ Digital Illustration I	4 credits
MEDA 260	Elements of Multimedia Design	4 credits
MEDA 265	Web Design	4 credits
MEDA 305	Designing for Electronic Media	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits

TOTAL: 22 credits

Journalism: Requirements for the Minor

MEDA 112	Media in Society	4 credits
MEDA 122	Introduction to Digital Media	2 credits
MEDA 240	Writing for the Media	4 credits
MEDA 340	Reporting	4 credits
MEDA 363	Publication Editing and Design	4 credits
OR		
MEDA 311	Electronic News	4 credits
MEDA 434	Mass Media Law and Ethics	4 credits

TOTAL: 22 credits

COURSES

MEDA-101 Fundamentals of Speaking
This course includes study of communication theory and the preparation and delivery of speeches. Students are expected to give a number of relatively short speeches before the class. Emphasis is on the development of speaking skills before an audience. Counts toward core requirement: Humanities (2010 catalog). 2 credits.

MEDA-109 Introduction to Communication Design
Students will explore the many ways in which design is used to enhance meaning, add value, and achieve desired outcomes with print and electronic communications while becoming conversant in many fundamental principles and techniques in the field of visual design. Also listed under ARTST 109. 2 credits.

MEDA-110 Introduction to Communication
An introduction to the study of human communication. Communication principles will be applied to interpersonal, small group, public, organizational and mass media contexts. Counts toward core requirement: Humanities. 4 credits.

MEDA-112 Media in Society
A survey of the evolution of the mass media and their role in society. Looks at historical development of print and electronic media as well as their status in today's world. Counts toward core requirement: Humanities. 4 credits.

MEDA-120 Film History and Analysis
Introduces the study of film by examining its history. Film movements, national cinemas, the development of technology, the evolution of the industry, and major directors are areas that are explored. Additionally, the course will introduce the student to film analysis by examining how the film's narrative form works in tandem with mise en scene, editing, cinematography and sound to create meaning. The course is international in scope and regular screenings are included. 4 hours plus additional film screening time. Counts toward core requirement: Humanities. 4 credits.

MEDA-121 Our Digital World
An exploration of the impact and effects of the Internet on all aspects of our lives as global citizens. This course examines the ethical, cultural, economic and political aspects of the Internet as a social technology. 2 credits.

MEDA-122 Introduction to Digital Media
An introduction to producing, editing and publishing computer-based media including computer graphics, Web sites, and streaming media. Includes a survey of modern communications formats such as blogs, podcasts, and social networks. Also listed as CS 122. 2 credits.

MEDA-150 Pacific Index
Working for the student newspaper in editorial, reporting, advertising, design and other capacities. May be repeated for credit. Pass/No Pass. 1 credit.

MEDA-151 Intercollegiate Forensics
Participating in intercollegiate forensics as part of the Pacific University team. May be repeated for credit. Pass/No Pass. 1 credit.

MEDA-153 Video for Community Engagement
This integrated video production and studies course, is designed to enable students to engage the ways that: video media can impact identity formation; video media can be a means for self-empowerment; video media-making can be a tool for community building; video media can be a powerful tool for social change. The class will engage in exercises meant to explore making meaning through video images. Finally, Students will partner with non-profit groups whose objective it is to assist or enrich the community, and the students will collaborate on a video project as a means to further the community group's goals and tell their story. These groups' goals may include issues of social welfare, advocacy, environmental issues, sustainability, etc. Students are encouraged to use their strengths from other disciplines to better

inform their storytelling. Meets 3 hours with substantial group production work outside of the classroom expected. MEDA 153 is designed for non-Film/Video majors with little or no prior production experience. Counts toward core requirement: Humanities (2010 catalog) and Civic Engagement. 4 credits.

MEDA-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

MEDA-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

MEDA-201 Interpersonal Communication
Examines the interpersonal dimension of communication. Principles, concepts, and theories of relationships will be analyzed, discussed and evaluated in their application to daily interaction. Emphasis on how interpersonal communication is structured and how it functions in transactions. Counts toward core requirement: Humanities (2010 catalog). 4 credits.

MEDA-220 Film and Society
Film and Society is a revolving topics course that examines major societal changes through the lens of a cinematic movement or genre. Film Noir and its reflection of post WWII anxieties in the US or the cinema of the French New Wave and its reflection of pre 1968 restlessness in France are examples of characteristic topics. Counts toward core requirement: Humanities. May be repeated for credit when topics vary. 2 credits.

MEDA-230 Sustainability & American Media
This course explores how the media deals with environmental issues associated with the "Green" movement of sustainability and the images of local, national and international environmental problems. It will give special examination to the emergence of the green movement as an important media issue beginning in the 1970s; the way print, broadcast and entertainment media have presented the environment; the culture which they create and the viewer/reader's responses to these messages. Students will learn textual analysis of environmental news stories (print and television), documentary films, and children's programming. The course will pay particular attention to how these messages argue for a particular view of the natural world and the human relationship with the environment. Also listed as ENV 241. 4 credits.

MEDA-240 Writing for the Media
A course in basic media writing with emphasis on writing for print and electronic media. Spring. 4 credits.

MEDA-250 Elements of Production
Study of the various elements that come together to create video projects. This class investigates the creative possibilities of visual storytelling. Students produce short pieces in the narrative, experimental and documentary form. Includes production planning, camerawork, lighting, sound, and editing. Some time spent in the studio for application of learned techniques. Substantial production work outside of class is required. Prerequisite: MEDA 120 with a minimum grade of C-. Counts toward core requirement: Humanities (2010 catalog). 4 credits.

MEDA-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

MEDA-260 Elements of Multimedia Design
Introduces students to the fundamental tools and principles in the development of multimedia applications and demonstrates the use of multimedia as a modern tool of communication. Prerequisite: CS 122 or MEDA 122. 4 credits.

MEDA-265 Web Design
A study and practice in the creation of Web sites and their underlying technologies. Students will approach web design from both an aesthetic and technical perspective. Historical and theoretical perspectives on the Web will also be addressed. Prerequisite: CS 122 or MEDA 122 with a minimum grade of C. Offered alternate years. 4 credits.

MEDA-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

MEDA-302 Documentary: Studies/Practice
The history, analysis and production of the documentary. Explores the documentary as personal essay, autobiography, journalism, political propaganda and social advocacy. Course provides a historical evolution of documentary form and students produce short documentary projects. Production work outside of class is required. Prerequisite: MEDA 250 with a minimum grade of C-. Counts toward core requirement: Humanities (prior to 2010 catalog). Offered alternate years. 4 credits.

MEDA-303 Experimental: Studies & Practice
The History, analysis and production of experimental film. Explores the creative and the innovative in film form and content through different movements in experimental film history. Students produce short experimental and personal projects. Production work outside of class is

required. Prerequisite: MEDA 120 and MEDA 250. 4 credits.

MEDA-304 Contemporary Explorations
This course will explore rotating contemporary topics such as sustainability, the environment, intercultural and interdisciplinary subjects through creative film/video productions. Emphasis will be placed in exploring a subject or a concept and expressing it in creative ways. Coursework could include installation projects, travel projects or collaborations between disciplines. Prerequisite: MEDA 320 with a minimum grade of C-. 4 credits.

MEDA-305 Designing for Electronic Media
Introduces students to the advanced tools and techniques associated with the design of rich media assets used for marketing and communication purposes. Prerequisite: ARTST 217 and MEDA 260. 4 credits.

MEDA-306 Animation: Studies & Practice
This course will introduce students to the art of animation from a historical, theoretical, and technical standpoint. Students will be introduced to different formats and techniques of animation and will get to experiment with various animation techniques as a part of the coursework. Prerequisite: MEDA 250 with a minimum grade of C-. 4 credits.

MEDA-311 Electronic News
A course on developing electronic news stories for broadcast and the web. Prerequisite: MEDA 112, MEDA 250, and MEDA 340. 4 credits.

MEDA-319 Information Design
A course in the many disciplines of information design. Students will apply design concepts and techniques to qualitative and quantitative data sets in order to improve their communicative aspects. Prerequisite: MEDA 109 or ARTST 109; and ARTST 218. 4 credits.

MEDA-320 Narrative Production: Script-Screen
With a focus on narrative modes of production, this class will guide students from project conception through principle photography. The class will cover short-screenplay writing and revision, storyboarding, production design, directing, sound recording and cinematography in the service of a creative narrative film production. Prerequisite: MEDA 250 with a minimum grade of C-. 4 credits.

MEDA-322 Post Production
This class is a continuation of MEDA 320 Narrative Production and will guide students in the post-production process of their narrative film project which they have shot. Students will develop the critical and technical skills necessary to take the project through the sound design and editing process. Prerequisite: MEDA 320 with a minimum grade of C-. 4 credits.

MEDA-332 Screenwriting
Scriptwriting will familiarize the beginning screenwriter with the principles of screenplay structure and writing for the screen. We will study previously written scripts and produced films as well as screenwriting structure and form. Through exercises, readings, screenings and the workshop of students' writing, we will examine dramatic structure, plot, scene construction, character arc and re-writing. Prerequisite: ENGW 201, ENGW 202, or ENGW 203. 4 credits.

MEDA-333 Directing for Stage and Screen
A director shares his or her vision with collaborators and sees it through to a fully realized expression in time and space. In this course, students who aspire to work in theatre, film, and other media will learn skills and gain practice in responding to texts; developing robust concepts; communicating with actors, designers, and other collaborators; making eloquent staging choices to enhance storytelling; and managing multi-faceted projects. Throughout the semester, our touchstone will be the relationship between artistic vision and practical decision-making. We will also look at and learn from the work of seminal theorists and practitioners. Also listed as THEA 333. Prerequisite: THEA 110 and THEA 120; or MEDA 250. 4 credits.

MEDA-335 Advanced Speaking & Presentations
As an extension of MEDA 101, this course explores the advanced theoretical and practical skills necessary for delivering a variety of oral presentations. Students are required to give at least two individual presentations and one group presentation. Strong emphasis is placed on the development of critical thinking, organization, and oral presentation skills. Prerequisite: MEDA 101. Counts toward core requirement: Humanities (2010 catalog). 2 credits.

MEDA-340 Reporting
Development of news-gathering and reporting skills, and techniques for the mass media. Prerequisite: MEDA 240. Offered alternate years. 4 credits.

MEDA-350 Integrated Media Production
Explores the use of advanced multimedia tools in the development of a significant multimedia project. Students combine the various fundamental principles of design and human technology interface to create a single interactive multimedia application for an external client. Prerequisite: MEDA 360. 4 credits.

MEDA-351 Advanced Intercollegiate Forensics
Participate in intercollegiate forensics as part of the Pacific University Speech Team. Travel to other schools to compete in open divisions of Public Address, Interpretations of Literature, Limited Preparation or Debate styles of competition. Particular emphasis is placed on the development of oral and written communication skills, critical analysis and research. Prerequisite: MEDA 335. May be repeated for credit. Pass/No Pass. 2 credits.

MEDA-353 Video: Community Engagement Mentor
This integrated video production and studies course, is designed to enable students to engage the ways that: video media can impact identity formation; video media can be a means for self-empowerment; video media-making can be a tool for community building; video media can be a powerful tool for social change. Students enrolled in MEDA 353 act as mentors to the students enrolled in 153. Mentoring will involve: learning what it is to be a mentor and creating a video project that explores this topic, working with 153 students which includes tutoring, assisting in production, and leading several class meetings. Meets 3 hours with substantial group production work outside of the classroom expected. Prerequisite: MEDA 320. Counts toward core requirement: Humanities (2010 catalog) and Civic Engagement. 4 credits.

MEDA-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

MEDA-360 Integrated Media Proj Design
Provides students the opportunity to apply their advanced knowledge of interactive media to the planning and design of a major project. Using industry-standard project management methodologies, students develop a complete specification to define an interactive solution for an external client. Students are strongly encouraged to enroll in MEDA 350 in the following semester. Prerequisite: MEDA 260. 4 credits.

MEDA-363 Publication Editing & Design
Copy editing and print layout and design techniques with the emphasis on publication editing and design. Prerequisite: Junior standing or above (60 or more completed credits). Alternate years. 4 credits.

MEDA-364 Journal Editing & Publishing
Scholarly publishing is a vital industry, providing a venue for sharing the results of research, study and creative activities. This course will explore the process through which scholarly writing is solicited, reviewed, accepted and prepared for publication, both in a traditional print environment and in the growing online environment. A variety of issues related to scholarly communications - including economics, open access publishing models and citation metrics - will be discussed. Students will have the opportunity to participate in mock editorial/review processes and to hear from a variety of guest speakers actively involved with scholarly journals. Prerequisite: ENGW 201, ENGW 202, or ENGW 203. 2 credits.

MEDA-370 Advanced Reporting
Investigation of in-depth reporting techniques with specific attention paid to background and analysis and the production of multi-source, multi-part stories. Emphasis is in idea conception and development as well as information gathering and packaging. Prerequisite: MEDA 340. Offered alternate years. 4 credits.

MEDA-391 Junior Seminar in Film/Video
Students will learn and practice film production development including research methods, scriptwriting and directing actors, thus preparing them for their own independent film projects. Students will be instructed in pathways beyond Pacific; for example, identifying entry-level positions in their chosen field, developing a resume, and setting up a job-shadow or internship experiences, as well as how to find and apply to graduate programs. Prerequisite: Junior standing or above (60 or more completed credits), declared Media Arts Film/Video major, and MEDA 320. 2 credits.

MEDA-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

MEDA-401 Narrative Film Theory & Criticism
Explores a Film Movement, genre, or director to explore major film theories and movements, with an emphasis on contemporary issues in film theory (feminist, post-colonial, etc.) Prerequisite: MEDA 120 with a minimum grade of C-. Counts toward core requirement: Humanities (2010 catalog). May be repeated for credit. 4 credits.

MEDA-425 Special Topics in the Media Arts
A rotating topics course that focuses on important and timely media-related issues related to the social, cultural, creative, ethical, and legal landscape of media creation, distribution, and utilization. May be repeated when content varies. Offered intermittently. 4 credits.

MEDA-434 Mass Media Law and Ethics
A study of the legal and ethical parameter in which the media work. Prerequisite: Senior standing (90 or more completed credits) and MEDA 112. 4 credits.

MEDA-450 Pacific Index-Management
Working in an editorial or advertising management position for the student newspaper. Instructor's consent required. May be repeated for credit. Pass/No Pass. 2 credits.

MEDA-455 Special Topics
See department for course description. Credits: 1.00 - 4.00

MEDA-460 Design Workshop
Students will be part of a 'design team' that works with clients from on campus and in the community to design and create professional quality print and online communications and marketing collateral. May be repeated for credit. Prerequisite: Junior standing or above (60 or more completed credits) and MEDA 319. Pass/No Pass. 1-2 credits.

MEDA-475 Internship
An internship consists of a field experience in a student's specific career choice. Application of theories is emphasized. Internship contract required. Pass/No Pass. Credits: 1.00 - 14.00

MEDA-480 Internship Seminar
An intensive review of internship experiences with emphasis on the media work experience and the community in which the experience was gained. Prerequisite: Approved internship. Instructor's consent required. Students may not receive credit for MEDA 475 and MEDA 480 for the same internship experience. May be repeated once for credit. Pass/No Pass. 1-4 credits.

MEDA-491 Senior Capstone Film/Video
The Film/Video student creates a video or film studies project that demonstrates a culmination of the student's instruction in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on planning, research and proposal of the project. Prerequisite: Senior standing (90 or more completed credits) and must be a Film/Video major. Instructor's consent required. 2 credits.

MEDA-492 Senior Capstone Film/Video
Second half of the year-long Film/Video Capstone Project. The emphasis is on the execution and finessing of the project. Prerequisite: MEDA 491. 2 credits.

MEDA-493 Senior Capstone Integrated Media
The Integrated Media student creates an interactive and/or Web-based project that demonstrates a culmination of the student's education and experience in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on the planning, research and design of the project. Prerequisite: Senior standing (90 or more completed credits) and must be an Integrated Media major. Instructor's consent required. 2 credits.

MEDA-494 Senior Capstone Integrated Media
Second half of the year-long Integrated Media Capstone Project. The emphasis is on the development, testing, and delivery of the project. Prerequisite: MEDA 493. 2 credits.

MEDA-497 Senior Capstone Journalism/General Media
The student will engage in research or the creation of a written or visual project that demonstrates a culmination of the student's education and experience in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on the planning, research and design of the project. Prerequisite: Senior standing (90 or more completed credits) and must be a Journalism or General Media major. Instructor's consent required. 2 credits.

MEDA-498 Senior Capstone Journalism/General Media
Second half of the year-long Journalism/General Media Capstone Project. The emphasis is on the writing, design, and publication or distribution of the project. Prerequisite: MEDA 497. 2 credits.

MUSIC

Scott Tuomi, Chair; Michael Burch-Pesses, Christine Korb, Dijana Ihas, Bryce Seliger, Tim Stephens

Instructors/Accompanists

Hannah Brewer, Accompanist
Lars Campbell, Instructor in Low Brass
Janet Coleman, Accompanist
Steve Conrow, Instructor in Trumpet
Arlyn Curtis, Instructor in Bass
Cessaries Galusha, Instructor in Piano
Les Green, Instructor in Voice
Dijana Ihas, Assistant Professor, Viola
Alan Juza, Instructor in Oboe
Steve Kravitz, Instructor in Woodwinds
Konstantin Kvach, Instructor in Voice
Adam LaMotte, Instructor in Violin/Viola
Doug McMickle, Instructor in Guitar
Angela Niederloh, Instructor in Voice
Melissa Parkhurst, Instructor in Musicology and Ethnomusicology
Jeff Peyton, Instructor in Percussion
Anne Reed, Instructor in Voice
Noah Seitz, Instructor in Cello
David Rivas, Accompanist
Kelli Brown Stephens, Instructor in Piano
Tamara Still, Instructor in Organ
John Stowell, Instructor in Jazz Guitar
Scott Tuomi, Professor, Voice
Harold Vreeland, Instructor in Clarinet
Santha Zaik, Instructor in Horn

The Music Department offers the following General Studies courses for students with little or no previous experience in music (Note: All 4-credit and 2-credit Music courses, as well as select 1-credit ensembles, count toward satisfying the Arts requirement in the Academic Core):

MUS 101	Introduction to Classical Music	4 credits
MUS 102	History of Jazz and Rock	4 credits
MUS 110	Music Notation	4 credits
MUS 131	Introduction to MIDI Lab	1 credit
MUS 181	Class Voice I	1 credit
MUS 182	Class Voice II	1 credit
MUS 183	Class Piano I	1 credit
MUS 184	Class Piano II	1 credit
MUS 187	Class Guitar I	1 credit
MUS 188	Class Guitar II	1 credit
MUS 241	Introduction to World Music	4 credits
All performing ensembles	0 or 1 credit	
Private instruction		0.5 or 1 credit

Ensembles are open to all students. See course descriptions.

MUS 151/352	Jazz Band
MUS 153/353	Concert Choir
MUS 158/358	Orchestra
MUS 159/359	Chamber Ensembles (various)
MUS 163/363	Chamber Singers
MUS 165/365	Symphonic Band
MUS 167/367	Jazz Choir

Ensemble courses may be counted as upper-division credits in the junior and senior years. Ensemble courses are considered activity courses. 8 credits may be taken as activity courses toward the 124 credits required for graduation.

MUSIC PROGRAMS

The Music Department offers:

- Bachelor of Arts in Music
- Bachelor of Arts in Music: Performance Emphasis
- Bachelor of Arts in Music Education
- Minor in Music
- Bachelor of Music Therapy

Music majors and Music Therapy students are allowed to apply a maximum of 60 credits in Music toward graduation. The remaining 64 credits must be from other academic disciplines. To conveniently facilitate compliance with this regulation, Music majors are encouraged to complete an academic minor in another discipline.

The Department of Music is accredited by the National Association of Schools of Music. It is also accredited by the Oregon Teacher Standards and Practices Commission and fulfills five major functions within the University:

- provides access to courses in music for all students of the University regardless of their previous involvement or experience
- provides opportunities for active music-making in a variety of instrumental and vocal ensembles for all interested students, faculty, staff and members of the community
- prepares elementary and secondary teachers of music
- provides applied music instruction in voice, wind, percussion, string and keyboard instruments and offers degrees with performance emphasis in voice and piano
- prepares students for graduate study in music

The Music Department at Pacific University seeks to prepare students:

- for lifelong interest, participation and enjoyment in music
- to become informed audience members (intelligent listeners and evaluators) of music and musical performances
- to be functionally literate in the language of music-reading, writing, speaking and listening
- to pursue active music-making, both vocally and instrumentally
- to create their own music
- to discover relationships between music, the other arts and disciplines other than the arts
- to broaden and deepen their understanding of the music of our cultural heritage
- to increase their appreciation of musical systems and traditions of cultures other than our own
- to become more proficient in the music technologies appropriate to their areas of musical interest
- to prepare for careers in elementary and secondary music education
- to pursue rigorous and dedicated activity as performers specializing in voice or piano
- to prepare for graduate study in music composition, music education or performance

Music Core Courses: Required for all Bachelor of Arts in Music majors

Music Theory:		16 credits
MUS 111	Music Theory I	
MUS 112	Music Theory II	
MUS 211	Music Theory III	
MUS 212	Music Theory IV	
Music History:		4 credits
MUS 220	Music Survey I	
MUS 221	Music Survey II	
Ensembles:		8 credits
Large ensemble appropriate to the student's instrument or voice each semester in residence		
MUS 153/353	Pacific University Concert Choir	
MUS 158/358	Orchestra	
MUS 163/363	Chambers Singers	
MUS 165/365	Symphonic Band	
Applied Music:		8 credits
Private instruction with a Pacific University instructor every semester in residence		
(MUS 171, 172, 271, 272, 371, 372, 471, 472)		

Piano: (or pass the Piano Proficiency Test)		2 credits
MUS 185*	Functional Piano I	
MUS 186*	Functional Piano II	
Recital Attendance:		
MUS 100 (0-credit) seven semesters		0 credit

* Waived for students who pass the Piano Proficiency Test without enrolling in these courses

TOTAL: 38 credits

Music: Requirements for the Major

Music Core Courses		38 credits
Music History (one of the following):		4 credits
MUS 321	Music History: Antiquity to 1585	
MUS 322	Music History: 1585-1809	
MUS 323	Music History: Classis/Romantic	
MUS 324	Music History: The 20th Century	
Required Courses		
Electives in Music (with a minimum of 2 upper-division credits)		12 credits
Music Capstone: MUS 495	2 credits	

TOTAL: 56 credits

Music Education: Requirements for the Major

Music Core Courses		38 credits
Techniques and Methods: choose four*:		4 credits
MUS 181	Class Voice	
MUS 233	String Methods	
MUS 234	Woodwind Methods	
MUS 235	Brass Methods	
MUS 236	Percussion Methods	
Music Education:		12 credits
MUS 284	Teaching Music	
MUS 301	Music in the Elementary School	
MUS 302	Music in Secondary School (choral)	
OR		
MUS 303	Music in Secondary School (instrumental)	
Conducting:		4 credits
MUS 282	Basics of Conducting	
MUS 482	Instrumental Conducting	
OR		
MUS 483	Choral Conducting	
Required Courses:		
MUS 241	Introduction to World Music	4 credits
MUS 310	Orchestration and Arranging	2 credits
MUS 495	Music Capstone	2 credits

* A Music education major is to take the methods courses not representing the family of his or her major instrument or voice.

Note: This curriculum does not include teaching licensure/certification. Students majoring in Music Education and seeking licensure to teach in public schools may elect one of two paths: 1) They may complete licensure courses through the College of Education concurrently with or

following undergraduate study (34 credits), typically requiring an additional year beyond the baccalaureate degree, or degree and licensure in five years; or 2) pursue a Master of Arts in Teaching degree (twelve-month program) which includes licensure requirements. Licensure requirements can be found in the Pacific University College of Arts and Sciences Catalog under Education/Required Professional Courses for Early Childhood & Elementary School Authorizations or Middle School and High School Authorizations, as appropriate; and Master of Arts in Teaching requirements can be found in the College of Education section of the Pacific University Graduate and Professions Catalog.

TOTAL: 66 credits

Music: Requirements for the Major with a Performance Emphasis

This emphasis is for students whose primary instrument is voice or piano.

Vocal Performance

Music Core Courses		38 credits
Required Courses:		
MUS 326	Song Literature	4 credits
MUS 282	Basics of Conducting	2 credits
MUS 490	Intro to Vocal Pedagogy	4 credits
MUS 351	Diction for Singers	2 credits
MUS 394	Junior Recital	1 credit
MUS 494	Senior Recital	2 credits
Electives in Music		4 credits

TOTAL: 57 credits

Vocal performance majors are also encouraged to take courses in European languages, including German, French and Italian, THEA 110 Acting I: Fundamentals, and any introductory course in Dance.

Piano Performance

Music Core Courses:		38 credits
Music History (one of the following):		4 credits
MUS 321	Music History: Antiquity to 1585	
MUS 322	Music History: 1585-1809	
MUS 323	Music History: Classis/Romantic	
MUS 324	Music History: The 20th Century	
Required Courses:		
MUS 282	Basics of Conducting	2 credits
MUS 491	Piano Pedagogy	2 credits
MUS 391	Piano Literature	2 credits
MUS 394	Junior Recital	1 credit
MUS 494	Senior Recital	2 credits
Electives in Music		4 credits

TOTAL: 55 credits

Instrumental Performance

Music Core Courses	38 credits
Required Courses:	
MUS 282 Basics of Conducting	2 credits
Methods Courses (as appropriate) (MUS 233, 234, 235, 236)	2 credits

Two upper-division electives in Music History from the following courses: 8 credits
MUS 321 Music History: Antiquity to 1585
MUS 322 Music History: 1585-1809
MUS 323 Music History: Classic/Romantic
MUS 324 Music History: The 20th Century

Recitals:

MUS 394 Junior Recital	1 credit
MUS 494 Senior Recital	2 credits

TOTAL: 53 credits

At the end of the second year of music study, the progress of Music majors and minors will be assessed to evaluate the student's potential to complete upper-division music requirements.

Music courses fulfilling requirements for the Music Major or Music Minor must be passed with a grade of "C-" or higher.

Music: Requirements for the Minor

MUS 111	Music Theory I	4 credits
MUS 112	Music Theory II	4 credits
MUS 220	Music Survey I	
MUS 221	Music Survey II	2 credits
MUS 185*	Functional Piano I	1 credit
MUS 186*	Functional Piano II	1 credit
MUS 100	Recital Attendance (four semesters)	0 credit
Applied Music on student's primary instrument or voice (Mus 171, 172, 271, 272)		2 credits
Large Ensembles (appropriate to instrument/voice: MUS 153, 158, 163, 165)		4 credits

*Waived for students who pass the Piano Proficiency Test without enrolling

TOTAL: 20 Credits

OTHER REQUIREMENTS
Students of piano at the 300-level or above are required to provide designated departmental accompanying, which substitutes for major ensemble participation. Pianists accompanying a departmental ensemble are to enroll for that ensemble. Those engaged in other departmental accompanying are to enroll in MUS 280.

BACHELOR OF MUSIC THERAPY

With the combination of an aging population and the growing acceptance of the healing powers of music, Music Therapy is one of the fastest growing fields in music today. The discovery of new applications for music in the health professions has caused and increased demand for board certified music therapists.

Music Therapy: Requirements for the Major

Music Foundation

MUS 100	Recital Attendance (seven semesters)	0 credits
MUS 185*	Functional Piano I	1 credit
MUS 186*	Functional Piano II	1 credit
MUS 187	Functional Guitar	1 credit
MUS 182	Functional Voice	1 credit
MUS 111	Music Theory I	4 credits
MUS 112	Music Theory II	4 credits
MUS 211	Music Theory III	4 credits
MUS 212	Music Theory IV	4 credits
MUS 220	Music Survey I	2 credits

MUS 221	Music Survey II	2 credits
MUS 282	Conducting	2 credits
MUS 236	Percussion Methods	1 credit
MUS 131	Midi-Lab	1 credit
MUS 495	Music Capstone	2 credits

* Waived for students who pass the Piano Proficiency Test without enrolling in these courses

Ensembles: 0-4 credits

Large ensemble appropriate to the student's instrument or voice for four semesters

MUS 153/353	Pacific University Concert Choir
MUS 158/358	Orchestra
MUS 163/363	Chambers Singers
MUS 165/365	Symphonic Band

Applied Music: 6 credits

Private instruction with a Pacific University instructor for 6 semesters
(MUS 171, 172, 271, 272, 371, 372, 471, 472)

Music Therapy Courses

MT 190	Introduction to Music Therapy	2 credits
MT 290	Clinical Processes in Music Therapy 1	2 credits
MT 390	Clinical Processes in Music Therapy 2	2 credits
MT 391	Theory and Practice with Children	2 credits
MT 392	Theory and Practice with Adults	2 credits
MT 491	Psychology of Music	4 credits
MT 493	Research in Music Therapy	4 credits
MT 496	Improvisation and Songwriting for Music Therapy	2 credits
MT 494	Clinical & Professional Issues in Music Therapy	1 credit
MT 295, 296, 395, 396	Music Therapy Practicum	4 credits

Additional Competency Requirements*

PSY 211	Abnormal Psychology	4 credits
PSY 358	Psychology of Ethnic Diversity	4 credits
SOCWK 325	Counseling & Interviewing Techniques	4 credits
PHIL 307	Medicine, Ethics and Health Care	4 credits
OR		
PHIL 202	Ethics and Society	
SOC 301	Social Statistics	4 credits
OR		
PSY 350	Behavioral Statistics	
OR		
MATH 207	General Elementary Statistics	4 credits
BIOL 110	Human Biology	4 credits
OR		
BIOL 224	Human Anatomy	

*These competency requirements also fulfill key core requirements.

TOTAL: 85-89 credits (plus fifth-year internship)

Fifth-Year Music Therapy Internship:

MT 498	Clinical Internship I	12 credits
MT 499	Clinical Internship II	12 credits

COURSES

MT-190 Introduction to Music Therapy
An overview of the history, theories and current practice of music therapy in various clinical settings and to the many populations served by the discipline. This course includes field observations and is open to all students and professions interested in learning more about the field. 2 credits.

MT-290 Clinical Processes in Music Therapy 1
This course serves as an overview of the therapeutic use of music and is an introduction to the music therapy clinical process with cases that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observation, data collection, session design, evaluation and documentation will be covered. Prerequisite: MT 190. 2 credits.

MT-294 Music Therapy Practicum 1
Supervised field experience co-facilitating sessions with children. In addition to clinical work, students participate in a weekly on-campus seminar. Prerequisite: MT 190. 1 credit.

MT-296 Music Therapy Practicum 2
Supervised field experience facilitating sessions with physically challenged clients. In addition to clinical work, students participate in a weekly on-campus seminar. Prerequisite: MT 294. 1 credit.

MT-390 Clinical Processes in Music Therapy 2
This course will continue deepening the scope of knowledge surrounding the clinical processes. Assessment, observation, goals and objectives, data collection, evaluation and documentation will be reviewed. A variety of musical skills and techniques for the design and implementation of music therapy will be explored. Prerequisite: MT 290. 2 credits.

MT-391 Theory & Practice With Children
Study of methods and techniques in music therapy with children with disabilities and the disorders and treatment methods utilized with children and adolescents. Students will learn the developmental patterns of infants, children, and adolescents, combined with strategies to foster coping skills and improvement. Prerequisite: MT 290. 2 credits.

MT-392 Theory & Practice With Adults
Clinical strategies/approaches/competencies in exceptionality relevant to work with adult psychiatric patients and older adults. Developmental theories of adulthood, ethical considerations, psychotherapeutic models and their relationship to music therapy clinical practice will be addressed. Prerequisite: MT 391. 2 credits.

MT-394 Music Therapy Practicum 3
Supervised field experience facilitating sessions with emotionally challenged adults. In addition to clinical work, students participate in a weekly on-campus seminar. Prerequisite: MT 296. 1 credit.

MT-396 Music Therapy Practicum 4
Supervised field experience facilitating sessions with clients of student's preference in preparation of internship population. In addition to clinical work, students participate in a weekly on-campus seminar. Prerequisite: MT 394. 1 credit.

MT-397 Music Therapy Practicum 5
Supervised clinical experience to take place in Hawaii. Occurs over a summer, offered periodically. Not required but suggested. Prerequisite: MT 396. 1 credit.

MT-491 Psychology of Music
An in-depth study of the psychological foundations of musical behavior including human response to music, music preference and ability, psycho-acoustical parameters, and research in the field. Prerequisite: PSY 150. MT 190 recommended. 4 credits.

MT-493 Research in Music Therapy
Experiences in reading, interpreting and creating ideas for qualitative and quantitative research. Interpretation of statistical analysis is also expected in this course. Prerequisite: MT 491. 4 credits.

MT-494 Clinical/Prof Issues in Music Therapy
This senior capstone course covers issues and trends in the field and prepares the student for the music therapy internship. Reimbursement, marketing, grant writing, the development of a music therapy business proposal and a professional presentation are course highlights. Prerequisite: MT 394.

MT-496 Improv & Songwriting for Music Therapy
This course is designed to provide improvisatory and songwriting skills for use in the clinical setting. Students will develop musical and interactive skills and will practice leadership and facilitation skills as related to improvisation and songwriting with clients. Preqrequisite: MT 296. 2 credits.

MT-498 Clinical Internship I
A supervised 6-9 month internship at an AMTA approved site or a University Affiliated Internship site is a graduation requirement and culminates in the eligibility to sit for the national examination administered by the Certification Board for Music Therapy. This course is semester 1 of a two-semester sequence. Prerequisite: MT 396. 12 credits.

MT-499 Clinical Internship II
A supervised 6-9 month internship at an AMTA approved site or a University Affiliated Internship site is a graduation requirement and culminates in the eligibility to sit for the national examination administered by the Certification Board for Music Therapy. This course is semester 2 of a two-semester sequence. Prerequisite: MT 498. 12 credits.

MUS-100 Recital Attendance
All music majors must enroll in recital attendance for seven semesters and attend at least seven performances per semester. All music minors must enroll in recital attendance for four semesters and attend at least five performances per term. May be repeated. Pass/No Pass. 0 credits.

MUS-101 Introduction to Classical Music
This course pursues the development of listening skills, principally with respect to the traditions of Western Classical Music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. Previous musical knowledge or experience is neither required nor assumed. Offered each semester. 4 credits.

MUS-102 History of Jazz and Rock
Surveys the impact of jazz and rock music from both the social/historical and the musical points of view. Emphasis is placed on historical context and development of aural skills. The time frame will be 1900 to the present. Offered Fall semester. 4 credits.

MUS-110 Music Notation
Introduction to the expressive elements of music and musical notation. Topics include rhythm, scales, keys, intervals, melody, harmony, texture, and form. Recommended for those preparing for the music theory sequence, elementary teachers, aspiring songwriters, and all those with a desire to read or write music. Emphasis on aural skills and music reading. No previous musical background necessary. Offered each semester. 4 credits.

MUS-111 Music Theory I
Introductory studies in harmony and counterpoint. Emphasis placed on scales, intervals, triads, non-harmonic tones and seventh chords. Projects will include students' original composition. Prerequisite: placement exam. Corequisite: MUS 100. Offered Fall semester. 4 credits.

MUS-112 Music Theory II
A continuation of MUS 111. Emphasis is on the harmonic, melodic, rhythmic and basic formal procedures of the common practice period. Primary topics will be secondary dominants, modulation, Neapolitan and Augmented sixth cords, modulation and analysis. Projects will include students' original compositions. Prerequisite: MUS 111. Corequisite: MUS 100. Offered Spring semester. 4 credits.

MUS-131 Introduction to MIDI Lab
Introduction to Musical Instrument Digital Interface (MIDI) fundamentals and its practical implications for music education and composition. Basic Macintosh computer skills required. 1 credit.

MUS-151 Jazz Band
A jazz band open to all University students. The band regularly performs with regionally and nationally-known soloists. Repertoire ranges from early Jazz and Big Band to Jazz/Rock fusion. Audition required. May be repeated for credit. 0-1 credit.

MUS-153 Pacific Univ. Concert Choir
This class is designed to provide a large ensemble choral experience for students of all ability levels. Students will learn basic vocal and choral techniques including breath support, correct posture, diction, tone production, blend and balance. Additionally, basic musicianship and performance skills will be taught through the rehearsal and performance of a diverse selection of choral literature from a variety of historical periods, styles and cultures. Fulfills Music major/minor large ensemble requirement. May be repeated for credit. 0-1 credit.

MUS-155 Special Topics
See department for course description. **Credits: 0.00 - 6.00**

MUS-158 Orchestra
A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The orchestra performs major concerts of standard orchestral literature each semester and for other various events. Counts as upper division credit for upper division students. Prerequisite: Audition and high school level or better ability to play a string, woodwind, brass, or percussion instrument. May be repeated for credit. 0-1 credit.

MUS-159 Chamber Ensembles
Small ensembles of many different instrumentations and voices open to Pacific students, faculty, staff, and other interested members in the community. Works from all periods and of all styles are studied. It is the responsibility of the students to form an appropriate ensemble and arrange for the appropriate faculty member to provide coaching prior to enrolling in the course. This course counts toward Activity Credit (not large ensemble such as Orchestra, Symphonic Band, Chamber Singers, and Concert Choir) for music majors and minors. Co-requisite for string players: MUS 158. Prerequisite for string players and/or all MUS 159 string sections: audition. Prerequisite for MUS 159-06, MUS 159-07 and MUS 159-08: audition. May be repeated for credit. 0-1 credit.

MUS-163 Chamber Singers
A select mixed ensemble that performs regularly both on campus and off campus. Open to all students. Rehearsal and performance of choral literature from the Renaissance to the present. Three to five major performances per year, plus participation in choral festivals and tour on alternate years. Audition required. May be repeated for credit. 0-1 credit.

MUS-165 Symphonic Band
A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The band performs major concerts of standard wind ensemble literature each semester and for other various events. Prerequisite: high school level or better ability to play a wind or percussion instrument. May be repeated for credit. 0-1 credit.

MUS-167 Jazz Choir
This ensemble is a performance outlet for singers, both majors and non-majors, who wish to explore jazz from a vocal perspective. Performances will be both on and off campus and participation in Northwest Vocal Jazz Festivals is also planned. Prerequisite: audition. May be repeated for credit. 0-1 credit.

MUS-171 Applied Music: 1st Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. 0.5 or 1.0 credit.

MUS-172 Applied Music: 2nd Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 171 with minimum grade of C. 0.5 or 1.0 credit.

MUS-181 Class Voice
A course designed for non-music majors to improve their singing skills. Emphasis is placed on improving the vocal technique, breath support, and tone quality of each member of the class in a no-pressure, supportive group situation. Offered Fall semester. 1 credit.

MUS-182 Class Voice II
A continuation of MUS 181, this course explores vocal technique for those with some previous knowledge of singing who seek improvement as soloists and/or choral singers. Students study both classical and contemporary (musical theatre) literature and perform selections in a supportive group environment. Prerequisite: MUS 181. 1 credit.

MUS-183 Class Piano I
Class piano for non-music majors/minors with little or no basic music or piano skills; scales, arpeggios, chords, and reading skills necessary for the playing of piano for personal enjoyment. 1 credit.

MUS-184 Class Piano II
A continuation of MUS 183. Prerequisite: MUS 183. 1 credit.

MUS-185 Functional Piano I
Class piano for music majors/minors with little or no basic piano skills; scales, arpeggios, chords, and reading skills necessary for the playing of simple accompaniments in the public school or private studio. Prerequisite: Declared Music major or minor. 1 credit.

MUS-186 Functional Piano II
A continuation of MUS 185. Prerequisite: MUS 185. 1 credit.

MUS-187 Class Guitar I
An examination of various techniques and styles of guitar playing including chord formations, positions, tuning and tone quality. 1 credit.

MUS-188 Class Guitar II
A continuation of MUS 187. Prerequisite: MUS 187. 1 credit.

MUS-191 Beginning Jazz Improvisation I
Techniques and materials used in the performance of basic instrumental jazz styles such as the Blues and Standards. Studies will include jazz theory, keyboard harmony, solo transcription, and required listening. Prerequisite: MUS 112. 1 credit.

MUS-195 Independent Study
See department for details. Independent Study contract required.
MUS-211 Music Theory III
A continuation of MUS 112. Emphasis is on the melodic, harmonic, rhythmic, and basic formal procedures of selected Medieval, Renaissance, Baroque, Classical and Romantic schools and styles. Projects will include students' original compositions. Prerequisite: MUS 112. Corequisite: MUS 100. Offered Fall semester. 4 credits.

MUS-212 Music Theory IV
A continuation of MUS 211. This course examines the basic harmonic, melodic, rhythmic, and formal procedures of late 19th and 20th century music. Primary topics will be the extension of tonality, chromaticism, impressionism, quartal harmony, atonality, serialism, electronic media, and minimalism. Projects will include students' original compositions. Prerequisite: MUS-211 Corequisite: MUS-100. Offered Spring semester. 4 credits.

MUS-220 Music Survey I
This course serves as an introduction to Western Music History beginning with antiquity, continuing through medieval music, the Renaissance and concluding with the music of the Baroque period (1750). It is designed to give a historical overviews of the concepts, genres, theoretical practices and composers associated with these periods. The course will also address the significant social, political, artistic and historical events associated with these periods as a prerequisite to more advanced study in music history. Prerequisite: MUS 112. 2 credits.

MUS-221 Music Survey II
This course serves as an introduction to Western Music History beginning with the Classical period, continuing through the Romantic era and concluding with music of the 20th and 21st centuries. It is designed to give a historical overviews of the concepts, genres, theoretical practices and composers associated with these periods. The course will also address the significant social, political, artistic and historical events associated with these periods as a prerequisite to more advanced study in music history. Prerequisite: MUS 112. 2 credits.

MUS-233 String Methods
Laboratory classes in playing and teaching the string instruments of the orchestra. Violin, viola, cello or bass are presented with members of the class playing the instrument. Particular emphasis is given to the techniques of strong class teaching. Prerequisite: Declared Music major. 1 credit.

MUS-234 Woodwind Methods
Laboratory classes in playing and teaching the woodwind instruments. Flute, oboe, clarinet, saxophone, and bassoon are presented with emphasis on class teaching procedures, positions, and tone production, the care and minor repairs of the instruments. Prerequisite: Declared Music major. Offered alternate years. 1 credit.

MUS-235 Brass Methods
Laboratory classes in playing and teaching trumpet, trombone, baritone, French horn and tuba. Emphasis is placed on class teaching procedures, positions, tone production, and embouchure. Prerequisite: Declared Music major. Offered alternate years. 1 credit.

MUS-236 Percussion Methods
Laboratory classes in playing and techniques for teaching, tuning, and care of idiophones, and membranophones. Prerequisite: Declared Music major. Offered alternate years. 1 credit.

MUS-241 Introduction to World Music
Through lecture, discussion, structured listening and participation, students will explore various music cultures throughout the world including those in Japan, Eastern Europe, Latin America, Africa, Indonesia and India. In addition, the course includes an examination of Afro-American and Native American music as well as other less commonly known North American forms and genres. Also listed as ANTH 241. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

MUS-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

MUS-271 Applied Music: 3rd Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 172 with minimum grade of C. 0.5 or 1.0 credit.

MUS-272 Applied Music: 4th Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 271 with minimum grade of C. 0.5 or 1.0 credit.

MUS-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

MUS-280 Accompanying
A basic study of accompanying technique for both instrumental and vocal literature. The course addresses problems of balance, ensemble, texture, and interpretive style. Prerequisite: Declared Music major or minor. May be repeated for credit. 1 credit.

MUS-282 Basics of Conducting
Introduction to conducting gestures, movement and basic analysis of scores for both vocal and instrumental ensembles. Students will conduct other musicians with graded verbal and video feedback from the instructor. Prerequisite: MUS-112. This class is a prerequisite for MUS-482 and/or MUS-483. Offered alternate years. 2 credits.

MUS-284 Teaching Music
This course is designed to serve as the first music education course in the music education curriculum, as well as the survey of concrete applications to all who would like to learn how to incorporate music in their curriculum (preschool and classroom teachers). The course will provide an overview of the theorethical, philosophical, historical, social, and psychological foundations of teaching music. Its practical component will examine developmentally appropriate music teaching approaches from early childhood to adolescence along with the practicalities of motivating students, managing the classroom, and assessing learning outcomes. 4 credits.

MUS-295 Independent Study
See department for details. Independent study contract required. **Credits: 0.00 - 6.00**

MUS-301 Music in the Elementary School
An examination of techniques and materials for teaching classroom vocal and instrumental music in the elementary school for the prospective music specialist. Emphasis on lesson planning, Orff, Kodaly methods; the rote song, reading-readiness, the reading song, the rhythm program, the listening lesson, and creative music. Observation of music-making in the elementary school classroom and directed teaching. Prerequisite: MUS 112. Offered alternate years. 4 credits.

MUS-302 Music in Secondary Schools (Choral)
Selection and presentation of choral music for the high school and middle school; conducting skills refined; examination of typical problems encountered in high school and middle school ensembles; methods and materials for classroom as well as individual teaching; introduction to basic vocal techniques; curriculum development, and organizational practices. Observation in public schools. Prerequisite: MUS 212 and MUS 282. Offered alternate years. 4 credits.

MUS-303 Music in Secondary Schools (Instrument)
Selection and presentation of instrumental music for the high school; conducting skills; examination of typical problems encountered in high school music ensembles; methods and materials for classroom as well as individual teaching; introduction to basic instrumental techniques; curriculum development, and organizational practices. Observation. Prerequisite: MUS 212 and 282. Offered alternate years. 4 credits.

MUS-310 Orchestration and Arranging
Techniques of scoring and transcribing for various combinations of orchestral and band instruments. Prerequisite: MUS-212. Offered alternate years. 2 credits.

MUS-311 Counterpoint
Intensive studies in contrapuntal techniques and styles, species and modal, as they developed in music history. Prerequisite: MUS-212. Offered on an arrangement basis. 2 credits.

MUS-321 Music History: Antiquity to 1585
A study of musical development beginning in Ancient Greece and including Medieval, Renaissance, and early Baroque periods. Attention will also be given to the relationship among music, the visual arts, and historical events. Prerequisite: MUS 111. Offered Fall semester alternate years. 4 credits.

MUS-322 Music History: 1585-1809
A study of works from the early Baroque to the late Classic. The approach will be similar to that described for MUS-321. Prerequisite: MUS-111. Offered Fall semester alternate years. 4 credits.

MUS-323 Music History: Classic/Romantic
A study of works from the late Classic, though the Romantic to the early 20th century. The approach will be similar to that described for MUS-321. Prerequisite: MUS-112. Offered alternate years. 4 credits.

MUS-324 Music History: The 20th Century
Surveys the major trends in twentieth-century compositional thought and practice: chromatic tonality, atonality, serialism, neo-classicism, nationalism, avant-gardism, etc. Emphasis will be on various composers, approaches to the problems of tonal language. Prerequisite: MUS 112. Offered alternate years. 4 credits.

MUS-326 Song Literature
Surveys the development of the art song, beginning with the troubadour and the trouvere songs of the 13th century and extending through contemporary techniques in the genre. Score study and in-class performance required. An elective course for vocal performance majors/minors. Prerequisite: MUS-272, MUS-323, and MUS-324. Offered Fall semester alternate years. 4 credits.

MUS-341 Music in World Religions
This course will explore the use of music as an important expression of spiritual engagement. Students will participate in an examination of the various liturgical and musical practices found in the five primary world religions including: Christianity, Judaism, Islam, Hinduism and Buddhism. The course will examine how music is used to enhance liturgy, "engage the mind and move the heart" of participants in worship. ENGW 201 and a basic ability to follow musical notation recommended. Also listed as REL 341. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

MUS-351 Diction for Singers
An introduction to International Phonetic Alphabet and its application to the pronunciation of English, Italian, German, French, and Ecclesiastical Latin. A required course for vocal performance majors. Prerequisite: MUS 171 and 172. Offered Spring semester alternate years. 2 credits.

MUS-352 Advanced Jazz Band
This is an upper-division version of MUS 151. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. A jazz band open to all University students. The band regularly performs

with regionally and nationally-known soloists. Repertoire ranges from early jazz and Big Band to Jazz/Rock fusion. Audition required. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0-1 credit.

MUS-353 Advanced Concert Choir
This is an upper-division version of MUS 153. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0-1 credit.

MUS-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

MUS-358 Advanced Philharmonic Orchestra
This is an upper-division version of MUS 158. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The orchestra performs major concerts of standard orchestral literature each semester and for other various events. Prerequisite: Audition and high school level or better ability to play a string, woodwind, brass, or percussion instrument. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0-1 credit.

MUS-359 Advanced Chamber Ensembles
This is an upper-division version of MUS 159. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. Small ensembles of many different instrumentations and voices open to Pacific students, faculty, staff, and other interested members in the community. Works from all periods and of all styles are studied. It is the responsibility of the students to form an appropriate ensemble and arrange for the appropriate faculty member to provide coaching prior to enrolling in the course. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0-1 credit.

MUS-363 Advanced Chamber Singers
This is an upper-division version of MUS 163. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. A select mixed ensemble that performs regularly both on and off campus. Open to all students. Rehearsal and performance of choral literature from the Renaissance to the present. Three to five major performances per year, plus participation in choral festivals and tour on alternate years. Audition required. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0-1 credit.

MUS-365 Advanced Symphonic Band
This is an upper-division version of MUS 165. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The band performs major concerts of standard wind ensemble literature each semester and for other various events. Prerequisite: Junior standing or above (60 or more completed credits) and high school level or better ability to play a wind or percussion instrument. May be repeated for credit. 0-1 credit.

MUS-367 Advanced Jazz Choir
This is an upper-division version of MUS 167. Upper-division options for these practical courses recognize junior and senior students' leadership and advanced contributions to the performance process. This ensemble is a performance outlet for singers, both music majors and non-majors, who wish to explore jazz from a vocal perspective. Performances will be both on and off campus, and participation in Northwest vocal jazz festivals is also planned. Audition required. Prerequisite: Junior standing or above (60 or more completed credits). May be repeated for credit. 0 or 1 credit.

MUS-371 Applied Music: 5th Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 272 with minimum grade of C. 0.5 or 1.0 credit.

MUS-372 Applied Music: 6th Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the

sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 371 with minimum grade of C. 0.5 or 1.0 credit.

MUS-391 Piano Literature
A chronological study of standard and lesser known works for solo piano, from pre-Bach to the present. Consideration of editions and library techniques included along with regular short performances by class members. Prerequisite: piano major or minor. 2 hours.

MUS-394 Junior Recital
Candidates for the degree of Bachelor of Arts in Music Performance are required to research and perform one-half of a recital (one-half hour minimum). This course is also open to other majors and to qualified non-majors enrolled in Performance Studies. 1 credit.

MUS-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

MUS-413 Composition
Techniques of composition and arranging for various combinations of instruments and voices. Prerequisite: MUS 212. May be repeated for credit. 1 credit.

MUS-428 History of Singing on Stage
A comprehensive study tracing the development of opera and music drama through analysis, listening, and performance attendance. The course will concentrate on works beginning with Claudio Monteverdi and continue through modern innovations in the genre. An elective class for music majors/ minors. Prerequisite: MUS 112, 323, and 324. Offered Fall semester alternate years. 4 credits.

MUS-471 Applied Music: 7th Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 372 with minimum grade of C. 0.5 or 1.0 credit.

MUS-472 Applied Music: 8th Sem Private Lessons
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit per semester, are the norm for music majors; half-hour lessons, earning one-half credit, are the norm for music minors. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music for the first time. Prerequisite: MUS 471 with minimum grade of C. 0.5 or 1.0 credit.

MUS-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

MUS-482 Instrumental Conducting
A detailed study of conducting techniques and instrumental rehearsal procedures. The approach will be through music analysis, and will include beat patterns, body movements, and baton technique. Students will work with instrumental ensembles and conduct a work in concert. Prerequisite: MUS-212 and MUS-282. Offered alternate years. 2 credits.

MUS-483 Choral Conducting
A study of conducting techniques and choral rehearsal procedures to include the teaching of vocal production, breathing, diction, basic musicianship, and performance. Choral literature for ensembles of various age groups and experience will also be examined. In-class conducting and observation of choral performances. Score study. Prerequisite: MUS 212 and MUS 282. Corequisite: MUS 353 or MUS 363. Offered alternate years. 2 credits.

MUS-490 Introduction to Vocal Pedagogy
Laboratory classes in singing and teaching of voice. Emphasis is placed on class teaching procedures, tone production, and healthy singing techniques. Offered Spring semester alternate years. 4 credits.

MUS-491 Piano Pedagogy
Provides pianists with the skills to teach reading, techniques, and basic musical expression to beginning, intermediate, or advanced piano students. Prerequisite: Declared Music major or minor. 2 credits.

MUS-494 Senior Recital
Candidates for the degree of Bachelor of Arts in Music Performance are required to research and perform a full-length public recital of music (one hour minimum) from various periods during their senior year. Open to other students enrolled in Applied Music only with approval of the Music Department. Prerequisite: Declared Music major or minor. Corequisite: MUS 471 or MUS 472. 2 credits.

MUS-495 Music Capstone
The culminating event in undergraduate music study, Music Capstone is typically a half recital, meeting requirements similar to those of MUS 494. In consultation with the Music faculty, other formats such as lecture-recital, demonstrations, composition, or written thesis may be acceptable. Prerequisites: Senior standing (90 or more completed credits). Corequisite: MUS 471 or 472. Instructor's consent required. 2 credits.

OUTDOOR LEADERSHIP

Philip Friesen

The academic home of the Outdoor Leadership minor is with Exercise Science. The minor is directed by Phil Friesen who also leads Pacific's Outdoor Pursuits and Voyages programs. Students interested in this pursuit should consult with him as early as possible. Outdoor Leadership will prepare you to lead others in backpacking, canoeing and sea kayaking or rock climbing. You will learn leadership skills like judgment, group facilitation and risk management that you can use throughout your life

Outdoor Leadership: Requirements for the Minor

Complete all of the following:

HPER 157	Outdoor Recreation*	1 credit
OL 107	Wilderness First Responder*	2 credits
OL 207	Intro to Outdoor Leadership	2 credits
OL 307	Applied Outdoor Leadership	4 credits
OL 407	Outdoor Leadership Seminar	1 credit

Complete one of the following:

OL 475	Internship	2-4 credits
OL 395	Independent Study	2-4 credits

Complete one of the following course pairings:

HPER 158	Rock Climbing	1 credit
AND		
OL 308	Single Pitch Rock Climbing Instruction	2 credits
OR		
HPER 159	Coastal Sea Kayaking	1 credit
AND		
OL 309	Coastal Sea Kayaking Instruction	2 credits

Complete one of the following (Environmental & Sustainability Awareness):

ENV 260	Oregon Natural History	4 credits
ENV 321	Environmental Ethics	4 credits
ENV 200	Intro Environmental Science	4 credits
POLS 224	Environmental Politics	4 credits
ECON 333	Environmental Economics	4 credits
PSY 313	Environmental Psychology	4 credits

Complete one of the following (Working with Diverse Populations):

EXMB 315	Adapted Physical Activity (cross-listed as DS 315)	2 credits
SOC 208	Race: Inequality and Identity	4 credits
GSS 201	Intro Gender and Sexuality Studies	4 credits
PSY 358	Psychology of Ethnic Diversity in the US	4 credits
PHIL 240	Human Rights (cross-listed as PSJ 240)	2 credits
ENGW 202	Writing About Disability	4 credits
DS 204	Working with People with Disability	4 credits

TOTAL: 18-33 credits*

* Note that the credit range is attributable to course choices used to meet requirements and also the possibility to demonstrate HPER157 and/or OL107 knowledge and skills via non-credit routes.

COURSES

OL-107 Wilderness First Responder
Through lecture, lab and practical application, students will be introduced to the necessary skills for assessing and treating common medical problems in remote settings. The methods and common practices for wilderness medicine introduced in this course give students both a competency for treating injuries and illness and the experience that improves judgment which may prevent potential incidents. Successfully completing this course also offers a two year certification by the Wilderness Medicine Training Center. Additional course fees apply. Pass/No Pass. 2 credits.

OL-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

OL-207 Introduction to Outdoor Leadership
Introduction to the principles and practices of leading others outdoors. Focus on effective outdoor living skills, communication skills, understanding what a functional group looks like, facilitating group debriefs and having fun outdoors. Students will learn how to teach the following outdoor living skills using experiential education pedagogy: cooking, shelter building, weather prediction, navigation, equipment use & maintenance, clothing selection, travel techniques and health & sanitation. The instructor will model planning and effectively implementing the logistics for leading a weekend outdoor excursion. This class is for anyone interested in developing basic outdoor leadership skills. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: HPER 157. 2 credits.

OL-307 Applied Outdoor Leadership
The focus of this course is on developing students' judgment, decision making and critical thinking skills so that they can more effectively lead others on outdoor trips. Examination of case studies and student-led trips with instructor supervision to increase students' ability to handle challenging outdoor leadership experiences. Course will develop student's Risk Management, Planning & Logistics, Leadership, Environmental Integration and Education skills. Content also includes facilitating challenging experiences and decision making with groups. There will be three weekend outdoor trips where all of these skills are applied. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: OL 207 with minimum grade C-. 4 credits.

OL-308 Single Pitch Rock Instructor
Students will develop their ability to lead single pitch sport climbs and traditional climbs. Students will learn how to manage the group climbing site, teach climbing movement, build traditional anchors, rappel, clean routes and coach trip participants. Prerequisite: Pass HPER-158 and OL-107, and complete OL-207 with minimum grade of C-. 2 credits.

OL-309 Coastal Sea Kayaking Instructor
This course builds on the fundamentals of sea kayaking skills and introduces the student to group management on the water and navigation in more challenging waters. Mastery of chart and compass use, boat handling skills, multiday trip planning, and an eskimo roll are also addressed. Previous sea kayaking experience required. Prerequisite: Pass HPER-159 and OL-107; and complete OL-207 with minimum grade of C-. 2 credits.

OL-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

OL-407 Outdoor Leadership Seminar
This course will help students synthesize the principles, practices, theories, ethics and philosophy presented throughout the pursuit of the Outdoor Leadership minor. It will also look at how leadership skills learned in the minor can be applied to future professions in the outdoors and within other careers. Participation fee required. The fee is used for class outings (i.e. transportation, food, campsites and permits). If a student drops or withdraws from the class after some expenses have been accrued the student will be responsible for those expenses. Prerequisite: OL 307 with minimum grade C-. 1 credit.

OL-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

PACU

COURSES

PACU-100 Voyages
A variety of frontcountry, wilderness and social justice Voyage experiences are offered. Each Voyage combines a pre-Orientation adventure with and eight-week course that focuses on increasing conflict resolution skills, resilience, goal setting, and the effective use of campus resources. Pass/No Pass. 0-1 credit.

PACU-110 Passport for Sustainability
Sustainability means long-term cultural, ecologic and economic health and vitality. Sustainability is about actions that are ecologically sound, economically viable, and socially just and humane. This course will meet once per week during the spring semester. A variety of speakers (faculty from the College of Arts and Sciences, and outside speakers) will present material that focuses on sustainability. Faculty presentations/discussions will focus on how sustainability is addressed from their specific discipline. 1 credit.

PACU-146 Luau Company
Luau production activities (dance, music, technical). Minimum contribution of 30 documented hours. May be repeated for credit. Up to 8 activity credits may count toward the 124 credits required for graduation. Instructor's consent required. Pass/No Pass. 1 credit.

PACU-155 Special Topics
See department for course description. **Credits: 0.00 - 4.00**

PACU-255 Special Topics
See department for course description. **Credits: 0.00 - 6.00**

PACU-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

PEACE AND SOCIAL JUSTICE

David Boersema, Jules Boykoff, Lorelle Browning, Alyson Burns-Glover, Chuck Currie, Ramona Ilea, Larry Lipin, Martha Rampton, Stephanie Stokamer, Robert Van Dyk, Jay Cee Whitehead

The Peace and Social Justice (PSJ) program and curriculum evolved from student and faculty interest and concern, and has drawn wide attention. Students may elect a minor in Peace and Social Justice. This is an interdisciplinary minor comprised of courses that address program issues and themes. They investigate the causes and manifestations of social injustice and violence in self, in society, and in the world of nations and explore alternatives to violent resolution of conflict. Students are encouraged to develop a closely reasoned philosophical position on peace and social justice that can have lifelong application.

Peace and Social Justice: Requirements for the Minor

PSJ 101	Introduction to Peace and Social Justice	4 credits
PSJ 105	Introduction to Civic Engagement	2 credits
PSJ 215	Conflict Resolution	2 credits
One course from:		
PSJ 305	Advanced Civic Engagement	2 credits
PSJ 315	Civic Engagement Mentoring	2 credits
Additional elective courses with a PSJ prefix (at least 6 credits of which must be from upper-division)		8 credits
TOTAL: 18 credits		

COURSES

PSJ-101 Intro to Peace & Social Justice
An introduction to the concepts, issues, and approaches relating to peace and social justice. This includes examining forms and contexts of peace, violence, and proposed solutions for reducing violence in all its manifestations and promoting a just peace. Counts toward core requirement: Social Sciences (2010 catalog). 4 credits.

PSJ-105 Introduction to Civic Engagement
Provides students with the opportunity to integrate academic concepts with learning from a civic engagement experience while contributing to the betterment of society or the environment. May be repeated once for credit. Counts toward core requirement: Civic Engagement. 2 credits.

PSJ-155 Special Topics
See department for course description. Credits: 1.00 - 6.00

PSJ-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

PSJ-202 Ethics and Society
An introduction to ethical theories and their application to a variety of moral problems and contemporary ethical issues. We will pay special attention to questions of personal conduct. How should I live? How do my personal choices affect society? What values should guide my decision-making? What would it mean for me to live an ethical life? Also listed as PHIL 202. Offered annually. Counts toward core requirement: Civic Engagement. 4 credits.

PSJ-207 Civic Engagement Immersion
In this short-term immersion experience, students will explore a specific community to provide service and/or advocacy related to issues of inequality, diversity, oppression, social change, and social justice through individual and collective action. Through academic, experiential, and reflective components, students will critically examine existing responses to community problems and formulate their own responses. 40 hours of service and/or advocacy (over 1-3 weeks), preparatory sessions prior to departure, and wrap-up sessions upon return are required. Issues addressed vary and additional fees may be required; see current course list for details. Instructor's consent required. Counts toward core requirement: Civic Engagement and International and Diverse Perspectives. May be repeated for credit with different trips. 2 credits.

PSJ-208 Addictions and Society
Addictions and Society takes a historical and interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. The course investigates human motives to alter consciousness using classic and modern research in the physiology of addiction, sociocultural risk factors and changing cultural representations of drug use. Also listed as PSY 208. Prerequisite: PSY-150 with a minimum grade of C. Cross-listed with PSY 208. Counts toward core requirement: Social Sciences (2010 catalog). 4 credits.

PSJ-211 Preparation for Travel in India
This is a course that will prepare students for Travel in India: Gender, Culture and Service, a Winter III course sponsored by the Center for Gender Equity. This course will provide students with the information necessary to help them get the most of their WIII experience. The content will cover the basic history, religion, culture, geography, and politics of India. Also listed as HUM 211 and GSS 211. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

PSJ-212 Civically Engaged Travel
In this short-term travel immersion experience, students will explore a community through the lens of specific social and/or environmental issues it faces, and address those issues with individual and collective action. Through academic, experiential, and reflective components, students will critically examine existing responses to community problems and formulate their own responses. 40 hours of service and/or advocacy (over 1-3 weeks), preparatory sessions prior to departure, and wrap-up sessions upon return are required. Issues addressed vary and additional fees may be required; see current course list for details. Instructor's consent required. Counts toward core requirement: Civic Engagement. May be repeated for credit with different trips. 2 credits.

PSJ-214 Vietnam and the U.S.
This is a survey of the origins, development and results of the American war with Vietnam. This course, however, will be taught more within the context of Vietnamese history and culture than within that of American history and culture. Consequently, more emphasis will be given to the roots of the war in Vietnam than to its origins in U.S. foreign policy. Also listed as HIST 213. Counts toward core requirement: Comparative Cultural. 4 credits.

PSJ-215 Conflict Resolution
Theories, strategies, and skills in resolving conflicts are analyzed and applied. Emphasis is placed on practical application of learned skills through conflict simulations. Counts toward core requirement: Social Sciences (2010 catalog). 2 credits.

PSJ-220 Man's Inhumanity to Man
A study of the problems and solutions to our own inhumanity as they are reflected in the world's literature. 4 credits.

PSJ-221 Ethics & Civic Engagement
An investigation of the role of civic engagement and ethical living. Students will work in groups on particular projects on campus or the surrounding community chosen in consultation with the professor, as well as read and write on civic engagement. Also listed as HUM 221. Offered annually. 2 credits.

PSJ-222 Civil Rights Movement
This course examines the causes, history, and tactics of the struggle to guarantee African- Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Also listed as POLS 222. Counts toward core requirement: Social Sciences (2010 catalog), Comparative Cultural and/or Diverse Perspectives. 2 credits.

PSJ-225 Middle East
An introduction to the places, people and politics of the Middle East, including such concerns as the influence and importance of religion, the revival of Islam and Islamic fundamentalism, the impact and consequences of Western colonialism, the dream and possibility of panarabism, the Arab-Israeli conflict, and future relations with the West. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

PSJ-227 Civil Rights Movement
This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Also listed as POLS 227. Counts toward core requirement: Social Sciences (2010 catalog), Comparative Cultural and/or Diverse Perspectives. 4 credits.

PSJ-230 Navajo Service Learning
This course provides selected students with an experience through which they are immersed for three weeks in Navajo society and culture, engaged in projects that address critical needs of the people in and surrounding the Navajo village of Lukachukai, AZ. Instructor's consent required. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or Diverse Perspectives. 2 credits.

PSJ-235 Prep for International Civic Engagement
This course prepares students for PSJ 335, Travel for International Civic Engagement. However, the course is also open to students interested in the course content, but who do not plan to travel. The content will cover the basic history, culture, geography, politics, and issues of socio-economic concern of the international location. Location varies depending on instructor and student interest. May be repeated for credit in different locations. 2 credits.

PSJ-240 Human Rights
This course offers an in-depth investigation of conceptual and political issues related to rights and human rights, including such issues as the source and extent of rights, the nature of rights- bearers, the justification of rights claims, the legitimacy and means of implementing universal human rights and critiques and evaluations of the social role of rights. Also listed as PHIL 240. 2 credits.

PSJ-251 South Africa: Culture & Politics
This is a course designed to give students a rudimentary understanding of South African culture, gender relationships and politics. The course also acts as the preparation course for travel to South Africa in January following the Fall course. Along with a study of Africa, trip details and logistics will be discussed. Counts toward core requirement: International Perspectives. 2 credits.

PSJ-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

PSJ-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

PSJ-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

PSJ-300 Community Based Action Research
Students will be introduced to the methodology of action research, which is a combination of quantitative data gathering used with groups, communities, or programs interested in the formulation and assessment of interventions, extant programs, or future needs. Students will work with the professor on specific community based and stakeholder-involved questions (e.g., school programs; campus-based programs; community services). They will acquire social policy knowledge, "real world" experience at sites and the methodological skills required to assist in the formulation of evaluations and proposals of programs. Prerequisites: Junior standing or above (60 or more completed credits). Instructor's consent required. Counts toward core requirement: Social Sciences (2010 catalog). 4 credits.

PSJ-303 Advanced Feminist Theory
This course will provide a detailed examination of the academic discourse known as feminist theory. Utilizing a broad feminist theory framework, including Marxist, poststructuralist, and psychoanalytic perspectives, this course will address a number of social concerns. First, we will address how the concept of gender is socially-constructed through institutional power arrangements, popular culture representations, and everyday social dynamics. Second, we will examine to what extent advanced feminist theory departs from first and second wave feminism. Third, this course will address how feminist theory helps us understand more about the construction of ethnic and sexual identities. Finally, with a special emphasis upon the concept of power, this course will illustrate how feminist theory enables a more broad and inclusive discussion of politics in contemporary society. Also listed as GSS 303. Prerequisite: GSS 201. 4 credits.

PSJ-305 Advanced Civic Engagement
This seminar seeks to build on the mature work and insights of a variety of student placement sights, growing directly from their major course work and a well-considered personal inventory. The seminar is integrative of a wide variety of one's educational experiences at Pacific. Students will apply their academic and personal skills directly into a service-learning site placement, seeking to contribute both to the site and the people there as well as to augment their grasp of the applied knowledge from the chosen major. Prerequisite: PSJ 105. Counts toward core requirement: Civic Engagement. May be repeated once for credit. 2 credits.

PSJ-310 Travel in India: Gender Society Service
Travel in India: Gender, Culture, and Service is a Winter term course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service learning, discussion with local service agencies, fieldwork on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 211 the fall semester prior to the travel portion of the class. Also listed as HUM 310 and GSS 310. Prerequisite: HUM 211. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. 2 credits.

PSJ-315 Civic Engagement Mentoring
This course will provide the skills and knowledge for students who are already experienced in civic engagement to take the next step to mentor students who are entering this process. Students in PSJ 315 will meet with the instructor to learn how to assist other students with identifying areas of interest in civic engagement, framing their intended work within the Civic Engagement guidelines, identifying potential sites, mentoring and problem-solving techniques, reflection activities, and assisting mentees with the final product of their civic engagement

experience. Students may also assist faculty in Civic Engagement courses or take leadership in Civic Engagement programs. Prerequisite: one Civic Engagement designated course and attendance at a pre-semester workshop. Instructor's consent required. Counts toward core requirement: Civic Engagement. May be repeated once for credit. 2 credits.

PSJ-319 Vietnam War Era Literature, Theory, Film
An in-depth study of the U.S. war in Viet Nam and its repercussions as evidenced in the literature, film, historical commentaries, and theories of war still emerging in response to that war era. We will be examining the war from both the American and Vietnamese perspectives-its background, events, and aftermath. The weekly film showings and critiques will include both American and Vietnamese feature films and documentaries-dating from the early 1970s to the present. Also listed as ENGL 319. Prerequisites: one 200-level ENGW or ENGL course. Offered intermittently. 4 credits.

PSJ-321 Protest, Dissent, & Social Change
This course examines the causes and history of widespread movements that use protest to promote political change. Topics include theories of social movements and case studies that may include the labor movement, the civil rights movement, the women's movement, the environmental movement, and the recent rise of conservative Christian activism. Also listed as POLS 321. Counts toward core requirement: Social Sciences (2010 catalog) and/or Civic Engagement. 4 credits.

PSJ-322 The Suppression of Dissent
This course explores how the state, mass media, and other forces suppress dissent. Students will first gain a theoretical foothold in the field of social-movement studies, along the way exploring the following questions: What is dissident citizenship? How, when, and why does the state suppress dissent? What role do the mass media play in the suppression of activism? Students will also study specific historical instances of political suppression, such as the suppression of the American Indian Movement, civil rights movement, environmental movements, and the Global Justice Movement. Also listed as POLS 322. Counts toward core requirement: Social Sciences (2010 catalog). 4 credits.

PSJ-335 Travel International Civic Engagement
This course combines academic study with civic engagement at international sites where social and environmental inequities impact the local people. Location varies depending on instructor and student interest. May be repeated for credit in different locations. Prerequisite: PSJ 235 (taken as a corequisite when offered in Spring). 2 credits.

PSJ-343 Industrialization, Labor & St in America
This course covers the rise of modern industry in the United States beginning with the 1870s, the struggles of workers in response to these changes, and the steps taken government, both at the state and federal level, to regulate the new economy, beginning with the laissez faire governance of the late nineteenth century and concluding with the full elaboration of FDR's New Deal. The course focuses on social, economic, and political forces. Also listed as HIST 343. Prerequisite: Junior standing or above (60 or more completed credits) or HIST 142. 4 credits.

PSJ-347 Global Cap Neo-Colonial Inequalities
This course explores how global dimensions of capitalism intersect with local cultural identities and practices. Students will learn how transnational markets, global lending institutions, and transnational governments both shape and are shaped by questions of national identity, gender norms, racial categories, environmental policies and sexual practices. This course introduces students to perspectives on the meaning and scope of "globalization" from early industrialization to the current post-industrial economy. We will explore the typography of economic inequality on the global scale and examine specific examples of how it is maintained and resisted. The course includes post-colonial critiques that draw attention to how race, nationalism, gender and sexuality are central to the process of constructing, maintaining and resisting imperial domination. Also listed as SOC 347. Prerequisite: ANTH 101, SOC 101, or SOC 102. Counts toward core requirement: International Perspectives. 4 credits.

PSJ-351 South Africa Travel Course
This is a course designed to give students a lived experience in South Africa where they will be exposed to and interact with South Africans and various aspects of the culture, with a focus on gender, multiculturalism, and service organizations. Instructor's consent required. Prerequisite effective Fall 2012: PSJ 251. 2 credits.

PSJ-353 Community Financial Literacy
Students enroll in this 2-credit course to serve as volunteers to help raise financial literacy among individuals in the community. Working through Pacific's Center for Civic Engagement and in partnership with the non-profits Operation Hope and Financial Beginnings, student volunteers are trained and then provide personal financial education to western Washington County residents by visiting classrooms and community groups. Student volunteers teach the basics of personal finance to help individuals build a foundation from which to make informed financial decisions. Topics include the processes and decisions involved in personal banking, budgeting, credit, insurance, and savings. Also listed as BA 353. Prerequisite: BA 201 and BA 202 both with a minimum grade of C-. Counts toward core requirement: Civic Engagement. Pass/No Pass. 2 credits.

PSJ-355 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 6.00

PSJ-358 Community Tax Certification
Students enroll in this one-credit preparation course in order to qualify as an IRS-certified Tax-Aide Volunteer. Working with a faculty coordinator and CASH Oregon, students receive appropriate training and guidance to assist low income and elderly clients in the community with their individual tax returns. Also listed as BA 358 Prerequisite: BA 201 and BA 202 both with minimum grade C-. Pass/No Pass. 1 credit.

PSJ-359 Community Tax Engagement
Students enroll in this 2-credit course after becoming a IRS-certified Tax-Aide Volunteer, i.e., the successful completion of BA 358. Students in this course engage directly with members of the local community, serving as a Tax-Aide Volunteer, assisting elderly and low income individuals with their tax returns. Working under the direction of a faculty coordinator and CASH Oregon, students staff tax assistance centers located throughout the community. Also listed as BA 359. Prerequisite: BA 358. Counts toward core requirement: Civic Engagement. Pass/No Pass. 2 credits.

PSJ-360 Civic Practices Seminar
Students in this class will work together with the instructor to develop, assess, and improve civic engagement activities at Pacific. Drawing on the knowledge and skills gained in their majors and other coursework, students will participate in a collaborative process to ensure that civic engagement at Pacific is meaningfully integrated throughout the disciplines and aligns with the interests of the larger community. Specific topics and methods will vary by term, but may include efforts to mobilize students and faculty, create dialogue with community organizations, conduct research to inform decisions, and build systems to facilitate collective action. Prerequisite: one Civic Engagement designated course and a declared major. May be repeated once for credit. 2 credits.

PSJ-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

PSJ-450 Seminar in Peace & Social Justice
A course wherein students examine important issues and ideas relative to peace and social justice, required for students completing a minor in PSJ. Instructor's consent required. 2 credits.

PSJ-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

PHILOSOPHY

Ramona Ilea, Chair; David Boersema, David DeMoss, Katharine Loevy

The Department of Philosophy seeks to acquaint students with various philosophical traditions, to present the chief philosophic problems and types of Philosophy, and to help students cultivate the intellectual, civic, and moral virtues of the discipline of Philosophy as well as the art and skill of philosophical analysis.

The department seeks to serve those students who intend to pursue graduate studies, those pursuing interdisciplinary career programs, and those who simply desire to understand human reflective traditions in order to enlarge their own horizon of awareness.

Majors are educated in the liberal arts tradition and are carefully counseled to take courses in all areas of the College. Majors in the Ethics, Society, and Law track focus on issues in applied ethics.

100- and 200-level courses are open to all students. 300-level courses are open to upper-division students, though prior lower-division coursework is recommended. 400-level courses generally require instructor approval. Courses in a foreign language are recommended.

Policy on Independent Study (Learning Contract): Independent study courses should be rare, only to be contracted in special circumstances for advanced study in subjects not covered by regular courses. No more than six credits of independent study may be counted toward a major in Philosophy, and no more than three credits toward a minor.

We pride ourselves on preparing students who intend to pursue graduate studies and interdisciplinary career programs; graduating majors and minors should be able to seek and obtain admission to graduate school, if that is their realistic goal, or find a job that will begin their chosen career track; they should also be able to reflect on philosophically and express clearly their own goals and choices at this stage in their lives.

The department strives to help students cultivate the intellectual, civic, and moral virtues of the discipline of Philosophy--for example, intellectual integrity, objectivity, resilience in the face of obstacles and daunting problems, a commitment to consistency, a knack for seeing and articulating what issues are at stake, the courage to cross-examine opinions that one holds dear, respect for interlocutors and colleagues, a felt obligation to contribute to one's community.

As a department, our goal is to educate our students with respect to the history, interpretive frameworks, and analytical techniques of the discipline of Philosophy; given this goal, graduating majors should be able to:

- exhibit a general understanding of the history and development of Philosophy and a specific understanding of some portion of that history
- describe and critique several of the most important historical and contemporary interpretive frameworks used in the discipline of Philosophy (for example, Plato's Theory of Forms, the utilitarian approach to ethics, and the existentialist analysis of the human condition)
- apply the analytical techniques of the discipline of Philosophy (for example, by presenting orally and in writing succinct analyses of philosophical texts and coherently structured arguments in defense of their own philosophical claims).

Philosophy: Requirements for the Major

PHIL 100	Introduction to Philosophy	
OR		
PHIL 202	Ethics and Society	4 credits
*PHIL/MATH 212	Language and Logic	4 credits
*Two courses from PHIL 205, 206, 207, 208		8 credits
PHIL 494/495	Senior Seminar	4 credits
Upper-division electives in Philosophy		12 credits

Additional Philosophy courses (200 or above)
OR

Courses from the following list totaling 4 credits:		4 credits
PSJ 240	Human Rights (2 credits)	
HUM 339	History of Science	
PSY 315	Cognitive Science	
PSY 226	History & Systems of Psychology	
POLS 209	Ideas in Action: Political Philosophy and Modern Society	
SOC 414	Sociological Theory	

TOTAL: 36 credits

*Majors must take PHIL 212 and one course from PHIL 205, 206, 207, 208 before the senior year; these courses are a prerequisite for PHIL 494 Senior Seminar.

Philosophy: Ethics, Society and Law Track: Requirements for the Major

PHIL 202 Ethics and Society	4 credits	
*PHIL/MATH 212	Language and Logic	4 credits
*One course from PHIL 205, 206, 207, 208		4 credits
Courses from the following list totaling 12 credits		12 credits
HUM 221	Ethics and Civic Engagement (2 credits)	
PHIL 221	Sports Ethics (2 credits)	
PHIL 305	Asian Philosophy	
PHIL 307	Ethics, Medicine & Health Care	
PHIL 315	Philosophy of Law	
PHIL 321	Environmental Ethics	
PHIL 326	Animal Ethics (2 credits)	
PHIL 405	Topics in Moral Philosophy (2 credits)	
PSJ 240	Human Rights (2 credits)	
Additional Philosophy courses, not from the above list totaling 4 credits		4 credits
PHIL 494/495 Senior Seminar	4 credits	
Courses in political science from the following list totaling 4 credits		4 credits
POLS 222	Civil Rights Movement (2 credits)	
POLS 224	Environmental Politics	
POLS 226	The Politics of Surveillance	
POLS 209	Ideas in Action: Political Philosophy and Modern Society	
POLS 321	Protest, Dissent, and Social Change	
POLS 322	The Suppression of Dissent	
POLS 325	Constitutional Law	
POLS 326	Civil Liberties	
POLS 340	Security, Rights, and Globalization	

TOTAL: 36 credits

*Majors must take PHIL 212 and one course from PHIL 205, 206, 207, 208 before the senior year; these courses are a prerequisite for PHIL 494 Senior Seminar.

Philosophy: Requirements for the Minor

PHIL 100	Introduction of Philosophy	
OR		
PHIL 202	Ethics and Society	4 credits
PHIL/MATH 212	Language and Logic	4 credits
One course from PHIL 205, 206, 207, 208		4 credits
Upper-division electives in Philosophy		8 credits

TOTAL: 20 credits

COURSES

PHIL-100 Introduction to Philosophy
An introduction to philosophical issues in epistemology, metaphysics, and value theory including such topics as the nature and sources of knowledge, freedom and determinism, the relation of mind and body, personal identity, the relation of knowledge and values. Offered annually. 4 credits.

PHIL-155 Special Topics
See department for course description. Credits: 1.00 - 18.00

PHIL-202 Ethics and Society
An introduction to ethical theories and their application to a variety of moral problems and contemporary ethical issues. We will pay special attention to questions of personal conduct. How should I live? How do my personal choices affect society? What values should guide my decision-making? What would it mean for me to live an ethical life? Also listed as PSJ 202. Offered annually. Counts toward core requirement: Civic Engagement. 4 credits.

PHIL-205 Ancient Philosophy
A study of the major issues and personalities that constituted and shaped early western thought, from the pre-socratics (sixth century BCE) through the Hellenistic and Roman era (fourth century CE). Offered alternate years. 4 credits.

PHIL-206 Medieval Philosophy
A study of the major issues and personalities that constituted and shaped medieval western thought from the fourth century through the fifteenth century. Offered alternate years. 4 credits.

PHIL-207 Early Modern Phil 1500-1750
A study of the major issues and personalities that constituted and shaped modern western thought from the sixteenth century through the eighteenth century. Offered alternate years. 4 credits.

PHIL-208 Late Modern Phil 1750-1900
A study of the major issues and personalities that constituted and shaped modern western thought from the mid-eighteenth century through the nineteenth century. Offered alternate years. 4 credits.

PHIL-212 Language and Logic
A survey of formal syntactic and semantic features of language, including topics such as sentential logic, predicate logic, axiomatic systems and set theory, and nonclassical extensions such as multivalued logics. Also listed as MATH 212. Does not meet Humanities core requirement (2010 catalog). Offered annually. 4 credits.

PHIL-221 Sports Ethics
This course examines the principles of ethical reasoning as applied to sport. Issues relevant to a wide range of areas in competitive and recreational sport are covered, such as moral reasoning, sportsmanship and gamesmanship, sport violence and intimidation, commercialization, racial and gender equity, as well as technological and ergogenic aids. 2 credits.

PHIL-240 Human Rights
This course offers an in-depth investigation of conceptual and political issues related to rights and human rights, including such issues as the source and extent of rights, the nature of rights- bearers, the justification of rights claims, the legitimacy and means of implementing universal human rights and critiques and evaluations of the social role of rights. Also listed as PSJ 240. 2 credits.

PHIL-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

PHIL-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

PHIL-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

PHIL-303 American Philosophy
A survey of major themes, movements, and figures of American philosophical thought from the seventeenth century to the present. Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 4 credits.

PHIL-304 Philosophy of Art
An investigation of the arts, including such topics as the nature of art, the metaphysics of art (e.g., form, expression, art as process vs. art as object) the epistemology of art (e.g., the locus of meaning in art, what constitutes artistic understanding, can art be "true"), and the axiology

of art (e.g., art and morals, the social significance of art, how can art be evaluated). Besides general philosophical issues connected to art, particular arts will be considered (e.g., painting, dance, music, theatre, film, architecture). Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 4 credits.

PHIL-305 Asian Philosophy
A study of Asian philosophical texts both historical and contemporary from various cultures, focusing for example on the Hinduism of India, the Taoism of China, and the Zen Buddhism of Japan. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Comparative Cultural or International Perspectives. Offered alternate years. 4 credits.

PHIL-307 Ethics, Medicine & Health Care
A study of some ethical issues connected with medicine and health care: medical fallibility, cultural sensitivity in medical services, disability issues, economic and social inequalities, cultural relativism & medical intervention, racism, global health problems, and pharmaceutical issues. Also listed as DS 307. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

PHIL-309 Philosophy of Religion
An investigation of the nature of religion and the truth of religious claims as interpreted by both historical and contemporary philosophers and theologians. Topics may include among others: the existence and nature of God, the quality and significance of religious experiences, and the origins of religion as a natural phenomenon. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

PHIL-310 Philosophy of Science
An investigation of issues and concepts within science and about science, including such topics as the nature of explanation, the nature of confirmation, the nature of scientific progress, the relations among science, technology, values and society. Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 4 credits.

PHIL-314 Philosophy of Mind
An investigation of the nature of mind and consciousness as interpreted by contemporary philosophers of mind. What is consciousness? Who has it? How is it produced? Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 4 credits.

PHIL-315 Philosophy of Law
An introduction to philosophical issues within and about law, including such topics as the nature of law, legal reasoning, liberty/rights and the limits of law, the nature of legal responsibility, the nature and justification of legal punishment. Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 4 credits.

PHIL-321 Environmental Ethics
A study of the key concepts in environmental ethics, such as biodiversity loss, corporate responsibility, animal rights, over-population, and environmental racism. Also listed as ENV 321. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

PHIL-326 Animal Ethics
An investigation of the relationship between human and non-human animals. What is the moral standing of non-human animals? We will study both the theoretical and practical facets of this question by focusing on the ethical issues raised by animal experiments and factory farming. Also listed as ENV 326. Prerequisite: Sophomore standing or above (30 or more completed credits). Offered alternate years. 2 credits.

PHIL-343 Studies in Criticism & Theory
A study and application of some of the critical and theoretical approaches used in the study of literature. Also listed as ENGL 343. Prerequisite: 2 credits of 200-level ENGL. Offered alternate years. 4 credits.

PHIL-355 Special Topics
See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits). Credits: 1.00 - 6.00

PHIL-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

PHIL-403 Twentieth Century Philosophy
An intensive study of the major issues and personalities in twentieth-century philosophy, in such movements and schools as pragmatism, existentialism, phenomenology, positivism, linguistic analysis, structuralism, poststructuralism, and critical theory. Prerequisite: PHIL 208 plus one other course in the history of philosophy: PHIL 205, PHIL 206, or PHIL 207. Offered intermittently. 4 credits.

PHIL-405 Topics in Moral Philosophy
An intensive study in a specific topic in moral philosophy. Prerequisite: PHIL 202. Offered alternate years. 2 credits.

PHIL-420 Seminar in Philosophy
A concentrated study of various issues in philosophy, including such topics as philosophy of language, advanced logic, aesthetics, environmental ethics, moral philosophy, in-depth analysis of particular works or philosophers, etc. Prerequisite: 10 credits in PHIL courses. Offered intermittently. 4 credits.

PHIL-475 Internship
See department for details. Internship contract required. **Credits: 0.00 - 12.00**

PHIL-494 Senior Seminar I
Required of all philosophy majors in the fall of the senior year; in the spring majors are required to enroll in PHIL 495. The purpose of this seminar is to prepare the student to produce a philosophical essay of significant length and quality, a senior thesis. This project will require researching, writing, defending, and perhaps publishing the essay. In PHIL 494 students will research and prepare a substantial prospectus for the senior thesis; students will also read, discuss and critique the work of other members of the seminar. Prerequisite: 18 credits in philosophy, PHIL-212, and one course in the history of PHIL (PHIL-205, PHIL-206, PHIL-207, or PHIL-208), each with a C- or better. Offered annually in the fall term. 2 credits.

PHIL-495 Senior Seminar II
Required of all philosophy majors in the senior year; in the fall majors are required to enroll in PHIL 494. The purpose of this seminar is for each student to produce a philosophical essay of significant length and quality, a senior thesis. This project will require researching, writing, defending, and perhaps publishing the essay. In PHIL 495 students will write and defend the senior thesis; students will also read, discuss, and critique the work of other members of the seminar. Prerequisite: PHIL 494. Instructor's consent required. Offered Spring semester. 2 credits.

PHYSICS

Stephen Hall, Chair; Juliet Brosing, James Butler, Andrew Dawes

The program in physics is designed to prepare students for a variety of career paths including (but not limited to) physics and engineering graduate study, teaching, and direct entry into industry. Physics students gain practical experience through hands-on projects in classes, as well as a senior capstone research project or professional internship. Facilities are available for student research in nonlinear optics, condensed-matter physics, and nuclear physics. The majority of our graduates goes to graduate school in physics and related fields or take engineering-related positions in technical industries.

The Physics program consists of a core set of courses plus additional courses organized by emphasis. Students choose the emphasis that best matches their personal goals.

Currently, the emphases we offer are:

- Traditional Physics, meant for students interested in pursuing careers in applied physics and engineering, or graduate study in physics, engineering, or professional fields, or teaching

- Environmental Science, meant for students interested in pursuing careers or graduate study in areas that combine technical knowledge with environmental issues, such as environmental engineering or alternative energy.

Upon successful completion of a major in physics, students will be able to:

- Demonstrate conceptual understanding of fundamental physics principles
- Communicate physics reasoning in oral and in written form
- Solve physics problems using qualitative and quantitative reasoning including sophisticated mathematical techniques
- Conduct independent research or work successfully in a technical position.

Physics: Requirements for the Major

Physics Core (required for all majors):

PHY 232-242	General Physics I-II	8 credits
OR		
PHY 202-204	Introductory Physics I-II	8 credits
PHY 322	Modern Physics with Health Applications	4 credits
PHY 332	Waves and Optics	4 credits
PHY 380	Classical Mechanics: Dynamics	4 credits
PHY 470	Advanced Analysis in Physics	2 credits
PHY 491-493	Physics Capstone	4 credits
CHEM 220-230	General Chemistry I-II	8 credits
MATH 226-228	Calculus I-III	12 credits

TOTAL: 46 Credits

Traditional Physics Emphasis:

PHY 420	Quantum Mechanics	4 credits
PHY 460	Electric and Magnetic Fields	4 credits
Upper-division electives	8 credits	

TOTAL: 16 Credits
TOTAL (including Physics Core): 62 Credits

Environmental Science Emphasis:

PHY 420	Quantum Mechanics	4 credits
OR		
PHY 460	Electric and Magnetic Fields	4 credits
PHY 384	Thermodynamics and Statistical Mechanics	4 credits
ENV 200	Intro to Environmental Science	4 credits
ENV 330	Ecosystems and Ecological Design	4 credits

ENV 300-400-level elective		4 credits
OR		
PHY 325	Modern Topics in Physics: Environmental Physics	4 credits

TOTAL: 20 credits
TOTAL (including Physics Core): 66 Credits

Health Professions Emphasis:

PHY 420	Quantum Mechanics	4 credits
OR		
PHY 460	Electric and Magnetic Fields	4 credits
PHY 300-400-level elective		4 credits
2 approved 300-400 electives from BIO, CHEM, or EXIP		8 credits

TOTAL: 16 Credits
TOTAL (including Physics Core): 62 Credits

All physics majors are strongly encouraged to take MATH 311 (Differential Equations) and CS 150 (Introduction to Computer Science). Students are also encouraged to take other courses in Math and CS depending on their interests.

Students who are planning a career teaching physical science at the high school level may, with prior department approval, substitute either HUM 339 (History of Science) or PHIL 310 (Philosophy of Science) for four of the required upper-division elective credits. Students planning a teaching career also have the opportunity to gain valuable teaching experience by serving as teaching assistants for lower division courses.

Because there are so many possible career paths for physics majors, we would like to offer some recommendations for upper -division electives (of which 8 credits are required for the major). Below are suggestions for electives that provide pathways for students to follow toward some common career goals. However, each student has unique interests; please discuss yours with a member of the department to develop a personalized selection of courses.

Graduate School in Physical Science:

- Relativity I & II
- Thermodynamics and Statistical Mechanics
- Modern Topics in Physics
- Electronics

Optics/Optometry:

- Modern Topics in Physics
- Electronics

Engineering/Applied Science/Health Science Careers:

- Electronics
- Engineering Mechanics: Statics I & II
- Thermodynamics and Statistical Mechanics

Teaching Physical Science in High School:

- Relativity I & II
- Thermodynamics and Statistical Mechanics
- History of Science
- Philosophy of Science

Applied Physics: Requirements for the Minor

Students interested in an Applied Physics minor should consult with a faculty member in the Department of Physics.

The minor in Applied Physics is designed for students interested in employment in the hi-tech industry or in engineering. The minor in Applied Physics can be used toward completion of the Applied Science major.

MATH 226-227	Calculus I-II	8 credits
PHY 232-242	General Physics I-II	8 credits
OR		
PHY 202 -204	Introductory Physics I-II	8 credits

PHY 322	Modern Physics with Health Applications	4 credits
OR		
PHY 332	Waves and Optics	4 credits
PHY 364	Electronics	4 credits
One of the following (if not counted above):		4 credits
PHY 322	Modern Physics with Health Applications	
PHY 332	Waves and Optics	
PHY 377-378	Engineering Mechanics: Statics I & II	
PHY 384	Thermodynamics and Statistical Mechanics	
PHY 325	Modern Topics in Physics	
One of the following:		4 credits
PHY 380	Classical Mechanics: Dynamics	
PHY 420	Quantum Mechanics	
PHY 460	Electric & Magnetic Fields	

TOTAL: 32 credits

Physics: Requirements for the Minor

Students interested in a Physics minor should consult with a faculty member in the Department of Physics. The minor in Physics is designed to give students a deeper appreciation of physics than can be attained in a one-year sequence. The minor in Physics can enhance studies in other disciplines such as (but not limited to) chemistry, mathematics, computer science and Philosophy.

PHY 232-242	General (Workshop) Physics I-II	8 credits
OR		
PHY 202-204	Introductory Physics I-II	8 credits
MATH 226-227	Calculus I-II	8 credits
PHY 322	Modern Physics with Health Applications	4 credits
OR		
PHY 332	Waves and Optics	4 credits
Eight additional upper-division credits in physics		8 credits

TOTAL: 28

COURSES

PHY-110 Physics of Everyday Phenomena

Designed to develop an understanding of the phenomena of our everyday life via the laws of physics. The emphasis is not on problem solving but on encouraging students to understand and appreciate their environment from a new perspective. Includes topics in mechanics and other physics subfields such as thermal physics, electrical phenomena. 4 credits.

PHY-155 Special Topics

See department for course description. Credits: 1.00 - 4.00

PHY-160 Energy & the Environment

In order to live, humans require energy, and methods of energy production significantly affect the environment in which humans live. This course examines fundamental thermodynamic concepts such as energy and power and then explores the comparative environmental costs and benefits, including potential long term consequences, of producing energy from various sources such as fossil fuels, nuclear reactors, wood burning, solar panels, wind turbines, etc. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. Also listed as ENV 160. 4 credits.

PHY-195 Independent Study

See department for details. Independent study contract required. Credits: 1.00 - 14.00

PHY-202 Introductory Physics I

The first semester of an algebra-based sequence in physics. Topics include Newtonian mechanics, work, momentum, and energy. The lab component includes computer based experiments in mechanics. Prerequisite: MATH 125 with a minimum grade of C-. Corequisite: PHY 202L. 4 credits.

PHY-202L Introductory Physics I Laboratory

Laboratory to accompany Introductory Physics I. Corequisite: PHY 202. 0 credits.

PHY-204 Introductory Physics II

The second semester of an algebra-based sequence in physics. Topics include heat and thermodynamics; electricity and magnetism; sound and light waves. The laboratory component includes computer based experiments in heat and thermodynamics; electric circuits. Prerequisite: PHY 202 or PHY 232 with a minimum grade of C-. Corequisite: PHY 204L. 4 credits.

PHY-204L Introductory Physics II Lab
Laboratory to accompany Introductory Physics II. Corequisite: PHY 204. 0 credits.

PHY-232 Gen Physics I-Workshop Phys I
An introductory course in physics (calculus-based) for science and pre-engineering students. First term includes Newtonian mechanics. This course is an inquiry-based, laboratory-oriented course. Corequisite: MATH 226. 4 credits.

PHY-242 General Physics II-Workshop Physics II
A continuation of PHY 232 including electricity and magnetism, thermodynamics, and nuclear physics. Prerequisite: MATH 226 or MATH 227 with a minimum grade of C-; and PHY 202 or PHY 232 with a minimum grade of C-. 4 credits.

PHY-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

PHY-311 Relativity I
The first of a two-course introduction to Einstein's theory of relativity. This course emphasizes special relativity. Topics may include the principle of relativity, space-time effects of the Lorentz transformations, and Minkowski diagrams. Prerequisite: PHY 202 or 232 with a minimum grade of C-; and MATH 226 with a minimum grade of C-. Offered alternate years. 2 credits.

PHY-312 Relativity II
The second of a two-course introduction to Einstein's theory of relativity. This course extends the development of special relativity in PHY 311 and introduces general relativity. Topics may include relativistic energy and momentum, the equivalence principle, the geometry of space-time, and gravity. Prerequisite: PHY 311 with a minimum grade of C-. Offered alternate years. 2 credits.

PHY-322 Modern Physics With Health Applications
A project-orientated course taught in a workshop environment that covers important topics in modern physics with applications to human health. Topics include the Bohr theory of the atom, wave/particle duality, atomic and nuclear physics, and an introduction to Schrodinger's equation. Projects may include nuclear medicine, radiation therapy, neutron activation analysis, and magnetic resonance imaging. Prerequisite: PHY 204 or 242 with a minimum grade of C-. Corequisite: MATH 227. Offered alternate years. 4 credits.

PHY-325 Modern Topics in Physics
This course investigates the physics of phenomena that significantly affect the environment in which humans live such as methods of energy production, global climate change, and transport of pollutants. Topics include aspects of thermodynamics, elementary spectroscopy, nuclear physics, and fluid dynamics as they relate to environmental issues. The course explores alternatives to society's current dependence on fossil fuels such as nuclear energy, solar and wind energy, bio-fuels, and hydrogen. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. Prerequisite: CHEM-230 and MATH-226, each with minimum grade of C-; or PHY-232 or PHY-204, with minimum grade of C-. May be repeated for credit. 4 credits.

PHY-332 Waves and Optics
A course on the mathematical description of waves with application to optics. Topics will include wave addition, an introduction to Fourier analysis, laws of geometric optics, image formation, optical systems, interference and diffraction, polarization, lasers, and an introduction to transform optics including holography. The laboratory component will include selected experiments in wave motion, geometric optics, and physical optics. Prerequisite: PHY 204 or PHY 242 with a minimum grade of C-. Corequisite: MATH 227. Offered alternate years. 4 credits.

PHY-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

PHY-364 Electronics
The basic principles underlying circuit analysis and the operation of analog and digital electronic devices, including: diodes; transistors; op-amps; logic gates; multivibrators; counters; registers; memories; and A/D and D/A converters. Prerequisite: MATH 125 with a minimum grade of C-; and PHY 204 or 242 with a minimum grade of C-. Offered alternate years. 4 credits.

PHY-377 Engineering Mechanics: Statics I
The first of a two-course introduction to the principles of static mechanics. Special emphasis is given to problem solving techniques in physics and engineering. Topics may include: force analysis, equilibrium in two dimensions, trusses and frames, internal forces, and centroids. Prerequisite: PHY 232 or PHY 202; and MATH 226 each with a minimum grade of C-. Offered alternate years. 2 credits.

PHY-378 Engineering Mechanics: Statics II
The second of a two-course introduction to the principles of static mechanics. Special emphasis is given to problem solving techniques in physics and engineering. Topics may include: equilibrium in three dimensions, distributed forces in cables, centroids of composite bodies, fluid statics, and frictional phenomena. Prerequisite: PHY 377 with a minimum grade of C-. Offered alternate years. 2 credits.

PHY-380 Classical Mechanics: Dynamics
Presentation and discussion of the kinematics and dynamics of single particles and systems of particles, both in inertial and non-inertial frames of reference. In addition to the standard analytical techniques, approximation techniques and a computer algebra system will be used for problem solving. Several mechanical systems will be studied experimentally and computationally. Prerequisite: MATH 227 with a minimum grade of C-; and PHY 204 or 242 with a minimum grade of C-. Offered alternate years. 4 credits.

PHY-384 Thermodynamics and Statistical Mechanics
Presentation, discussion, and application of the laws of thermodynamics and statistical mechanics including gas behavior, equations of states, phase transformations, kinetic theory, probability distributions, ensembles, and the partition function. Prerequisites: MATH 227 with a minimum grade of C-; PHY 204 or PHY 242 with a minimum grade of C-; and one upper division PHY course with a minimum grade of C-. Offered alternate years. 4 credits.

PHY-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 14.00

PHY-420 Quantum Mechanics
An introduction to quantum mechanics and its application to: free particles, barriers, the simple harmonic oscillator, the hydrogen atom, angular momentum, spin, and identical particle systems. A computer algebra system will be utilized for problem solving and visualization. Prerequisite: PHY 322 or PHY 332 with a minimum grade of C-; and MATH 228 or MATH 311 with a minimum grade of C-. Offered alternate years. 4 credits.

PHY-460 Electric & Magnetic Fields
Development of the nature and mathematical description of electric and magnetic fields in free space and material media, including: Maxwell's equations, electrostatics, magnetostatics, dielectrics, and solutions of Laplace's and Poisson's equations. Prerequisite: PHY 322 or PHY 332 with a minimum grade of C-; and MATH 228 with a minimum grade of C-. Offered alternate years. 4 credits.

PHY-470 Advanced Analysis in Physics
This course provides students with experience in analyzing and describing complex physical systems from current topics in physics. Emphasis is on the synthesis of concepts learned throughout the undergraduate physics curriculum in order to approach advanced problems. Prerequisite: Senior standing (90 or more completed credits) and declared Physics major. 2 credits.

PHY-475 Internship
See department for details. Internship contract required.
Credits: 1.00 - 18.00

PHY-491 Physics Capstone I
The first semester of a year-long research experience. Students will work with individual faculty research advisors. At the end of Physics 491 students will give oral presentations on their research progress and submit a draft research paper. Prerequisite: Senior standing (90 or more completed credits) and declared Physics major. 2 credits.

PHY-493 Senior Capstone II
The second semester of a year-long research experience. Students will work with individual faculty research advisors. At the end of Physics 493 students will give final oral presentations on their research and submit a final research paper. Prerequisite: PHY 491 with a minimum grade of C-. 2 credits.

PHY-495 Physics Research
Student-conducted individual research project. Instructor's consent required. May be repeated for credit. 1-4 credits.

POLITICS AND GOVERNMENT

Jules Boykoff, Chair, Jim Moore, Jeff Seward, Robert Van Dyk

Politics and government is the process by which a community decides what common goals it wants to achieve, what its rules will be, and how those policies and rules will be carried out or enforced. Nothing is more important to a healthy society. We are fascinated by the political process in the United States and in the world and concerned about its outcome and we welcome all students who share that interest.

While our program provides an excellent foundation for graduate study in political science, the primary focus of the department is to provide skills and habits of mind useful in a wide range of professions. Recent graduates of the department have found jobs and careers in law, politics, business, teaching, journalism, and government service. Some of our graduates continue their educations in professional programs in law, business (MBA), international affairs, education, public administration, and other fields. Many work directly after college (often as staff members for elected officials or government agencies) before going on to graduate school.

Program
The curriculum is focused on a variety of approaches to political analysis, practical hands-on experience, and student research. An internship or study abroad is strongly recommended for all majors as a useful part of their study. The required senior thesis may take a variety of forms, ranging from a project based on field research to statistical analysis of quantitative data to an abstract theoretical treatment of a problem in political philosophy.

Internships and Study Abroad
While it is not a requirement, the department strongly encourages all majors to include in their program a semester-long, off-campus experience.

Many of our majors find internships, most commonly in the Oregon Legislature or Congressional offices in Washington, D.C. Other possible internship sites include social-service agencies, government agencies, interest groups, or law firms. Internships for credit involve close collaboration with a faculty advisor and are limited to one semester. Only six credits of internship credit is directly applicable to the requirements of the major.

Pacific offers many study-abroad possibilities in England, France, Germany, China, Japan, Ecuador, Mexico, and a number of other countries. These programs are described in detail in the International Programs section of the catalog. Students going abroad should include in their course plans the language, history, culture and economy of their area of interest. No more than six credits of academic work taken abroad (nine credits in the case of those studying abroad for an entire academic year) may be directly applied to the requirements of the major.

Spring semester of the sophomore year and fall semester of the junior year are generally the best times to study off-campus. Students who wish to study abroad or complete an internship that will keep them away from campus should discuss the possibility with their advisors as soon as possible in order to ensure required coursework can still be completed.

The goals of our curriculum are to develop in students a broad knowledge of political phenomena, practical skills of analysis and communication, and an understanding of theoretical approaches to politics. Graduates will know how to analyze policy problems in a clear and logical way.

Politics and Government: Requirements for the Major
A major in political science must complete the following core courses with a grade of C- or better and maintain a 2.0 average for all POLS courses. These same standards apply to the minor.

Required Courses:
The following complementary course work outside the department is a required part of the major. Prospective majors should complete these requirements before the end of their junior year:

ECON 101 OR 102 (one required, both recommended)		4 credits
Two semester courses in history approved by the department		8 credits
POLS 140	Introduction to US Politics	4 credits
OR		
POLS 180	The US in World Affairs	4 credits
POLS 399	Theory and Methodology in Political Science	4 credits
POLS 498/499	Senior Seminar and Thesis	4 credits

Electives: 24 credits

Must include credits in each of the following areas, plus two additional upper-division courses

American Politics

POLS 301	Politics and The Media
POLS 302	Parties and Elections
POLS 304	Community Politics
POLS 306	Presidency and Congress
POLS 321	Protest, Dissent, & Social Change
POLS 322	The Suppression of Dissent
POLS 325	Constitutional Law
POLS 326	Civil Liberties

International Politics

POLS 330	National Systems & Global Challenges
POLS 331	Modern Dictatorship
POLS 340	Security, Rights & Globalization
POLS 345	International Political Economy

Political Philosophy

POLS 209	Ideas in Action
POLS 212	Conservatism & Its Critics
POLS 213	Socialism & Its Critics
POLS 310	Markets, Politics & Justice

Up to six credits of POLS internship credit may be counted toward the major, but these six credits may not be counted toward any of the specific upper-division requirements listed above.

TOTAL: 48 Credits

Political Science: Requirements for the Minor

At least one course in American Politics at 300-level	4 credits
At least one course in International Politics at 300-level	4 credits
POLS electives, at least 4 credits of which must be at the upper-division level	12 credits

TOTAL: 20 credits

COURSES

POLS-140 Introduction to U.S. Politics
The most enduring questions about politics are the who, the what, the when, and the how of politics. This course seeks to answer these questions as they pertain to the American political system. 4 credits.

POLS-180 The United States in World Affairs
A first course in international relations, focused on current problems and concerns in United States foreign policy. These include both "off-shore" issues such as human rights and peace-keeping and "intermestic" issues such as trade and immigration. The course will begin with an overview of American foreign policy traditions and attitudes and of the 20th century background. Counts toward core requirement: International Perspectives. 4 credits.

POLS-195 Independent Study
See Department for details. Independent Study contract required. Credits: 1.00 - 18.00

POLS-209 Ideas in Action: Pol Phil & Modern Soc
Applying the insights of classical and contemporary political philosophers to the ideologies and political controversies of contemporary America. Topics covered may include environmental ethics, economic inequality and justice, the role of the state in the economy, affirmative action and multiculturalism with attention paid to modern ideologies from the far right to the far left. Philosophers may include Plato, Aristotle, Machiavelli, Rousseau, Marx, and Mill as well as a variety of contemporary political philosophers. Offered every other year. 4 credits.

POLS-211 Religion & Politics
Historical and conceptual survey of the relationship between political action and religious belief with primary emphasis on the variety of political/religious interactions across the ideological spectrum in the United States but also including a survey of religion and politics in the Muslim world as a secondary emphasis. Also listed as REL 211. 4 credits.

POLS-212 Conservatism & Its Critics
A survey of historical and contemporary conservative ideas and movements from Edmund Burke to the present with an emphasis on the variety of conceptions of conservatism. Also includes critiques of different forms of conservative thought from within the conservative tradition itself as well as from liberal and socialist critics of conservatism. 4 credits.

POLS-213 Socialism & Its Critics
A survey of historical and contemporary socialist ideas and movements from the Bible and Plato to the contemporary period, including a survey of utopian socialist, Marxist, anarchist, communist, and social democratic variants of the socialist ideal. Also includes critiques of different forms of socialist thought from within the socialist tradition itself as well as from liberal and conservative critics of socialism. 4 credits.

POLS-221 Politics in Literature & Film
Exploration of a single major theme of politics through the medium of literature and film. Possible course themes include Latin American film, revolution, war, utopia, propaganda, the Cold War and American political culture. May be repeated for credit when topic varies. 2-4 credits.

POLS-222 Civil Rights Movement
This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Also listed as PSJ 222. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 2 credits.

POLS-224 Environmental Politics
This course introduces students to environmental disputes and the forces that affect environmental policy. Topics include the history and evolution of environmentalism and environmental policy and an extensive case study of a local environmental issue. Also listed as ENV 224. 4 credits.

POLS-226 The Politics of Surveillance
In this course students will explore the politics of surveillance and its theoretical roots in state legibility projects. As students examine the general contours of surveillance, they will answer numerous questions: What is surveillance? How and why has surveillance evolved through history and what role has technology played in this evolution? How does surveillance affect social relations? The course explores how surveillance occurs in the real world and how it intersects with civil liberties and the practice of dissent. 4 credits.

POLS-227 Civil Rights Movement
This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Also listed as PSJ 227. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 4 credits.

POLS-231 Contemporary Middle East
An exploration of the modern Middle East, the course will focus on issues of politics, culture, economics, and conflict. Special emphasis will be on Israel and its neighbors, the role of oil, the nature of Islam, and the special interests of the United States in the region. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

POLS-239 Latin America I: Conquest-Independence
Survey of Latin American history from 200 C.E. to 1810 C.E. with a focus on the pre-Columbian Mayan, Aztec, and Inca civilizations; the conquest and settlement of Mexico, Central America, and South America by the Spanish and Portuguese; and the colonial institutions in Spanish America and Brazil up to the beginnings of the movements toward independence. Special emphasis will be given to the clash of indigenous and European religious/spiritual outlooks, political economy, and the interaction of issues of race, class, and gender in the emergence of sycretic New World societies. Also listed as HIST 239. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

POLS-241 Latin America II: Independence-Present
Survey of Latin American history from 1810 to the present with a focus on the independence struggles and the first century of independence; the rise of populism, socialism, and economic nationalism; the collapse of populist democracies and the rise of bureaucratic authoritarian military regimes; and recent transitions to democracy combined with economic liberalization. Course will also include attention to issues of class, race and gender, over the course of these political and economic transformations and the history of US-Latin American relations in the 19th and 20th century. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

POLS-255 Special Topics
See department for course description. 2 or 4 credits.

POLS-275 Internship
See department for details. Internship contract required. 1-4 credits.

POLS-295 Independent Study
See department for details. Independent study contract required. 1-4 credits.

POLS-301 Politics and The Media
Examines the impact of the media upon the political process; the relationship between the press and politicians; and whether the press is a "neutral" force in American politics. Biennially. 4 credits.

POLS-302 Parties and Elections
The development of political parties and their organization, function and campaign methods. Analysis of interest groups and their effect on government and political parties. Public opinion and propaganda. Involvement in a political campaign required. Counts toward core requirement: Civic Engagement. Biennially. 4 credits.

POLS-304 Community Politics
An exploration of how community politics works in the United States. The class will look at issues of representation, participation, public funding, and taxation. Analysis will focus on state and local governments and interest groups. Through participant observation and readings in the field, the class will explore theory and practice in community politics groups. Counts toward core requirement: Civic Engagement. 4 credits.

POLS-306 Presidency and Congress
This course explores the relations between the U.S. presidency and Congress, and how these relations have evolved over time. Students will examine long-term trends in this relationship and will consider compelling, instructive anomalies as well. Students will study the formal and informal powers of both Congress and the president and also explore case studies of conflicts between the two branches in the realms of both domestic and foreign policy. They will also carefully follow congressional-presidential relations as they unfold over the course of the semester, closely tracking the news as it emerges from Washington, DC. 4 credits.

POLS-310 Markets, Politics & Justice
An examination of political economy (the interaction of politics and economics) with respect to topics such as macroeconomic policy-making, industrial policy, income distribution, development strategies, and the welfare state plus the political dimensions of economic ideologies including classical liberal, Marxist, and social democratic perspectives. ECON 101 or ECON 102 strongly recommended. 4 credits.

POLS-321 Protest, Dissent, & Social Change
This course examines the causes and history of widespread movements that use protest to promote political change. Topics include theories of social movements and case studies that may include the labor movement, the civil rights movement, the women's movement, the environmental movement, and the recent rise of conservative Christian activism. Also listed as PSJ 321. Counts toward core requirement: Civic Engagement. 4 credits.

POLS-322 The Suppression of Dissent
This course explores how the state, mass media, and other forces suppress dissent. Students will first gain a theoretical foothold in the field of social-movement studies, along the way exploring the following questions: What is dissident citizenship? How, when, and why does the state suppress dissent? What role do the mass media play in the suppression of activism? Students will also study specific historical instances of political suppression, such as the suppression of the American Indian Movement, civil rights movement, environmental movements, and the Global Justice Movement. Also listed as PSJ 322. 4 credits.

POLS-325 Constitutional Law
An introduction to the judicial process, legal reasoning and interpretation of the Constitution through analysis of court cases. Subjects include federalism, property, race, gender, and privacy. Also listed as DS 325. Biennially. 4 credits.

POLS-326 Civil Liberties
This course examines the development of civil liberties in the United States by focusing on the role of the Supreme Court. Subjects include freedom of speech, freedom of press, freedom of religion, and the rights of the accused. Biennially. 4 credits.

POLS-330 National Systems & Global Challenges
Survey of national political systems in the context of the challenge of globalization. Countries studied and compared will include most or all of the following: United States, Britain, France, Germany, Russia, China, Japan, Mexico, Brazil, India, Nigeria, Egypt, Iran, and the European Union (as emerging or quasi-state). Issues analyzed will include competing theories of the origins and consequences of different political institutions, the relationship between domestic political arrangements and the ability to cope with globalization, transitions to democracy, and the consolidation of democracy and the future of the nation-state. Counts towards core requirement: International Perspectives. 4 credits.

POLS-331 Modern Dictatorship
A survey of non-traditional, 20th century dictatorships and the theoretical concepts and explanations political science has developed to categorize and explain them, including especially controversies surrounding the concepts of "authoritarianism" and "totalitarianism." Cases examined will include some or all of the following: the USSR, Nazi Germany, the People's Republic of China, Latin American military dictatorships, and the Iranian quasi-theocracy. 4 credits.

POLS-340 Security, Rights & Globalization
Nationalism and cultural identity; the international system and world organization; problems of conflict and war; issues of human rights and democracy; economic globalization and development; and security issues such as the spread of weapons of mass destruction. Counts towards core requirement: International Perspectives. 4 credits.

POLS-345 International Political Economy
This course explores the post-WWII world economy, the place of the United States in that economy, the role of theory and differing world views, and possibilities for future economic realities. Particular emphasis is placed upon understanding U.S., European and Japanese, and post-Communist international economic policy and business decisions. POLS 180 and ECON 101 strongly recommended. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

POLS-350 Special Topics in Political Science
Courses of varying formats on specific topics not included in the regular curriculum. Past examples include Contemporary Mexico, the Salmon Crisis, and Oregon Forest Policy. May be repeated for credit when the topics vary. 2-4 credits.

POLS-351 Social Policy & Social Justice
This course provides an examination of both the historical and contemporary context of social welfare policies and programs. The course will examine how legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. Issues of social justice, and how policies and programs affect populations at risk, will be emphasized. U.S. social welfare policy will be examined in a global and human rights context. Also listed as SOCWK 351. Prerequisites: SOCWK 201 with a minimum grade of C-. 4 credits.

POLS-352 Politics and Sports
In this course, students explore the intersection of politics and sports. Topics include: the political economy of sport; sport and social class; how race and ethnicity affect participation in, reactions to, and media coverage of sports; how gender and sexuality inflect both media portrayals of sport and our understanding of athleticism. Students examine the politics of both professional and amateur sports as well as mega-events like the Olympics and soccer World Cup. The course also involves discussing contemporary connections between politics and sports as they unfold in real time, bringing modern-day events into conversation with the course texts. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

POLS-355 Special Topics
See department for course description. 2 or 4 credits.

POLS-395 Independent Study
Student-conducted individual research/theoretical project. Faculty supervised. Independent study contract required. 1-4 credits.

POLS-399 Theory & Methodology in POLS
A required junior seminar for POLS majors that focuses on key concepts, theories, and methodologies in political science to prepare majors for the senior capstone experience. Exercises in course will culminate in a formal proposal for the senior thesis. Prerequisite: Junior standing **or above (60 or more completed credits). 4 credits.**

POLS-475 Internship
Off-campus placements in political settings can be undertaken for credit. Requirements vary. See Department Chair for more information. Internship contract required. 1-14 credits.

POLS-495 Independent Research
Student-conducted individual research/theoretical project. Faculty supervised. Independent study contract required. 1-4 credits.

POLS-498 Senior Seminar & Thesis I
In this course, students define their thesis project, gather necessary information, carry out original research, and write their senior thesis. The seminar will also meet four hours a week to discuss selected readings in research methods, theories of power, and approaches to policy analysis. This course is required of all majors in their final year. Prerequisite: Senior standing (90 or more completed credits), POLS 399, and declared Politics & Government major. 4 credits.

POLS-499 Senior Seminar & Thesis II
In this course, students refine their thesis and prepare to present it publically. In addition to completing their written thesis, students will prepare their public presentation of the thesis for Senior Projects Day. This course is required of all majors in their final year. Prerequisite: POLS 498. 1 credit.

PSYCHOLOGY

Heide D. Island, Chair; Alyson Burns-Glover, Erica Kleinknecht, Connor Principe, Dawn Salgado, Todd Schultz

Psychology is the empirical analysis of mind and behavior. The department members believe that reliable knowledge of psychological processes represents a necessary condition for meaningful action in the world. Virtually all disciplines profit from attention to psychological variables.

Psychology is a versatile, inherently interdisciplinary, and multi-methodological enterprise. We concur with one of the founders of modern psychology, William James, who wrote, "The union of the mathematician with the poet, fervor with measure, passion with correctness; that surely is the ideal."

The Department's mission is to engender the kind of student who possesses a varied, precise, and clear understanding of the major concepts, traditions, and findings within the field of modern psychology. Our goal is to mentor students to think critically and independently; who are well versed in both qualitative and quantitative methodologies and regard both as potentially valuable and appropriate.

The Goals of the Psychology Department are to:

- **introduce** students to the scientific approach and methods of critical analysis in the interpretation and evaluation of research and theory
- **present** a selection of courses that typify the breadth of the discipline and the expertise of departmental faculty
- **instill** cooperative learning strategies that enable students to participate effectively in group projects and in circumstances surrounding employment
- **polish** student writing so that they communicate clearly, succinctly and with authority both in oral presentation and in essay form.
- **mentor** and guide students' career choices by providing opportunity and instruction in basic and applied psychology, as well as allied health and service professions.

Psychology: Requirements for the Major

There are three general categories of courses that together make up the psychology major. All must be completed with a “C” or better.

Category I Courses are major requirements. You must complete all of these courses in order to graduate with a psychology major. Consequently, these courses are always offered annually (i.e., once a year) if not biannually (i.e., every semester).

Category II Courses are major elective requirements. You must complete one 4-credit course from **4 of the 5 sub-discipline areas** in order to earn your psychology degree at Pacific University. However, you may take more than one of these courses for credit toward the major. Course offerings vary from AD LIB (i.e., as needed) or biennial (i.e., every other year) to biannual (i.e., every semester).

Category III Courses are elective course options, emphases, and special topics courses that count toward the major. Students must earn an additional 16 credits by taking a variety of elective courses.

CATEGORY I: Major Requirements (18 crts required)

Complete all of the below courses:

PSY 150, Introduction to Psychology (4 crts)
PSY 348, Research Methods (4 crts)
PSY 349, Research Methods Laboratory (2 crts)
PSY 350, Behavioral Statistics OR SOC 301, Social Statistics (4 crts)
PSY 451, Senior Directed Research (4 crts)

CATEGORY II: Required Breadth Elective Options (16 crts required)

Complete at least one course from **four of the five groups** below:

Group A
PSY 252, BIOPSY I: Behavioral Neuroscience with Laboratory (4 crts)
OR
PSY 352, Sensation and Perception with Laboratory (4 crts)

Group B
PSY 202, Health Psychology (4 crts)
OR
PSY 211, Abnormal Psychology (4 crts)
OR
PSY 309, Personality Psychology (4 crts)

Group C
PSY 316, Psychology of Studying (4 crts)
OR
PSY 314, Memory and Mind (4 crts)
OR
PSY 416, Cognitive Science (4 crts)

Group D
PSY 240, Child Development (4 crts)
OR
PSY 281, Lifespan Development (4 crts)

Group E
PSY 358, Psychology of Ethnic Diversity in the US (4 crts)
OR
PSY 308, Social Psychology (4 crts)
OR
PSY 310, Community Psychology (4 crts)

CATEGORY III: Electives (16 crts)
Category III courses are elective options, emphases and special topics courses that count toward the major. Students must take an additional 16 elective credits, 8 of those must be upper division credits. Any course you do not take to fulfill Category II may be used for an elective, as can of the other Psychology courses except those required in Category I and the Professional Development courses.

Additionally, the following classes from programs outside of psychology can electively be used towards the major or minor (no more than 8 credits total):
BIOL 330, Genetics
PHIL 310, Philosophy of Science
PHIL 314, Philosophy of Mind
PSJ 300, Community Based Action Research
SOC 217, Gender and Sexuality
SOCWK 325, Counseling and Interviewing Techniques

TOTAL: 50 credits required for Major with the B.A. degree
TOTAL: 58 credits required for Major with the B.S. (an additional 2 lab NS classes)

Professional Development Courses
The following courses are recommended for any student interested in pursuing a graduate or professional degree. These courses DO NOT count toward upper division credits within the Major. However, they do fulfill upper division credits toward CORE.
These courses include:
PSY 351, Directed Research
PSY 448, Mentoring in Psychology
PSY 451, Senior Thesis (4 crts of 451 are required more than 4 are considered "professional development" and do not count toward the major)
PSY 475, Internship Experience

REQUIREMENTS FOR THE PSYCHOLOGY MINOR
The Psychology minor must complete the following courses with a grade of "C" or better:
PSY 150, Introduction to Psychology (4 crts)
PSY 350, Behavioral Statistics or SOC 301, Social Statistics (4 crts)

Elective courses (16 crts):
Students intending to minor in Psychology should consult with a department member prior to choosing electives. At least 8 of the elective credits must be at the upper division level and no more than 8 elective credits outside of the Psychology may be used toward a Psychology Minor. These interdisciplinary courses must be Psychology-approved courses. Psychology-approved interdisciplinary courses include:

EXIP 365, Perceptual Motor Learning
BIOL 330, Genetics
PHIL 310, Philosophy of Science
PHIL 314, Philosophy of Mind
PSJ 300, Community Based Action Research
SOC 217, Gender & Sexuality
SOCWK 325, Counseling and Interviewing Techniques

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TOTAL: 24 Credits for the Psychology Minor

COURSES

PSY-150 Introduction to Psychology
Psychology is the science of human and animal behavior and mental processes. As a survey course, Introduction to Psychology provides an overview of the methods, terms, theories, and research findings in the field. By understanding principles of psychology, students learn more about themselves, other human and non-human animals, historic and contemporary issues within the discipline and how to think about those issues critically. 4 credits.

PSY-155 Special Topics - Psychology
See department for course description. Credits: 1.00 - 6.00

PSY-160 Culture & Behavior
The goal of this course is to provide a cross-cultural review of general principles of human psychology. Emphasis is on the organizing syndromes of particular cultures and how these world-views affect an individual's emotions, cognitions and behaviors. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 4 credits.

PSY-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

PSY-202 Health Psychology
This course provides an overview of research, theory, and contemporary issues in the area of health psychology focusing on the ways in which individual factors, interpersonal processes, and larger systems influence the psychological and physical well-being of individuals. Topics include lifestyle factors and theories of health behavior change, stress and coping, help-seeking and healthcare interactions, prevention and intervention strategies, as well as a discussion of pain, injury, and chronic illness. Prerequisite: PSY 150 with minimum grade C. Counts toward core requirement: Civic Engagement and Diverse Perspectives. 4 credits.

PSY-208 Addictions and Society
Addictions and Society takes a historical and interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. The course investigates human motives to alter consciousness using classic and modern research in the physiology of addiction, sociocultural risk factors and changing cultural representations of drug use. Also listed as PSJ 208. Prerequisite: PSY 150 with a minimum grade of C. 4 credits.

PSY-210 Current Issues in Psychology
This is a seminar-style course that varies from one semester to the next. Course themes are selected based on the contemporary issues in the field and the faculty member's area of expertise, interest, and background. Examples of "Current Issues" include: Peoples and Cultures of Hawai'i; The Nature of Self-Concept; Aging; Life-Story Models of Identity; Evolutionary Psychology; and Psychology of Mindfulness. Prerequisite: PSY 150 with a minimum grade of C; additional prerequisites may apply depending on topic. May be repeated for credit when topic varies. 2-4 credits.

PSY-211 Abnormal Psychology
Students critically explore major categories of disorders, with special emphasis on dissociative identity disorder, depression, schizophrenia, and borderline personality. Questions are raised about the use of psychiatric drugs, and attention is paid to the history of insanity. This course includes both textbook and original readings. Also listed as DS 211. Prerequisites: PSY-150 with a minimum grade of C. 4 credits.

PSY-216 Introduction to Psychology of Studying
Students learn the essentials of Cognitive and motivational psychology as they apply to academic engagement. From Cognitive Psychology, students learn about the nature of knowledge acquisition, storage, and retrieval. Topics covered stem from both neuroscience and from traditional psychological research. Additionally, students learn about the psychology of motivation as it applies to academic settings by focusing on optimal ways of fostering healthy achievement motivation. Prerequisite: PSY 150 with minimum grade C. 2 credits.

PSY-225 Comparative Learning & Behavior
The discipline of "learning" stemmed from the Behaviorist and Gestalt Psychological camps during the early development of Psychology. Today, learning includes a broader swath of specialties including: Cognitive, Biological, Educational, Social, and Abnormal Psychology. The systematic study of learning is a comparative branch of Psychology, wherein human and nonhuman animal behavior is investigated. Students complete this courses with a more expansive understanding of semi-permanent changes in human and nonhuman animal behavior and the wide applicability and limited generalizability of those behaviors across species and contexts. Prerequisite: PSY 150 with a minimum grade of C. 4 credits.

PSY-226 History and Systems of Psychology
Psychology is often discussed as having a long past but a short history. This course investigates the past (early philosophy relevant to the "psych") and the history (the formal establishment and research within the discipline) through the social, political, and historic influences on the science of behavior. The goals of this course are to provide students with a more holistic appreciation and understanding of contemporary psychological theories, and the early foundations of modern psychology. Students consider major theories, emerging research directions and controversies within the specialty disciplines of psychology. Prerequisite: PSY 150 with minimum grade C. 4 credits.

PSY-240 Child Development
This course is an introduction to human development with an emphasis on early and middle childhood. Initial discussion focuses on how to best characterize behavioral change over time and the interactive roles of nature and nurture as facilitators of change. Through detailed discussion of theory and research outcomes, students attain a comprehensive understanding of normative trends in physical, cognitive, social, emotional, and personality development coupled with an understanding of the cause of such change. Prerequisite: PSY 150 with a minimum grade of C. 4 credits.

PSY-252 BIOPSY I: Introduction to Neuroscience
This lab-based course seeks to explain and identify the biological structures of behavior, relating to actions, experience, genetics and phylogeny of the organism. Students learn physiological function and injury through case studies, discussion, video, dissection and lecture. The goals of this course are to provide students with a strong background in neuroscience, neuroanatomy, assessment, and the ability to apply their knowledge to individual trauma case examples. Prerequisite: PSY-150 with a minimum grade of C. BIOL-110, BIOL-224, or BIOL-240 strongly recommended. 4 credits.

PSY-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

PSY-260 Psychology of Women
This course is a survey of the physiological, emotional, and cognitive aspects of the female experience. Students examine both the similarities and differences between women and men, with an emphasis on experiences unique to women. Cultural expectations are examined particularly those which either overemphasis sex differences or underestimate their psychological and sociocultural value. Prerequisite: PSY 150 or GSS 201 with a minimum grade of C. 4 credits.

PSY-261 Psychology of Gender
Psychology of gender will provide students with a survey of psychological research into the effects of gender, gender identity, and gender labels on the cognitive, social, physical states of humans across the lifespan and cultures. The intersection of genders and sexual identities will also be addressed. Prerequisite: PSY 150 with a minimum grade of C. Counts toward core requirement: Diverse Perspectives. 4 credits.

PSY-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

PSY-281 Lifespan Development
In this course, students learn the fundamentals of human development from conception to death. Lifespan developmental psychology examines the extent to which genetics (nature) and the environment (nurture) shape who we are as living, thinking, and socializing people. Prerequisite: PSY 150 with minimum grade C. 4 credits.

PSY-308 Social Psychology
This course addresses social behavior from the perspective of humans as social agents, how they affect and are affected by others, topics include: perception of persons, affiliation, communication and attitude change, group processes, leadership, intergroup tension, cultural syndromes, and social roles. Prerequisite: Junior standing or above (60 or more completed credits), PSY 348, and PSY 349 both with a minimum grade of C. PSY 350 or SOC 301 are strongly recommended. 4 credits.

PSY-309 Personality Psychology
Students study the grand theories of personality through detailed examination of original writings by Freud, Skinner, R.D. Laing, and Maslow, among others. Students explore the assumptions, logic, and ramifications of psychological theory, and its place in modern experimental psychology. Some critique of psychology as a discipline is included. Prerequisite: Sophomore standing or above (30 or more completed credits) and PSY 150 with minimum grade of C. 4 credits.

PSY-310 Community Psychology
This course will feature relevant theory, research, and practice in community psychology. Students will examine the associations between individual and social/environmental systems, the role of applied and action-oriented research, and use of collaborative practices all aimed at understanding and solving social issues from a strength-based perspective to promote wellness and reduce social inequities.This course includes a student-initiated service learning component. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with minimum grade C. Counts toward core requirement: Civic Engagement and Diverse Perspectives. 4 credits.

PSY-313 Ecopsychology
This course is an overview of psychological research in environmental attitudes, conservation, sustainability, effects of the environment on human behavior and well-being, and how to design and implement programs to promote ecologically aware behaviors. Course will include seminar discussion, travel for field trips, and community-based programming. Also listed as ENV 313. Prerequisite PSY 150 with a minimum grade of C. 4 credits.

PSY-314 Memory and Mind
Students delve into Cognitive Psychology by studying the nature of memory-- a cognitive skill we all take for granted, but that is necessary for our survival. Topics covered include historical perspectives in the study of memory, theories and current research in Information Processing, Mental Representation, and Long-term Declarative Memory Systems, changes in memory abilities over the life-span, and applied issues related to memory (in)accuracy. Through in-class lab exercises, writing and class discussion, students achieve a deep understanding of the nature of cognition and key role that memory plays. Prerequisite: Sophomore standing or above (30 or more completed credits) and PSY 150 with minimum grade of C. 4 credits.

PSY-316 Advanced Psychology of Studying
Students learn the essentials of Cognitive and motivational psychology as they apply to academic engagement. From Cognitive Psychology, students learn about the nature of knowledge acquisition, storage, and retrieval, contrasting "informational processing" and "embodied cognition" perspectives. Topics covered stem from both neuroscience and from traditional psychological research. Additionally, students learn about the psychology of motivation as it applies to academic settings by focusing on optimal ways of fostering healthy achievement motivation. Prerequisite: PSY 150 with minimum grade C. PSY 252 recommended. 4 credits.

PSY-344 Social & Personality Development
Students will learn the essentials of social and personality development. By the end of the course, students will understand the fundamentals of child social cognition, emotional regulation, attachment, and moral as well as gender development. Students will also learn how the contexts of family, school, society, and culture influence the development of sociality and sense of identity. This course is highly recommended for students who are considering careers working with children, adolescents, or both. Prerequisite: PSY 150 with minimum grade C; and PSY 180 or PSY 240 with minimum grade C. PSY 308 recommended. 4 credits.

PSY-345 Children and Violence
In this seminar, students will learn and discuss issues related to children and the culture of violence in which they live. This course will be roughly divided into three sections. Part 1 addresses children as victims of violence, including both direct (physical, sexual) and indirect (witnessing domestic violence) forms; Part 2 examines children as consumers of violence via the media (TV, music, video games, and so forth); and Part 3 investigates children who perpetrate violence ranging from those who bully peers to those with developmental psychopathologies. Although this course is heavily research based, it may be especially valuable to students who are considering careers with at-risk youths. Prerequisite: PSY 150 with minimum grade C; and PSY 180 or PSY 240 with minimum grade C. PSY 308 recommended. 4 credits.

PSY-348 Research Methods in Psychology
This course examines the principles of research design, methodology, and data analysis in psychology. Method and design issues relevant to a wide range of substantive areas in psychology are covered, such as experimental designs, survey research, observational research, and qualitative content analysis. Further, students receive an introduction to data management and analysis, research ethics and the Institutional Review Board (IRB) process. Prerequisite: Sophomore standing or above (30 or more completed credits) and PSY-150 with a minimum grade of C. Corequisite: PSY-349. PSY 348 and PSY 349 must be passed in same semester with a C or better. 4 credits.

PSY-349 Research Methods in Psychology Lab
This course is graded separately, but is a required component of PSY-348 and must be taken concurrently. In this course students work in groups to design studies, collect data, analyze it and present it. This course also focuses on the writing standards in scientific publication and presentation of results. Prerequisite: Sophomore standing or above (30 or more completed credits) and PSY 150 with a minimum grade of C. Corequisite: PSY-348. 2 credits.

PSY-350 Behavioral Statistics
Behavioral statistics provides an introduction to experimental design, descriptive and inferential statistics as well as computer statistical analysis. Prerequisite: Sophomore standing or above (30 or more completed credits). MATH-165 strongly recommended. Does not meet Social Sciences core requirement (2010 catalog). 4 credits.

PSY-351 Directed Research in Psychology
Directed Research provides students with the opportunity to participate in an ongoing research project with a psychology faculty member. This opportunity provides practical research experience for business, career development, and graduate school. Research experience at the undergraduate level facilitates a more competitive application for graduate programs and jobs. May not be used as elective credit in Psychology. Instructor's consent required. May be repeated for up to 6 credits total. 1-2 credits.

PSY-352 BIOPSY II: Sensation & Perception
This lab-based course is the second semester of the neuroscience emphasis within the Department of Psychology. Sensation and Perception is the study of how our sensory experience (e.g. vision, taste, smell, hearing, and touch) is translated into a perceptual representation of the world via the central nervous system. Virtually all knowledge of the sensory system is the result of investigation into our nonhuman relatives physiological function; therefore this course integrates both human and nonhuman animal comparative sensory structure and neuroanatomy. The goals of this course are to provide students with the skills and opportunities to conceptually integrate structure and function of the nervous system in an applied way; to further their empirical writing skills, and to explore neuroscience through both a lecture, lab and discussion format. Prerequisite: Sophomore standing or above (30 or more completed credits) and PSY 150 with a minimum grade of C. BIOL-110, BIOL-224, or BIOL-240 strongly recommended. 4 credits.

PSY-355 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with a minimum grade of C. Credits: 1.00 - 6.00

PSY-358 Psychology of Ethnic Diversity in US
Psychological theory and research in ethnic identity and ethnicity and their effects on social relationships, well-being, and physical health will be reviewed. Current and classic research on ethnicity, resiliency, cultural, trauma, and family socialization will be discussed. Students will investigate current events and their own personal concepts of ethnic identity. How intersecting identities of race, ethnicity, gender, class and sexuality affect psychosocial adjustment are addressed. Prerequisite: PSY 150 with a minimum grade of C. ENGW 201 strongly recommended. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 4 credits.

PSY-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

PSY-416 Cognitive Science
By taking a Cognitive Science perspective to the study of mind and mental experience, students are engaged in understanding how Philosophical, Psychological, Neuroscience, and Computational approaches can intersect, yielding a rich and complex picture of what it means to think, reason, and remember. Students gain a deep appreciation for the complexity of the human mind by going beyond the contribution of a single discipline and by challenging themselves to see connections across traditional academic divides. Prerequisite: Junior standing or above (60 or more completed credits); and PSY 150 with a minimum grade of C. 4 credits.

PSY-420 Special Topics in Psychology
Special Topics is a seminar course focusing on topics of special interest to students and faculty, examples include: Behavioral Endocrinology, Cognition, Evolutional Psychology, Personality, Sociocultural Psychology. Instructor's consent required. May be repeated for credit as topic varies. 2 or 4 credits.

PSY-444 Psychobiography
Psychobiography attempts to understand the form and content of artistic work from the vantage point of the artist's life history. Previous classes have included analyses of artists Diane Arbus, Kathryn Harrison, Sylvia Plath, Picasso, Oscar Wilde, Jackson Pollack, Vladimir Nabokov, Roald Dahl, Jack Kerouac, James Agee, Kurt Cobain, and Truman Capote, among others. Significant use is made of psychological theory as a means of tracing meaningful connections between the life and creative products. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with a minimum grade of C. 4 credits.

PSY-448 Mentoring in Psychology
Advanced psychology students will serve as facilitators and laboratory assistants in psychology classes in which they have previously demonstrated excellence. Mentors attend all classes and co-curricular events and complete all of the readings. Mentors will assist in classroom management, study sessions, and laboratory activities. They will work closely with faculty in developing the means to good mentoring during independent meetings with the professor outside of class. Prerequisite: 15 credits in PSY. Instructor's consent required. May be repeated for credit. 1-4 credits.

PSY-451 Senior Directed Research
This Psychology Capstone course is required of all senior Psychology majors. Students work in research teams on original research, supervised by Psychology Department faculty. As part of the course, students present findings during Pacific's Senior Projects Day, and then, optionally, at a regional conference. Prerequisite: Senior standing (90 or more completed credits) and declared Psychology major. Instructor's consent required. May be repeated for credit. 2-4 credits.

PSY-452 BIOPSY III: Endocrinology
This course concerns the interrelationships among hormones, the brain and behavior in both human and nonhuman animals. The role of hormones in the development and activation of behavior as well as how behavioral interactions regulate endocrine physiology will be examined. A central topic of this course concerns the effects of sex steroid hormones on various reproductive behaviors (e.g. sexual and parental behaviors). Other topics covered include: the endocrine regulation of aggressive behavior, biological rhythms, energy balance, stress, learning, memory, and contemporary topics within endocrinology like hormone replacement therapy and the behavioral effects of endocrine disorders. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with minimum grade of C. 4 credits.

PSY-455 Special Topics
See department for course description. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with a minimum grade of C. Credits: 1.00 - 4.00

PSY-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

PUBLIC HEALTH

Jessica Ritter, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Jessica Hardin, Moriah McSharry McGrath, Jana Peterson-Besse, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead

The study of Public Health is dedicated to understanding and improving the health and well-being of all people. The public health major is designed to develop students' abilities to understand, analyze, problem-solve and communicate effectively in a complicated, international and rapidly changing world. Pacific's public health program integrates health science, social science and humanistic approaches to addressing global health challenges.
Public health students study core courses within public health, such as introductory public health, epidemiology, environmental health and global health. But we know that public health workers need a broad set of skills and abilities to be effective in promoting health and well-being. So our students complete their public health majors by choosing courses from biology, chemistry, economics, environmental sciences, ethics, media arts, politics, psychology, sociology, social work and the humanities.

Students studying public health are often interested in pursuing careers in the public sector, working with health departments, policymakers or organizations such as the U.S. Centers for Disease Control. Others are interested in working with nonprofit organizations or non-governmental organizations (NGOs) that promote better health both domestically and abroad. Still other public health graduates will pursue private-sector employment within the insurance or healthcare industries. Public health graduates are prepared for careers in health departments, hospitals,
nonprofit organizations, universities, family violence prevention organizations, disaster relief organizations, and state and federal agencies. Many students choose to combine undergraduate public health education with graduate school in public health or the health professions.

Public Health students may choose a major with either a B.S or a B.A in public health or a minor in public health. Public health majors must complete the proscribed coursework with a grade of C- or better and maintain a minimum 2.0 grade average in the major or minor.

BACHELOR OF ARTS IN PUBLIC HEALTH

Public Health: Requirements for the Major

Core Courses: 24 Credits

PH 101	Public Health	4 credits
PH 200	Epidemiology	4 credits
PH 300	Research Methods in Public Health	4 credits
PH 380	Practicum/Field Placement	4 credits
PH 320	Environmental Health	4 credits
OR		
PH 325	Global Health	4 credits
PH 491 & 492	Senior Capstone	2 credits each

Electives 28 Credits
Students must take at least eight credits in health science and four credits in each of the other groups.

(A) Health Science:

BIOL 202	General Bio I	4 credits
BIOL 204	General Bio II	4 credits
CHEM 220	General Chem I	4 credits
CHEM 230	General Chem II	4 credits
BIOL 224	Human Anatomy	4 credits
BIOL 170	Human Genetics	4 credits
BIOL 160	Special Topics	4 credits
EXIP 281	Nutrition	4 credits
EXMB 303	Medical Terminology	1 credit
ENV 301	Environmental Toxicology	4 credits

(B) Health & Society:

EDUC 322	Applied Human Development	4 credits
ECON 334	Health Economics	4 credits
PSY 208	Addictions and Society	4 credits
PSY 211	Abnormal Psychology	4 credits
PSY 240	Child Development	4 credits
SOCWK 320	Human Behavior in the Social Environment	4 credits
SOC 266	Deviance	4 credits
SOC 312	Social Interaction	4 credits
SOC 347	Global Capitalism	4 credits
SOC 319	Sociology of Medicine	4 credits

(C) Health Communication & Advocacy

MEDA 101	Fundamentals of Speaking	2 credits
MEDA 110	Introduction to Communication	4 credits
MEDA 201	Interpersonal Communication	4 credits
ENGW 202	Writing About Disability	4 credits
MEDA 122	Introduction to Digital Media	2 credits
PSJ 101	Introduction to Peace and Social Justice	4 credits
PSJ 215	Conflict Resolution	2 credits
POLS 301	Politics and the Media	4 credits
POLS 304	Community Politics	4 credits
POLS 209	Ideas in Action: Pol Phil & Modern Soc	4 credits
SOCWK 351	Social Policy & Social Justice	4 credits

(D) Health in a Diverse Society:

DS 204	Working with People with Disabilities	4 credits
ENGL 221	Disability and Literature	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 245	Race in Modern America	4 credits
HUM 204	Chinese Cultural Studies	4 credits
HUM 205	Japanese Culture	4 credits
HUM 206	Latin America	4 credits
HUM 305	West Meets East: Developing Intercultural Competency	4 credits
HUM 352	Hispanics in the US	4 credits
PSY 260	Psychology of Women	4 credits
PSY 358	Psychology of Ethnic Diversity in US	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 217	Gender and Sexuality	4 credits

(E) Ethics

PHIL 202	Ethics and Society	4 credits
PHIL 240	Human Rights	2 credits
PHIL 307	Ethics, Medicine, and Health Care	4 credits

Total Credits: 52

BACHELOR OF SCIENCE IN PUBLIC HEALTH

Public Health: Requirements for Major

Core Courses: 24 Credits

PH 101	Public Health	4 credits
PH 200	Epidemiology	4 credits
PH 300	Research Methods in Public Health	4 credits
PH 380	Practicum/Field Placement	4 credits
PH 320	Environmental Health	4 credits
OR		
PH 325	Global Health	4 credits
PH 491 & 492	Senior Capstone	2 credits each

Natural Science Requirements: 16 Credits

BIOL 202	General Bio I	4 credits
BIOL 204	General Bio II	4 credits
CHEM 220	General Chem I	4 credits
CHEM 230	General Chem II	4 credits

Electives: 16 Credits

Students must take at least 4 credits in each group

(A) Health & Society:

EDUC 322	Applied Human Development	4 credits
ECON 334	Health Economics	4 credits
PSY 208	Addictions and Society	4 credits
PSY 211	Abnormal Psychology	4 credits
PSY 240	Child Development	4 credits
SOCWK 320	Human Behavior in Social Environment	4 credits
SOC 266	Deviance	4 credits
SOC 312	Social Interaction	4 credits
SOC 347	Global Capitalism	4 credits
SOC 319	Sociology of Medicine	4 credits

(B) Health Communication & Advocacy:

MEDA 101	Fundamentals of Speaking	2 credits
MEDA 110	Introduction to Communication	4 credits
MEDA 201	Interpersonal Communication	4 credits
ENGW 202	Writing About Disability	4 credits
MEDA 122	Introduction to Digital Media	2 credits
PSJ 101	Introduction to Peace and Social Justice	4 credits
PSJ 215	Conflict Resolution	2 credits
POLS 301	Politics and the Media	4 credits
POLS 304	Community Politics	4 credits
POLS 209	Ideas in Action: Pol Phil & Modern Soc	4 credits
SOCWK 351	Social Policy & Social Justice	4 credits

(C) Health in a Diverse Society:

DS 204	Working with People with Disabilities	4 credits
ENGL 221	Disability and Literature	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 245	Race in Modern America	4 credits
HUM 204	Chinese Cultural Studies	4 credits
HUM 205	Japanese Culture	4 credits
HUM 206	Latin America	4 credits
HUM 305	West Meets East: Developing Intercultural Competency	4 credits
HUM 352	Hispanics in the US	4 credits
PSY 260	Psychology of Women	4 credits
PSY 358	Psychology of Ethnic Diversity in US	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 217	Gender and Sexuality	4 credits

(D) Ethics

PHIL 202	Ethics and Society	4 credits
PHIL 240	Human Rights	2 credits
PHIL 307	Ethics, Medicine, and Health Care	4 credits

Total Credits: 56

Public Health: Requirements for the Minor

Core Courses: 12 credits

PH 101	Public Health	4 credits
PH 200	Epidemiology	4 credits
PH 320	Environmental Health	4 credits
OR		
PH 325	Global Health	4 credits

Electives: 10 Credits

Courses cannot be in the same group.

(A) Health Science:

BIOL 202	General Bio I	4 credits
BIOL 204	General Bio II	4 credits
CHEM 220	General Chem I	4 credits
CHEM 230	General Chem II	4 credits
BIOL 224	Human Anatomy	4 credits
BIOL 170	Human Genetics	4 credits
BIOL 160	Special Topics	4 credits
EXIP 281	Nutrition	4 credits
EXMB 303	Medical Terminology	1 credit
ENV 301	Environmental Toxicology	4 credits

(B)Health & Society:

EDUC 322	Applied Human Development	4 credits
ECON 334	Health Economics	4 credits
PSY 208	Addictions and Society	4 credits
PSY 211	Abnormal Psychology	4 credits
PSY 240	Child Development	4 credits
SOCWK 320	Human Behavior in Social Environment	4 credits
SOC 266	Deviance	4 credits
SOC 312	Social Interaction	4 credits
SOC 347	Global Capitalism	4 credits
SOC 319	Sociology of Medicine	4 credits

(C)Health Communication & Advocacy:

MEDA 101	Fundamentals of Speaking	2 credits
MEDA 110	Introduction to Communication	4 credits
MEDA 201	Interpersonal Communication	4 credits
ENGW 202	Writing About Disability	4 credits
MEDA 122	Introduction to Digital Media	2 credits
PSJ 101	Introduction to Peace and Social Justice	4 credits
PSJ 215	Conflict Resolution	2 credits
POLS 301	Politics and the Media	4 credits
POLS 304	Community Politics	4 credits
POLS 209	Ideas in Action: Pol Phil & Modern Soc	4 credits
SOCWK 351	Social Policy & Social Justice	4 credits

(D)Health in a Diverse Society:

DS 204	Working with People with Disabilities	4 credits
ENGL 221	Disability and Literature	4 credits
GSS 201	Introduction to Gender & Sexuality Studies	4 credits
HIST 245	Race in Modern America	4 credits
HUM 204	Chinese Cultural Studies	4 credits
HUM 205	Japanese Culture	4 credits
HUM 206	Latin America	4 credits
HUM 305	West Meets East: Developing Intercultural Competency	4 credits
HUM 352	Hispanics in the US	4 credits
PSY 260	Psychology of Women	4 credits
PSY 358	Psychology of Ethnic Diversity in US	4 credits
SOC 208	Race: Inequality and Identity	4 credits
SOC 217	Gender and Sexuality	4 credits

(E)Ethics

PHIL 202	Ethics and Society	4 credits
PHIL 240	Human Rights	2 credits
PHIL 307	Ethics, Medicine, and Health Care	4 credits

Total Credits: 22

COURSES

PH-101 Public Health
Provides an introduction to public health concepts, philosophy, history and activities. Practice-related exercises allow students to experience real-world public health problem-solving and to learn how to understand, analyze and communicate effectively about the health and wellbeing of various populations. This course draws upon health sciences, social sciences and humanistic approaches to addressing global health challenges. 4 credits.

PH-200 Epidemiology
Epidemiology is a core discipline of public health which focuses on the patterns of health and disease in populations. Students learn the basic tools of epidemiological analysis and how to use data to describe disease and injuries. This course explores how, epidemiology plays a vital role in public health, clinical medicine, health education and health policy. Attention is also given to the application of evidence-based public health to intervention strategies and public policy. Prerequisite: MATH 122. Statistics course (MATH 207, SOC 301, or PSY 350) recommended. 4 credits.

PH-248 Public Health, Private Bodies
This course explores the changing relationship between institutional and societal efforts to maintain public health, contemporary knowledge about human bodies, disease, and "health," and the efforts by individuals and local communities to control their own health through the course of American history. Students will confront the efforts by the state and institutions to expand their power and deploy their knowledge in efforts to control unsanitary environments, the ways in which new forms of technology has transformed the healthiness of environments, as well as the ways in which that this knowledge of bodies and health was informed by historical understandings of poverty, of race, and of gender. Also listed as HIST 248. 4 credits.

PH-255 Special Topics
See department for course description. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140, REL 140, PH 101, or SOCWK 201. Credits: 1.00 - 4.00

PH-300 Research Methods in Public Health
This course will present an overview of research methods within public health, emphasizing the steps involved in the research process. Methodological issues covered will include the ethics of health studies research, qualitative and quantitative research designs, operationalization of concepts, measurement of variables, and techniques of sampling, data collection and analysis. Prerequisite: PH 200 and a statistics course (MATH 207, SOC 301, or PSY 350). 4 credits.

PH-305 Contemporary Issues in Aging
The purpose of this course is to introduce students to the field of aging. Older people (those aged 65 and older) represent one in every eight Americans as of the 2010 census. Since 1900, the percentage of older Americans has tripled, and 10,000 baby boomers are turning 65 everyday. The age wave is here. This class examines the gifts and challenges for our society that must respond to a rapidly increasing aging population. The role social workers and other professionals play in helping older adults to live independently with dignity and self determination will be an area of focus. Topical areas will include settings for gerontological practice, programs and interventions for older adults, biopsychosocial and cultural determinants of aging, social and economic justice, healthcare, and end-of-life care. Prerequisite: SOCWK 201, SOC 101, SOC 102, PSY 150, or PH 101. 4 credits.

PH-320 Environmental Health
This course incorporates not only the common concepts associated with environmental health (population dynamics, air pollution, water pollution, land pollution) but also emerging and controversial issues associated with environmental threats to human health, such as emerging diseases, global warming, and biological and chemical weapons. Emphasis is on biological, chemical, and physical sources of exposures, the effects on human health, and the methods of limiting exposures and effects especially in issues of environmental justice. Prerequisite: PH 101. 4 credits.

PH-325 Global Health
Designed to provide an overview of global health problems and provide the tools to navigate the work of international health. The course focuses on the global burden of disease and the pattern of disease variations between and within countries. Global health addresses poverty, environmental issues and globalization on the impact on health status. Prerequisite: PH 101. 4 credits.

PH-355 Special Topics
See department for course description. Credits: 1.00 - 4.00

PH-380 Public Health Practicum
This course will provide students with an opportunity to integrate theoretical and applied learning in a community setting. Students will complete a 100 hour practicum in an approved placement under the supervision of an agency staff member in consultation with a Public Health faculty member. Students will complete a signed learning agreement in the beginning of the practicum, which will guide their individualized learning experiences. Students will be required to meet with the instructor and other public health students in a weekly seminar setting to discuss their work in the field placement. In addition to hours spent working in the field, students will be expected to complete assignments and readings intended to enhance the practicum experience. Prerequisite: Junior standing or above (60 or more completed credits), PH 101, PH 200, and PH 300. 4 credits.

PH-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 8.00

PH-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

PH-491 Senior Capstone I
The focus of this course is to assist students in selecting an area of interest in order to define their senior thesis project, to complete a literature review, to develop a research methodology, and to begin data collection.This course is required of all public health majors in their final year. Prerequisite: Senior standing (90 or more completed credits), declared Public Health major, PH 200, and PH 300. 2 credits.

PH-492 Senior Capstone II
In this course, students further refine and develop their senior thesis project. Students complete their data analysis, complete their written thesis, and prepare for the public presentation of their thesis for Senior Project's Day. Prerequisite: PH 491. 2 credits.

SELF-DESIGNED INTERDISCIPLINARY MAJOR (SDIM)

The Self-Designed Interdisciplinary Major is an opportunity for highly capable students to pursue unusual intellectual paths. Students participating in the SDIM must have exceptional self-discipline and self-direction. A minimum GPA of 3.0 is required to apply to the SDI Major and a minimum GPA of 3.2 in the SDI Major is required to graduate. Proposed SDIMs must clearly define a field of study that falls within the liberal arts and sciences.

Note: The SDIM will not be approved as a substitute for extant disciplinary major or minor programs of study available within the College of Arts and Sciences. Nor will an SDIM be approved for strictly vocational education or strictly preparatory programs such as pre-optometry or pre-pharmacy.

Students may pursue a single Self-Designed Interdisciplinary Major. Students may not be awarded a minor for a subset of courses within their approved SDI Major. Students should complete the SDIM approval process during the sophomore year.

Students completing the SDIM must meet all other graduation requirements within the College of Arts and Sciences. The SDIM replaces the major requirement only.

Students interested in pursuing a Self-Designed Interdisciplinary Major should contact the Director of Academic Advising at 503-352-2201 for information on requirements and the application process.

SOCIAL WORK

Jessica Ritter, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Jessica Hardin, Moriah McSharry McGrath, Jana Peterson-Besse, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead

The Social Work major is offered through the Department of Sociology, Anthropology, and Social Work. Also offered through this department are majors in Anthropology and Sociology. Minors are available in Sociology, Anthropology, and Comparative Religion.

The Social Work Program at Pacific University provides students with the knowledge, values, and skills necessary for culturally sensitive generalist social work practice. The BSW curriculum is designed to prepare students to provide services that advance the well-being of people; promote social and economic justice; and enhance the social functioning of individuals, families, groups organizations, and communities. It is our desire to provide students with both academic and field based experiences that allow the student to integrate theoretical and applied knowledge in order to engage in the planned change process at the micro, mezzo, and macro levels of practice. These experiences take place in the context of a broad liberal arts foundation. The small class sizes at Pacific allow for individual attention from professors, and our geographic location provides opportunities to explore social work in both rural and urban settings.

Goals:

- To prepare students for beginning generalist baccalaureate level social work practice with client systems of all sizes
- Lay a foundation that prepares students for graduate level social work education *or* beginning practice with a commitment to life-long learning and ongoing professional development.
- To promote social and economic justice
- Develop new social work knowledge and provide service and leadership to the community.

Social Work: Requirements for the Major

Students interested in majoring in Social Work must apply to the major. Application materials are available from faculty members of the Social Work program and are also available on the social work program's homepage on the Internet.

Students who major in Social Work must complete the following core courses with a grade of "C-" or better and maintain a 2.75 average in the major.

PSY 150	Introduction to Psychology	4 credits
SOC 101	Introduction to Sociology	4 credits
OR		
SOC 102	Social Problems	4 credits
SOCWK 201	Principles of Social Work	4 credits
SOCWK 310	Social Work Research Methods	4 credits
SOC 301	Social Statistics	4 credits
SOCWK 300	Micro Social Work Practice	4 credits
SOCWK 301	Macro Social Work Practice	4 credits
SOCWK 320	Human Behavior in the Social Environment	4 credits
SOCWK 325	Counseling and Interviewing Techniques	4 credits
SOCWK 351	Social Policy and Social Justice	4 credits
SOCWK 480	Pre-Practicum Seminar	1 credit
SOCWK 481	Social Work Practicum	12 credits

Students must complete two elective courses from the following list. Additional elective courses will be considered with approval from the Social Work Program Director.

SOCWK 355	Special Topics
ANTH 101	Introduction to Anthropology
SOC 208	Race: Inequality and Identity
SOC 309	Families
SOC 217	Gender and Sexuality
SOC 266	Deviance
SOC 304	Criminology
SOC 319	Sociology of Medicine
SOC 321	Sociology of the City
SOC 347	Global Capitalism

DS 204	Working with People with Disabilities
PSY 211	Abnormal Psychology

TOTAL: 61 credits

The Social Work Program does not give academic credit for life or previous work experience.

COURSES

SOCWK-100 College 3D
Students in this course will examine the systems, policies, and supports that facilitate college success. By understanding their own skills, strengths, and leadership potential in the college context, students will work with diverse children to promote college awareness from an early age. Students will learn from guest instructors about topics such as child development, behavior management, diversity, college planning, and related issues. Students will work with school and campus staff to coordinate visits and plan activities. Students must be available for seminar sessions and on scheduled visit days as coordinated within the group. Counts toward core requirement: Civic Engagement. 2 credits.

SOCWK-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

SOCWK-201 Principles of Social Work
This course provides an introduction to the field of social work practice with an emphasis on the historical and political development of social work as well as the values and ethics that guide social work practice. Students will explore possible career opportunities in the field of social work and will be required to complete a 40 hour field experience at an approved social service agency. Counts toward core requirement: Civic Engagement. 4 credits.

SOCWK-220 Preparation for Travel to Costa Rica
This is a course that will prepare students for Travel in Costa Rica (SOCWK 221). However, the course is also open to students interested in the course content, but who do not plan to travel. This course will provide students with the information necessary to help them get the most of their travel experience. The content will cover the basic history, religion, culture, geography, and politics of Costa Rica. Prerequisite: SOC 101, SOC 102, or SOCWK 201. Counts toward core requirement: Comparative Cultural or International Perspectives. 2 credits.

SOCWK-221 Travel to Costa Rica
The course will focus on the global issue of human rights with an emphasis on the Costa Rican experience. Over the course of two weeks, students will be immersed in the Costa Rican culture. Students will live with a Costa Rican ("Tico") family. Lectures on the culture of Costa Rica and the history of its human rights challenges and efforts will occur as well as opportunities for students to explore their own perspectives on human rights. Students will visit agencies in the community whose mission is to serve vulnerable populations and will participate in a service project. The class will meet weekly during the Spring semester and then travel after the Spring semester ends in May. This travel course in Costa Rica is scheduled for a two-week period in June. This two-week program will provide a total of 40 hours of Spanish language classes, 16 hours of cultural classes and activities, and a couple of fun excursions. Prerequisite: SOC 101, SOC 102, or SOCWK 201. Corequisite: SOCWK 220. Counts toward core requirement: International Perspectives. 2 credits.

SOCWK-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

SOCWK-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

SOCWK-300 Micro Social Work Practice
This course focuses on the change process at the three levels of social work practice (individual, family and group). Students will acquire specific skills which will assist them in assessing, contacting, working with and terminating some clients. Prerequisite: SOCWK 201 with a minimum grade of C-. 4 credits.

SOCWK-301 Macro Social Work Practice
This course will help students acquire specific skills that will assist them in carrying out the planned change process at the macro level of social work practice. Community practice is heavily emphasized, and students will work together to carry out a social justice class project, which will consist of at least 25 hours of group work outside of the course. Prerequisite: Junior standing or above (60 or more completed credits) and SOCWK 201 with a minimum grade of C-. Counts toward core requirement: Civic Engagement. 4 credits.

SOCWK-305 Contemporary Issues in Aging
The purpose of this course is to introduce students to the field of aging. Older people (those aged 65 and older) represent one in every eight Americans as of the 2010 census. Since 1900, the percentage of older Americans has tripled, and 10,000 baby boomers are turning 65

everyday. The age wave is here. This class examines the gifts and challenges for our society that must respond to a rapidly increasing aging population. The role social workers and other professionals play in helping older adults to live independently with dignity and self determination will be an area of focus. Topical areas will include settings for gerontological practice, programs and interventions for older adults, biopsychosocial and cultural determinants of aging, social and economic justice, healthcare, and end-of-life care. Prerequisite: SOCWK 201, SOC 101, SOC 102, PSY 150, or PH 101. 4 credits.

SOCWK-310 Social Work Research Methods
Introduction to qualitative and quantitative social work research skills fundamental to the development and critical use of information relevant to social work practice decision-making and evaluation. Students will be prepared to understand and utilize research findings to inform and enhance their practice and to carry out their own evaluation and research. The course will cover all phases of the research process including the development of research questions, research design, data collection, and analysis. Ethical issues in research will also be explored. Prerequisite: SOC 101 or SOC 102; and SOCWK 201. 4 credits.

SOCWK-320 Human Behavior in Social Environment
This course provides an introduction to the various theories related to human behavior in the social environment in the context of a life span developmental perspective. The relationship between social, biological, psychological, environmental and cultural systems will be analyzed as they relate to the "person-in-environment" foundation of professional social work practice. Prerequisite: SOCWK-201 with a minimum grade of C-. 4 credits.

SOCWK-323 Junior Seminar
Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific; for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above (60 or more completed credits) and declared Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits.

SOCWK-325 Counseling & Interviewing Techniques
The purpose of this course is to familiarize students with fundamental counseling and interviewing techniques according to the major psychosocial theories. Students will also examine the impact of diversity, self-awareness, and use of self on the counseling process. Prerequisite: SOCWK 201 with a minimum grade of C- or PSY 211 with a minimum grade of C-. 4 credits.

SOCWK-351 Social Policy & Social Justice
This course provides an examination of both the historical and contemporary context of social welfare policies and programs. The course will examine how legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. Issues of social justice, and how policies and programs affect populations at risk, will be emphasized. U.S. social welfare policy will be examined in a global and human rights context. Also listed as POLS 351. Prerequisites: SOCWK 201 with a minimum grade of C-. 4 credits.

SOCWK-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

SOCWK-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 8.00

SOCWK-450 Directed Research in Social Work
Directed Research in Social Work allows students of advanced standing to participate in a research project with a social work faculty member in order to gain practical experience in the conduct of ongoing professional-level social work research. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. May be repeated for credit, up to 6 credits total. 1-4 credits.

SOCWK-480 Pre-Practicum Seminar
The focus of this course is to assist students in preparing for the social work senior practicum experience. Students will complete the tasks necessary for obtaining a practicum site including resume preparation and interviewing with prospective field sites. Prerequisite: 20 credits in required SOCWK and SOC courses. 1 credit.

SOCWK-481 Social Work Practicum
This course will provide students with an opportunity to integrate theoretical and clinical learning in an agency setting. Students will complete a 440 hour practicum in an approved agency over two semesters under the supervision of an agency staff member in consultation with a social work faculty member. Students will complete a signed learning agreement prior to beginning the practicum that will guide their individualized learning experiences. Students will be required to meet with the instructor and other social work students in a weekly seminar setting to discuss their experience in the field placement. In addition to hours spent working in the field, students will be expected to complete assignments and readings intended to enhance the practicum experience, including the Senior Capstone progject. Prerequisite: SOCWK 480. May be repeated for credit. 4-14 credits.

SOCIOLOGY

Jessica Ritter, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Jessica Hardin, Moriah McSharry McGrath, Jana Peterson-Besse, Sarah Phillips, Adam Rafalovich, Don Schweitzer, Jaye Cee Whitehead

The Sociology major is offered through the Department of Sociology, Anthropology, and Social Work. Also offered through this department are majors in Anthropology-Sociology and Social Work. Minors are available in Sociology, Anthropology, and Comparative Religion.

The major in Sociology is designed to provide basic knowledge about the development, structure and function of human groups and societies, and relationships among these groups and societies. The program contributes to a liberal arts education, prepares students for graduate training in sociology, and is preparatory for social services and other careers.

Students who successfully complete majors in Sociology should have the ability to carry out independent senior research projects and to present projects in a coherent oral and written form to be evaluated by peers and by faculty. Students should also have the ability to carry out similar collaborative projects. It is presumed that these abilities are a foundation for one's life and career.

In order to do this, students must possess the following:

- an ability to exercise sociological imagination - observing the relationship between individuals and historical, cultural and social forces
- an ability to perceive the general in the particular - how one's particular life experiences are shaped by the general categories of class, age, race, ethnicity, gender, religion and subculture
- a fundamental understanding of the important theoretical constructs of the discipline
- a fundamental understanding of the basic scientific methods of the discipline, both quantitative and qualitative, and an ability to choose the appropriate methodologies for one's work
- an ability to understand and use data and statistics

Sociology: Requirements for the Major

The Sociology major must complete the following courses with a grade of
C- or better and maintain a 2.0 average in the major. These same standards apply to the minor in Sociology.

One of the following: 4 credits

SOC 101	Introduction to Sociology	
SOC 102	Social Problems	

One of the following: 4 credits

SOC 208	Race: Inequality and Identity	
SOC 217	Gender and Sexuality	
SOC 266	Deviance	

All of the following:

SOC 300	Social Research	4 credits
SOC 301	Social Statistics	4 credits
SOC 323	Junior Seminar	2 credits
SOC 414	Sociological Theory	4 credits
SOC 490	Advanced Research Methods	4 credits
SOC 494	Senior Thesis I	2 credits
SOC 495	Senior Thesis II	2 credits

Four additional courses in sociology which must include at least two 300+ level courses. ANTH 320 and ANTH 340 may be applied to this requirement. Other Anthropology courses by approval. (16)

TOTAL: 46 credits

Strongly recommended for a Sociology major: HIST 101, ECON 101, ECON 102.

Sociology: Requirements for the Minor

The Sociology minor must complete the following courses with a grade of C- or better and maintain a 2.0 average in the major.

One of the following: 4 credits

SOC 101	Introduction to Sociology
SOC 102	Social Problems

One of the following: 4 credits

SOC 208	Race: Inequality and Identity
SOC 217	Gender and Sexuality
SOC 266	Deviance

Three additional Sociology classes, at least two at 300+ level. ANTH 320 or ANTH 340 may be applied to this requirement. Other Anthropology courses by approval. (12)

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TOTAL: 20 credits

Any student interested in a Sociology minor should consult with a faculty member in the Sociology Department before the end of the sophomore year.

COURSES

SOC-101 Introduction to Sociology
Provides an intensive introduction to human behavior in groups including a study of family, education, religion, government, ecology, deviancy. Basic concepts and terminology are emphasized. 4 credits.

SOC-102 Social Problems
Study of the nature, scope, causes, effects, alternatives and solutions to the major problems in society, such as poverty, crime, and health. 4 credits.

SOC-208 Race: Inequality and Identity
In this course you will learn how race is a social fabrication that predicts individuals' life chances and forms understandings of the self. This course offers sociological perspectives on the process of racial identity formation ranging from the impersonal level of bureaucratic structure to the intimate experience of feeling race in everyday life. Equal emphasis will be placed on describing and explaining contemporary forms of racial inequality in the United States. Prerequisite: SOC-101, SOC-102 or ANTH-101. Counts toward core requirement: Comparative Cultural or Diverse Perspectives. 4 credits.

SOC-217 Gender & Sexuality
An introduction to the theories and methods used by sociologists to study masculinity and femininity, the social and historical construction of sexuality, love, and romance. Discussion includes the sociology of homosexuality, bisexuality, and heterosexuality, as well as issues of HIV/AIDS, teen pregnancy, prostitution, pornography, sexual harassment and rape in the United States. Also listed as GSS 217. Prerequisite: SOC 101 or SOC 102. Must be 18 years of age. Counts toward core requirement: Diverse Perspectives. Biennially. 4 credits.

SOC-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

SOC-266 Deviance
An analysis of definitions of deviance, causes of deviance, and societal reaction to deviance. The relationship between deviant behavior and social justice will be explored. Topics include drug use, mental disorder, the sex industry, suicide, sexual preference, crime and corporate crime. Prerequisite: SOC 101 or SOC 102. 4 credits.

SOC-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

SOC-300 Introduction to Social Research
Analysis and application of the logic and methods of science in sociology is studied. The student learns by doing a research project that goes through all stages: theory, hypothesis, operationalization, research design, population/ sampling, data collection, and analysis. Prerequisite: SOC 101 or SOC 102. Biennially. 4 credits.

SOC-301 Social Statistics
Introductory statistics course for students in the social sciences. The emphasis of the course will be on understanding how social scientists use numerical data to understand social phenomena, and how to use and interpret statistical measures and techniques commonly reported in the social sciences literature. Prerequisite: MATH 122. Does not meet Social Sciences core requirement (2010 catalog). 4 credits.

SOC-304 Criminology
This course is a general introduction to the social science known as criminology. This discipline, largely a composite of anthropology, psychology, and sociology, places particular focus on the phenomenon of crime in society. Examples of questions criminologists ask are: What defines crime? Who are the ones that commit crime and for what reasons? What are some of the established patterns of criminal behavior we see over time? And, what are some mechanisms society uses to regulate, punish or control crime? Because this course is taught from a sociological angle, particular emphasis will be placed upon viewing crime as a societal phenomenon, that is, one that can be

analyzed within a broader social context. Prerequisite: ANTH 101, SOC 101 or SOC 102. 4 credits.

SOC-305 Racism & Ethnicity in Hawaii
This course focuses on the creation of race, ethnicity, and racism in Hawaii and examines how these concepts affect the culture, social structure, and social institutions in Hawaii. The course focuses on the historical and contemporary experiences of native Hawaii and other Asian/Pacific Islander ethnic groups that comprise Hawaii's population. The course will include discussions about native Hawaiian culture, the colonization of Hawaii, the ethnic structure that was further developed in Hawaii during Hawaii's plantation era, and how these complex histories inform and affect the current ethnic social structures and practices (e.g. education, politics, criminal justice system, ethnic humor, etc.) that exist in Hawaii. Overall, the course will expose students to the lived experiences of the various ethnic groups that constitute Hawaii's population and provide students with an understanding of how Hawaii's unique history affects the life chances of the different ethnic groups in Hawaii. It will also prepare students for a travel course (SOC 318) that provides students with first-hand experiences of race and ethnicity in Hawaii. When offered for 4 credits, topics will be explored in more depth. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140, or REL 140. SOC 208 recommended. Counts toward core requirement: Diverse Perspectives. 2 or 4 credits.

SOC-309 Families
The primary emphasis is on the relationship between the familial institution and the society in which it is being studied. Attention is given to trans-historical and cross-cultural data and how social change impacts the institution. Additional areas of investigation include definitions of the family, socialization, cohabitation, courtship, marriage, divorce, gender and sex roles, sexuality, socio-economic forces, family violence, alternative forms, and the future of the family. Also listed as GSS 309. Prerequisite: SOC 101 or SOC 102. 4 credits.

SOC-312 Social Interaction
A study of the interaction process as the central element in human social life, the primary occasion for communication, and the origin of both social structure and the individual human identity. Attention is given to symbolic communication, interaction, socialization, role theory, self-concept, deviance. Prerequisite: Junior standing or above (60 or more completed credits) and 8 credits of SOC - 4 of the 8 may be taken in ANTH. Biennially. 4 credits.

SOC-313 Sociology of Religion
A sociological analysis of religious belief, ritual, experience, and organization. Issues to be considered include the social origins of religion, its significance as a social force and as a form of social control, and the relation between religious institutions and the larger society of which they are a part. Prerequisite: Junior standing or above (60 or more completed credits) and 8 credits of SOC - 4 of the 8 may be in ANTH. Biennially. 4 credits.

SOC-317 Sociology of Popular Culture
This course gives a sociological look at the relationship between the many forms of popular culture and social life. What does the term "popular culture" really mean and what implications does it have for our lives? This course will attempt to answer this question through the exploration of four themes. First, we will explore the concept of popular culture and apply it to domestic and international audiences. Second, we will explore many facets of the concepts of high and low culture, highlighting the cultural, economic, and geopolitical aspects of these "modern" phenomena. Third, we will examine how the grammar of television, music, and film can have multiple social, political, and economic effects. Fourth, as popular culture today is truly a global phenomenon, we will explore some of the most relevant issues as they pertain to the international consumption of art, film, music, and reading materials. Also listed as ANTH 317. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits.

SOC-318 Racism & Ethnicity Hawaii-Travel
This course allows students to examine the racial and ethnic politics in Hawaii, a state that many believe is a melting pot, where all racial and ethnic groups live harmoniously. The course allows students to see firsthand the consequences of socially constructing race and ethnicity, the colonization of Hawaii, the plantation era in Hawaii, and the continued racial and ethnic politics that marginalize various groups in Hawaii. Students enrolled in this course will visit historical sites in Hawaii to better understand the how the racial and ethnic structure in Hawaii was created. Students will have the opportunity to engage in discussions with scholars, who specialize in the area of racial and ethnic relations in Hawaii, as well as community activists, whose activism responds to the racial and ethnic hierarchy that exists in Hawaii. Students will also complete a research project, while in Hawaii, which will allows them to better understand the everyday lived racial and ethnic experiences of individuals in Hawaii. Overall, this course provides students with firsthand experiences of how the racial and ethnic hierarchy in Hawaii shapes the life chances of individuals living in Hawaii. Prerequisite: SOC 305. Counts toward core requirement: Diverse Perspectives. 2 credits.

SOC-319 Sociology of Medicine
The course analyzes the social and demographic variables affecting health, morbidity, and the mortality rates. It also examines the social roles in illness (e.g., doctor and patient): their definitions and consequences. Attention is given to the study of medical care institutions and their systems and structures. The relations between social policy and health is debated. Prerequisite: SOC 101 or SOC 102. Biennially. 4 credits.

SOC-321 Sociology of the City
An exploration of the modern United States city. We will use Portland as a "laboratory" for understanding the evolution of cities, how modern cities "work," the problems and successes of urban areas. Prerequisite: SOC 101 or SOC 102. 4 credits.

SOC-323 Junior Seminar
Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific; for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above (60 or more completed credits) and declared Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits.

SOC-342 Consumer Society
This course will explore consumption as a locus of social reproduction and source of meaning in people's lives. Consumer culture plays an increasingly important part in defining who we are, how we live, and how we participate in society. Our daily consumer choices shape our sense of identity and our relationship to the larger society. We will explore some of the far-reaching consequences of a consumer society by looking at education, leisure, bodies and sexuality, homes, community, and the environment. Prerequisite: SOC 101, SOC 102, ANTH 101, or ANTH 140. 4 credits.

SOC-344 Preparation for Culinary Travel
This course explores the relationship between cuisine and culture with an emphasis on cultures outside the United States. Students complete a series of orientation sessions as well as a full semester of class work. Students read a collection of essays that will prepare the student to tour a particular food and wine producing area and to connect local and regional cultures with food preparation and cuisine. Specific travel destinations and focus of the course will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Also listed as ANTH 344. Prerequisite: Sophomore standing or above (30 or more completed credits) and 4 credits from ANTH or SOC at 200-level or above. Appropriate language classes are encouraged. IS 201 is encouraged. Instructor's consent is required. Counts toward core requirement: International Perspectives core requirement. 2 credits.

SOC-345 Culinary Travel
This travel course explores the relationship between cuisine and culture. Students tour a variety of food and wine producing areas and connect local and regional cultures with food preparation and cuisine. Specific travel destination will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Also listed as ANTH 345. Prerequisite: Sophomore standing or above, 4 credits from ANTH or SOC at 200-level or above. Appropriate language classes are encouraged. IS-201 is encouraged. Instructor's consent required. Counts toward core requirement: International Perspectives. 2 credits.

SOC-347 Global Cap Neo-Colonial Inequalities
This course explores how global dimensions of capitalism intersect with local cultural identities and practices. Students will learn how transnational markets, global lending institutions, and transnational governments both shape and are shaped by questions of national identity, gender norms, racial categories, environmental policies and sexual practices. This course introduces students to perspectives on the meaning and scope of "globalization" from early industrialization to the current post-industrial economy. We will explore the typography of economic inequality on the global scale and examine specific examples of how it is maintained and resisted. The course includes post-colonial critiques that draw attention to how race, nationalism, gender and sexuality are central to the process of constructing, maintaining and resisting imperial domination. Also listed as PSJ 347. Prerequisite: ANTH 101, SOC 101, or SOC 102. Counts toward core requirement: International Perspectives. 4 credits.

SOC-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

SOC-356 Culture, Cuisine and Class
Explores people's relationship to food with regard to the environment, gender, class structure and the increasing globalization and homogenization of food. Of particular importance are the cultural influences on cuisine as food plays a social, symbolic and political-economic role across cultures. Also listed as ANTH 356. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

SOC-360 Critical Race Theory
This course focuses on the Critical Race Theory (CRT), which is a multidisciplinary approach to the study of race and ethnic relations. One of the main goals of CRT is to question the dominant paradigm/ideology about race and reconstruct our perceptions of race through counternarratives told by marginalized and oppressed groups. Therefore, this course will expose students to counternarratives that marginalized and oppressed groups tell through class discussions, guest speakers, and course readings. Another important tenet of CRT is to examine the institution and structure of racism through a perspective that stresses intersectionality, and, therefore, the course will not only examine racial issues, but will also examine how these issues affect and are affected by other forms of oppressions, such as sexism, heterosexism, elitism, etc.Upon completing the course students should have a keen awareness of how oppressions (racism, sexism, eltism, heterosexism, etc.) intersect in societal structures. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140 or REL 140. SOC 208 or SOC 305 recommended. Counts toward core requirement: Diverse Perspectives. 4 credits.

SOC-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 8.00

SOC-414 Sociological Theory
The origin and development of sociology are analyzed through the examination of major historical theorists and of contemporary schools of sociological thought. Prerequisite: Junior standing or above (60 or more completed credits) and 8 credits in SOC. Biennially. 4 credits.

SOC-450 Directed Research in Sociology
Directed Research in Sociology allows students of advanced standing to participate in a research project with an sociology faculty member in order to gain practical experience in the conduct of ongoing professional-level sociological research. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. May be repeated for credit, up to 6 credits total. 1-4 credits.

SOC-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

SOC-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

SOC-490 Advanced Research Methods
This course advances students' understanding of research methods introduced in SOC 300. This course focuses on how to write a research proposal in the social sciences, ethics in social research, and institutional review board requirements. Students will receive advanced training in crafting compelling sociological research questions, writing effective literature reviews, proposing appropriate techniques for empirical research, an performing a feasibility study. Prerequisite: SOC 300. 4 credits.

SOC-494 Senior Thesis I
The focus is to assist students in selecting an area of interest from which to draw an independent research project, to do an initial literature review, to develop a theoretical framework, and to develop a research methodology for the senior research project. Prerequisite: 16 credits of SOC, including SOC 300 and SOC 301. 2 credits.

SOC-495 Senior Thesis II
Student-conducted individual research/theoretical project. Special topics in sociology taught periodically at faculty discretion. Prerequisite: SOC 494. 2 credits.

STUDY ABROAD

In accordance with the University's mission statement and goals, Pacific University study abroad programs provide students with a unique opportunity to develop skills and knowledge that will prepare them for the diverse community, nation, and world. Pacific University considers international study important and encourages all students to gain exposure to other cultures, languages, and ways of life.

Study abroad is required for all majors in the department of World Languages and Literatures and for a major in International Studies, but is open to all students who meet the selection criteria. Pacific University students who participate in a study abroad program can earn a maximum of 31 credits that will count toward their graduation. However, students should consult with their faculty advisor(s) to determine which courses taken abroad can and cannot be used toward their majors or to satisfy other specific University requirements.

Pacific offers access to a wide array of study abroad programs. European study in England, France, Germany, Ireland and Spain, is available. In Japan, Pacific is affiliated with Kansai Gaidai University in Hirakata, just outside of Osaka, Nagoya Gakuin University and Nanzan University, both in Nagoya, Saga University in northern Kyushu and J.F. Oberlin University in Tokyo. In Chile a new exchange program has been developed with the Universidad de Los Andes in Santiago. In Ecuador, Pacific has affiliations with the Universidad de Especialidades Espiritu Santo (UEES) in Guayaquil and the Universidad San Francisco de Quito (USFQ). Pacific also has a successful exchange partnership with Flinders University in South Australia. Pacific has an agreement with the Oregon University System (OUS) that gives Pacific students access to OUS study abroad programs in China, France and Germany.

Pacific University reserves the right to cancel programs or to make changes in affiliation at any time for reasons of safety, finances, or administrative concerns. Please consult the International Programs office for up-to-date information on all programs.

Eligibility

To be eligible for overseas study students must demonstrate proper personal and academic preparation for the program, be in good academic and financial standing, and have attended Pacific full-time for at least one semester immediately preceding the study abroad semester(s). In general, applicants are expected to have and maintain an overall GPA of 2.75. Students with a GPA below 2.5 at the time of application will have their applications rescinded. A personal essay, letters of recommendation and, under certain circumstances, a personal interview are also required of applicants.

For students fulfilling the requirements of a language major or minor, or the International Studies major, the completion of 202 or equivalent in the appropriate language and a 3.0 GPA average in language classes are required prior to beginning the program. For students pursuing other majors who wish to study in Japan, China (or Taiwan), or countries in which the official language is French, German or Spanish, successful completion of 102 or equivalent in the appropriate language is required. It is understood that in certain cases these minimum requirements will be superseded by program-specific requirements.

Cost

In general, participants on an approved study abroad program will pay costs equal to Pacific University tuition, room and board with the following exceptions: 1) if the tuition component of a study abroad program exceeds $11,000, the participant will be responsible for paying the tuition balance (in addition to their regular Pacific tuition and fees). 2) Participants in some programs will pay accommodation costs directly to the overseas university or homestay family. In these cases participants are not billed accommodation by Pacific University 3) Participants in some programs will pay for their own meals (self-catering). In these cases participants are not billed board by Pacific University.

The University extends financial aid for approved study abroad programs taking into account both the total expenses associated with a particular program and the demonstrated need of the individual student. The University may also facilitate student access to study abroad programs not affiliated with Pacific, but no financial aid from Pacific will be awarded for such unaffiliated programs.

Application Deadline

Application to study abroad is a three-step process. The first step is a mandatory advising appointment in the Office of International Programs, which must take place during the fall semester preceding the academic year in which students intend to study abroad. The second step requires students to submit an online Intent to Study Abroad Form to the Office of International Programs, also during Fall Semester. The third step is the actual program application, which must be submitted to the Office of International Programs at the beginning of second semester (early February) preceding the academic year in which the study abroad program will be undertaken. Earlier deadlines apply for some programs in Germany and France. Check the International Programs website for up-to-date information. Application forms, current cost data, and informational brochures about all study abroad programs are available in the International Programs Office.

CHINESE

Pacific's program in China is run as a cooperative program with the Oregon University System's Academic Exchange Program. The program is based at Beijing Language and Culture University (BLCU), which is the only international university in China with its main task set at teaching the Chinese language and culture to foreign students. BLCU has a full-time teaching staff of more than 800. BLCU is located in the Haidian district in northwest Beijing, an area that is home to most of the universities in Beijing including Peking University,

the Central University for Nationalities, and Tsinghua University. BLCU offers an intensive Chinese language program. Participants typically live in student dorms on campus, in either single or double rooms. Many students live in the dorms with non-English speaking roommates, where Chinese becomes the common language of communication. Meals are available at several student cafeterias on campus, and there are many ethnic restaurants in the surrounding area.

ENGLISH

Australia
Students participating in Pacific's Australia program attend Flinders University in the coastal city of Adelaide, the capital of South Australia. With a population of 1.1 million, Adelaide is a major Australian city with a multicultural population, outstanding natural environment and thriving arts scene. Flinders University is a comprehensive medium-sized university with a total enrollment of 15,000. The campus is one of Australia's most beautiful, set amidst natural bushland with spectacular views of Adelaide and the surrounding coastline. Course offerings at Flinders are spread across 4 faculties, and 20 schools and departments, thus assuring Pacific students a wide range of academic options. Students will integrate fully into the campus, enrolling in 3-4 classes up to a maximum of 18 Flinders units. Housing is provided in Deirdre Jordan Village, a student apartment complex located only 5 minutes walk from the main campus.

Ireland
The University of Limerick is an internationally-focused university with an enrollment of over 11,000 students. It is especially known for its innovation in education and excellence in research. The University is situated on a riverside campus of over 131 hectares with the River Shannon as a unifying focal point. Students may choose from a full range of classes at the University in the following Faculties: College of Humanities, College of Business, College of Engineering and Science, and College of Education. Students will be fully integrated into the academic structure of the university and will be able to enroll in classes in all areas, subject to meeting class prerequisites and availability. Housing will be provided in residence halls close to campus. Limerick is a thriving modern city, the fourth largest in Ireland. It is the capital of Ireland's Mid West Region. It has a long history that can be traced back more than a thousand years. Within a day's excursion are the counties of Galway, Clare, Cork, Tipperary and Kerry. Shannon International Airport, only 16 miles from Limerick, provides daily access to a wide range of international destinations.

England
St. Mary's University College, in the West London suburb of Strawberry Hill, has an enrollment of 2,500 students and offers classes in a variety of fields including media arts, exercise science, English literature, creative writing, sociology, business, drama and many more. St. Mary's picturesque 30-acre campus includes the 18th century estate and mansion of the British author Sir Horace Walpole. The College is a short walk from Twickenham High Street (a shopping district) and Richmond Park, while London's museums, concert halls, theatres, galleries and nightlife are only 30 minutes away by train. Participants will integrate fully into the life of the college as they take classes with British students. They will be housed in homestays located a short distance from the campus or in residence halls.
York St. John University, founded in 1841 and with a current enrollment of approximately 5,000, is located in a setting of unparalleled attractiveness, only a 5-minute walk from the bustling center, and in the shadow of York Minster Cathedral and the medieval city walls. Northern England's spiritual capital for 2000 years, York has played a key role in British history under the Romans, Saxons and Vikings. York is a compact riverside city offering stunning attractions ranging from York Minster, the largest Gothic cathedral in Northern Europe, to the tangle of picturesque medieval streets for which the city is famed. York is centrally located only two hours by train from London and Edinburgh respectively and, with nearby Leeds Airport well connected to the continent by discount airlines, also offers inexpensive access to Europe's major cities. Participants integrate fully into campus life as they take classes with British students, and live in residence halls.

FRENCH

The program in Paris, offered through International Studies Abroad (ISA) provides students with the option of studying French language and culture with other international students at the Sorbonne or the Catholic University of Paris. Superior-level students at the Catholic University of Paris can choose to take up to two integrated courses with French students. Housing is provided in residence halls or homestays.

The OUS yearlong program in Lyon offers students a chance to explore France's second largest city. The program begins with an intensive language program and then continues at the Centre International d'Etudes Françaises with the opportunity to take selected regular courses at four different universities in Lyon. Advanced students who pass a qualifying exam may also opt to take all of their courses in the French universities that participate in the program. There is a wide variety of housing options, ranging from homestays with families, to sharing apartments with French students, to staying in university dormitories. This program is for the full academic year only.

The OUS program in Poitiers exposes students to life in a small French city of 100,000 residents. This program also begins with homestays with French families and an intensive language program. Most students then continue with courses in the Department of French for Foreign Students of the University of Poitiers as well as regular University courses if their language skills are sufficiently advanced. As at Lyon, a wide variety of living arrangements, including homestays with French families, boarding houses, and University dormitories, are available.

The University of Minnesota's program in Montpellier, France offers a comprehensive academic and cultural experience at the intermediate and advanced language levels at the Université Paul Valéry. Montpellier is located in southern France, ten miles away from the Mediterranean. Classes are held at the Université Paul Valéry and are taught by faculty from the University. Housing options vary and include homestays, dormitory or apartment living.

GERMAN

An exchange partnership between Pacific University and Otto-Friedrich Universität in Bamberg enables students to study in one of the most beautiful medieval towns in Germany. Situated on the banks of the Regnitz River in the region of Upper Franconia in Bavaria, Bamberg is a compact, stunning town of narrow medieval streets, churches, palaces and a striking 12th-century cathedral. In 1993, reflecting the rich and diverse architecture spawned by its long history as an imperial and religious center, Bamberg was designated a UNESCO World Heritage Site. Founded in 1647, Otto-Friedrich-Universität consists of five faculties: Information Systems and Applied Computer Science: Social Sciences, Economics and Business Administration; Humanities and Cultural Studies: Human Science and Education; and Catholic Theology. The most recent ranking by the CHE-Ranking Agency (Centre for Higher Education Development) placed the German Department at the Universität Bamberg in the highest tier of German universities for its individualized attention to students and its faculty. The university offers a wide range of excellent support services. Participants will be accommodated in student residences throughout Bamberg. While housing is guaranteed students will be responsible for paying their housing costs on-site in Bamberg.

The OUS program in the state of Baden-Württemberg, the German sister state to Oregon, begins (for students on the year-long program) with a four-week program of intensive German. This is followed by study in regular German university courses at any one of nine different universities, each with its own distinctive academic emphasis. These are located in the cities of Stuttgart, Tübingen, Konstanz, Hohenheim, Ulm, Freiburg, Heidelberg, Mannheim, and Karlsruhe. In addition, students with special interests in education, music, and art may enroll at three more specialized institutions in Ludwigsburg and Stuttgart, although an audition and/or portfolio may be required for admission to the music and art schools.

Students may also study in Germany on the year-long program offered at the Ludwig-Maximilians-Universität in Munich through Lewis & Clark College. Outstanding features of the program include an intensive 4-week pre-semester, a wide range of courses offered by the Lewis & Clark center and the Ludwig-Maximilians-Universität, and the support of the resident director. Students also have the opportunity to participate in an internship during their spring holidays.

JAPANESE

Pacific University enjoys a sister school relationship with five Japanese universities that allow Pacific students to enroll in their study abroad programs in Japan for either a semester or a full year.

Nagoya Gakuin University is located in the heart of Nagoya City and offers a vibrant campus atmosphere. Nanzan University, also in Nagoya City, offers a rigorous and highly-regarded Japanese Studies program. Kansai Gaidai University is located in Hirakata near Osaka and half an hour train ride from Kyoto and Nara, the cultural and religious centers of traditional Japan, and offers a comprehensive Asian Studies program. Saga University, in Saga City, offers a year-long program, and is unique because of its wide-ranging course offerings in the sciences. J.F. Oberlin University, Pacific's newest partner, provides students with the opportunity to study in Tokyo, Japan's vibrant capital city. All programs offer Japanese language classes and courses, taught in English, on the history and culture of Japan. Depending on the school, students may live either in residence halls or in a home stay with a Japanese family.

SPANISH

Chile

Students may study for a semester or academic year at the University of Los Andes in Santiago. Founded in 1989, the Universidad de los Andes is a private university located on a spectacular campus in the foothills of the Andes in the northern part of Santiago. With an enrollment of 5,000 UANDES consists of the following schools: Law, Nursing and Education, Communication, Engineering, Business and Economics, Philosophy, Psychology, Dentistry and Medicine. This is a fully integrated program, requiring Pacific students to enroll in regular classes with Chilean students that are taught in Spanish. Therefore it should only be considered by students who have completed a 300-level Spanish-language sequence at a minimum. All exchange students are required to enroll in the Spanish for Foreigners class, and typically they take 3-4 additional classes. Most students will take classes in the social sciences and humanities, though all undergraduate classes for which students possess the necessary prerequisites are available. Pacific undergraduate students will be required to participate in the University of Los Andes Homestay Program. Homestay families have been pre-screened and offer a variety of options. Prices range from $300-800 monthly, with variations explained mostly by differences in location and meal arrangements. Students will be able to select their homestay family about a month prior to departure, and will be responsible for paying the costs directly to the family. Thus outbound students will be charged Pacific tuition and fees, but they will pay room and board fees directly on-site.

Ecuador

In Fall 2008 a new exchange program was launched with the Universidad San Francisco de Quito (USFQ). USFQ is the only institution in Ecuador with a liberal arts-based curriculum and also has the country's largest international exchange program. At the USFQ main

campus in the suburbs of Quito Pacific, Spanish-language students take fully integrated classes while living with local families. At the USFQ satellite campus on the Galapagos Islands Pacific students have a unique opportunity to spend a semester experiencing the islands and studying in one of three programs: Evolution, Ecology and Conservation in the Galapagos; People, Politics and the Environment; or Marine Ecology, subject to prerequisites and program availability. The semester-long programs each consist of five intensive 3-credit courses, all taught in three-week modules. Students on the Galapagos program live with local families in the town of San Cristobal.

Pacific has an exchange agreement with the Universidad Especialidades Espiritu Santo (UEES) in Guayaquil, Ecuador's largest city, principal port, and main commercial center. UEES offers semester-length programs in fall and spring for Pacific students. The program features homestays with carefully selected Ecuadorian families, a series of excursions in and out of Guayaquil, including trips to the Andean highlands, the Amazon basin and the Galapagos. The academic program includes service-learning with a local school or social service agency, intensive Spanish and course work in Latin American history, geography, economics, and literature.

Spain

Yearlong or semester programs are available through Academic Programs International (API) at the University of Salamanca, University of Seville and the University of Cadiz. The programs in Salamanca and Seville allow students to combine language courses with other humanities and social science classes taught in Spanish to international students. Students at an advanced level of Spanish language proficiency also have the option of taking integrated classes with Spanish students. The program in Cadiz is fully integrative and is suitable only for advanced students. All programs begin with a week-long orientation program in Madrid. Students are housed with Spanish host families or in residencias. A wide variety of local and in-country excursions are included in the program.

Winter Term and Short-Term Prorams

Various exciting credit-earning overseas study programs are also available during Pacific's winter term and following spring semester. These programs are faculty-led and vary from year to year. Recent program destinations have included Belize, Costa Rica, Ecuador, France, India, Spain, Austria, England, Ghana, Japan,. For a schedule of upcoming Winter Term programs, visit the International Programs web site.

THEATRE & DANCE

Ellen Margolis, Chair; Jennifer Camp, Mary Hunt, Tal Sanders

At Pacific, opportunities in the performing arts are available to all students, regardless of major. Whether you are interested in a career in the professional theatre, in teaching, or in combining theatre or dance with other fields of study, our courses and productions provide a well-rounded foundation.

The most collaborative of the arts, theatre and dance partake of, literature, history, music, movement, architecture, and design. Creating a compelling performance entails mastery of a wide array of skills, including acting, directing, playwriting, design, and technology.

Through rigorous work in academic, studio, and community settings, the Department of Theatre & Dance develops engaged artists and active learners. Faculty and students work together to teach, learn, create, and communicate in a spirit of exploration and collaboration. Our distinctive Applied Theatre program builds on traditional performance training to serve individuals and communities, while our theatre season offers challenging, uplifting performances to the campus.

Through theatrical production, community workshops, and academic study, the Pacific Department of Theatre & Dance strives to provide students with:

- Appreciation for the functions of the arts in all cultures, and specifically for the importance of story-telling, plays, and dance
- Practical experience in theatre and dance production, including scenic, lighting, costume, sound and make-up design; acting; stage management; dance; theatre technology; playwriting; and directing
- Critical thinking, writing, speech, and organizational skills
- Practical skills—including collaboration, problem-solving, project management, event planning, communication, and time management —that are applicable to a wide range of careers
- Preparation through coursework, production experience, and internships for careers in theatre, dance, television, film, arts management, public relations, and teaching
- Preparation for graduate study in performance, design, and scholarly disciplines.

Theatre: Requirements for the Major

THEA 110	Acting I: Fundamentals	2 credits
THEA 120	Technical Theatre	4 credits
THEA 150-156 (but not 155)	Four credits from these courses; no more than 1 credit in any one area	4 credits
THEA 180	Script Analysis	4 credits
THEA 220	Introduction to Theatrical Design	4 credits
THEA 333	Directing I	4 credits
THEA 350	Theatre History and Dramatic Literature I	4 credits
THEA 360	Theatre History and Dramatic Literature II	4 credits
THEA 495	Senior Thesis	4 credits
Electives in Applied Theatre, Theatre, or Dance as approved by advisor		12 credits

TOTAL: 46 credits

Theatre: Requirements for the Minor

THEA 110	Acting I	2 credits
THEA 120	Technical Theatre	4 credits
THEA 150-156 (but not 155)	Two credits from these courses; no more than 1 credit in any area	2 credits
THEA 180	Script Analysis	4 credits
One of the following:		4 credits
THEA 210	Acting II	
THEA 220	Introduction to Theatrical Design	
One of the following:		4 credits
THEA 350	Theatre History/Literature I	
THEA 360	Theatre History/Literature II	
Additional upper-division Theatre or Applied Theatre electives:		4 credits

TOTAL: 24 credits

The **Applied Theatre** program extends the skills, tools, and values of the theatre arts into civic engagement, community-building, activism, and wellness. An educated Applied Theatre practitioner has a strong foundation in the liberal arts and also recognizes and employs the power of theatre to further the public good.

A **major** in Applied Theatre serves students committed to theatre who wish to acquire marketable skills for potential jobs in education, recreation, and applied performance companies. Degree requirements include a foundation in traditional theatre practice, history, and literature, along with focused education and experience in Applied work.

Please note that a major or minor in Applied Theatre cannot be combined with a major in minor in Theatre.

Applied Theatre: Requirements for the Major

THEA110	Acting I: Fundamentals	2 credits
THEA120	Technical Theatre	4 credits
APTH 215	Applied Theatre Workshop	4 credits
THEA 220	Introduction to Theatrical Design	4 credits
APTH 301	Survey of Applied Theatre	4 credits
Theatre Electives		6 credits
Electives in Applied Theatre or related courses as approved by advisor (options may include courses in Peace and Social Justice, Public Health, Disability Studies, Politics and Government, Business Administration, Sociology)		6 credits
THEA 333	Directing	4 credits
THEA 350	Theatre History and Dramatic Literature I	4 credits
THEA 360	Theatre History and Dramatic Literature II	4 credits
THEA 475	Internship (Supervised placement at an Applied Theatre organization, theatre, school, or service organization)	2-4 credits
THEA495	Capstone (Academic inquiry into an issue, theorist, or practice within the field)	3-4 credits
Total required credits		47-50 credits

Applied Theatre: Requirements for the Minor

A **minor** in Applied Theatre complements undergraduate degrees in Social Work, Sociology, Education and Learning, Anthropology, Psychology, and other fields, and would be part of a foundation for students interested in Occupational Therapy. The minor provides students with an array of Applied Theatre tools and techniques. Degree requirements are as follows:

THEA 110	Acting I: Fundamentals	2 credits
APTH 215	Applied Theatre Workshop	4 credits
APTH 301	Survey of Applied Theatre	4 credits
Electives		6 credits
Electives in Applied Theatre or related courses as approved by advisor (options may include courses in Peace and Social Justice, Public Health, Disability Studies, Politics and Government, Business Administration, Sociology)		
THEA 360	Theatre History and Dramatic Literature II	4 credits
Theatre, Dance, and/or Applied Theatre electives, in consultation with Theatre advisor		6 credits
Total required credits		26 credits

DANCE

Jennifer Camp, Mary Hunt

At Pacific, opportunities in the performing arts are available to all students, regardless of major. Whether you are interested in a career in the professional theatre, in teaching, or in combining theatre or dance with other fields of study, our courses and productions provide a well-rounded foundation.

The most collaborative of the arts, theatre and dance partake of, literature, history, music, movement, architecture, and design. Creating a compelling performance entails mastery of a wide array of skills, including acting, directing, playwriting, design, and technology.

Through rigorous work in academic, studio, and community settings, the Department of Theatre & Dance develops engaged artists and active learners. Faculty and students work together to teach, learn, create, and communicate in a spirit of exploration and collaboration. Our distinctive Applied Theatre program builds on traditional performance training to serve individuals and communities, while our theatre season offers challenging, uplifting performances to the campus.

Through theatrical production, community workshops, and academic study, the Pacific Department of Theatre & Dance strives to provide students with:

- Appreciation for the functions of the arts in all cultures, and specifically for the importance of story-telling, plays, and dance
- Practical experience in theatre and dance production, including scenic, lighting, costume, sound and make-up design; acting; stage management; dance; theatre technology; playwriting; and directing
- Critical thinking, writing, speech, and organizational skills
- Practical skills—including collaboration, problem-solving, project management, event planning, communication, and time management —that are applicable to a wide range of careers,
- Preparation through coursework, production experience, and internships for careers in theatre, dance, television, film, arts management, public relations, and teaching
- Preparation for graduate study in performance, design, and scholarly disciplines.

The dance program at Pacific University combines practical experience with rigorous academics. The program provides opportunities to perform, choreograph, and study literature and history, all of which integrate theory and practice. Students graduating with dance training go on to work in a variety of fields, including performance, production, arts management, teaching and many other professions that value communication, collaboration, critical thinking and creativity. Programs that combine well with dance include exercise science, music, business and education.

Dance: Requirements For The Major

Technique Foundations: 16 credits

Ballet		8 credits
DANC 105, 106	Beginning Ballet I/II	
DANC 205, 206	Intermediate Ballet I/II	
DANC 305, 306	Advanced Ballet I/II	
Jazz or Contemporary Technique Courses		4 credits
DANC 121, 122	Beginning Jazz Dance I/II	
DANC 221, 222	Intermediate Jazz DanceI/II	
DANC 321, 322	Advanced Jazz Dance I, II	
DANC 126, 127	Beginning Contemporary Dance I/II	
DANC 226, 227	Intermediate Contemporary Dance I/II	
DANC 326, 327	Advanced Contemporary Dance I/II	
Additional 300-level credits in the following technique		4 credits
DANC 305, 306, 321, 322, 326, 327		
Electives		4 credits
DANC 229/429	Dance Ensemble I/II	
DANC 280	World Dance and Culture	
Thea 323	Lighting Design	
DANC 401	Choreography II	
DANC 420	Teaching Methods of Dance	
Other courses approved by program chair		
Composition and Choreography		6 credits
DANC 201	Improvisation (2 credits)	
DANC 301	Choreography I (4 credits)	
Context and Repertoire		12 credits
DANC 261	Dance Appreciation and History I (4 credits)	
DANC 271	Dance Appreciation and History II (4 credits)	
MUS101	Introduction to Classical Music (4 credits)	

Mechanics, Health, and Safety 4 credits

DANC 310	Kinesiology for Dancers I (2 credits)
DANC 320	Kinesiology for Dancers II (2 credits)

Production 2 credits

THEA150-156	Theatre Company Production

Synthesis 4 credits

DANC 497, 498	Capstone, Fall and Spring

TOTAL REQUIRED CREDITS: 48

Dance: Requirements for the Minor

The Dance minor is available to all undergraduate students. Dance studies complement majors in theatre, music, visual arts, media arts, exercise science, education and psychology. The Dance minor offers strong emphasis on creativity through performance and choreography.

Technique—Foundations

Jazz or Contemporary Technique Courses 4 credits

DANC 121, 122	Beginning Jazz Dance I/II
DANC 221, 222	Intermediate Jazz DanceI/II
DANC 321, 322	Advanced Jazz Dance I, II
DANC 126, 127	Beginning Contemporary Dance I/II
DANC 226, 227	Intermediate Contemporary Dance I/II
DANC 326, 327	Advanced Contemporary Dance I/II

Ballet 4 credits

DANC 105, 106	Beginning Ballet I/II
DANC 205, 206	Intermediate Ballet I/II
DANC 305, 306	Advanced Ballet I/II

Additional year of 200/ 300 level in any of: 4 credits

DANC 205, 206, 305, 306, 221, 222, 321, 322, 226, 227, 326, 327 (Ballet II/III, Jazz II/III Contemporary II/III)

Theatre Company

THEA 152	Costume & Makeup	1 credit
THEA 153	Lighting	1 credit
THEA 156	Run Crew	1 credit

Context and Repertoire

DANC 261	Dance History and Appreciation I	4 credits
OR		
DANC 271	Dance History and Appreciation II	

Composition and Choreography

DANC 301	Choreography I	4 credits

Electives from the following: 3 credits

THEA 110	Acting I
DANC 229	Dance Ensemble Apprentice Company (may be repeated for this elective requirement)
DANC 429	Dance Ensemble Advanced Company (may be repeated for this elective requirement
DANC 200	Improvisation
DANC 401	Choreography II
DANC 280	World Dance and Culture
THEA 323	Lighting Design
DANC 420	Teaching Methods of Dance
DANC 310	Kinesiology for Dancers I
DANC 320	Kinesiology for Dancers II
DANC 420	Teaching Methods of Dance
MUS-220	Music Survey I
MUS-221	Music Survey II
MUS-321	Music History: Antiquity to 1585

MUS-322	Music History: 1585-1809
MUS-323	Music History: Classic/Romantic
MUS-324	Music History: The 20th Century

Total Credits **26 credits**

COURSES

APTH-212 Theatre for Gender Equity
This workshop course will devise new work or engage with existing texts to present theatrical performance on a given theme and in accord with the mission of the Center for Gender Equity. Also listed as GSS 212. May be repeated once for credit. 2 credits.

APTH-215 Applied Theatre Workshop
This course will provide an active, experiential introduction to key forms of Applied Theatre including Playback, Reminiscence Theatre, Augusto Boal's Forum Theatre, and approaches to devising theatre for and with communities. After all of these forms have been introduced and explored, the class will break into small production companies, each of which will pursue their chosen way of working for the second half of the semester, offering their work to a local group or audience. Counts toward core requirement: Civic Engagement. 4 credits.

APTH-272 Performance As Witness
This workshop course begins with research into a historically significant site in the Northwest (such as the Tule Lake or Puyallup Detention Camps), including a visit, interviews, and immersion in the site's social history. The rest of the course will be dedicated to development of individual responses and group compositions that attempt to contexualize, express, and honor the specific experiences and memories reflected in the space. Actors, musicians, dancers, writers, and designers are all welcome, regardless of the level of training. An introductory course in any art form is useful preparation, but is not required. Note that other historically significant sites may be substituted; please contact the Department of Theatre & Dance prior to registration to confirm specific destination. 2 credits.

APTH-301 Survey of Applied Theatre
This course introduces students to the breadth and effectiveness of Applied Theatre throughout recent history; engages with complex issues of representation, privacy, authorship, and authority as these issues pertain to performance and communities; and challenges students to conceive their own models for employing theatre as an agent of change. Prerequisite: Sophomore standing or above (30 or more completed credits).

APTH-315 Applied Theatre Workshop II
This course will provide an active, experiential introduction to key forms of Applied Theatre including Playback, Reminiscence Theatre, Augusto Boal's Forum Theatre, and approaches to devising theatre for and with communities. After all of these forms have been introduced and explored, the class will break into small production companies, each of which will pursue their chosen way of working for the second half of the semester, offering their work to a local group or audience. Prerequisite: APTH 215. Counts toward core requirement: Civic Engagement. 4 credits.

APTH-320 Theatre in Mental Health: UK
This winter-term travel course will introduce students to the Converge program, an arts and health project based at York St. John University in England. Converge makes university courses in the arts accessible to people who use mental health services. Students will learn about the UK mental health service provision, arts as a pathway to higher education, the healing potential of performance practice, and evidence for the effectiveness of arts applications in mental health, and will work on theatre skills with community members. Students will gain both experience with an established applied theatre model and understanding of the challenges and processes of applied theatre. Prerequisite: THEA 110 or APTH 215. 2 credits.

APTH-372 Performance As Witness II
This two-week Winter intensive begins with 1-2 days of research into a historically significant site in the Northwest (such as the Tule Lake or Puyallup Detention Camps), including a visit, interviews, and immersion in the site's social history. The rest of the course will be dedicated to development of individual responses and group compositions that attempt to contextualize, express, and honor the specific traumas and memories reflected in the space. Actors, musicians, dancers, writers, and designers are all welcome, regardless of the level of training. An introductory course in any art form is useful preparation, but is not required. Note that other historically significant sites may be substituted; please contact the Department of Theatre & Dance prior to registration to confirm specific destination. Prerequisite: APTH 272. 2 credits.

APTH-385 Eco-Theatre: Community & Performance
This course combines theory, practice, and knowledge from the disciplines of Theatre and Environmental Studies within a project-based, community-outreach model. A live performance project will be devised with goals of building community; raising awareness of sustainability issues, crises, and solutions; and offering possibilities for a cultural shift. Also listed as ENV 385. Prerequisite: THEA 110, THEA 120, ENV 141, ENV 160, ENV 200, ENV 224, PHIL 321, or ECON 333. Counts toward core requirement: Civic Engagement. 4 credits.

DANC-105 Beginning Ballet I
Course work taught at a beginning level of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. May be repeated for credit. 2 credits.

DANC-106 Beginning Ballet II
A continuation of DANC 105. Course work taught progressively based on lessons taught from fall semester. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. DANC 105 recommended. May be repeated for credit. 2 credits.

DANC-121 Beginning Jazz Dance I
Beginning Jazz I is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. May be repeated for credit. 2 credits.

DANC-122 Beginning Jazz Dance II
A continuation of DANC 121 in the spring semester. Course work taught progressively based on technique taught from fall semester. Beginning Jazz II is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. DANC 121 recommended. May be repeated for credit. 2 credits.

DANC-126 Begin Contemporary Dance I
Contemporary Dance is an introductory course taught at the beginning level for students interested in contemporary styles of dance. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. May be repeated for credit. 2 credits.

DANC-127 Begin Contemporary Dance II
A continuation of the beginning level technique class taught progressively from lessons taught in DANC 126. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. DANC 126 recommended. May be repeated for credit. 2 credits.

DANC-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

DANC-200 Dance Improvisation
The exploration of movement. The course focuses on a guided series of exploration exercises that generate spontaneous and free form movement. Additionally, this course concentrates on freeing the body of trained movement habits in order to uncover an original movement vocabulary. Corequisite: Any 200 or 300-level technique course. 2 credits.

DANC-205 Intermediate Ballet I
A continuation of DANC 105 and DANC 106. Course work taught based on progressive curriculum. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106. May be repeated for credit. 2 credits.

DANC-206 Intermediate Ballet II
A continuation of DANC 205. Course work taught progressively on lessons taught from fall semester. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106; or DANC 205. May be repeated for credit. 2 credits

DANC-220 Injury Prevention Conditioning Dancers
Designed to teach dancers how to maintain a healthy practice through the use of cross-conditioning exercises. The course will also focus on how to screen for muscular weaknesses and apply conditioning exercises to strengthen dancers' bodies to prevent injuries. Additionally, there will be an overview on the benefits of healthy eating habits for dancers and their importance in sustaining both mental and physical stamina needed for the demands of dance. 2 credits.

DANC-221 Intermediate Jazz Dance I
Intermediate Jazz I is an intermediate level class. Course work taught progressively based on technique taught from beginning level Jazz. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122. May be repeated for credit. 2 credits.

DANC-222 Intermediate Jazz Dance II
A continuation of DANC 221. Course work taught progressively based on technical skills taught from fall semester. Intermediate Jazz II is an intermediate level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122; or DANC 221. May be repeated for credit. 2 credits.

DANC-226 Intermediate Contemporary Dance I
Contemporary Dance is an intermediate level technique class taught progressively from lessons taught in DANC 126 and 127. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127. May be repeated for credit. 2 credits.

DANC-227 Intermediate Contemporary Dance II
A continuation of an intermediate level technique class taught progressively from lessons taught in DANC 226. It focuses on strengthening dancers' movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127; or DANC 226. May be repeated for credit. 2 credits.

DANC-229 Dance Ensemble I Apprentice Company
Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in other courses. Occasional work with guest dance artists and choreographers. Meets three times a week. Audition required. DANC 121, DANC 126 strongly recommended. Corequisite: Any 200 or 300-level technique course. May be repeated for credit. Offered each semester. 0-1 credit.

DANC-255 Special Topics
See department for course description. Credits: 1.00 - 3.00

DANC-261 Dance History & Appreciation I
A lecture course on the early formation of ballet from the 15th century Italian Renaissance Courts to its spread throughout Europe, and eventually to its emergence in America through the 21st century. 4 credits.

DANC-271 Dance History & Appreciation II
Examines 20th and 21st-century artists whose work continues to influence Dance and American Culture. The class concentrates on the dancers, choreographers, and teachers who have developed the art form, examining their works and discussing both their significance in their time period and their ongoing influence. 4 credits.

DANC-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

DANC-280 World Dance and Culture
Explores various dance forms from a variety of international cultures including Bharata Natyam/Indian classical dance; Latin dance; African dances; Native American; Asian; and other forms. It will investigate how these dance forms play a part in the various cultures; ritually, socially, or performed as a source of entertainment. Counts toward core requirement: International Perspectives. 4 credits.

DANC-301 Choreography I
An introductory course on learning the craft of choreography. It focuses on strengthening performance skills for staged works through improvisational movement exercises and choreographic studies. As a choreographer, the student will learn to develop movement themes through the exploration and use of the concepts and principles applied in dance, such as time, space, and energy. Overall, students will develop a critical awareness through analytical assessment of his/her own work and other choreographic works. Prerequisite: DANC 200. 4 credits.

DANC-305 Advanced Ballet I
Dance 305 is a continuation of Intermediate Ballet (DANC 205 and DANC 206). Course is taught based on a progressive curriculum. The course concentrates on classical ballet exercises with an emphasis on proper body alignment, improving flexibility and strength, terminology, and theory of movement. Prerequisite: DANC 205 and DANC 206. May be repeated for credit. 2 credits.

DANC-306 Advanced Ballet II
A continuation of DANC 305. Course is taught based on a progressive curriculum. The course concentrates on classical ballet exercises with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 205 and DANC 206; or DANC 305. May be repeated for credit. 2 credits.

DANC-310 Kinesiology for Dancers I
The study of body mechanics as it pertains to dance movement. This course concentrates on anatomy and physiology, nutrition for dancers, screening for muscular imbalances, injury prevention, and supplemental conditioning. Its goal is to give dancers knowledge, insight, and an understanding of proper body mechanics, technically, and aesthetically as it applies to dance movement. It also aids in a greater understanding of the importance of maintaining the body at its physical peak to meet the demands of a profession in dance both mentally and physically. Recommended prerequisites: BIOL 202, BIOL 224, EXIP 281. 2 credits.

DANC-320 Kinesiology for Dancers II
A continuation of the study of body mechanics as it pertains to dance movement. This course concentrates on anatomy and physiology, nutrition for dancers, screening for muscular imbalances, injury prevention, and supplemental conditioning. Its goal is to give dancers knowledge, insight, and an understanding of proper body mechanics technically and aesthetically as it applies to dance movement. It also aids in a greater understanding of the importance of maintaining the body at its physical peak to meet the demands of a profession in dance both mentally and physically. Prerequisite: DANC 310. 2 credits.

DANC-321 Advanced Jazz Dance I
Course is an intermediate/advanced level class. Course work taught progressively based on technique taught from Intermediate Jazz Dance I and II. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 221 and DANC 222. May be repeated for credit. 2 credits.

DANC-322 Advanced Jazz Dance II
This course is an intermediate/advanced level class. Course work taught progressively based on technique taught from Intermediate Jazz Dance I and II. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation, and stylized choreography. Prerequisite: DANC 221 and DANC 222; or DANC 321. May be repeated for credit. 2 credits.

DANC-326 Advanced Contemporary Dance I
This is an intermediate/advanced level technique class taught progressively from lessons taught in Beginning and Intermediate Contemporary Dance (DANC 126, 127, 226, 227). It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learn original choreography and understand pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 226 and DANC 227. May be repeated for credit. 2 credits.

DANC-327 Advanced Contemporary Dance II
A continuation of DANC 326. This is an intermediate/advanced level technique class taught progressively from lessons taught in Beginning and Intermediate Contemporary Dance (DANC 126, 127, 226, 227, 326). It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learn original choreography and understand pertinent anatomical vocabulary needed to develop strong Contemporary technique. Prerequisite: DANC 226 and DANC 227; or DANC 326. May be repeated for credit. 2 credits.

DANC-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

DANC-401 Choreography II
Choreography II allows students who have studied basic choreography to focus on creating work for small groups. It focuses on strengthening performance skills for staged works through improvisational movement exercises and choreographic. As a choreographer, the student will learn to develop movement themes through the exploration and use of the concepts and principles applied in dance, such as time, space, shape, force, and motivation. The course will also focus on the development of a critical awareness in the analytical evaluation of his/her own work and through the viewing of other choreographic works. Prerequisite: DANC 301. Corequisite: A 200 or 300-level technique course. 4 credits.

DANC-420 Teaching Methods of Dance
Concentrates on how to prepare students to teach dance. It focuses on isolating and analyzing individual movements, with an emphasis on correct, safe execution and use of appropriate muscles. In addition, students learn how to teach with an accompanist, understand time signatures for specific movement combinations, prepare a course lesson plan, and daily lesson plans. Each student will teach at least one lesson to the entire class. Prerequisite: DANC 305 and DANC 306; or DANC 321 and DANC 322; or DANC 326 and DANC 327. 4 credits.

DANC-429 Dance Ensemble II Advanced Company
Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in other courses. Occasional work with guest dance artists and choreographers. Meets twice weekly. Audition required. Course is intended for juniors and seniors. Corequisite: Any 200 or 300-level technique course. Instructor's consent required. May be repeated for credit. Offered each semester. 0-1 credit.

DANC-495 Independent Study
See department for details. Independent Study contract required. **Credits: 1.00 - 15.00**

DANC-497 Senior Capstone Project I
This course is an independent project for senior students, which fulfills 2 credits of the 4 credits required for the Dance major. Areas may emphasize either aspects of performance/choreography, or dance research. Projects may include research in the following areas of dance: education, science, art, history, digital media, or other related topics. The capstone project will be determined between the student and the faculty advisor. Students must meet with their advisor during their junior year to set goals in order to complete their capstone project in the fall and spring of their senior year. Students choosing the choreography/performance project, will present their project in the fall semester. Students choosing the research project will complete fieldwork in the fall semester and written research results will be completed in DANC 498. Instructor's consent required. 2 credits.

DANC-498 Senior Capstone Project II
This course is part two of the independent project for senior students who have completed DANC 497 in completion toward the Dance major. Students will complete a written thesis documenting the process and results from DANC 497. A final oral presentation of the final work findings will be completed at the end of the semester discussing results from the performance, showing, teaching demonstration, or the chosen dance project. Prerequisite: DANC 498 with minimum grade B. 2 credits.

THEA-101 Theatre Appreciation
This course provides an understanding of the many elements of theatrical production, exposes students to live performance in a variety of styles and venues, develops students' appreciation of performance, and offers vocabulary and tools for articulating responses to the performing arts. 2 credits.

THEA-110 Acting I: Fundamentals
Introduction to movement, voice, and acting for the stage, with techniques drawn from Stanislavsky, Meisner, Viewpoints, Linklater, and other schools. The course develops an understanding of the actor's process for all students, and provides a foundation for students planning to major or minor in theatre or to perform in department productions. 2 credits.

THEA-120 Technical Theatre
An introduction to technical theatre, including shop and production safety, position descriptions and work flow, script analysis, collaboration, construction, scenic art, electricity and lighting, crafts, prop design and construction, sound design and audio production, and sewing. The course is taught through lecture and discussion, and also entails a minimum of 40 lab hours which will include assignments on construction and running crews. 4 credits.

THEA-150 Theatre Company: Performance
Active participation in a dramatic production as an actor or performer. Must audition and be cast in a play to enroll. Instructor's consent required. May be repeated for credit. Offered each semester. 0-2 credits.

THEA-151 Theatre Company: Gen Technical Theatre
THEA 151 is a category within the one-hour practicum in theatre production. Most freshmen or first-time students should sign up for THEA 151 for active participation as a production assistant or technician before moving on to specialized areas including Costume, Lighting, Production Management, and Run Crew (THEA 152-156). Offered each semester. 1-2 credits.

THEA-152 Theatre Company: Costume & Makeup
Supervised practicum in costume construction, wardrobe crew, and/or hair and makeup crew. Instructor's consent required. Offered each semester. 1-2 credits.

THEA-153 Theatre Company: Lighting
Supervised practicum in stage lighting. Instructor's consent required. Offered each semester. 1-2 credits.

THEA-154 Theatre Company: Org & Mgmt
Supervised practicum in theatre management. Offered each semester. 1 credit.

THEA-156 Theatre Company: Run Crew/Board
Supervised practicum in board operation and backstage/run crew. Offered each semester. 1 credit.

THEA-180 Script Analysis
This course focuses on reading and analysis of theatrical texts from various traditions, periods, and styles. With collaboration and the creation of live theatrical events as guiding principles, scripts will be examined from literary, directorial, design, and acting perspectives. 4 credits.

THEA-195 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 18.00

THEA-210 Acting II: Scene Study
Intensive scene work, script analysis, and development of a methodical approach to acting. Intermediate work in voice and movement; introduction to dialects. Prerequisite: THEA-110. May be repeated once for credit. 2 or 4 credits.

THEA-220 Introduction to Theatrical Design
Introduction to scenic, costume, and light design for the stage with emphasis on script analysis, drawing, rendering, computer design and model building. Prerequisite: THEA-120. 4 credits.

THEA-225 Theatrical Makeup & Mask Design
Students will be introduced to current practices in stage makeup design and application, and to a range of techniques and approaches to mask-making for the performing arts. Students are expected to purchase their own makeup supplies. THEA 110, THEA 120, or a background in performance recommended. 2 credits.

THEA-255 Special Topics
See department for course description. Prerequisite: THEA 110. Credits: 1.00 - 6.00

THEA-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

THEA-310 Acting III: Period Acting
Introduction to period acting with emphasis on Shakespeare, classical Greek drama, and verse. Prerequisite: THEA-210. 4 credits.

THEA-312 Phonetics and Dialects
An introduction to the use of the International Phonetic Alphabet as applicable to stage dialects. Students will learn to read and transcribe IPA, and then will use this system as a basis for mastery of four to six dialects of spoken English they are likely to encounter as actors. Prerequisite: THEA 110. 2 credits.

THEA-315 Scenic Design
Advanced work in scene design for the stage, including theory, history, script analysis, computer aided drafting, drawing, and alternative theatrical spaces. Prerequisite: THEA-220. 4 credits.

THEA-317 Intro to Costume Design and Construction
Theory and practice of theatrical costume design. Includes analysis for period, style, character, and practical demands of a script, as well as fundamental principles of draping, cutting, pattern drafting, and construction. Prerequisite: THEA-220. 4 credits.

THEA-323 Lighting Design
An introduction to lighting design for the stage with an emphasis on analysis and practical experiment. Exploration of the dramatic effects of light and the place of design in theatrical productions, as well as hands-on experience with the tools, conventions, and process of lighting design. Prerequisite: THEA 120. 4 credits.

THEA-333 Directing for Stage and Screen
A director shares his or her vision with collaborators and sees it through to a fully realized expression in time and space. In this course, students who aspire to work in theatre, film, and other media will learn skills and gain practice in responding to texts; developing robust concepts; communicating with actors, designers, and other collaborators; making eloquent staging choices to enhance storytelling; and managing multi-faceted projects. Throughout the semester, our touchstone will be the relationship between artistic vision and practical decision-making. We will also look at and learn from the work of seminal theorists and practitioners. Also listed as MEDA 333. Prerequisite: THEA 110 and THEA 120; or MEDA 250. 4 credits.

THEA-350 Theatre History/Literature I
Study of European and Asian performance traditions, production conditions, and dramatic literature from 500 BC to the 19th century, taught through lecture, research, performance critiques, creative projects, and discussion. Offered in odd-numbered years. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

THEA-351 Traditional Theater of East Asia
This course introduces students to traditional theater of China, Korea, and Japan. Students learn historical backgrounds of the six main theatrical art forms, examine literary and aesthetic theories, and understand the establishment and the distinctiveness of cultural identities within East Asia. In addition to learning about traditional theatrical performances, students will read innovative, contemporary plays inspired by traditional theater of East Asia. The goal is to understand the essential aspects of traditional theater that could be accessible and appreciated beyond language and culture. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

THEA-353 Traditional Japanese Theater
This class focuses on the origin of Japanese aesthetics by reading traditional drama called noh, kyogen, bunraku, and kabuki in translations. To enhance our awareness to the way in which these plays are written and appreciated, the class will cover not only scripts, but also poetries and religious/philosophical texts from the 14th to the 18th century. In the time when there was no clear distinction between ceremony and theater or between art and entertainment, people rather naturally expressed their ideas and beliefs. In addition to further cultural and understanding, by learning unique artistic dialogues in theatrical context, students will hopefully expand their ways to appreciate beauty in everyday life. Also listed as HUM 353. Counts toward core requirement: Comparative Cultural or International Perspectives. 4 credits.

THEA-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

THEA-360 Theatre History/Literature II
Development of theater from 1875 to the present with special emphasis on the influential practitioners and styles of the period. Prerequisite: Sophomore standing or above (30 or more completed credits). 4 credits.

THEA-363 Gender, Sexuality, & Performance
This course examines gender in and as performance, bringing feminist and queer studies lenses and contemporary theories of gender construction to a variety of performances and texts. Topics will include representations of gender and sexuality within the canon; construction of gender through performances on stage and in everyday life; and the challenging of roles and assumptions through dynamic choices in playwriting, directing, acting, and design. Also listed as GSS 363. Prerequisite: Sophomore standing or above (30 or more completed credits). Counts toward core requirement: Diverse Perspectives. 4 credits.

THEA-370 Theatre & Culture Tour London/Stratford
An intensive 8- to 10-day tour in England, during which students attend and critique a variety of theatre productions, tour major museums and cultural landmarks, and attend lectures and workshops led by British theatre professionals. Course includes preparation meeting in December and review meeting after the trip's conclusion. Extra cost for airfare, events, and lodging (Approximately $2,750. See department for current rate). Offered in Winter. 2 credits.

THEA-380 Playwriting Seminar
Seminar in writing for the stage, including a study of dramatic structure, action, dialogue, and characterization. Practical matters such as the economics of the contemporary theatre, script submission, synopses and queries, and collaborative with directors and actors will also be addressed. Weekly writing assignments will focus on specific themes. Course will culminate in a major writing project. Prerequisite: THEA-110. 4 credits.

THEA-395 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 18.00

THEA-450 Theatre Company: Advanced Performance
Active participation in a dramatic production as an actor or performer. Must audition and be cast in a play to enroll. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. May be repeated for credit. 0-2 credits.

THEA-451 Theatre Company: Advanced Technical Prod
Active participation in a dramatic production as construction or technical crew. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. 1-2 credits.

THEA-452 Theatre Company: Adv Costume & Makeup
Active participation in a dramatic production as a design assistant, dresser, or wardrobe run crew. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. 1-2 credits.

THEA-453 Theatre Company: Advanced Lighting
Active participation in a dramatic production as a design assistant or hang and focus crew. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. 1-2 credits.

THEA-454 Theatre Company: Advanced Org & Mgmt
Active participation in a dramatic production as a stage manager or production assistant. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. 1-2 credits.

THEA-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

THEA-456 Theatre Company: Advanced Run Crew/Board
Active participation in a dramatic production as run crew or board operator. Prerequisite: Junior standing or above (60 or more completed credits). Instructor's consent required. Offered each semester. 1 credit.

THEA-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

THEA-480 Advanced Playwriting Workshop
Having completed the 300-level playwriting seminar, students in this class will work on a large project throughout the semester, culminating in a public reading or submission to theatres. THEA 480 students will also serve as chief respondents to THEA 380 students' drafts. Prerequisite: THEA 380. 4 credits.

THEA-495 Senior Thesis
Students will develop substantial projects in performance, design, directing, research, dramaturgy, choreography, or playwriting, from inception and proposal through completion. Must be arranged with faculty advisor. Instructor's consent required. May be repeated for credit. 1-4 credits.

WORLD LANGUAGES & LITERATURES

Lorely French, Chair; Nancy Christoph; Jeanne-Sarah de Larquier (14-15 Sabbatical); Mark Ferguson, Yasutaka Maruki; Kazuko Osada; Jann Purdy; Victor Rodriguez; Lily Tsang; Mariana Valenzuela (15 Sabbatical); Marcus Welsh; Jamie Wilson

The Department of World Languages and Literatures seeks to provide the general student with awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world. For students specializing in language study, the Modern Languages curriculum teaches proficiency in speaking, writing, reading, and comprehending a modern language. Majors spend a semester or a year in study abroad. The curriculum is designed to ensure mastery of the languages studied through intensive conversational training.

The faculty of the department is diverse and international, with fourteen faculty members representing various countries and cultures. Five languages are represented in the curriculum: Chinese, French, German, Japanese and Spanish. Many of the members of the faculty carry out research or creative writing projects, publish regularly, and participate actively in professional organizations.

The Modern Languages major may concentrate in French, German, Japanese or Spanish as a primary language, and French, German, Japanese, Spanish or Chinese as a secondary language. Students may also select a major in Japanese or Spanish or a major in French or German Studies. Majors are required to complete 12 semester hours in an accredited program outside the United States, offered in the language in which the student is specializing. (Majors in French and German Studies may combine 8-11 credits of study abroad with 1-4 credits of upper-division work at Pacific to satisfy the study abroad requirement.) Pacific students may apply their financial aid awards to foreign study undertaken through the Study Abroad program of the department. (For more information on studying abroad, see International Programs.)

All courses in the department are open to non-majors who have the appropriate prerequisites. Students are invited to pursue their area of interest within the framework of departmental offerings.

For information about language courses, the major, or the Study Abroad program, contact the Department of World Languages & Literatures Chair.

The department seeks to graduate majors who:

- embody the essence of liberal arts values
- have a high level of proficiency in all four skill areas of the language of concentration: listening, speaking, reading and writing
- have participated in at least a semester of study abroad and are sensitive to cultural differences
- have some knowledge of the major literary, intellectual and historical trends of the cultures of concentration
- are acquainted with the different modes of research within their field
- have conducted original research and written a senior thesis in the language of specialization or have completed a capstone project
- are prepared to pursue graduate/professional studies or immediately enter the job market able to seek employment in a broad spectrum of career possibilities

World Languages & Literatures Majors
Majors in World Languages & Literatures must complete all courses with a grade of C- or better.

Students enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 16 credits of the major requirement of lower-division credit unless otherwise noted.

French: Requirements for the Major

FREN 101-102	Intro to French Language and Culture	8 credits
FREN 201-202	Intermediate French	8 credits
FREN 494/495	Thesis (normally written in French, 2 cr/semester)	4 credits
One French course numbered 400 or above taken at Pacific		4 credits
Upper-division credits earned abroad in a French-speaking country		12 credits*
OR		
Upper-division credits earned abroad in a French-speaking country		8-11 credits
AND		
One French course numbered 300 or above to total 12 credits		1-4 credits**

Four French courses numbered 300 or above (including at least 12 credits taken at Pacific)		16 credits
OR		
Three French courses numbered 300 or above taken at Pacific and one class from the following list: ***		
ANTH 340	Symbolism, Myth and Ritual	
ANTH 345	Culinary Travel ****	
ARTHI 270	Western Art I: Paleolithic through Gothic	
ARTHI 271	Western Art II: Renaissance through Present	
DANC 261	Dance History and Appreciation I	
DANC 305	Advanced Ballet I	
DANC 306	Advanced Ballet II	
ENGL 343	Studies in Criticism and Theory; or	
IS 201	Intercultural Communication	
HIST 206	France from Caesar to Napoleon	
HIST 235	Europe Since World War II	
HIST 301	The Medieval World: 400-1500	
HIST 335	The Era of First World War	
HIST 338	Era of the French Revolution	
HIST 401	The World of Charlemagne	
MEDA 401	Narr Film Theory and Criticism****	
PHIL 420	Seminar in Philosophy ****	
SOC 345	Culinary Travel****	
WORL 365	Teaching Language and Culture in Elementary Schools	

TOTAL: 52 credits

*Short-term travel abroad courses may not count towards upper-division hours earned abroad.
** Alternatives to the traditional semester study-abroad requirements must be through an accredited university and may be proposed to the French Program Coordinator for consideration. The program must then be pre-approved by the Chair of World Languages and Literatures in consultation with the French Program Coordinator and the Director of International Programs.
*** Other classes not listed here may be proposed to the French Program Coordinator for consideration.
**** Will depend on topic.

German Studies: Requirements for the Major

GER 101-102	Intro to German Language and Culture	8 credits
GER 201-202	Intermediate German	8 credits
GER 494/495	Thesis (normally written in German, 2 credits per semester)	4 credits
Upper-division credits earned abroad in a German-speaking country		12 credits *
OR		
Upper-division credits earned abroad in a German-speaking country		8-11 credits *
AND		
One German course numbered 300 or above to total 12 credits		1-4 credits **
German courses numbered 300 or above (including at least 12 credits taken at Pacific, 4 credits of which must be numbered 400)		16 credits
OR		
German courses numbered 300 or above at Pacific (of which 4 credits must be numbered 400)		
AND	One course from pre-approved related courses in art history, business, economics, history, humanities, literature, international studies, media arts, music, philosophy, business administration, political science	
One of the following:		2 credits
A conversation or short-term study abroad class in a German-speaking country from any combination of 200 or 300-level or WORL 325 Mentoring and Tutoring in the Languages		

TOTAL: 50 credits

*Short-term travel abroad courses may not count towards upper-division hours earned abroad.
**Alternatives to the traditional semester study-abroad requirements must be through an accredited university and may be proposed to the German Program Coordinator for consideration. The program must then be pre-approved by the Chair of World Languages and Literatures in consultation with the German Program Coordinator and the Director of International Programs.

Please note that WORL 325 may not be available in all languages or in all semesters. Students should plan accordingly.

Students entering the sequence at the 300-level will complete a minimum of 16 credits selected from upper-division offerings.

Japanese: Requirements for the Major

JAPN 101-102	Intro to Japanese Language and Culture	8 credits
JAPN 201-202	Intermediate Japanese	8 credits
JAPN 490 / 491	Senior Capstone (2 credits/semester)	4 credits
Upper-division credits earned overseas		12 credits
Upper-division credits earned at Pacific, at least two are numbered at 400 or above)		12-16 credits*
One of the following:		2-4 credits
ARTHI 274	Art and Architecture of Japan	
HIST 111	Foundations of East Asia	
HIST 112	East Asia	
HIST 211	Japan Past & Present With Film	
HIST 315	Modern Japan	
HUM 205	Japanese Culture	
HUM 213	Intro to Japanese Literature	
HUM 215	Modernity in Japanese Narrative	
HUM/THEA 353	Traditional Japanese Theater	
PHIL 305	Asian Philosophy	
HUM/IS 305	West Meets East	
Travel courses to Japan as approved by department		

TOTAL: 46-52 credits

* If Study Abroad is for a full year, only 12 credits are required, otherwise 16 are required.

Modern Languages: Requirements for the Major

Primary Language, Lower Division (French, German, Japanese, Spanish)		16 credits
Two courses number 300 or above taken at Pacific		8 credits
Study Abroad		12 credits
Secondary language(s)		16 credits
WORL 401-402	Thesis in Modern Languages I/II	4 credits
One of the following:		
WORL 325	Mentoring and Tutoring in the Languages	2 credits
WORL 365	Teaching Language and Culture in the Elementary School	4 credits

TOTAL: 58-60 credits

Note: The secondary language requirement may be fulfilled by two full years study of one language or one full year of study of two different languages.

Study abroad must be in a country where the primary language is spoken. The Thesis will be written in the language stipulated by the primary advisor. Please note that WORL 325 may not be available in all languages or in all semesters. Students should plan accordingly.

International students, who have taken ESL classes at the university level and who want to major in Modern Languages, may be exempted from the 16 credits of a secondary foreign language.

Spanish: Requirements for the Major

SPAN 102	Intro to Spanish Language and Culture	4 credits
SPAN 201-202	Intermediate Spanish	8 credits*
SPAN 490	Senior Thesis in Spanish I	2 credits
SPAN 491	Senior Thesis in Spanish II	2 credits
Two 4-credit courses numbered 300 or above in Spanish (if study abroad is year-long, only 4 credits)		8 credits
Upper-division credits earned overseas		12 credits
Two courses numbered 400 or above taken at Pacific		8 credits

TOTAL: 44 credits

NOTE: SPAN/EDUC 465, 466, 367, 467 do not count toward the major
*SPAN 211 may substitute for SPAN 202

WORLD LANGUAGES & LITERATURES MINORS

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.
Students who enter with previous foreign language training may be exempt from a maximum of 8 credits of the minor requirement. Students entering the sequence at the 300-level in Chinese, French, German or Japanese complete a minimum of 16 credits selected from upper-division offerings.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

Chinese: Requirements for the Minor

CHIN 101-102	Introduction to Chinese Language and Culture	8 credits
CHIN 201-202	Intermediate Chinese	8 credits
Upper-division work in Chinese		8 credits

TOTAL: 24 credits

French: Requirements for the Minor

FREN 101-102	Intro to French Language and Culture	8 credits
FREN 201-202	Intermediate French	8 credits
Two French courses numbered at 300 or above taken at Pacific		8 credits

TOTAL: 24 credits

Students completing a French minor must complete a minimum of 12 credits of French offerings at Pacific regardless of their initial placement level.

German: Requirements for the Minor

GER 101-102	Introduction to German Language and Culture	8 credits
GER 201-202	Intermediate German	8 credits
Upper-division work in German at Pacific or in a German-speaking country		8 credits

(4 credits may come from 2-credit conversation or short-term study abroad classes in a German-speaking country at 300-level or above)

TOTAL: 24 credits

Japanese: Requirements for the Minor

JAPN 101-102	Introduction to Japanese Language and Culture	8 credits
JAPN 201-202	Intermediate Japanese	8 credits
Upper-division work in Japanese		8 credits

TOTAL: 24 credits

Spanish: Requirements for the Minor

SPAN 102	Introduction to Spanish Language and Culture	4 credits
SPAN 201-202	Intermediate Spanish	8 credits*
Two 4-credit upper-division courses in Spanish		8 credits
One experiential course (any of the following four options)		4-5 credits

Study Abroad in a Spanish speaking country
SPAN 325
SPAN 367 or other Spanish travel course with service component
Any other 300-level Spanish course + 1 credit PSJ 105 /305 with Spanish focus

TOTAL: 24-25 Credits

*SPAN 211 may substitute for SPAN 202
Students who wish to minor in Spanish and enter the sequence at the 300-level complete a minimum of 16 credits from upper-division offerings.

COURSES

CHIN-101 Intro to Chinese Language & Culture
The beginning course is intended to give training in the basic listening and reading of Chinese (Mandarin). Introduction of Chinese characters and presentation of the cultural behaviors that influence language usage. 4 credits.

CHIN-102 Intro to Chinese Language & Culture
A continuation of CHIN 101 intended to give training in the basic listening and reading of Chinese (Mandarin). Introduction of Chinese characters and presentation of the cultural behaviors that influence language usage. Prerequisite: CHIN 101 or placement. 4 credits.

CHIN-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

CHIN-201 Intermediate Chinese
The intermediate course is intended for expansion of conversational skills, reading practice, and grammatical constructions. Development of writing skills. Emphasis on effective spoken communication and reading practice. Prerequisite: CHIN 102 or placement. 4 credits.

CHIN-202 Intermediate Chinese
A continuation of CHIN 201 - intended for expansion of conversational skills, reading practice, and grammatical constructions. Development of writing skills. Emphasis on effective spoken communication and reading practice. Prerequisite: CHIN 201 or placement. 4 credits.

CHIN-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

CHIN-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

CHIN-295 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

CHIN-301 Communicating in Chinese
Development of communicative competence in Chinese with emphasis on conversational skill. Application of cultural awareness in various communication situations. Taught in Chinese. Prerequisite: CHIN 202 or placement. Offered intermittently. 4 credits.

CHIN-305 Chinese Reading and Writing
Study of Chinese writing and the enhancement of reading skills. Acquisition of more vocabulary to facilitate Chinese reading and writing. Cultural and social influences on expressions and styles will be discussed. Taught in Chinese. Offered intermittently. Prerequisite: CHIN 202 or placement. 4 credits.

CHIN-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

CHIN-401 Selected Chinese Short Stories
This course will focus on selected topics in contemporary Chinese short stories, which include such themes as nature and humans, life and death, love and loyalty, family and friends, and self and public. Students will understand Chinese values, beliefs, and norms through extensive analysis of these topics. The course also provides the opportunity to enhance Chinese reading skills by studying various styles of the stories. Taught in Chinese. Prerequisite: CHIN 301 and CHIN 305. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

FREN-101 Intro to French Language & Culture
The beginning course is intended to give training in the basic patterns and structures of French. Conversation and reading related to the cultures of French-speaking areas. Classroom work is supplemented by laboratory experience. 4 credits.

FREN-102 Intro French Language & Culture
Continuation of FREN 101. The beginning course is intended to give training in the basic patterns and structures of French. Conversation and reading related to the cultures of French-speaking areas. Classroom work is supplemented by laboratory experience. Prerequisite: FREN 101 or placement. 4 credits.

FREN-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

FREN-201 Intermediate French
Focus on conversational skills, and comprehension French and francophone cultures, reading, and grammar. Prerequisite: FREN 102 or placement. 4 credits.

FREN-202 Intermediate French
A continuation of FREN 201. Focus on conversational skills, comprehension, French and francophone cultures, reading, and grammar. Prerequisite: FREN 201 or placement. 4 credits.

FREN-215 Conversation Laboratory
This course is designed to compliment 200-level and upper-division French language courses and provide additional opportunity for improving speaking and writing skills, although students who have completed at least 102 in French are eligible to enroll. Students will participate in weekly discussions and oral activities and produce presentations and written work in French. Course taught entirely in French. Does not count towards the French major or minor. Prerequisite: FREN-102 or placement. May be repeated once for credit. Offered spring semester. Pass/No Pass. 2 credits.

FREN-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

FREN-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

FREN-304 French & Francophone Theatre
Analysis of representative plays by French and Francophone authors including Jarry, Sartre, Anouilh, Genet, Beckett, Ionesco, Schwarz-Bart, and others. Introduction of theoretical texts relevant to the plays studied. Taught in French. Prerequisite: FREN 202 or placement. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

FREN-308 France Today
Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio-visual materials. Taught in French. Prerequisite: FREN 202 or placement. Counts toward core requirement: Humanities (2010 catalog). Offered intermittently. 4 credits.

FREN-311 Composition & Conversation
Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature and oral interviews. Extensive practice in composition with an aim toward improving students' communicative skills in written and oral French. Taught in French. Prerequisite: FREN 202 or placement. Counts toward core requirement: Humanities (2010 catalog). Offered alternate years. 4 credits.

FREN-312 French Pronunciation/Intonation
This course offers students studying French the opportunity to improve their pronunciation skills, as well as listening comprehension through the study of phonetics and practice of intonation and pronunciation patterns. Prerequisite: FREN 202 or placement. Counts toward core requirement: Humanities (2010 catalog). 4 credits.

FREN-315 Discovery of France
Culminating in a travel experience to Paris and one or two other regions from France, this course explores contemporary France and French culture through the lenses of a specific discipline, such as media arts, photography, and history, among other possibilities. Part of the course will be taught in French by a French professor, and the other part, in English, by a professor who specializes in the elected discipline. Prerequisite: FREN 202 or placement. Counts toward core requirement: Humanities. May be repeated once for credit with instructor permission. 4 credits.

FREN-320 Women's Writing in Francophone World
Survey of women's writing in the Francophone world throughout the 20th century. Special focus on the novel and the development of alternative prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Taught in French. Also listed as GSS 321. Prerequisite: FREN 202 or placement. Counts toward core requirement: Comparative Cultural, Humanities, and/or International Perspectives. Offered intermittently. 4 credits.

FREN-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

FREN-365 French in the Elementary School
This course is an introduction to the principles of second language acquisition and instruction in elementary school programs. Students will plan and implement lessons for after-school French program involving first through fourth graders. Class includes weekly trips to local elementary schools. Does NOT meet the upper-division major requirement for French, International Studies, or Modern Languages with an

emphasis in French. Prerequisite: FREN 102. Instructor's consent required. Counts toward core requirement: Humanities (2010 catalog) and Civic Engagement. May be repeated once for credit. 2 credits.

FREN-385 Seminar in French
A concentrated study of one of the major movements in French and Francophone literature, art, and culture. Topics include: the rise of Classicism, the French Revolution, the 19th century French novel, writing and resistance: 1848-1968, and literature in French-speaking Switzerland. Taught in French. Counts toward core requirement: Humanities (2010 catalog) and International Perspectives. May be repeated for credit. Offered intermittently. 4 credits.

FREN-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 4.00

FREN-404 French & Francophone Theatre
Analysis of representative plays by French and Francophone authors including Jarry, Sartre, Anouilh, Genet, Beckett, Ionesco, Schwarz-Bart, and others. Introduction of theoretical texts relevant to the plays studied. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Counts toward core requirement: Humanities (2010 catalog). Offered intermittently. 4 credits.

FREN-408 France Today
Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio -visual materials. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Counts toward core requirement: Humanities (2010 catalog). Offered intermittently. 4 credits.

FREN-411 Composition & Conversation
Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature and oral interviews. Extensive practice in composition with an aim toward improving students' communicative skills in written and oral French. Students taking this course at the 400-level will need to complete more elaborate assignments in French that will require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Counts toward core requirement: Humanities (2010 catalog). Offered alternate years. 4 credits.

FREN-420 Women's Writing in Francophone World
Survey of women's writing in the Francophone world throughout the 20th century. Special focus on the novel and the development of alternative prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Also listed as GSS 421. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Counts toward core requirement: Comparative Cultural, Humanities, and/ or International Perspectives. Offered intermittently. 4 credits.

FREN-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

FREN-485 Seminar in French
A concentrated study of one of the major movements in French and Francophone literature, art, and culture. Topics include: the rise of Classicism, the French Revolution, the 19th century French novel, writing and resistance: 1848-1968, and literature in French-speaking Switzerland. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Counts toward core requirement: Humanities (2010 catalog) and International Perspectives. May be repeated for credit. Offered intermittently. 4 credits.

FREN-494 Senior Thesis French
This course is designed to assist senior students who are writing a thesis for a major in French. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in French. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Taught in French. Prerequisite: Senior standing (90 or more completed credits) and study abroad. 2 credits.

FREN-495 Senior Thesis in French
This course is designed to assist senior students who are writing a thesis for a major in French. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in French. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Taught in French. Prerequisite: FREN 494. 2 credits.

GER-101 Intro to German Language & Culture
The beginning course is intended to give training in the basic patterns and structures of German. Conversation and reading related to the cultures of German-speaking areas. 4 credits.

GER-102 Intro to German Language & Culture
A continuation of GER 101. The beginning course is intended to give training in the basic patterns and structures of German. Conversation and reading related to the cultures of German-speaking areas. Prerequisite: GER 101 or placement. 4 credits.

GER-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

GER-201 Intermediate German
Designed to prepare students to identify conversational vocabulary. Expansion of conversational, reading, and comprehension skills. Review and development of grammatical constructions most commonly used in speaking. Use of periodical and literary sources and audio-visual materials. Prerequisite: GER 102 or placement. 4 credits.

GER-202 Intermediate German
Continuation of GER 201. Designed to prepare students to identify conversational vocabulary. Expansion of conversational, reading, and comprehension skills. Review and development of grammatical constructions most commonly used in speaking. Use of periodical and literary sources and audio-visual materials. Prerequisite: GER 201 or placement. 4 credits.

GER-215 Conversation Laboratory
This course is designed to complement 200-level and upper-division German language courses and provide additional opportunity for improving speaking and writing skills, although students who have completed at least 102 in German are eligible to enroll. Students will participate in weekly discussions and oral activities and produce presentations and written work in German. Course taught entirely in German. Prerequisite: GER 102 or placement. May be repeated once for credit. Offered spring semester. Pass/No Pass. 1 credit.

GER-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

GER-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

GER-295 Independent Study
See department for details. Independent study contract required. **Credits: 1.00 - 12.00**

GER-301 Topics in German Culture
Extensive practice in composition and conversation. Reading and discussion of materials from German media, music, and literature and audio-visual materials develop the students' comprehension of the German language, society and culture. Prerequisite: GER 202 or placement. Counts toward core requirement: Humanities (2010 catalog). Offered alternate years. 4 credits.

GER-302 Contemporary Short Stories & Narrations
Study of significant short stories by major writers in the German-speaking world of the 20th- and 21st centuries. Students present on stories or authors not covered in the classroom. Prerequisite: GER 202 or placement. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

GER-303 German Literature & Culture:1750-Present
Study of significant developments in literature and culture with focus on the Enlightenment, Classicism, Romanticism, Realism, Expressionism, the Nazi period, and the post-WWII period, including the 1990 unification. Prerequisite: GER 202 or placement. Taught in German. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

GER-304 German Drama
Analysis of representative theater pieces by writers in the German-speaking world from the eighteenth century to the present, including Louise Gottsched, Lessing, Schiller, Goethe, Schnitzler, Brecht, Durrenmatt, Frisch Jelinek, and others. Students will improve language skills through analyzing texts closely, viewing performances on film, performing short scenes in class, writing critiques of the plays, and adapting a play for performance. Taught in German. Prerequisite: GER 202 or placement. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

GER-305 Music, Modernism, & Megalomania
Study of significant developments in culture in the German-speaking countries from 1750-1950. Focus is on Enlightenment, Classicism, Romanticism, Realism, Expressionism, the Nazi period, and the immediate post-WWII period. Taught in German. Prerequisite: GER 202 or placement. Counts toward core requirement: Humanities. Offered intermittently. 2 credits.

GER-306 From Ruins to Reunification
Analysis of significant developments in cultures in the German-speaking countries from 1950 to the present with a focus on the existence of two German states and on reunification. Students will improve language skills through analyzing texts closely, viewing media, performing short reenactments of cultural events, and completing a final project. Taught in German. Prerequisite: GER 202 or placement. Counts toward core requirement: Humanities and International Perspectives. Offered intermittently. 2 credits.

GER-315 Advanced Grammar & Composition
Extensive review of advanced grammatical concepts and practice of written idiom through reading, viewing, discussing, and writing. Use of written and multi-media texts provide context for grammatical structures. Development of vocabulary in conjunction with grammatical constructions occurs through analysis of students' written and oral work and correction of errors. Prerequisite: GER 202 or placement. Offered intermittently. 4 credits.

GER-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

GER-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

GER-400 German Film
Analysis of significant 20th and 21st-century German films with concentration on films from contemporary times. Study of theoretical and literary texts in relation to the cultural and political climate. Taught in German. Instructor's consent required. Counts toward core requirement: Humanities (2010 catalog). Offered intermittently. 4 credits.

GER-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

GER-485 Seminar in German Studies
An in-depth study of various cultural issues as reflected in the literature, art, history, and politics of German-speaking countries. Topics include: survey of German literature in historical context; German unification; gender and society; politics and culture; Austrian literature and culture; bestselling novels; topics in the contemporary media. Taught in German. Instructor's consent required. Counts toward core requirement: Humanities (2010 catalog). May be repeated for credit when content varies. Offered intermittently. 4 credits.

GER-494 Senior Thesis in German Studies I
This course is designed to assist senior students who are writing a thesis for a major in German Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in German and presenting publicly on their research. These are student-conducted individual research theses. Students take GER 494 and GER 495 in consecutive semesters. Taught in German. Prerequisite: Senior standing (90 or more completed credits) and study abroad. 2 credits.

GER-495 Senior Thesis in German Studies II
This course is designed to assist senior students who are writing a thesis for a major in German Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in German and presenting publicly on their research. These are student-conducted individual research theses. Students take GER 494 and GER 495 in consecutive semesters. Taught in German. Prerequisite: GER 494. 2 credits.

JAPN-101 Intro to Japanese Language & Culture
Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Hiragana and Katakana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. 4 credits.

JAPN-102 Intro to Japanese Language & Culture
A continuation of JAPN-101. Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Hiragana and Katakana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. Prerequisite: JAPN-101 with a minimum grade of C- or placement. 4 credits.

JAPN-201 Intermediate Japanese
Expansion of conversational skills. Development of reading and writing skills in three different characters in Japanese. Application of cultural awareness in Japanese language learning. Prerequisite: JAPN-102 with a minimum grade of C- or placement. 4 credits.

JAPN-202 Intermediate Japanese
A continuation of JAPN-201. Expansion of conversational skills. Development of reading and writing skills in three different characters in Japanese. Application of cultural awareness in Japanese language learning. Prerequisite: JAPN-201 with a minimum grade of C- or placement. 4 credits.

JAPN-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

JAPN-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

JAPN-295 Independent Study
See department for details. Independent study contract required. **Credits: 1.00 - 16.00**

JAPN-301 Communicating in Japanese
Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced to expand vocabulary and cultural knowledge. Application of cultural awareness in various communication situations. Prerequisite: JAPN-202 with a minimum grade of C- or placement. 4 credits.

JAPN-302 Communicating in Japanese
Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced to expand vocabulary and cultural knowledge. Application of cultural awareness in various communication situations. Prerequisite: JAPN-202 with a minimum grade of C- or placement. 4 credits.

JAPN-315 Grammar and Composition
Extensive review of grammatical concepts and practice of written idiom through reading, writing, and discussing short stories, newspapers, films, and magazine articles. Development of vocabulary and grammatical constructions through composition with analysis and corrections of student's errors in class. Prerequisite: JAPN-202 with a minimum grade of C- or placement. Offered alternate years. 4 credits.

JAPN-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

JAPN-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

JAPN-401 Topics in Contemporary Literature
Study of Japanese culture through selected topics in contemporary literature. Topics include various human relationships in Japan, love and death, aesthetic attitudes, attitudes toward religion. Extensive analysis of these topics by understanding Japanese cultural values, beliefs, norms and behavioral patterns. Taught in Japanese. Prerequisite: one 300 level JAPN course with a minimum grade of C-. Counts toward core requirement: Humanities and International Perspectives. 4 credits.

JAPN-402 Selected Issues in Japanese Press
The course provides the opportunity to enhance Japanese reading skills and acquisition of cultural knowledge through newspaper and magazine article reading. Supplementary materials are brought in to broaden the student's understanding of the Japanese language, people and culture. Taught in Japanese. Prerequisite: One 300 level JAPN course with a minimum grade of C-. Counts toward core requirement: International Perspectives. Offered intermittently. 4 credits.

JAPN-405 Advanced Grammar & Composition
This course provides skills for writing in Japanese and knowledge about Japanese grammar. Japanese grammar is introduced in depth in order to facilitate better writing in the target language. Students are encouraged to challenge new vocabulary, new sentence patterns, and new expressions by applying knowledge about the Japanese language, including grammar and culture when they write in Japanese. Since this is a 400-level course, students are expected to practice self-monitoring of their writing by applying knowledge of Japanese grammar rather than depending on instructor's correction. Prerequisite: one 300-level Japanese course with a minimum grade of C-. 4 credits.

JAPN-455 Special Topics
See department for course description. Credits: 1.00 - 4.00

JAPN-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

JAPN-485 Seminar in Japanese Studies

An in-depth study of various cultural issues as reflected in the literature, art, history and politics of Japan. Topics include: survey of Japanese literature in historical context; gender and society; politics and culture. Taught in Japanese. Prerequisite: One 300 level JAPN course with a minimum grade of C-. Counts toward core requirement: International Perspectives. May be repeated for credit. 4 credits.

JAPN-490 Senior Capstone I
This capstone course is required of all Japanese majors. Seniors will conduct extensive projects, exploring social, cultural, linguistic or literary issues under the supervision of faculty. Emphasis will be placed on scholarly work using both Japanese and English reference, acquisition of translation techniques and critical analysis of various written materials. Prerequisite: Senior standing (90 or more completed credits), declared Japanese major, and study abroad in Japan. Instructor's consent required. 2 credits.

JAPN-491 Senior Capstone II
Continuation of JAPN 490. Seniors will finish writing a thesis following the outline and research methods proposed in JAPN 490 by applying formal Japanese writing style. Prerequisite: JAPN 490. 2 credits.

JAPN-495 Research
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

SPAN-101 Intro to Spanish Language & Culture
The beginning course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas. Classroom work is supplemented by laboratory practice. 4 credits.

SPAN-102 Intro to Spanish Language & Culture
A continuation of Span 101. The beginning course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish- speaking areas. Classroom work is supplemented by laboratory practice. Prerequisite: SPAN 101 with a minimum grade of C- or placement. 4 credits.

SPAN-195 Independent Study
See department for details. Independent study contract required.
Credits: 1.00 - 18.00

SPAN-201 Intermediate Spanish
Focus on conversational skills, comprehension, Hispanic cultures, reading, and grammar. Prerequisite: SPAN 102 with a minimum grade of C- or placement. 4 credits.

SPAN-202 Intermediate Spanish
Continuation of SPAN-201. Focus on conversational skills, comprehension, Hispanic cultures, reading, and grammar. Prerequisite: SPAN 201 with a minimum grade of C- or placement. 4 credits.

SPAN-211 Spanish for Heritage Speakers
This course is designed for students who are native speakers of Spanish but have not studied the language formally. In this course, students will learn accentuation, syllabification, grammatical terminology and sentence analysis through written exercises and readings related to the culture of the Spanish speaking communities in other countries and within the United States. Instructor's consent required. Students may take SPAN 202 or SPAN 211, but may only earn credit for one of these courses. 4 credits.

SPAN-215 Spanish Conversation Laboratory
This course is designed as a conversation lab for students enrolled in SPAN 201 and 202, although those who have completed SPAN 102 are eligible to enroll. The course provides additional opportunity to improve speaking and writing skills. Students will participate in weekly discussions and oral activities and produce presentations and written work in Spanish. Course taught entirely in Spanish. Prerequisite: SPAN 102. Pass/No Pass. 1 credit.

SPAN-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

SPAN-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

SPAN-295 Independent Study
See department for details. Independent study contract required. **Credits: 1.00 - 12.00**

SPAN-301 Composition and Conversation
Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature, and oral interviews. Extensive practice in composition with analysis and correction of students' errors in the classroom. Taught in Spanish. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Offered annually. 4 credits.

SPAN-303 Intro to Hispanic Literature
An introduction to the study of literature in Spanish through the genres from different periods and countries of the Hispanic world. Continued practice in composition with in-class student presentations. Taught in Spanish. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Counts toward core requirement: Humanities. Offered annually. 4 credits.

SPAN-305 Contemporary Spanish Poetry
Analysis of representative poems of the major contemporary poets of Spain and Latin America: Antonio Machado, Garcia Lorca, Juan Ramon Jimenez, Vicente Alexandre, Pablo Neruda, Cesar Vallejo, and others. Student reports on poems and authors not covered in the classroom. Prerequisite: SPAN 202 or placement. Taught in Spanish. Counts toward core requirement: Humanities. Offered intermittently. 4 credits.

SPAN-310 Contemporary Spanish Music and Cultures
Study and analysis of representative genres of popular music and their relationship to culture and literature in twentieth-century Spanish America and/or Spain: "Musica Folklorica,""El bolero y la baladam,""La cancion politica;" "musica Afro-hispana,""Latin-Jazz," "Rock en espanol" and others. Students will report on material not covered in the classroom. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Counts toward core requirement: Comparative Cultural. Offered intermittently. 4 credits.

SPAN-315 Advanced Grammar and Composition
This course is designed to "fill in" the Spanish grammar and vocabulary gaps of the advanced/intermediate student. Course reviews the more difficult grammatical structures in Spanish while introducing advanced vocabulary, idioms and colloquialisms. Emphasizes vocabulary building, composition skills and comprehension of the wide range of Spanish found in literature, journalism, and everyday speech. Taught in Spanish. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Offered intermittently. 4 credits.

SPAN-325 Mexican-American Cultural Exploration
This course offers students studying Spanish a chance to improve their linguistic abilities and their understanding of the cultures of Mexico and Mexican-Americans through direct contact with local native Spanish speakers. In addition to meeting as a class 3 hours/week to discuss readings on the socio-economic, political and health situations of Spanish speakers living in the US, students conduct 30 hours of service learning in local organizations that provide services exclusively or predominantly to Latinos. Taught in Spanish. Prerequisite: SPAN 202 or placement. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or Diverse Perspectives. Offered annually. 4 credits.

SPAN-355 Special Topics
See department for course description. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Credits: 1.00 - 6.00

SPAN-367 Tapalpa, Mexico: Teaching Practicum
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. Offered intermittently. 4 credits.

SPAN-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

SPAN-400 Survey Spanish Peninsular Lit & Culture
A study of the major works and literary movements of 20th century Spain. Taught in Spanish. Prerequisite: one 300-level SPAN course with a minimum grade of C-. Recommended: Study Abroad or high fluency in Spanish. Counts toward core requirement: Humanities. Offered alternate years. 4 credits.

SPAN-403 Contemporary Spanish Cinema
This class will be a survey of Spanish language film, with emphasis on contemporary productions. While the focus of the course may vary, the principal objective is for the student to develop a broad understanding of central issues and movements within Spanish language film. The course will expose the student to a variety of different genres, directors, and countries. We will study the films within their sociopolitical, historic, and/or filmic contexts and will analyze how context is reflected within film as a cultural production. Prerequisite: One 300-level SPAN course with a minimum grade of C-. Recommended: Study Abroad or high fluency in Spanish. Offered intermittently. 4 credits.

SPAN-405 Survey of Spanish American Lit & Culture
A study of the major works and literary movements of Spanish America. Taught in Spanish. Prerequisite: one 300-level SPAN course with a minimum grade of C-. Recommended: Study Abroad or high fluency in Spanish. Counts toward core requirement: Humanities. 4 credits.

SPAN-406 Special Topics Spanish American Studies
Detailed study of works of selected areas of Spanish American cultures. Prerequisite: one upper division SPAN course with a minimum grade of C-. Recommended: Study Abroad or high fluency in Spanish. Counts toward core requirement: International Perspectives. May be repeated for credit when topic varies. 4 credits.

SPAN-407 Special Topics Spanish Studies
Detailed study of works of selected areas of Spanish Peninsular cultures. Prerequisite: one upper division SPAN course with a minimum grade of C-. May be repeated for credit when topic varies. 4 credits.

SPAN-455 Special Topics
See department for description. Credits: 1.00 - 4.00

SPAN-465 Spanish in the Elementary School
This course is an introduction to the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary school programs. Students will become acquainted with dual language materials, bicultural perspectives, and strategies for the achievement of biliteracy. This class includes an observation component in a bilingual classroom. Taught in Spanish and English. Does not count toward Spanish major. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Offered intermittently. 4 credits.

SPAN-466 Mexico:A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Does not count towards Spanish major. Prerequisite: SPAN 202 with a minimum grade of C- or placement. Offered intermittently. 4 credits.

SPAN-475 Internship
See department for details. Internship contract required. Credits: 1.00 - 14.00

SPAN-490 Thesis in Spanish I
Thesis in Spanish on a topic of their choice. Prerequisite: Senior standing (90 or more completed credits) and SA-476. 2 credits.

SPAN-491 Thesis in Spanish II
Continuation of SPAN 490. Taught in Spanish. Prerequisites: SPAN-490 with a minimum grade of C-. 2 credits.

SPAN-495 Research
See department for details. Independent study contract required. Credits: 1.00 - 4.00

WORL-195 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 6.00

WORL-255 Special Topics
See department for course description. Credits: 1.00 - 6.00

WORL-275 Internship
See department for details. Internship contract required. Credits: 1.00 - 4.00

WORL-325 Mentoring & Tutoring in the Languages
Students in this course will be a mentor in one section of a beginning language class at Pacific, at least one day/week. They may assist in the classroom and in preparing materials at the language instructor's discretion. Students will also offer at least two hours/week of tutoring in the Tutoring Center (TLC), attend an orientation, and promote the TLC and language in the community. Students will meet 130 minutes/week with the supervising WORL 325 instructor. Mentoring may not be available in all languages or in all semesters. Prerequisite: 202-level of target language. Instructor's consent required. May be repeated once for credit. 2 credits.

WORL-355 Special Topics
See department for course description. Credits: 1.00 - 6.00

WORL-365 Teaching Lang & Culture Elem School
Students will learn the basics of foreign language acquisition, lesson planning and classroom management through this seminar and practicum in foreign language instruction. Students will meet with the instructor of the course for the first four weeks to learn pedagogical and class-management skills; thereafter, they will make weekly trips (11 weeks total) to local elementary schools to teach the language and culture of the target language (must be a language taught at Pacific). During the practicum portion of the class, students will also meet weekly with the instructor to develop upcoming lessons and to evaluate/troubleshoot previous lessons. In addition the instructor will rotate weekly to each school group to observe the students? class. Prerequisite: Foreign Language 202. Instructor's consent required. Counts toward core requirement: Civic Engagement. 4 credits.

WORL-395 Independent Study
See department for details. Independent Study contract required. Credits: 1.00 - 6.00

WORL-401 Thesis in Modern Languages I
Students will conduct individual research on a topic related to their study of two (or three) languages. They will start writing an extensive paper (30-50 pages)in English wherein they explore a specific phenomenon or topic. Students will present thesis in the spring at senior thesis day. Prerequisite: SA-476. 2 credits.

WORL-402 Thesis in Modern Languages II
Continuation of WORL 401. Students will finish writing their thesis. They will write an extensive paper (30-50 pages)in English wherein they explore a specific phenomenon or topic. Students will present thesis in the spring at senior thesis day. Prerequisite: WORL 401. 2 credits.

WORL-430 Methods of Teaching Foreign Language
Theoretical and practical considerations in the teaching of foreign languages at the elementary and secondary school levels. Required of all who are working for certification as language teachers. Instructor's consent required. 3 credits.

WORL-455 Special Topics
See department for course description. Credits: 1.00 - 6.00

WORL-495 Research
See department for details. Independent study contract required. Credits: 1.00 - 4.00

COLLEGE OF ARTS AND SCIENCES

INTRODUCTION

The College offers Bachelor of Arts, Bachelor of Social Work, Bachelor of Music Therapy, and Bachelor of Science degrees, as well as a Master of Fine Arts in Writing and a Master of Social Work.

UNDERGRADUATE PROGRAMS

Students in the Bachelor of Arts, Bachelor of Science, Bachelor of Music Therapy and Bachelor of Social Work programs in the College of Arts & Sciences (CAS), the College of Business (COB), and the College of Education (COE) follow the same admission criteria, academic standards and policies, degree requirements and academic calendar. Students enrolled in these degree programs in these colleges pay the same tuition rate and may take courses offered by any of the three colleges. Specific information begins on page 45. Students may earn only one bachelor's degree at the College of Arts and Sciences.

The College of Arts and Sciences provides a broad liberal arts education with strong emphasis on service and application of knowledge. This is accomplished through effective teaching built on close faculty-student relationships, in a residential setting. Undergraduates develop the intellectual capabilities and personal qualities that enable them to participate in rewarding careers and to contribute to their communities. The more than 35 majors in the College of Arts and Sciences clearly reflect Pacific's liberal arts base. The largest unit of the University, the College provides a broad spectrum of opportunities to match individual interests and career plans.

The College of Arts and Sciences curriculum affirms in practice that a broad educational experience is both an end in itself and a means to set personal and professional directions. Within the schools of Arts & Humanities, Natural Sciences, and Social Sciences, the College offers a carefully constructed range of courses that provide curricular breadth and depth. The College provides living and learning experiences that one expects to find at a high-quality liberal arts college.

In a world that increasingly asks not what you know but how quickly can you learn, Pacific University prepares its students to communicate clearly, to analyze problems, to synthesize information and to understand people, systems and cultures.

A strong and integrated advising program, called Pathways, covers academic development and career counseling and placement. The Pathways Program ensures that each student maximizes internship, research, study abroad, service learning, professional, and graduate school opportunities. One part of Pathways, the Advantage Program, helps prepare students for seamless entry, including early acceptance, into Pacific's graduate professional programs.

The College encourages off-campus learning. Pacific undergraduates may study abroad in many countries, pursue off-campus independent research projects, and undertake career internships that earn credit toward graduation.

GRADUATE PROGRAMS

The College of Arts and Sciences offers two graduate programs, the Master of Fine Arts in Writing and the Master of Social Work.

Master of Fine Arts in Writing
Pacific's Master of Fine Arts in Writing program seeks to support and inspire students to become better writers while creating a quality portfolio of fiction, nonfiction or poetry. The program encourages students to write meaningful and honest pieces, and to embrace writing as an art that has the potential to make a difference in the world. A student may earn an MFA in fiction, nonfiction or poetry.

The low-residency format allows students to earn a graduate degree over the course of two years through five intensive campus residencies, coupled with guided study during four correspondence semesters. Students earn 15 credits each semester and apply those 15 credits toward the minimum of 60 required for successful completion of the program.

In the belief that writers can and must lead full and interesting lives, the program embraces students who have full-time jobs and other obligations and allows them to design individualized courses of study to be carried out under the supervision of a writer advisor.

Students and writers come together twice a year in June and January for 10-day residencies on the Pacific University campus or at an off-campus location. Residencies include workshops, lectures, seminars, panels and readings, featuring award-winning writers who act as faculty members for the program and visiting writers who participate only during the residency. At the residencies, each student is paired with a writer who serves as an advisor for the independent study that follows.

Master of Social Work
Pacific's MSW program is a full-time, two-year program based in Eugene, Oregon. All Pacific MSW students will follow the same course schedule during their first year of social work education at Pacific and a choice between two concentrations during the second year.

During the second year, students may pursue a generalist Health and Wellness concentration, designed to prepare social workers to meet the urgent need among individuals and families to gain access to affordable, high quality health and wellness services. Students will gain competence in diagnoses and advanced therapeutic approaches the foster wellness and independence. Alternately, second-year students pursue a Latino Studies concentration designed to prepare students to work with the largest and one of the fastest growing groups in the United States. The Latino Studies concentration includes an immersion experience in Latin America, during which students will live with a host family, absorbing language and culture 24/7.

FACULTY

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B.M., MacPhail College of Music, 1942
B.S., Bemidji State College, 1945
M.M., Eastman School of Music, University of Rochester, 1948

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M.S., Oregon State University, 1961
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Ph.D., University of Oregon, 1966

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Licent., Malta University, 1959
J.C.D., Lateran University, 1963

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Faculty Emeritus/Professor of History
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A.B., Central College, 1939
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M.A., Claremont Graduate School, 1969
Ph.D., University of Wisconsin, Madison, 1974

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B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

James V. Miller
President Emeritus
B.A., Indiana Central College, 1942
M.Div., United Seminary, 1946
Ph.D., Boston University, 1955
LL.D., Otterbein College, 1972
LL.D., Indiana Central College, 1979

John L. Neff
Faculty Emeritus/Professor of Dance
Indiana University, 1947
Edna McRae School of Dance, 1951
Gertrude Shurr-May O'Donnell School of Modern Dance, 1955
School of American Ballet, 1955

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B.S., University of Northern Colorado, 1972
M.A., University of Iowa, 1976

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B.A., University of California, Santa Barbara, 1950
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M.A., Stanford University, 1977
Ph.D., Stanford University, 1982

DEGREE REQUIREMENTS:

BACHELOR OF ARTS

I. Core and Other Requirements
Candidates must meet all degree requirements, listed in Degree Requirements beginning on page 42.

II. Major Declaration
Candidates must satisfy requirements for a major from the School of Social Sciences or the School of Arts and Humanities, or the Environmental Studies major from the School of Natural Sciences.

BACHELOR OF MUSIC THERAPY

I. Core and Other Requirements
Candidates must meet all degree requirements, listed in Degree Requirements beginning on page 45.

II. Major Declaration
Candidates must satisfy requirements for the Music Therapy major, listed beginning on page 229.

BACHELOR OF SCIENCE

I. Core and Other Requirements
Candidates must meet all degree requirements, listed in Degree Requirements beginning on page 45.

II. Major Declaration
Candidates must satisfy requirements for a major from the School of Natural Sciences (except for Environmental Studies: Sustainable Design), the Bachelor of Science Track in Public Health, the Bachelor of Science Track in the Self Designed Interdisciplinary Major, or a major in Psychology with two additional science laboratory courses.

BACHELOR OF SOCIAL WORK

I. Core and Other Requirements
Candidates must meet all degree requirements, listed in Degree Requirements beginning on page 45.

II. Major Declaration
Candidates must satisfy requirements for the Social Work major, listed beginning on page 280.

ADMISSION, POLICIES, COURSES, TUITION & FEES, CALENDAR

Information is listed beginning on page 74.

MASTER OF FINE ARTS IN WRITING

INTRODUCTION

Pacific's Master of Fine Arts in Writing program celebrates writing as an art that has the potential to make a difference in the world. With an emphasis on the creative process, award-winning writers work closely with students to support and inspire evolving craft and voice. In the belief that writers can and must lead full and interesting lives, the program embraces students who have full-time jobs and other obligations.

The low-residency format allows students to earn a graduate degree over the course of two years through five intensive campus residencies, coupled with guided study during four semesters. Students earn 15 credits each semester and apply those 15 credits toward the minimum of 60 required for successful completion of the program. A student may earn an MFA in Writing in fiction, nonfiction or poetry.

Each semester begins with a 10-day residency. One is held in January at the Oregon Coast and the other is held in June on the Pacific University campus. Residencies include workshops, lectures, panels, classes and readings, featuring award-winning writers who act as faculty members for the program and visiting writers who participate only during the residency.

At the residencies, students are paired with a writer who serves as an advisor for the independent study that follows. Student and advisor meet in conferences to develop a study plan for the subsequent guided study when the student will devote 20-25 hours each week to writing and reading.

The MFA program offers a high level of conversation along with the good humor and camaraderie of individuals who share a passion for art. We believe in inspiration but also in revision. We believe there is no one way to write and no right way to write. Above all, we believe in quality and originality in any guise.

FACULTY

Shelley Washburn, Director

Faculty Advisors

The writers who serve as faculty for the MFA program are recognized for both their level of national or regional achievement and for their teaching records and abilities. They are hired as independent contractors to instruct and advise MFA students. While writers are not regular Pacific employees, they are bound by all federal and state laws as well as many Pacific University and all MFA policies. In this catalog and in other MFA materials, these writers are referred to as "faculty."

Most faculty who serve as advisors for students teach during the campus residency that precedes the semester, though the program reserves the right to assign non-residency faculty as advisors in some circumstances. During the residency, faculty members give readings, deliver lectures, conduct classes and serve on panels. Some of the visiting writers also participate actively in residency events but do not serve as advisors in the following semester. Please visit the MFA webpage for a list of current faculty: http://www.pacificu.edu/as/mfa/faculty/index.cfm.

ADMISSION

Eligibility/Prerequisites

The MFA program seeks students who have demonstrated talent, commitment to the writing process, ability to look objectively at their work, and willingness to use criticism in a discriminating manner while remaining true to individual voice and vision.

Applicants to the MFA program should hold an undergraduate degree from an accredited institution. Exceptions may be made to this requirement contingent upon the understanding that students must complete their undergraduate degree before enrolling in the MFA thesis semester. All exceptions will be considered on a case-by-case basis and may be granted in special circumstances such as when the applicant is close to completing an undergraduate degree, has a strong writing record with published works, and shows maturity of purpose and work habit.

Admission is based primarily on the quality and promise exhibited in the application manuscript and personal essay. Applicants should address their ability to participate productively and supportively in a writing community and to sustain commitment through extended independent work periods during the guided study.

Application Process

The Master of Fine Arts in Writing program accepts new students twice a year for semesters beginning with the January and June residencies; students may enter the program at either time.
For priority consideration, submit all application materials by September 1st for the semester beginning in January or March 1st for the semester beginning in June. Applications received after these dates will be considered as space allows and may be processed for the following semester.

For information on what materials to submit, see the MFA Application Procedure & Forms page: http://www.pacificu.edu/as/mfa/admissions/applicationprocedure.cfm.

Transfer of Credits

Petitions for transfer of credits from another Master of Fine Arts creative writing program will be considered by the Academic Board. In no instance will more than 15 semester credits transfer. No other credit waivers or transfers of any other credits will be allowed. Transfer of one semester's credit elsewhere does not guarantee that the student will finish the Pacific MFA in three additional semesters. The time it takes to finish the program depends on the student's ability to successfully complete both the critical essay and the creative manuscript.

DEGREE REQUIREMENTS

Genres

A student may earn an MFA in fiction, nonfiction or poetry. A student earning an MFA degree in two genres must work in the second genre for a minimum of three semesters and must complete a second critical essay and a second creative manuscript. Thus, the minimum time to complete an MFA degree in two genres would be seven semesters, and more likely eight semesters.

Studying a Second Genre for One Semester

If a student wishes to explore a second genre for one semester, the student must submit a petition to the MFA Director three months before the semester begins. Students may not switch genres during a semester. In many cases, students who elect to explore another genre should expect to attend an additional semester to fulfill requirements for the degree.

Changing Genres

Students who begin the program in one genre and then decide they would like to make a permanent switch to another may do so when the following conditions have been met:

- The petition for the genre switch has been approved by the Admissions Board and members of the faculty.
- The student has successfully completed at least one semester in the new genre before the essay semester.

A student must work in the new genre for at least three semesters to earn the MFA degree in that genre. In many cases this will necessitate an additional semester of study.

Summary of Degree Requirements

- Full participation in five residency periods documented with residency reviews, including any semester accepted for transfer from other institutions
- Successful completion of four semester projects with the minimum accumulation of 60 graduate credits documented through semester assessments and submitted revised work
- Work with no fewer than three faculty advisors during the student's tenure in the program
- Broad reading in literature and contemporary letters documented with a cumulative bibliography of approximately 80 entries, at least 40 of which are annotated
- The ability to write clear prose and to articulate cogent response to work by other writers documented with 24-30 reading commentaries
- A clearly written, substantial, critical essay concentrating on the creative works of one or more published authors
- A creative manuscript of high-quality poetry, fiction or nonfiction, consisting of 30-50 pages of poetry or 70-120 pages of prose
- Objective discussion of the creative manuscript by faculty and peers in the thesis review
- A graduate presentation consisting of a critical introduction to the student's reading given during the final residency
- A public reading of the student's work during the final residency

CURRICULAR OVERVIEW

First and Second Semester

- Residency review
- Creative work in one's genre (or, during the second semester, in a second genre if approved by the Admissions Board)

- A bibliography of approximately 20 works
- Reading commentaries on 12-15 works
- Written midterm and semester assessments

Essay Semester

- Residency review
- Creative work in one's genre
- An annotated bibliography of approximately 20 works
- A critical essay on work by published authors
- Written midterm and semester assessments

Thesis Semester

- Residency review
- Creative work to complete the final thesis manuscript
- An annotated bibliography of approximately 20 works
- A comprehensive, standard bibliography of all works read during matriculation
- Preparation of a presentation to be given during the final residency
- Preparation of a 15-minute reading of original work to be given during the final residency
- Preparation for the thesis review that takes place during the final residency
- Submission of the complete thesis, when approved, to the program archive
- Written midterm and semester assessments

Fifth Residency

- Graduate Presentation
- Thesis Review
- Graduate Reading

CURRICULAR COMPONENTS

Residency

The twice-yearly residency periods (January and June) initiate each semester and form the foundation of a community of writers. The 10 intensive days of events provide the student with literary breadth to balance the more specific and individual focus of the ensuing semester work.

The residency schedule includes workshops, formal presentations, panels, lectures, classes, and readings, featuring faculty members and guest writers. Though students specialize in a particular genre for their degrees, the residency offers opportunities to experience and appreciate the relationships among all the literary genres. This diversity is provided through residency activities and, in some cases, a multi-genre workshop.

In addition to the formal sessions, the residency includes time set aside for contemplation, writing and informal gatherings. The residency is both a rich reward and a stimulus for the months of solo work that lie ahead.

During the residency, the student should expect to do the following:

- Participate in assigned workshop sessions led by one or more of the faculty writers
- Receive close critique of worksheet material during at least one workshop
- Provide commentary and critique on the work of other students in the workshops
- Attend all workshops, lectures, panels and craft talks in the student's genre of study
- Attend nightly readings
- Meet with the assigned advisor to design the semester study plan

Semester Study Proposal

Prior to each residency, students submit a semester study proposal that includes writing goals, specific areas of interest, and a tentative reading list. Students meet with their assigned advisors to design the formal semester study plan. Before these sessions, faculty familiarize themselves with the students' semester study proposals and creative work.

Workshops

Students are assigned to a workshop specific to their genre (poetry, fiction or nonfiction) and their creative manuscripts provide the text for discussion and commentary in the workshops.

Each workshop includes up to 14 students from every stage of progress through the program. One to four faculty members lead these workshops. Each student's manuscript receives at least one close critique during the course of the workshop. The student spends the remaining workshop hours offering the same level of review to other students.

Lectures, Classes and Readings

Faculty and visiting writers offer numerous lectures, presentations, classes and readings. Students are expected to attend all formal offerings in their genre including at least one outside their chosen area of study.

Lectures, panels, and classes serve as introductions to an element of craft or a body of work, or both. As a result, students may discover issues relevant to their work to pursue in greater depth during their guided study. Students are encouraged to attend as many presentations as time and energy allow, and to do any preparatory reading for them. Presentations are intended for all students, and faculty members welcome participation by both poets and prose writers. Students should also plan to attend the readings by faculty members, visiting writers and degree candidates In addition, we encourage students to attend and participate in one of the several student readings.

Advisor Assignment

The advisor supervises the student's independent work during the semester following the residency. Faculty advisors are chosen based on the student's study proposal, on material submitted for workshops, and on previous semester work, if any.

During the residency, the director and a committee of faculty members meet to review student materials and to make recommendations about advisor assignments. These recommendations are forwarded to all faculty members for the final student-advisor pairings. Students may state a preference for an advisor, but there is no guarantee that the preference will be met. It is one of the goals of the MFA program that every student work with a writer who is enthusiastic and who feels able to contribute to the development of the student's writing. Students work with different advisors throughout the four or five semesters of study, though a previous advisor may be assigned for the final semester.

Semester Study Plan

Toward the end of the residency, the student and advisor meet in conference, normally during two strategy sessions, to refine the initial study proposal. These conferences lead to a formal, written study plan that addresses both the student's and the advisor's expectations for the guided study.

The study plan may include the following:

- Goals for the student's creative work, which may be general or specific, as appropriate for a particular student in a given semester
- Specific elements of style, form and technique to be studied during the semester
- Deadlines, methods and expected frequency of student-advisor exchanges
- A reading list that may be modified as the guided study progresses
- Additional planned projects or activities (tailored exercises, a journal, attendance at literary and cultural events in the student's home area)
- Other work that addresses the student's interests, needs and developing vision

The semester study plan must be filed with the MFA office at the end of the residency or shortly after. In addition, the student and advisor should each have copies.

Residency Review

At the end of the residency, each student submits a written analytical commentary on each formal activity attended, addressing the quality of the student's own preparation and participation, as well as the relevance of the residency activity to the student's educational goals.

Guided Study

Throughout the guided study, students send work to their advisors and, in turn, receive criticism and comments, including specific suggestions and general advice for their developing craft and course of study. Student work sent in the exchanges includes new poetry or prose, revised work, and reading commentaries assigned as part of the study plan.

Students are expected to devote 20-25 hours each week to the semester study project, but the flexible structure of the exchanges allows them to carry out family and job commitments while studying the art of writing.

Exchanges/Packets

Exchanges with the advisor provide guidance and response to balance the solitude necessary to pursue the art of writing. Because the on-going dialogue between student and advisor is vital to a low-residency program, students are expected to take part in no fewer than five and no more than six exchanges, consisting of creative work, inquiry and analysis, facilitated either electronically or by mail.

The natural subject areas for substantive exchange are the student's creative manuscripts and reading commentaries, the advisor's critiques and the subsequent revisions. In cover letters accompanying each exchange packet, the student offers reflections and questions on the

process of study and receives detailed responses in return. Students who participate in local workshops or attend relevant lectures in their area are welcome to include comments on these activities in the exchange to enrich and extend the dialogue. The contents of these exchanges are not sent to the MFA office. Instead, the student keeps a log sheet recording specific projects, dates, materials sent, and comments received as part of the semester work that is submitted to the MFA office for review.

Semester Creative Project

In the packets that students send to their advisors approximately every three weeks is a manageable portion of creative work. The creative work is the heart and focus of the semester project. Manuscripts are critiqued by the advisor and returned for revision. By semester's end, each student should have a body of carefully edited work (20-30 pages prose/10-15 poems).

Reading List and Bibliography

A writer's natural gifts are deepened through broad reading and careful reflection about that reading. Developed with guidance from the advisor, the reading list is derived from the needs and literary background of the student, and should include contemporary letters, a close examination of a few major writers in the genre, and exploration of literary traditions.

While the reading lists for early semesters may be broad-based, the lists will place more emphasis on the focus of the critical essay as candidates draw near completion of their degrees. Each semester should produce a bibliography of approximately 20 works of poetry, fiction, nonfiction, or critical prose.

Reading Commentaries and Annotations

The purpose of any term's reading list is to foster critical inquiry into stylistic and technical considerations. Thus, in each of the first two semesters, students write 12-15 commentaries about the craft of writing, based on works selected from the reading list (see above). In the essay and thesis semesters, the reading commentaries and bibliography are replaced by an annotated bibliography.

The reading commentaries need not be scholarly works, but should be 500-1000 words of clear prose in which the student examines some aspect of craft in the work. The works chosen for commentary should reflect the balance of primary works to analytical texts in the reading list. Reading commentaries are submitted throughout the semester, with three to five included in each exchange with the advisor. These become part of the dialogue, deepening the conversation between student and advisor.

Reading commentaries help students to develop rhetorical skills, as well as to make conscious observations regarding various elements of craft and the impact of these in their own work and the works they are reading. By the second semester, the commentaries are useful in locating the topic for the final thesis project and may become rough draft material for the essay, or a way to test the emerging or completed essay's thesis against other texts.

In the essay and thesis semesters, an annotated bibliography replaces the reading commentaries, although, when academically appropriate, the advisor may recommend that the student complete additional reading commentaries. An entry in an annotated bibliography, unlike a reading commentary, contains only two or three sentences of descriptive or evaluative comments on a work.

Extra Semester

Students who need to further develop their analytical writing or who have particularly challenging creative work may request or may be advised to take an extra semester to improve their writing before undertaking the essay or thesis semester. Students who would like to explore other genres before their essay or thesis may also request extra semesters.

Readiness for the Essay Semester

Upon successful completion of two semesters in the MFA program, the student, the current advisor, and the director assess the student's readiness to undertake the critical essay.

Though it does not advance one toward the degree, an additional semester of broad reading and written argumentation through reading commentaries and short comparative essays (5-7 pages) often develops a student's skills and move the student toward a focused essay. Students considered ready to begin the critical essay have demonstrated intelligent, well considered, well written responses to their readings and have begun to define a substantial topic relevant to their creative work.

Readiness for the Thesis Semester

For those who have successfully completed their essay but need more time to develop their creative work before the final semester, an extra semester offers an opportunity to concentrate and expand on the creative thesis manuscript. Students considered ready to begin the thesis semester have a body of creative work in their major genre, though they may further revise it and/or add to it. In addition, they have ideas about what they plan to produce in the name of their thesis, such as stories, linked stories or poems, a novel, a memoir, or a collection of lyrical essays.

Requirements for the Extra Semester

Extra semesters taken for credit must meet the usual expectations, including full participation in a residency, creative work and critical inquiry (if required), 20 readings, and an annotated bibliography.

Elective Semester for Special Projects

Students who would like to explore an additional literary skill or genre, such as digital publishing, screenwriting, or playwriting, may request to take an elective semester. A student must have successfully completed at least three semesters in the MFA program before enrolling in the elective semester. This option requires the student to submit a petition at least five months in advance of the start date. Students can find the petition form for the elective semester on Moodle.

Requirements for the Elective Semester

Elective semesters taken for credit must meet the usual expectations, including full participation in a residency, creative work and critical inquiry (if required), 20 readings, and an annotated bibliography.

Critical Essay

The essay semester requires degree candidates to develop a polished, 10-12 page work of literary analysis that demonstrates clarity of thought and expression in English prose.

The critical essay is an opportunity to explore another writer's work or an issue of craft in depth. We encourage students to choose texts and writers who exemplify the kinds of strategies they are attempting to master in their own work. Some students will write this essay with publication in mind. For others, the exploration itself will be the goal. But for all, the essay should contain vigorous prose that breathes feeling and honest conviction.

The essay has three purposes:
1) To develop the ability to analyze works by recognized writers
2) To find connections and applications for the student's own writing, including the ability to experiment with established forms, techniques, or styles
3) To hone skills that will assist the student wishing to teach writing or publish book reviews and articles on craft

Students planning the essay generally reserve some portion of the preceding semester to formulate an essay topic, or several promising topics, in dialogue with their advisors. During this preparatory semester, students also complete the bulk of preliminary reading if at all possible.

Students work closely with their advisors in developing, drafting and revising the essay. The essay semester study plan should incorporate exchange methods and schedules for development of the analytical writing, which must be completed by the end of the semester.

Submitting the Essay

Early in the semester, the student should send drafts of the essay to his or her advisor for commentary and plan to submit the final draft by the essay due date. Once the advisor has signed off on the essay, either via email or letter, the student should also submit an electronic copy of the final draft to the MFA office via Moodle. The project advisor completes the Narrative Transcript form, which includes an overall evaluation of the essay, recommendation concerning its approval for fulfilling the degree requirements, and appropriate revision suggestions, if any.

When the essay is approved, or if it requires only minor revisions, the student may advance to the final thesis semester (providing the student has sufficient creative work to move forward). The student may not advance to the final semester until the essay is approved. The award of credit for the semester, however, is a separate matter, an independent judgment made at the term's end, and does not require acceptance of the essay.

Reading and Critical Inquiry for the Essay Semester

As in the previous semesters, the essay semester includes a reading component (approximately 20 works of poetry, fiction, nonfiction, or critical prose), and these readings are listed in the annotated bibliography. The student's reading informs the creative manuscript and furnishes material for the essay.

Overview of Thesis

Students may enter the final semester upon completion of no fewer than three successful semesters (including any semesters accepted for transfer from other institutions) and acceptance of the critical essay. The final semester, usually the fourth in the program, focuses primarily on creative writing and completion of an original, high-quality manuscript of poetry, fiction or nonfiction. The analytical and creative components form the Master of Fine Arts thesis, copies of which are placed in the MFA program archives and in the Pacific University Library.

Creative Manuscript

The creative manuscript consists of 30-50 pages of poetry or 70-120 pages of prose. Work included in the manuscript must have been composed or substantially revised during a student's tenure in the program. Emphasis in this final project should be on quality rather than quantity and should involve careful editing and revision.

In the third month of the final semester, the student must submit to the advisor approximately one-half of the final manuscript. The advisor responds to the student's work and describes the manuscript's progress in the midterm assessment.

Though manuscripts will naturally include work from previous semesters, students are encouraged to continue to write new work for the volume and to be influenced by their reading and their work on the critical essay.

Reading and Critical Inquiry for the Thesis Semester

As in the previous semesters, the final semester includes a reading component (approximately 20 works of poetry, fiction, nonfiction, or critical prose), and these readings are listed in the annotated bibliography. The student's reading informs the creative manuscript and furnishes material for the graduate presentation given during the final residency.

Submitting the Thesis

The student must submit one electronic or hard copy final draft of the thesis to his or her advisor by the thesis due date. Once the advisor has given written approval of the creative manuscript and thesis layout by either email or letter, the student may proceed with printing and binding the thesis. In addition, the student should submit an electronic copy of the final draft to the MFA office via Moodle to be saved in the student's electronic file. The advisor completes the Narrative Transcript, which includes an overall evaluation of the creative manuscript, recommendation concerning its approval for fulfilling the degree requirements, and appropriate revision suggestions, if any. The MFA director and/or one other member of the MFA faculty or Academic Board may also read the thesis.

If these readers do not approve the creative manuscript, the student may enroll in up to two additional semesters to complete it. If the revised manuscripts from these semesters are not successful, the student will be dismissed from the program.

In exceptional circumstances an advisor may judge that a manuscript needs revisions that can be completed by the student independently. In this case, the student may petition to take a leave of absence to finish the work and will be charged a reading fee when resubmitting the manuscript. If the manuscript is approved, the student may then enroll in the final residency for graduating students. Should the readers not approve the manuscript revised during the leave of absence, the student may enroll in up to two additional semesters under the terms described above.

Following approval of the thesis, the student's graduation is expected at the end of the next residency, pending successful completion of the semester and all required creative and analytical work.

Thesis Review

At the final residency, degree candidates receive responses to their thesis during the thesis review. The student meets with a group comprised of the faculty advisor (or a faculty member familiar with the candidate's work) and two fellow degree candidates chosen by the graduating student and the MFA director. In addition, degree candidates may serve as fully participating members in up to two such thesis groups for other candidates. If a student believes that alumni would be more appropriate for the committee than classmates, the student may request them. If a student is unable to find a good match, he or she may also request a smaller committee.

The thesis review is a roundtable exchange about the candidate's creative manuscript. This is not a thesis defense but is instead an exchange of ideas relating to the intent, aesthetics, and future of the work. Members of the committee come to the review with a marked manuscript prepared to participate in constructive discussion. Comments may be both descriptive and evaluative and may concern theme, style, possible revisions, and directions for future work. The candidate may ask questions about problem areas of the volume, plans to expand the work, and venues for publishing. In addition, candidates should be prepared to converse about the evolution of the work, important influences and issues of form raised by the thesis, as well as relationships between the creative manuscript and the critical essay.

Graduate Presentation: Critical Introduction

At the final residency, the graduating student presents a 15-minute critical introduction for his or her reading. During the residency, the graduate is given copies of the evaluations submitted by fellow students and faculty members.

Graduate Reading

Graduates give a 15-minute public reading of their creative work.

POLICIES

Assessment

Assessment occurs at midterm and semester end. For both assessments, the student and advisor each write a narrative analysis addressing the following:

- The student's semester performance and progress toward completion of the program
- The number and merit of the student-advisor exchanges, as well as the effectiveness of assignments
- Expectations and tentative plans for the coming semester as discussed with the advisor

The midterm assessments are advisory only, used by the MFA program for counseling purposes when necessary, and do not become part of the student's permanent record. In addition, students are invited to contact the MFA director during the semester if they have concerns about their work and exchanges, especially if they anticipate problems meeting a deadline.

All MFA courses are graded Pass/No Pass. Narrative assessments completed by the student and advisor at the end of the semester become part of the student's official record, and are provided to the student prior to the next residency.

Award of Semester Credit

Semester credit is granted only in 15-hour units and requires documentation by way of the semester study plan, residency review, midterm and final semester assessments, semester bibliography, analytical and creative work, and a log of exchanges. These semester assignments require a minimum time commitment of 20-25 hours of study per week. After the faculty advisor has evaluated the student's semester work and has recommended credit in the Narrative Transcript, the MFA program reviews the student's semester portfolio. If all is in order, the program awards credit. Prior to the next residency, the student is advised of the award of credit in a letter from the director. Comments and counsel for the student regarding the upcoming semester may be included.

Students who attend only a portion of the residency or who participate in the residency but fail to complete all semester work will receive no credit.

Students who complete semester requirements but whose analytical or creative work does not meet program expectations may be granted credit even though the work falls short of the criteria for the granting of the degree. Decisions about the awarding of credit are made between the final deadline for receipt of semester project evaluations and the next residency, as are decisions regarding whether or not a student will continue on in the program.

A student whose analytical or creative work does not demonstrate the competency to advance to the next semester may enroll in up to one extra semester or take a leave of absence to develop his/her skills. If the revised manuscripts from this additional semester of work are not successful, as determined by the Admissions Board, the student will be dismissed from the program.

Deadlines and Extensions

Students are responsible for turning in required work by the assigned deadline and recording their exchanges with their advisors in a log. All semester work must be satisfactorily completed by the end of the semester to receive credit. Students who fail to meet deadlines with their advisors or the MFA office and who fail to make other arrangements for completing work lose their right to further exchanges and to credit for that semester. In such cases, students may be required to take an additional semester to complete the unfinished work and earn the required credit toward the degree.

In exceptional circumstances, a student may petition the MFA Academic Board for an extension of deadlines to earn semester credit. In this case, the student would need to complete the Student Petition for Waiver of/Exception to MFA Policy and submit it to the MFA Board. Students may petition to earn credit only when a portion of semester coursework has been completed satisfactorily and health or other emergency reasons prevent the student from finishing all requirements by the established deadlines. The petition should detail the circumstances that led to the request as well as dates and plans for completing the semester work. The advisor and the student should agree upon a timeline for the completion of all work, with the following limitations:

- Unfinished course work for which no credit is given in the fall semester must be completed by the following April 15 to earn credit.
- Unfinished course work for which no credit is given in the spring semester must be completed by the following November 15 to earn credit.

If the agreed-upon course work is not completed in the period allotted and an extension has not been granted, no credit will be given for the semester. Please note that extensions on deadlines may incur additional fees, jeopardize credit, or delay decisions about advancement toward the degree.

Academic Standing, Probation and Dismissal

Students receive ongoing assessment throughout the residency and the guided study. While most excel in the program, those students who find they are unable to complete their work or who have other academic concerns should contact the MFA director or their advisor immediately to discuss a plan of action. A student who fails to complete the degree requirements as outlined in the MFA Handbook or whose work does not demonstrate graduate-level competency is not permitted to progress in the curriculum. Student status and attending action plans are identified and described below.

Acceptable and In Good Standing

The student demonstrates all of the following:

- Satisfactory progress in completing assignments and meeting deadlines
- Satisfactory progress in the development of analytical and creative writing skills
- Adherence to University and MFA rules or procedures
- Appropriate professional/ethical conduct and attitudes

Notice of Concern

A student may receive a "notice of concern" if an advisor, faculty or staff member expresses concerns about the student's performance in any of the areas defined above. A notice of concern is designed to bring the student's attention to an issue (e.g., failing academic performance, missed deadlines, etc.) so that the student may address and improve the performance in the area of concern and thus avoid receiving an academic warning or losing their acceptable academic standing. The MFA director sends a notice of concern to a student via email and/or the letter of credit. This notice may include an action plan for remediation.

Academic Warning

A student may receive an official academic warning that includes a plan of action for any one of the following:

- Failure to meet deadlines
- Incomplete work
- Insufficient progress in analytical or creative writing skills
- Failure to comply with University or MFA program rules or procedures and/or unprofessional/unethical behavior

Academic Probation

A student may receive a notice of probationary status that includes a plan of action for any one of the following:

- Repeated failure to meet deadlines
- Incomplete work
- Insufficient progress in analytical or creative writing skills
- Failure to meet the terms of an action plan designed as the result of an academic warning
- Lack of compliance with University or MFA program rules or procedures and/or unprofessional/unethical conduct at a level of greater magnitude than that considered to warrant a warning

A student who receives repeated notices of academic warning or who receives no credit for a semester will be placed on academic probation and will be given one semester to regain good academic standing. A second semester of unacceptable performance will result in academic dismissal from the program.

Dismissal

A student may be dismissed from the program for any one of the following:

- Failure to meet deadlines for more than one semester
- Incomplete work for more than one semester
- Insufficient progress in analytical or creative writing skills for more than one semester
- Academic probation for more than one semester at any time in the program
- Failure to meet the terms of an action plan designed as the result of an academic probation
- Flagrant or intentional violations of the University or MFA program rules and procedures and/or inappropriate, unprofessional/unethical or illegal conduct

Students who have been dismissed may reapply to the program after a leave of absence, depending on the circumstances of dismissal. Decisions on student status are determined by members of the MFA Admissions Board. Students may appeal status decisions within 10 days of notification of the original action to the MFA Board of Directors, which includes the dean of the College of Arts and Sciences.

Accreditation and Awarding of the Degree

Pacific University and the Master of Fine Arts in Writing program are accredited by the Northwest Commission on Colleges and Universities. The Master of Fine Arts degree is granted by the Pacific University President and the Board of Trustees upon recommendation of the Academic Board of the MFA in Writing program and the approval of the College of Arts and Sciences.

Auditing Students

Alumni, current students, and applicants accepted into the MFA program may choose the option to audit an MFA semester at the discretion of the program and as space allows. Students who request this option typically attend a residency and adapt their semester study plan to focus entirely on their creative manuscript, although some students do include readings in their semester work.

While auditing students enroll in, pay for, and participate in MFA residencies and guided study, they are not required to complete assignments or turn in a portfolio at the end of the semester. Students must declare the audit option before the end of the add-drop period; once the audit option has been declared the course cannot revert back to the graded option.

Students who audit receive no credits and this is reflected on a transcript as 'AU' instead of a grade. Course auditing is not applied toward degree requirements even if the student is able to come back to the program in the future as a degree-seeking student.

Non-Degree Seeking Students
Alumni, current students, and applicants accepted into the MFA program may choose the option to study as non-degree seeking students at the discretion of the program and as space allows.

Earning Credit As a Non-Degree Seeking Student
Non-degree seeking students may earn 15 credits for each full semester (residency and guided study). These students must complete all academic requirements as outlined in the MFA Handbook and Pacific catalog. While the non-degree seeking student may earn credit, it does not apply to the MFA degree until the student is enrolled as a matriculated, degree-seeking student. Students switching from non-degree seeking to degree seeking must have approval from the Admissions Board.

COURSES

WRI-581 MFA Writing Course
MFA Writing Course. Credits: 4.00 - 15.00

WRI-582 MFA Final Residency
Successful completion of this course signifies that the student is ready to graduate. Prerequisite: 60 credits of WRI 581. 0 credits.

TUITION

Annual tuition ...$16,148
Fall room & board ...$900
Spring room & board ...$900

CALENDAR

2014

Jan 9 – 19	Residency
Jan 9 – May 31	Semester Dates
Jan 18	Graduate Celebration
Mar 24	Midterm Assessments
May 19	Semester Assessments
Jun 19 – 29	Residency
Jun 19 – Nov 30	Semester Dates
Jun 28	Commencement
Sep 15	Midterm Assessments
Nov 24	Semester Assessments

2015

Jan 8 – 18	Residency
Jan 8 – May 31	Semester Dates
Jan 17	Graduate Celebration
Mar 23	Midterm Assessments
May 21	Semester Assessments
Jun 18 – 28	Residency
Jun 18 – Nov 30	Semester Dates
Jun 27	Commencement
Sep 14	Midterm Assessments
Nov 23	Semester Assessments

All dates are subject to change.
http://www.pacificu.edu/as/mfa/index.cfm

GRADUATE SOCIAL WORK PROGRAM

INTRODUCTION

Our Mission Statement

Pacific University's MSW program offers an advanced degree based on the purpose of the social work profession, which is to promote human and community well-being. Guided by a person-in-environment construct, a global perspective, a respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is carried out through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Grounded in values and ethical principles of social work, the MSW program at Pacific University seeks to provide to the people of the Pacific Northwest culturally-competent, well-trained, professional generalist social workers with advanced training who have special preparation to work with immigrant and native Latino peoples, other persons of color, rural residents, children and older adults, among others.
The MSW program at Pacific University is built upon the values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry, which are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

The website for the social work program at Pacific University is: http://www.pacificu.edu/as/msw/index.cfm

MSW Program Goals

Our program goals are derived from our mission statement and provide delineation for our mission in 12 different arenas. We are proud to say that our unique community has a strong influence upon the existence of four of our goals (numbers 2, 5, 9, and 11). Specifically, the MSW program at Pacific seeks to:

1. Prepare generalist social workers to enter practice, at an advanced level, under professional supervision in the fields of social services, health care, and mental health.
2. Prepare advanced generalist social workers with cultural competence skills to practice with the largest diversity groups of the Pacific Northwest: African American, Asian, Latino, and Native American individuals and families, including special preparation for work with recently-arrived Latino families through attainment of at least a third-year college level of Spanish language fluency and in-depth cultural knowledge.
3. Prepare advanced generalist social workers to apply social work theories and interventions using the "person-in-environment" and "ecological, multilevel systems" perspectives across practice settings.
4. Prepare advanced generalist social workers to intervene effectively in a variety of human and social problem areas and to evaluate the effectiveness of interventions.
5. Address the critical shortage of social workers in child welfare by preparing advanced generalist social workers with the skills necessary to enter the social welfare system as child welfare workers in various roles, such as entry-level employees in the Department of Human Services (DHS) of the State of Oregon to work with families troubled by the issues of child abuse and neglect.
6. Prepare generalist social workers to understand current social policies impacting clients and to advocate for desired changes at all levels of society and government.
7. Prepare advanced generalist social workers to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work (NASW) and to practice within the values of the social work profession.
8. Facilitate the entry of nontraditional students into the social work profession by offering the MSW degree program in formats which can allow nontraditional students, particularly employed persons and persons from oppressed groups, the opportunity to work toward the MSW degree.
9. Recruit faculty members who have in-depth knowledge of the needs of recent Latino immigrants and other marginalized persons who personify the highest ethical, academic, and professional practice standards in order to develop a culture of excellence for social work faculty, staff, and students.
10. Develop strong linkages and feedback processes with the social work practice community through an active Professional Advisory Board, a professional-to-student mentoring program, a continuing education program, and an international education program encouraging participation by both practitioners and students.
11. Strengthen the social service delivery system of the Pacific Northwest by engaging agencies in the social work educational process of field instruction, by offering a continuing education program determined by agency needs, and by involving outstanding agency administrators in the Professional Advisory Board.
12. Prepare generalist social workers to compete successfully for admission to doctoral programs in Social Welfare and related fields.

Field Education

Field Education (or "Practicum" or "Field Work") is the heart of our MSW program at Pacific University. After students are accepted into the MSW program, placements in social service organizations (e.g., governmental; nonprofit; for-profit) are established and then monitored by the MSW field director. During both the foundation and concentration years of the program, students perform social work in agencies under

the supervision of an MSW field instructor and the administration of the MSW field director. Students will spend the equivalent of two full days per week for four consecutive semesters (900 hours total). In addition to the time dedicated to agency placements, students attend a seminar class. Seminar affords an interactive setting where students can process, integrate classroom knowledge with practice, and address professional issues and development.

A field education placement form will be made available to all students admitted to the MSW program immediately after notification of admission. Students are responsible for completing and returning the form to the MSW field director by mail, fax, or e-mail within two weeks (14 days). Each student is required to read and be familiar with the contents of the field instruction portion of Pacific University's MSW Student Handbook.

It is the belief of the MSW program that field education, which takes place in an approved social service agency, is an integral component of student's learning experience. Therefore, multiple opportunities are required for students to engage in field education. The Practicum is an educationally directed field based learning opportunity. It has been well established that this type of experience is crucial to successful social work education. This intensive experience is designed to integrate theory, skills, values and ethics under the guidance of both a field instructor and a university based faculty liaison. The Practicum is more fully discussed in the Field Manual available through the Director of Field Education and on the Social Work homepage

FACULTY

Spencer J. Zeiger, Ph.D., (2013)
Professor of Social Work/Director of MSW Program
B.A., University of California, Santa Cruz, 1972
M.A., California State University, 1983
M.S.W., University of Washington, 1986
Ph.D., University of Washington, 1989

Martha L. Garcia, Ph.D. (2014)
Assistant Professor of Social Work
M.S.W., Hunter College, 1986
Ph.D., City University of New York, 2013

Rachel A. Jensen, M.S.W. (2013)
Assistant Professor/Field Director of Social Work
B.A., Saint Mary's College of California, 2000
M.S.W., Humboldt State University, 2006

ADMISSION

Enrollment in the Pacific University master of social work program is limited, and admission is selective. We seek academically strong candidates with excellent oral and written communication skills and a passion for helping others. Participation in community programs, leadership experience, and the ability to work as an effective team member also are highly valued.

The program uses a holistic review process, including such factors as:

- Academic record
- Community service and social work related experience
- Communication skills
- Strength of interview
- Ability to work as an effective team member
- Letters of evaluation/recommendation
- Commitment to the profession

Please contact Annette Willsey, msw@pacificu.edu or 541-485-6812 with questions about the program or application process.

Admissions Cycle (Fall entry)

Application deadline	Feb 20
Interview invitations sent out	March 1
Interviews	First half of March
Admission notification	April 1
Confirmation deadline	April 10
Program start	Early September

Prerequisites
A bachelor's degree from a regionally accredited college or university is required for admission to the Master of Social Work program. The degree does not need to be in the social sciences. A BSW does not guarantee admission to Pacific's MSW program.

Specific courses are not required, but ideal applicants will have completed a minimum of two courses from each of the following three categories:

> Natural Sciences: Anatomy, Biology, Botany, Chemistry, Environmental Science, Geography, Geology, Mathematics, Physics, and Statistics
>
> Social and Behavioral: Anthropology, Latino Studies, Counseling, Economics, History, Human Development, Native American Studies, Political Science, Psychology, Sociology, and Women's Studies
>
> Humanities and Arts: Art History, Film Studies, Oral Communication, Critical Thinking, Dance, English, Foreign Language, Literature, Music, Philosophy, Religion, Sign Language, and Theatre

The last 45 semester hour GPA must be 3.00 and the minimum cumulative GPA must be 2.75. Exceptions may be granted by the Admissions Committee if a student's most recent grades show significant improvement over earlier ones. For example, if an applicant had a 2.4 GPA for the first 45 semester credits and a 3.5 GPA in the next 45 semester credits, he or she would be given serious consideration.

Advanced Standing:
The first year of the program is essentially waived* for Advanced Standing students, and they enter the program in the Concentration year (typically the second year). Students may be considered for Advanced Standing only if they have earned a Bachelor of Social Work degree from a Council on Social Work Education accredited program (or those recognized through its international Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors) no more than five years prior to beginning the MSW program.

* GSW 600 is required for Advanced Standing students who were not enrolled in a BSW program within a year of the fall of their Concentration Year in the MSW program.

Application Process

Submit the following to the MSW Admissions Office (40 E. Broadway, Suite 250, Eugene, OR 97401):

- Completed application (available here)
- $55 application fee
- Professional resume
- Official transcripts from each college/university attended*
- Proof of English proficiency
- Two letters of recommendation from people who can attest to your ability to grow professionally in the program
- Personal statement describing your path to the master in social work program. Include factors that influenced your decision and your professional goals.

GRE scores are not required. Admission is contingent upon successfully passing a background check.
The accuracy, completeness, and neatness of your application are determining factors in our admissions decision.

English Language Proficiency Policy
A satisfactory command of the English language is required for admission to all programs at Pacific University. All applicants, including resident aliens and citizens, must meet the English language proficiency requirement prior to admission. A candidate's proof of English language proficiency does not equate to admission into a program. All other admission requirements must be met in addition to proving English language proficiency.

Valid Proof of English Language Proficiency
Applicants must meet one of the following conditions for valid proof of English language proficiency:

- Completion of a bachelor's, master's, doctoral, or professional degree at an accredited college or university where English is the primary language of instruction. Note: Individuals who are in the process of earning a bachelor's degree from an accredited institution may be admitted conditionally.
- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific University Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

TOEFL			IELTS
Paper-based	Computer-based	Internet-based	
600 overall Minimum per section: 54-55 reading 55 listening 55 structure/written expression	250 overall Minimum per section: 21 reading 22 listening 22 structure/writing	100 overall minimum per section: 20 reading 21 listening 22 writing 22 speaking	7.0 overall Minimum sub scores per section: 7.0

Note: According to the Education Testing Services (ETS) policy the institutional TOEFL can only be offered to that institution's students and thus is only valid at the institution. Thus, the Pacific University Institutional TOEFL can only be offered to Pacific University students and is only valid at Pacific.

Test scores are valid for two years after the test date. A test score more than two years old will be considered valid if the score exceeds the minimum requirements (overall and sections) and the candidate has maintained continuous residency in a country where English is the primary language since the exam date.

Invalid Proof of English Language Proficiency

- Test score less than Pacific's minimum requirement
- Test score more than two years old (unless the candidate has lived in the United States since the exam date)
- Institutional TOEFL score from any school except Pacific
- Completion of an English as a Second Language (ESL) program at any school
- Successful completion of English, writing, or literature courses at any college or university
- An associate's degree from a community college in the United States

Transfer Credit

Up to nine semester credits earned at a regionally accredited institution and not previously used to obtain another degree may be transferred to Pacific University and used to fulfill MSW degree requirements. Credit is not granted for employment, life experience, or for a practicum taken as part of a non-accredited degree program.

DEGREE REQUIREMENTS

Pacific's MSW program is a full-time, two-year program. All Pacific MSW students will follow the same course schedule during their first year of social work education at Pacific. A concentration is selected and followed during the second year.

Students may pursue a generalist Health and Wellness concentration, designed to prepare social workers to meet the urgent need among individuals and families to gain access to affordable, high quality health and wellness services. Students will gain competence in diagnoses and advanced therapeutic approaches that foster wellness and independence.

Alternately, students may pursue a Latino Studies concentration designed to prepare them to work with the largest and one of the fastest growing groups in the United States. The Latino Studies concentration includes an immersion experience in Latin America, during which students will live with a host family, absorbing language and culture 24/7.

FIRST YEAR

Fall Semester		**Credits**
SOCWK 600	Tune-Up for MSWs	1
SOCWK 501	Basics of Social Work & Social Welfare	3
SOCWK 511	Human Rights & Social Justice	3
SOCWK 521	Human Behavior in Social Environment I	3
SOCWK 531	Generalist Practice I	3
SOCWK 541	Foundation Field Practicum I	4
TOTAL		**17**

Spring Semester		
SOCWK 551	Research Methods	3
SOCWK 561	Influencing Social Policy	3
SOCWK 522	Human Behavior in Social Environment II	3
SOCWK 532	Generalist Practice II	3
SOCWK 542	Foundation Field Practicum II	4
TOTAL		**16**

SECOND YEAR

Fall Semester

SOCWK 601	Spanish for Social Workers	3
SOCWK 611	Latino Family and Culture	3
SOCWK 621	Advanced Research Methodolgy	3
SOCWK 643	Advanced Field Practicum III	4
SOCWK XXX	Elective	3
TOTAL		**16**

Spring Semester: Latino Studies concentration

SOCWK 631	Immersion in Latin America	3
SOCWK 651	Wellness with Latino Clients	3
SOCWK 622	Professional Capstone Presentation	3
SOCWK 633	Advanced Field Practicum IV	4
SOCWK XXX	Elective	3
TOTAL		**16**

Spring Semester: Wellness and Mental Health Concentration

SOCWK 622	Professional Capstone Presentation	3
SOCWK 661	Mental Health Diagnosis	3
SOCWK 671	Advanced Therapeutic Approaches to Mental Health	3
SOCWK 644	Advanced Field Practicum IV	4
SOCWK XXX	Elective	3
TOTAL		**16**

POLICIES

Transfer
Up to nine semester credits earned at a regionally accredited institution and not previously used to obtain another degree may be transferred to Pacific University and used to fulfill MSW degree requirements. Credit is not granted for employment, life experience, or for a practicum taken as part of a non-accredited degree program.

Declaration of Concentration
All students must declare a concentration in Latino Studies or in Wellness & Mental Health no later than December 1st of their (first) Foundation year of study.

Course Load
Nine credits or more is considered full-time, and part-time enrollment is not permitted. Students are expected to enroll in 16 or 17 credits each term.

Grading
The Master of Social Work Program uses the letter grades below. All courses must receive a grade of B- or higher to apply to degree requirements. Grade point equivalents are as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
F	0.0

Satisfactory Academic Progress
Satisfactory progress in the program is maintained with:

1. a GPA within the major of 3.00 or higher
2. completion of all required courses for the major with a grade of B- or better
3. a record of successful field placements
4. completion of 900 practicum hours during two years (420 hours in the Foundation Year; 480 hours in the Concentration Year)
5. a grade of B or better in SOCWK 541, 542, 643, and 644 (the four Field Practicum courses)
6. a grade of B or better on Senior Capstone Project
7. satisfactory academic progress within the College of Arts & Sciences; and
8. adherence to the code of student conduct outlined in the Student Handbook.

Warning
Social Work students not meeting any one of the above standards will be placed on Warning. Students on Warning, after meeting with the Social Work Program Director, may be asked to consult with the Associate Dean for Student Academic Affairs.

Students who are on Warning must follow these steps:

1. Meet with the MSW Program Director and his/her advisor in order to outline a plan, including timeline, to address the problem areas that led to the Warning. This plan must be in writing and signed by both student and Program Director. This written plan will be kept on file with the MSW Program Director.
2. Meet with the advisor and the MSW Program Director at regular, specified intervals to assess progress toward resolution.

Termination
Students who have been on Warning and who fail to meet one or more of the standards in any subsequent semester may be terminated from the MSW Program. Termination will follow the process outlined below.

Termination from Field Placement or Practicum
All graduates of the Social Work Program must complete all required MSW courses. The MSW Program will not accept waivers or substitutions for the practicum experience.

Grounds for Removal
On rare occasions, a student is deemed to be unprepared to complete a practicum or field experience. A student may be required to terminate a field placement or practicum if:

1. The student's performance in the classroom and/or field demonstrates that the student show little likelihood of succeeding, either in completing the degree or in professional practice. This may be a matter of academics or skills.
2. The student's attitudes or values are incompatible with the practice of professional social work.
3. The student persists in conduct in the field that endangers clients, the agency, the University, other students, or the student him/herself.
4. The student commits a serious violation of the NASW Code of Ethics.
5. The student is consistently unable to form productive working relationships with clients, field instructors, or other students.
6. The student's personal problems preclude effective social work practice.
7. The student engages in serious academic dishonesty as outlined by the Academic Integrity Guidelines in the University Student Handbook.

In such instances, the Director of Field Education will meet with the student and inform him/her of the areas of concern. The student may then be placed on Warning status.

Removal from Practicum

Students who are removed from a Practicum placement must follow these steps:

1. Meet with the Director of Field Education to determine if the problems that led to removal from the field can be resolved. If the problems do not appear amenable to satisfactory resolution, the student will be terminated from the MSW Program and major (please see below).
2. If the problems leading to removal from the Practicum appear amenable to resolution, the student and the Director of Field Education will develop a written plan, including timeline, to address the problems. This plan must be in writing and signed by both the student and Field Director. This written plan will be kept on file with the Field Director.
3. Based upon the established timeline for readmission to the field and the student's progress in meeting that timeline, an evaluation of the student's potential completion/graduation date will be made. The student and the Director of Field Education will make this determination in agreement with the MSW Program Director.
4. The student will meet with the Director of Field Education at regular, specified intervals to assess progress toward resolution. The student must obtain a written re-admission to the field from the Director of Field Education before returning to a practicum placement.
5. Students who are unable to resolve issues to the satisfaction of the Director of Field Education will be terminated from the Social Work Program. Students may appeal the decision of the Director of Field Education through the appeals process outlined below

Termination from the MSW Program
A student who fails to maintain good standing within the program (as previously outlined) may be removed from the Social Work program. All students are expected to adhere to the Code of Ethics of the National Association of Social Workers (SHB pp. 31-54). Violation of the Code may result in dismissal from the MSW program.

Students may appeal a termination decision through the appeals process outlined below.

COURSES

SOCWK-501 Basics of Social Work & Social Welfare
This foundation course introduces students to the historical roots of the social work profession and social welfare in the United States. The person-in-environment perspective is discussed as the framework for social work knowledge, values, and skills. This initial course in the MSW curriculum is designed to introduce the student to the social work profession, professional values, ethics, fields of practice, and the planned change process. The profession's commitment to diverse and at-risk populations and social/economic justice is highlighted. The historical development of major social welfare programs and policies in the U.S. will be a major focus of this course. 3 credits.

SOCWK-511 Human Rights & Social Justice
The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented. 3 credits.

SOCWK-521 Human Behavior in Social Environment I
First course in a two-course sequence that analyzes theories of human behavior in the social environment from a life span developmental approach. This course focuses on the theoretical lenses through which we conceptualize social problems and interventions. Course content is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, and communities. The course also strives to build students' appreciation and understanding of the ramifications of the "person-in-environment" principle that takes into consideration the social, biological, and psychological influences of the environment. 3 credits.

SOCWK-522 Human Behavior in Social Environment II
Second course in a two-course sequence that analyzes theories of human behavior in the social environment from a life span developmental approach. This course focuses on the stages of human development. Course content is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, and communities. The course also strives to build students' appreciation and understanding of the ramifications of the "person-in-environment" principle that takes into consideration the social, biological, and psychological influences of the environment. 3 credits.

SOCWK-531 Generalist Practice I
This course provides an opportunity for students to begin applying the concepts of generalist social work practice. Skills necessary for working with individuals, families, and groups at each stage of the planned change process are defined, modeled, rehearsed, and evaluated. The course content and associated readings and assignments are designed to prepare the beginning social worker for entry-level, generalist practice based on the strengths perspective. Attention will be focused on a holistic foundation for practice, incorporating general systems theory, ecological ideas, and professional knowledge. People and their environments will be viewed as a unitary system and basic social work processes from engagement through evaluation and termination are described and analyzed. 3 credits.

SOCWK-532 Generalist Practice II
This course provides an overview of the macro realm of social work practice, or generalist practice with large groups, organizations, and communities. Social work values and ethics in macro social work practice will be emphasized as well as advocacy on behalf of vulnerable and oppressed populations. This course is designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community assessment, community organizing, strategic planning, and community development. 3 credits.

SOCWK-541 Foundation Field Practicum I
The foundation practicum is an intensive supervised field experience at a selected social work agency. This is the first of two semesters students spend in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice. Students will be expected to spend a minimum of 15 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 450 hours. 4 credits.

SOCWK-542 Foundation Field Practicum II
The foundation practicum is an intensive supervised field experience at a selected social work agency. This the second of two semesters students spend in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice. Students will be expected to spend a minimum of 15 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 450 hours. 4 credits.

SOCWK-551 Research Methods
Introduction to qualitative and quantitative social work research skills fundamental to the development and critical use of information relevant to social work practice decision-making and evaluation. Students will be prepared to understand and utilize research findings to inform and

enhance their practice and to carry out their own evaluation and research. The course will cover all phases of the research process including the development of research questions, research design, data collection, and analysis. Ethical issues in research will also be emphasized and explored. 3 credits.

SOCWK-561 Influencing Social Policy
This course provides an examination of both the historical and contemporary context of social policies, programs, and legislation. It provides an analysis of various social welfare policies and the ways in which legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. It explores and assesses existing policies and programs with particular emphasis on how they impact populations at risk. Social welfare policy will be investigated as a dimension of generalist social work practice and the course will include content related to human diversity, social and economic justice, and political advocacy as a means to achieving social and political change. U.S. social welfare policy will be examined in a global and human rights context. 3 credits.

SOCWK-600 Tune-Up for MSWs
Provides an overview, and clarifies expectations for the MSW coursework. Particularly valuable for students who have been away from a university setting a year or more, this course offers "refresher" material in research methods and writing skills requisite elements for success in graduate level social work education. Instructor's consent required. 1 credit.

SOCWK-601 Spanish for Social Workers
Provides the opportunity for students to study realistic dialogues of typical Spanish conversations that are relevant and useful for social work professionals in their daily work. Attention is devoted to key vocabulary and grammatical structures commonly employed by Spanish-speaking social workers. 3 credits.

SOCWK-611 Latino Family and Culture
Designed to prepare students to practice social work with Latino individuals and families. It provides a survey of current family theory with application to Latino families. Content will cover Latino family celebrations, meal preparation and enjoyment, and artistic expression including literature, music, dance, and street art. In addition, it will allow students to explore a topic of interest with a specific group of Latinos. Prerequisite: Must be in concentration year of the program. 3 credits.

SOCWK-621 Advanced Research Methodology
First course in a two-course sequence. Evaluating the effectiveness of social work programs and interventions are key. Students master advanced research methods related to the conceptualization, design, implementation, analysis, and public presentation of research findings. Equipped with these tools, students will develop a research proposal for a capstone project that will be conducted the capstone course. Prerequisite: Must be in concentration year of the program. 3 credits.

SOCWK-622 Professional Capstone Presentation
Second course in a two-course sequence. Students will finalize a research proposal and gain permission from the Institutional Review Board (IRB) to conduct their research. Upon completion of data collection and analysis, students will present their findings to their peers, professors, area social work professionals, and campus community members. Presentations will include linkages to all components of the MSW curriculum (e.g. Social Policy, Research Methods, Generalist Practice). Prerequisite: Must complete the first semester of the concentration year. Instructor's consent required. 3 credits.

SOCWK-631 Immersion in Latin America
This course offers a true immersion experience in the language and culture of a Latin American country. Students attend daily classes designed to learn Spanish phrases, vocabulary, and grammar that have direct application to social work practice settings. While abroad, students live and share meals with Spanish-speaking families. They also learn about Latin American social services and perform community service. Cultural experiences including dance and Latin cuisine round out the immersion. Travel fees required. Prerequisite: SOCWK 601 and SOCWK 611. 3 credits.

SOCWK-643 Advanced Field Practicum III
Building on the foundation field practicum, this is an intensive supervised field experience at a selected social work agency. It is the first of two semesters students spend in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice. Students will be expected to spend a minimum of 15 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 450 hours. 4 credits.

SOCWK-644 Advanced Field Practicum IV
Building on the foundation field practicum, this is an intensive supervised field experience at a selected social work agency. It is the second of two semesters students spend in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice. Students will be expected to spend a minimum of 15 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 450 hours. 4 credits.

SOCWK-651 Wellness With Latino Clients
Introduces students to a variety of remedies and resources available to Latino clients in the pursuit of mental and physical wellness. Emphasis will be given to community and family resources, including elders and curanderos (healers). Prerequisite: SOCWK 601, SOCWK 611, and SOCWK 631. 3 credits.

SOCWK-661 Mental Health Diagnosis
An examination of the etiology and identification of adult mental disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. Focus is on psychological, genetic, and biochemical theories of mental illness; biopsychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies. 3 credits.

SOCWK-671 Adv Therapeutic Approaches Mental Health
An advanced course focusing on effective interventions with common adult psychosocial disorders. Prepares students at the advanced level to apply diagnostic, assessment, prevention, treatment, and intervention skills with individuals, families, and groups in clinical mental health and health settings. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. 3 credits.

TUITION

Fall Semester	$10,880
Spring Semester	$10,880

Students need to allow about $500 per semester for books. SOCWK 631, Immersion in Latin America, incurs additional travel costs.

Scholarships and Assistantships

The Pacific University Master of Social Work program has limited scholarship available. These are competitive single-year scholarships offered to selected students. Award amounts vary.

A limited number of graduate assistantship positions are offered to outstanding applicants each year at the time of formal notification of admission. Students receiving a graduate assistantship assist one of our full-time faculty members for approximately 10 hours per week in a variety of roles.

Students in the MSW program can apply for federal direct unsubsidized loans and federal graduate PLUS loans of up to the entire cost of attendance minus other aid received. Visit the financial aid website for more information. Do not wait to be accepted into your program to apply for financial aid.

CALENDAR

http://www.pacificu.edu/as/msw/schedule.cfm

COLLEGE OF BUSINESS

INTRODUCTION

The College offers a Bachelor of Arts degree in Business Administration, as well as a Master of Business Administration and a Master of Science in Finance.

Bachelor of Arts

Undergraduate programs in the College of Arts & Sciences (CAS), the College of Business (COB), and the College of Education (COE) follow the same admission criteria, academic standards and policies, degree requirements and academic calendar. Students enrolled in undergraduate degree programs in these colleges pay the same tuition rate and may take courses offered by any of the three colleges. Information begins on page 45.

A major in business administration prepares students to enter a wide range of careers in business and in the public sector or to enter graduate programs. The degree develops broadly educated individuals who are flexible, skilled at solving problems, aware of a diversity of viewpoints and responsive to rapidly changing environments. Students majoring in business administration plan core and elective courses in consultation with their faculty advisors to improve communication and analysis skills, to develop the strongest possible background in their areas of interest, and to achieve a well-rounded liberal arts education.
The mission of this major is to develop graduates with skills to manage organizations effectively and efficiently and to exercise responsible leadership. A broad business and liberal arts curriculum that emphasizes theoretical, applied and experiential learning is critical to this development. We offer a unique and a highly supportive learning environment, characterized by a relevant contemporary curriculum with innovative pedagogical methods.
The program works to ensure that all of our business undergraduates will be proficient in the following common skills on successful completion of the program:

- Critical thinking and problem solving
- Effective writing
- Technological competency
- Effective oral communication
- Quantitative and qualitative analysis
- Information literacy
- Ethical decision making

Master of Business Administration

The master of business administration, or MBA, at Pacific University is an innovative and horizon-broadening program that prepares students to work in a multitude of careers.

Designed for students with a broad spectrum of backgrounds, the MBA at Pacific University helps students strengthen their business knowledge and become leaders in their chosen field.

Students will be empowered to unleash creative ideas and be guided by solid business knowledge in supply chain, accounting, finance and organizational behavior. Building on a foundation of current business basics, students will create real businesses, work with local industries, be mentored by successful entrepreneurs and, at all steps, be encouraged in innovative, out-of-the-box thinking.

MBA courses are offered on alternating weekends, with class on Friday afternoon and Saturday.

Master of Science in Finance

The MSF at Pacific University is a rigorous and comprehensive program that prepares students to work in an ever-changing economic landscape. With a curriculum based in fundamental economic principles, the program provides students with specialized knowledge and skills as well as insights into innovative theories.

Designed for experienced and aspiring professionals, the MSF programs helps students broaden their knowledge of finance, launch notable careers, and become leaders in the field. Students develop targeted skills by selecting the concentration best suited to their career aspirations – Corporate Finance or Investments.

MSF courses are offered on alternating weekends, with class on Friday afternoon and Saturday.

FACULTY

The College of Business reflects the broad diversity and extraordinary talent of finance-focused leaders in the Pacific Northwest region and throughout the nation. In addition to the permanent faculty at Pacific University, the weekend intensive structure of the program supports a remarkable set of cutting-edge practitioners as program faculty. Some of our faculty teach full time; some share their expertise for set modules. Guest lectures and case presentations are a prominent feature of the program. Experienced business leaders also support the program through the Innovation Academy Executive Council.

Michelle M. Cowing Ph.D. (1999)
Professor of Management
B.S., University of California, Santa Barbara, 1990
M.S., Stanford University, 1992
Ph.D., Stanford University, 1996

Huijian Dong Ph.D. (2011)
Assistant Professor of Finance
B.S. South China University of Technology, China, 2004
M.S. Jinan University, China, 2007
Ph.D., University of Delaware, 2011

Sheila Griffie M.B.A. (2008)
Assistant Professor of Marketing
R.N., Waterbury Hospital School of Nursing, 1964
B.A., Barat College, 1975
M.B.A., Northwestern University, 1980

Xiaomin Guo Ph.D. (2013)
Visiting Assistant Professor
B.S., University of International Business and Economics, 2009
M.S., University of Delaware, 2010
Ph.D., University of Delaware, 2013

Krishnan Ramaya Ph.D. (2005)
Associate Professor of Management
B.Sc., University of Kansas, 1986
M.B.A., University of Kansas, 1988
Ph.D., University of Kansas, 1997

Howard L. Smith, Ph.D. (2012)
Dean, College of Business
Professor of Business
B.S., San Diego State University, 1971
M.S., University of California at Los Angeles, 1973
Ph.D., University of Washington, 1976

John Suroviak, M.S. (2000)
Associate Professor of Accounting
B.A., Trinity College, 1973
M.S., University of Hartford, 1976

Nicole Thibodeau, Ph.D. (2014)
Associate Professor of Accounting
Canadian Institute of Chartered Accountants (CICA, 1990-present)
Ph.D. in Accounting, University of Pittsburgh (2003)
BBA in Accounting, Université Laval, Québec, (QC), Canada, (1988)

Gibran Zogbi (2013)
Assistant Professor of Accounting
B.S., Miami University, 1989
M.B.A., Cleveland State University 1996
Securities Licenses: Series 6, Series 63
Insurance Licenses: Life, Health, Property & Casualty

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

DEGREE REQUIREMENTS

I. Core and Other Requirements
Candidates must meet all degree requirements listed in Degree Requirements section beginning on page 45.

II. Major Declaration
Candidates must satisfy requirements for a major in Business Administration, listed in Programs section beginning on page 109.

ADMISSION, POLICIES, TUITION and FEES, CALENDAR

Information is listed beginning on page 74.

COURSES

Information is listed beginning on page 111.

MASTER OF BUSINESS ADMINISTRATION

DEGREE REQUIREMENTS

As a cohort, students take all 27 credits of the Core classes together. Once those are completed, students complete 12 credits of elective courses for a total of 39 credits.

Core Courses	
BUS 501 Statistical Analysis and Thinking in Business	3 credits
BUS 502 Financial and Managerial Accounting	3 credits
BUS 503 Economics for Managers	3 credits
BUS 505 Organizational Behavior, Diversity & Leadership	3 credits
BUS 508 Global Enterprises and International Management	3 credits
BUS 509 Operations and Supply Chain Management	3 credits
BUS 510 Marketing Management	3 credits
BUS 511 Financial Management	3 credits
BUS 598 Strategic Management	3 credits
Total: 27 credits	

Elective Courses (select three)	
BUS 504 Fostering Innovation and Creativity	3 credits
BUS 506 Ethics and Legal Environment	3 credits
BUS 507 Designing and Launching New Initiatives	3 credits
BUS 513 Introducing New Microbusiness Products or Services	3 credits
BUS 515 Business Communications	3 credits
Total: 12 credits	

DEGREE TOTAL: 39 credits

ADMISSION

To be considered for admission, the following information is required; for a detailed list of required application materials, please go to www.pacificu.edu/mba

- A completed application
- An undergraduate degree with a combined GPA of 3.0 or better from a regionally accredited U.S. college or university*
- Official transcript(s) from all colleges/universities attended
- Two letters of recommendation
- Statement of purpose
- Resume
- TOEFL score 550 (79) or greater or an IELTS score 6.5 or greater. Alternate proof of English language proficiency may include a bachelor's degree from an accredited U.S. school or a bachelor's degree from an international institution with English as the primary language of instruction.

GMAT/GRE scores are not required.
*International students must show evidence of equivalent qualifications

The admission process is on-going and applicants are admitted on a rolling basis.

POLICIES

www.pacificu.edu/business/msf.

TUITION and FEES

MBA courses are charged at $630 per credit or audit. Specialty electives and travel courses may have additional fees.

Students are required to own a laptop capable of accessing wireless internet. Students may purchase one through the university, in which case educational discounts apply to any computer purchases.

A Book Fee will be assessed based on the actual cost of books. Books are *estimated* at $2800 for the program.

CALENDAR

www.pacific.edu/mba

COURSES

BUS-501 Statistical Analysis & Thinking
The practical applications of statistics and the analysis of data to make meaningful organizational decisions. Topics include probability, sampling, confidence intervals, hypothesis testing, regression analysis, and quality improvement. 3 credits.

BUS-502 Financial & Managerial Accounting
Accounting concepts and procedures used in preparation of corporate financial statements: balance sheet, income statement, statement of cash flows. Measurement of reporting choices within Generally Accepted Accounting Principles. Foundations of corporate financial statement analysis. Study use of accounting data in managing businesses by applying techniques for product costing, planning, control, and performance evaluation. Topics include: CVP analysis; variable, absorption, job, activity-based and standard costing; budgeting; responsibility accounting; capital budgeting. 3 credits.

BUS-503 Econometrics for Managers
A survey of both microeconomics, the study of individual and organizational decision-making, and macroeconomics, which investigates national and international concerns. Economic theory will be complemented by practical applications and discussions of current policy issues affecting business. 3 credits.

BUS-504 Fostering Innovation & Creativity
Provides a foundation in methods managers can use to foster innovation within organizations. Emphasis is on the early stages of innovation including brainstorming, idea generation, rough estimations of viability and abductive thinking. 3 credits.

BUS-505 Org Behavior, Diversity & Leadership
Intensive examination of behavioral science research and theory as a basis for understanding, managing and changing organizations.The course emphasizes effective management with diverse individuals. 3 credits.

BUS-506 Ethics and Legal Environment
Influence of the external environment on management decisions and organizational welfare and how organizations affect the external environment and society. Examination of impacts of ethical, social, political, legal and technological systems and trends on management and how managers can deal with external issues. 3 credits.

BUS-507 Designing & Launching New Initiatives
This course covers general topics and skills for embarking upon successful new enterprises either within large corporations or new independent companies. Examines strategies, both personal and commercial, for effectively embarking on new ventures. Focuses on phases of entrepreneurship occurring between generation of the initial new venture idea, up to and including the first commercial sale. 3 credits.

BUS-508 Global Enterprises & International Mgmt
Strategies for entering new international markets and managing international operations. Discussion of cultural differences, regional economic integration, and emerging markets. 3 credits.

BUS-510 Marketing Management
Analysis of the marketing effort and decision-making process in private, not-for-profit and public institutions. Normative models for decision-making in different marketing situations. Analytical tools available for appraising, diagnosing, organizing, planning and implementing market plans. Analysis of economic, social and political forces leading to change in the market place. Development of concepts useful in evaluating marketing situations, including those in the international setting. 3 credits.

BUS-511 Financial Management
The finance function and its relation to other functions of a firm. Topics include: analysis and budgeting of funds, management of current assets, financing short-term and intermediate-term needs, planning long-term debt policy and capital structure, capital costs and budgeting, dividend policy, valuation, mergers and acquisition. 3 credits.

BUS-513 Introducing New Microbusiness Prod/Serv
Builds skills in the design and launch of new products and series. Project based with particular emphasis on marketing and business intelligence system issues. 3 credits.

BUS-514 Special Topics
Elective course based on current business issues and student interest. 3 credits.

BUS-515 Business Communications
The elements of written and oral business communication. Addresses grammar, rhetoric, style, audience analysis, format, presentation and delivery. Effective communication strategies for professional settings are defined through various assignments including memos, proposals and individual/group presentations. 3 credits.

BUS-534 Cost Accounting
Discussion of the nature, objectives and procedures of cost accounting and cost control; job costing and process costing; theory and practice of accounting for manufacturing overhead; cost budgeting and control; cost reports, joint product and by-product costing; distribution costs; standard costs; differential cost analysis; profit volume relationships and break-even analysis. 3 credits.

BUS-535 Product Management
Examines the role of product innovation as the core focus of marketing strategy. Encompasses the formulation of new product strategies, marketing's role in product design and development, product lien management, and organizational considerations in product management. The product management process will be explored in-depth through lecture, case analyses, and individual projects. 3 credits.

BUS-536 Marketing Research
Application of research techniques and statistical analysis to analysis to business and marketing problems. Topics include technology in the research process, secondary and primary marketing research methodologies, sampling methods, and data analysis and reporting. Course includes case analyses and use of statistical data sets. Students will design an original market research project, gather and analyze the data, and present the findings as part of their individual project. 3 credits.

BUS-537 Technological Entrepreneurship
A clinical experience in the development of a new firm to exploit a significant technological innovation. Student teams work with inventors/entrepreneurs, faculty, and external resources to establish new companies. 3 credits.

BUS-540 Quantitative Methods
This course introduces fundamental econometric theory and econometric methods with financial industry settings. The topics are fairly broad, covering statistical theory, model estimation, model specification, hypothesis testing and non-stationary time series. It also applies essential econometric models such as basic linear regression, two-stage lease square, PROBIT, ARIMA, etc. 3 credits.

BUS-541 Modern Finance
This course introduces the pricing, trading and use of derivative securities such as forwards, futures, swaps, and options contracts, emphasizing the management of risk arising from the volatility of exchange rates, interest rates and commodity and equity prices. This course will also cover securitization, real options, and real estate investments. 3 credits.

BUS-542 Equity Investments
This course provides a three-step framework to equity analysis: fundamental, statistical, and technical methods are introduced, with emphasis on corporate fundamental view. The popular valuation models are introduced, including DDM, DCF (including FCFF & FCFE), ratio analysis, and residual income accumulation. Private equity valuation and hedge fund operation are also introduced. 3 credits.

BUS-543 Fixed Income Investments Portfolio Mgmt
This course provides an integrated analysis on fixed income securities and modern portfolio management. Topics covered are: bond market, bond valuation, embedded options, securitization and tranche algorithm; risk management and portfolio balance. Students will learn the core valuation models in bonds market and the course emphasize on the derivative structures of bonds; students will also learn the systematic planning of asset and dynamic capital allocation skills. 3 credits.

BUS-555 Auditing, Info Systems and Governance
Introduction to basic concepts of auditing and how information systems and governmental incentives may increase or mitigate business and organizational risks. Students will learn where to focus attention in various organizations, how to identify business and inherent risks, how to use basic organization design concepts to identify and mitigate these risks and how to audit specific items, both from an organization's perspective and an external auditor's perspective. Students will also learn how laws such as Sarbanes-Oxley and the JOBS Act impact the organization and the auditor's responsibility and communications involved. Prerequisite: BUS 502. 3 credits.

BUS-556 Financial Reporting
This class covers intermediate and advanced financial accounting and reporting topics, triangulating from accounting, to interpreting external reports (10-Ks) and managing risk and controls. Basic and advanced financial statement components are covered as well as how to identify risks using basic financial statement analysis. Grounded in US GAAP, the class will cover differences with IFRS, using examples from US and international corporations. Prerequisite: BUS 502. 3 credits.

BUS-557 Income Tax Strategy
Students will learn fundamental corporate income law concepts and how to think strategically about corporate income taxes. After taking this class, students will be able to think strategically about key areas of corporate income taxes, calculate basic corporate income taxes, and know key areas of income tax strategy from an international perspective, including transfer pricing issues. Students will also learn to discriminate between corporate and personal income taxes and know how businesses are taxed across legal structures, and will apply these concepts through case study analyses. Prerequisite: BUS 502. 3 credits.

BUS-558 Managerial Accting for Decision Making
After taking this class, students will be able to prepare, analyze and discuss alternative uses and solutions on decisions such as capital investments, make or buy, purchase or lease, alternative investment opportunities as well as pricing from the accounting perspective. Integrating with basic managerial finance and accounting, students will learn how to analyze incremental fixed and variable costs and revenues, determine costs and contribution margins, calculate and interpret operating leverage, as well as use capital budgeting tools through cases and an experiential project. Prerequisite: BUS 502. 3 credits.

BUS-598 Strategic Management
The application of strategic management concepts, principles and techniques through case analyses. Draws upon professional experience and concepts learned in other functional areas to develop a general management perspective and the ability to impact organizational direction and performance. 3 credits.

MASTER OF SCIENCE IN FINANCE

DEGREE REQUIREMENTS

As a cohort, students take all 27 credits of the Core classes together. Once those are completed, students complete 12 credits of elective courses for a total of 39 credits.

Students have the option of taking FIN 770: Quantitative Foundation for Finance, before the program begins. It is highly recommended for those who have not used quantitative skills recently as the course covers the mathematics that will be heavily relied upon for the remainder of the courses.

Optional preparatory course

FIN 770	Quantitative Foundation for Finance	0 credits

Core Courses

FIN 771	Financial Econometrics	3 credits
FIN 773	Asset Pricing II (Equity)	3 credits
FIN 774	Asset Pricing I (Fixed Income)	3 credits
FIN 775	Modern Financial Instruments	3 credits
FIN 779	Financial Accounting and Financial Statement Analysis	3 credits
FIN 780	Capstone in Executive Leadership	3 credits
FIN 782	Finance and Operations Management	3 credits

Total: 21 credits

AND

Concentration: Corporate Finance

FIN 777	Seminar in Corporate Finance	3 credits
FIN 778	Corporate Financial Security and Real Options	3 credits
FIN 783	Corporate Macro Environment	3 credits

OR

Concentration: Investments

FIN 772	Theory of Financial Decision Making	3 credits
FIN 776	Investments Practice	3 credits
FIN 781	Portfolio and Risk Management	3 credits

Total: 9 credits

DEGREE TOTAL: 30 credits

ADMISSION

To be considered for admission, the following information is required; for a detailed list of required application materials, please go to www.pacificu.edu/mba

- A completed application
- An undergraduate degree with a combined GPA of 3.0 or better from a regionally accredited U.S. college or university*
- Certified transcript from all colleges/universities attended
- Two letters of recommendation
- Statement of purpose
- Resume
- TOEFL score 550 (79) or greater or an IELTS score 6.5 or greater. Alternate proof of English language proficiency may include a bachelor's degree from an accredited U.S. school or a bachelor's degree from an international institution with English as the primary language of instruction.

GMAT/GRE scores are not required.
*International students must show evidence of equivalent qualifications

The admission process is on-going and applicants are admitted on a rolling basis.

POLICIES

College of Business policies can be found at: www.pacificu.edu/business/msf.

CALENDAR

http://www.pacificu.edu/business/msf/

TUITION and FEES

FIN 770 (optional 0 credit preparatory course) has a fee of $1295.
MSF courses are charged at $717 per credit or audit. Specialty electives and travel courses may have additional fees.

Students are required to own a laptop capable of accessing wireless internet. Students may purchase one through the university, in which case educational discounts apply to any computer purchases. A Book Fee will be assessed based on the actual cost of books. Books are *estimated* at $2800 for the program.

COURSES

FIN-770 Quantitative Foundation for Finance
This course introduces fundamental mathematical tools utilized in theoretical financial analysis. Topics include basic linear algebra, calculus and probability theory. The use of these tools in constructing and analyzing financial models is emphasized. Students will receive review on optimization methods in portfolio allocation, matrix methods in bonds duration, probability calculations and the central limit theorem in binomial option pricing, and Taylor expansions as well as introductions to differential equations in derivatives pricing. Pass/No Pass. 0 credits.

FIN-771 Financial Econometrics
his course applies econometric techniques to finance data and presents the essentials of econometric theory. The topics covered are statistical theory, (multi-variate) regression, model specification and estimation, and hypothesis testing. This course also serves as an introduction to time-series methods, including ARIMA models, nonstationary time-series, cointegration, and ARCH-GARCH models are discussed. Students use analytical software and programming/modeling packages with numerous real data sets. 3 credits.

FIN-772 Theory of Financial Decision Making
This course discusses the branch of microeconomics called financial economics. Form the necessary building blocks for all of the traditional topics in finance including corporate finance, investments, financial markets and institutions and derivatives. 3 credits.

FIN-773 Asset Pricing II: Equity
The objective of this course is to study the most important theoretical concepts in the field of investment, the functioning of securities markets, to examine the valuation of securities, and to practice modern portfolio management. Topics include advanced techniques in security valuation, standards and practices in investment management, portfolio evaluation standards and applications using real-time data. 3 credits.

FIN-774 Asset Pricing I: Fixed Income
This course is designed for students seeking a sophisticated understanding of fixed income valuation and hedging methods, and a basic familiarity with the major markets and instruments such as real estate, venture capital, private equity, private firms, and commodities. Tools include duration, convexity, yield curve models, option pricing models and value at risk, which are used to understand pricing and hedging of forwards, futures and swaps, asset-backed securities and other fixed income derivatives. 3 credits.

FIN-775 Modern Financial Instruments
This course introduces the pricing, trading and use of derivative securities such as forwards, futures, swaps and options contracts, emphasizing the management of risk arising from the volatility of exchange rates, interest rates and commodity and equity prices. This course also examines EVA, real options, and alternative methods of valuation with an emphasis on using Excel modeling. 3 credits.

FIN-776 Investments Practice
This course applies fundamental theory to practice. It emphasizes on the decision-making techniques relevant to financial and nonfinancial managers. Topics include valuation, risk and return, capital budgeting, cost of capital, financial analysis and planning, and working capital management. It encompasses investment policy statement (portfolio objectives, constraints, benchmarks, and reports), performance evaluation/attribution, analysis (economic, industry, company), valuation, recommendations, portfolio rebalancing, trade execution, and ethics of money management. 3 credits.

FIN-777 Seminar in Corporate Finance
This course examines major policy-making areas in corporate finance and the impact of alternative policies on the value of the firm. Emphasis is placed on strengthening financial decision-making skills. Advanced topics include capital investment policy, financing and capital structure policies, dividend policy, and corporate control, etc. 3 credits.

FIN-778 Corp Fin Security and Real Options
This course introduces the financial safety controls and derivatives tools used by firms to hedge risks. Topics included are hedging vehicles, such as convertible securities, beta hedge, event hedge, yield spread hedge, arbitrage hedge; and hedging operations, such as CDS and CDO for balance sheet renting purposes. The financial real options of firms are introduced, including LBO/MBO, venture capital, and private equity valuation. 3 credits.

FIN-779 Financial Acc and Fin Statement Analy
Introduction to financial and managerial accounting concepts, policies and procedures used to prepare and utilize corporate financial statements. Use of accounting and financial information to manage operational and strategic choices, determine pricing and profitability, control costs and assess performance. 3 credits.

FIN-780 Capstone in Executive Leadership
Explores the role of financial managers in leading organizations, organizational cultures, and organization change within a dynamic competitive environment. Emphasizes financial managers as critical members of the top management team. Insights on working with governing boards, chief executive officers, and other executive team members to achieve organizational goals and to deliver exemplary performance. 3 credits.

FIN-781 Portfolio and Risk Management
This course examines the role and functioning of securities markets, valuation techniques, and the theory and practice of portfolio management. Topics include portfolio construction and evaluation metrics, relative valuation techniques and an introduction to derivative security pricing, etc. 3 credits.

FIN-782 Finance and Operations Management
An examination of operations management designed to develop analytical skills needed to ensure the ongoing contribution of a firm's operations to its competitive position and financial strength. This course focuses on value creation and efficiency gains leading to financial strength through innovative product and process design and management. Topics include operations strategy, process design and analysis, resource selection, lean operations, supply chains, and risk management. 3 credits.

FIN-783 Corporate Macro Environment
Examines strategy formulation and implementation in a global context. Emphasis on blending strategic management and financial management concepts, principles and techniques to create and maintain a corporation's competitive advantage and to assess and act upon new market opportunities. 3 credits.

COLLEGE OF EDUCATION

INTRODUCTION

The College of Education offers the following:

- School of Learning and Teaching
- School of Communication Sciences and Disorders

Mission

The College of Education embraces the mission of Pacific University and its commitment to the liberal arts and sciences as it seeks to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. The key elements of our teacher education program are embodied in the following phrase: "Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology." As a result we infuse the following values into our programs.

Transforming Education through a Community of Learners

The College of Education values:

- Professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching
- Modeling of ethical behavior by professional educators in their classrooms and in their communities
- Education as a lifelong process for learners of all ages and backgrounds
- Modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits
- Professional educators who are confident, energetic and both physically and mentally healthy
- Participation of educators as leaders and agents of change in the education profession within and beyond the University

Promoting Cultural Competence

The College of Education values:

- A commitment by professional educators to respect humanity in all its diversity
- Professional educators who believe that all students can learn and who assume responsibility in furthering that learning
- Professional educators who interact constructively with students and their parents as well as colleagues, administrators, other school personnel, and the community - to achieve both instructional and relational goals
- Professional educators as keen observers of the learner, family, community, and environment who use that data to the extent possible when planning instruction

Creating Student-Centered Classrooms

The College of Education values:

- Professional educators who understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, linked to other disciplines and applied in real-world settings
- Educational environments that provide opportunities for developing and sharpening intellectual, analytical, and reflective abilities
- Promotion by professional educators of intellectual independence and active, responsible learning
- Professional educators who exhibit the energy, drive, and determination to make their school and classroom the best possible environment for teaching and learning

Enhancing Learning Through Technology

The College of Education values:

- Professional educators who engage students in pedagogically powerful applications of technology that foster learning
- Professional educators who utilize a range of instructional resources and technology tools to support learning

History of Teacher Education at Pacific

Pacific University has been preparing teachers since it first offered the baccalaureate degree in 1863. Established in 1842 as a school to serve Native American children, Pacific began offering courses for teachers in 1911 as the Oregon public school movement expanded, one of only three colleges authorized by the State of Oregon to recommend graduates for high school teaching certificates at that time.

Throughout much of its history in the preparation of teachers, Pacific offered a Bachelor of Arts degree with a major in Education. In 1989, reflecting the growing national trend toward fifth-year teacher education programs, Pacific University became the first institution to gain approval from the Teacher Standards and Practices Commission to offer the Master of Arts in Teaching Fifth-Year program. Until 1992, this program offered only secondary endorsement areas, at which time it was expanded to include an elementary education component.

Teacher education programs had been located within the College of Arts and Sciences for many years. However, as an increasing number of teacher education students opted for programs at the master's level, the opportunities and demands associated with teacher education extended substantially beyond the mission of the undergraduate College of Arts and Sciences. In 1994 the School of Education was founded and provided with the autonomy to implement policies and procedures necessary to support both graduate and undergraduate teacher education programs. In 2002, as a result of increasing growth in programs and faculty, the School of Education was designated the College of Education. Today we are one of five colleges at Pacific University.

About the College of Education

The College of Education is committed to increasing its sphere of influence and deepening its commitment to quality. It is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), and its licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC). The Speech-Language Pathology Program has been awarded candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (AHSA). Degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The College of Education actively works with school district partners in many Oregon school districts, most notably those in a 50-mile proximity of our Eugene, Forest Grove and Woodburn sites. As we seek to meet the needs of a rapidly changing world we partner with many organizations. We are institutional members of: American Association for Colleges of Teacher Education (AACTE), National Council for Accreditation of Teacher Education, Oregon Latino Administrators Association (OALA), Oregon Alliance of Independent Colleges and Universities (OAICU), Oregon Association of Teacher Educators (OACTE), American Speech-Language-Hearing Association (ASHA), and founding partners of the Lane County Teacher Pathways program.

Our faculty members are leaders in many state and national discipline-based organizations:

International Reading Association (IRA)
Oregon Reading Association (ORA)
National Council of Teachers of Mathematics (NCTM)
National Association of Research in Science Education (NARST)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
Oregon Council of Teachers of English (OCTE)
Northwest Association of College Educators (NWATE)
Association of Supervision and Curriculum Development (ASCD)
National Association for the Education of Young Children (NAEYC)
Oregon Association for the Education of Young Children (OAEYC)
National Association for Gifted Children (NAGC)
The Council for Exceptional Children (CEC)
American Educational Research Association (AERA)
National Association for Bilingual Education (NABE)
National Association of Multicultural Education (NAME)
American Council on the Teaching of Foreign Language (ACTFL)
Academy of Neurogenic Communication Disorders & Sciences (ANCDS)
Lesbian & Gay Speech Pathologists and Audiologists (LGASP)
Brain-Injury Information, Referral, and Resource Development BIRRDsong)
Oregon Technology Access Program (OTAP)
Association of Science Teacher Educators (ASTE)
Oregon Branch of the International Dyslexia Association (ORBIDA)
International Society for the Scholarship of Teaching and Learning (ISSOTL)
Oregon Association for Talented and Gifted (OATAG)
Teachers of English to Speakers of Other Languages (TESOL)
Northwest Council for Computers in Education (NCCE)
Oregon Technology Network (OTEN)
International Society for Technology in Education (ISTE)
Oregon Council of Teachers of Mathematics (OCTM)
NASA Oregon Space Grants Consortium (OSGC)
National Science Teachers Association (NSTA)
American Association of Applied Linguistics (AAAL)
Oregon Teachers of English to Speakers of Other Languages (ORTESOL)
Oregon Science Teacher Association (OSTA); Council for Exceptional Children (CEC)
Kappa Delta Pi (KDP)
Confederation of Oregon School Administrators (COSA)
Association for the Advancement of Computing in Education (AACE)
American Speech-Language-Hearing Association (ASHA)
Oregon Speech-Language-Hearing Association (OSHA)
Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)
American Cleft Palate-Craniofacial Association (ACPA

For further information, visit the COE website at www.coe.pacificu.edu.

Locations

The School of Learning and Teaching offers teacher education programs in Forest Grove, Eugene and Woodburn. In addition, the School of Communication Sciences and Disorders offers a Speech-Language Pathology program at the Forest Grove campus.

SCHOOL OF LEARNING AND TEACHING

Initial Licensure Programs

Six programs lead to Oregon's Initial Teaching License. These programs prepare teachers at any of four levels of authorization: early childhood education (valid for teaching children from age 3 to grade 4); elementary school (valid for teaching grades 3-8); middle school (valid for teaching grades 5-9); and high school (valid for teaching integrated subjects and departmental assignments in grades 7-12).

- Master of Arts in Teaching (MAT): Fifth-Year
  Full-time cohort program offered during the day for those holding a bachelor's degree

- Master of Arts in Teaching (MAT): Flex
  Part-time cohort program offered in the evening for those holding a bachelor's degree

- Master of Arts in Teaching (MAT): ESOL for STEM Teachers (ELSTEM)
  Full-time cohort program for those holding a bachelor's degree and seeking initial licensure in science and/or math and ESOL endorsements

- Master of Arts in Teaching (MAT): Special Educator
  Program for those holding a bachelor's degree and seeking initial licensure in special education or adding the special education endorsement

- Bachelor of Arts (BA)
  An undergraduate teacher education program offered in conjunction with the College of Arts and Sciences (including minors in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers that do not lead to a license)

- Bachelor of Education (BEd)
  An undergraduate Elementary Education English Language Learner teacher education program

Advanced Programs

Advanced Programs, as described below, primarily are intended for licensed educators who wish to continue their development as professionals in the field of education. They are designed to develop and document advanced competence in meeting the education needs of individual students within a collaborative learning community. Candidates can complete specializations that lead to an endorsement, authorization, or certificate and can embed any of these into the Master of Education degree. Further, practicing teachers holding an Oregon Initial Teaching License (ITL) can complete the requirements for earning the Oregon Continuing Teaching License (CTL).

- **Master of Education (MEd)**
  Program for licensed teachers who desire to deepen their expertise. Candidates can earn an Oregon Continuing Teaching License as part of the degree. Candidates can specialize in one of the following:
  - Reading Specialist, English for Speakers of Other Languages (ESOL)
  - Talented and Gifted, Technology, Cultural Competency
  - Special Education. In addition,

- **Continuing Teaching License**
  Part-time program for practicing teachers who have completed a bachelor's degree and wish to add a Master of Education degree, or who hold a master's degree and an initial license and choose to move to the Continuing Teaching License.

- **Initial II License**
  Part-time program for practicing teachers who have completed a bachelor's and/or a master's degree, hold an Initial I license, and choose to renew their license at the required intervals rather than move to a Continuing Teaching License.

- **Non-Degree Programs**
  Part-time programs for practicing teachers holding initial licenses wishing to add authorizations and endorsements.

- **Certificates**
  - Talented and Gifted (TAG) Education
    - Part-time program for teachers, counselors, and parents who wish to learn more about meeting the needs of gifted children.
  - Cultural Competence
    - Part-time program for teachers, counselors, school support staff, and community members who wish to engage in dialogue and learn more about issues of diversity in our schools.
  - Technology Learning
    - Part-time program for teachers and others who are interested in learning how to effectively integrate technology into their professional practice and better support learning communities with their students.

Additional Programs

- **Master of Arts in Education (MAE)**
  Advanced degree program not leading to licensure.

- **Master of Education/Visual Function in Learning (MEd/VFL)**
  Advanced degree program for optometry students or practicing optometrists (Forest Grove campus only).

- Programs also are available for practicing teachers holding a Basic or Standard License who wish to add authorizations or endorsements or upgrade their professional skills

- Undergraduate minors in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers also are available.

SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

The School of Communication Sciences and Disorders (SCSD) offers three programs:

- A Master of Science program in Speech-Language Pathology (SLP)
- A Post-Baccalaureate sequence in Communications Sciences and Disorders (CSD)
- A minor in Communication Sciences and Disorders

FACULTY

Mark Bailey Ph.D. (1995)
Distinguished University Professor of Education
A.B., Grinnell College, 1979
M.S., University of Wisconsin, 1992
Ph.D., University of Wisconsin, 1994

Kevin Carr Ph.D. (2008)
Professor of Science Education
B.S., University of Oregon, 1986
M.S., University of Idaho, 1997
Ph.D., University of Idaho, 1998

Michael Charles Ph.D. (2001)
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B.A., Whitworth College, 1982
M.A., Arizona State University, 1986
Ph.D., Arizona State University, 1997

Elaine Coughlin M.A.T. (2004)
Assistant Professor of Education
B.A., Portland State University, 1971
M.A.T., Portland State University, 1976

Martin Fischer Ph.D., CCC-SLP (2011)
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B.A., University of California at Santa Barbara, 1974
M.S., Central Washington University, 1979
Ph.D., University of Oregon, 1983

Peter Flipsen Jr., Ph.D., S-LP(C), CCC-SLP (2013)
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B.Sc. University of Alberta, 1989
M.A., Michigan State University, 1990
Ph.D., University of Wisconsin-Madison, 1999

Leif Gustavson, Ph.D. (2014)
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B.A., Franklin and Marshal College, 1990
M.A., Bread Loaf School of English, 1995
Ph.D., University of Pennsylvania, 2001

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B.A. Yonsei University, Seoul, 1992
M.A. University of Illinois at Urbana-Champaign, 1994
Ph.D. University of Illinois at Urbana-Champaign, 1997

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M.S., Emerson College, 1999
Ph.D., University of Oregon, 2008

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M.A.T., Washington University, St. Louis, 2000
Ph.D., Michigan State University, 2009

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B.A.E., Wayne State College, 1970
M.S., Utah State University, 1982
Ph.D., Utah State University, 1990

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M.A., University of Iowa, 1998
Ph.D., University of North Carolina at Chapel Hill, 2009

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B.S., Oregon State University, 1976
M.S.T., Portland State University, 1980

Caitlin McDonnell M.S. (2012)
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B.S., Portland State University, 2005
M.S., Portland State University, 2007

Nancy Meltzoff Ph.D. (1994)
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B.A., Simmons College, 1974
M.A., University of Redlands, 1977
Ph.D., University of Oregon, 1990

Anil Oommen M.A.T. (2013)
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B.A., College of Wooster, 1990
M.A.T., Pacific University, 2000

Richard Paxton Ph.D. (2005)
Professor of Education
B.S., University of Oregon, 1982, 1984
M.A., University of Tulsa, 1988
Ph.D., University of Washington, 1998

Donna Kalmbach Phillips Ph.D. (2008)
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B.S., Eastern Oregon University, 1979
M.A., Western Oregon University, 1987
Ph.D., Oregon State University, 1997

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B.S., Northwestern University, 1972
M.A., Northwestern University, 1973

Eric Sanders Ph.D., CCC-SLP (2012)
Assistant Professor of Communication Sciences & Disorders
B.S., Florida International University, 1997
M.S., University of North Carolina – Chapel Hill, 2001
Ph.D., University of North Carolina – Chapel Hill, 2012

Rebecca Schulte Ed.D. (2007)
Assistant Professor of Education
B.A., University of California, 1991
M.S., Portland State University, 1998
Ed.D., Portland State University, 2013

Shelley L. Smolnisky Ed.D. (2000)
Associate Dean, Eugene Campus
Assistant Professor of Education
B.S., Oregon State University, 1972
M.S., University of Oregon, 1976
M.Ed., University of Oregon, 1986
Ed.D., George Fox University, 2009

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B.A., University of Wisconsin – Madison, 2005
M.A., Louisiana State University – Baton Rouge, 2007
Ph.D., Louisiana State University – Baton Rouge, 2011

Mark J. Szymanski Ph.D. (2000)
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B.S., University of Wisconsin-Milwaukee, 1988
M.S., University of Wisconsin-Madison, 1994
Ph.D., University of Wisconsin-Madison, 1998

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B.S., Randolph-Macon College, 1991
M.A., University of Colorado, 1997
Ph.D., University of North Carolina, 2007

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B.A., University of California – San Diego, 1988
M.Ed., The George Washington University, 1994
Ph.D., University of Oregon, 2003

Anita Zijdemans-Boudreau Ph.D. (2006)
Associate Professor of Education
B.Ed., York University, Canada, 1992
M.A., University of Toronto, 2000
Ph.D., University of Toronto, 2005

FACULTY EMERITI

Elizabeth C. Arch
Faculty Emeritus/Associate Professor of Education
A.B., Stanford University, 1964
M.A.T., University of Chicago, 1966
Ph.D., University of Southern California, 1976

Robert Bumstead M.A. (1998)
Assistant Professor of Education
B.A., University of Oregon, 1963
M.A., University of Oregon, 1965
M.A., University of Oregon, 1978

Jane L. Ellis-Horner
Faculty Emeritus/Professor of Education
M.A.T., Lewis and Clark College, 1965

Anita McClain
Faculty Emeritus/Professor of Education
B.S., University of Oregon, 1964
M.Ed., University of Nevada, 1968
Ed.D., Portland State University/University of Oregon, 1983

Camille L. Wainwright
Faculty Emeritus/Professor of Education
B.A., Concordia College, 1967
M.S., Purdue University, 1977
Ph.D., University of Minnesota

SCHOOL OF LEARNING AND TEACHING

At the School of Learning and Teaching, we believe nothing is more important than helping children to see all the possibilities the world holds for them. We believe nothing is more rewarding than the struggling student who triumphs because he knows his teacher cares. We believe nothing is more valuable than a teacher's gift for igniting the love of learning.

College of Education faculty and staff members are committed to supporting and challenging all candidates for licensure and degrees to be prepared as exceptional teachers in a rapidly changing world. (In accordance with NCATE standards, students in teacher education programs are referred to as candidates.) Our dynamic education programs are highly respected by school district leaders in Oregon and across the country. Candidates are provided with the theoretical foundation, practical knowledge, skills, and experience necessary to be a professional educator.

ADMISSION REQUIREMENTS

For all programs:

For application information and forms, contact the Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, extension 1435. Office hours are Monday-Friday, 8:30 am - 4:30 pm. Contact also may be made through e-mail at teach@pacificu.edu. Applications should be sent to College of Education Admissions Office, Pacific University, 2043 College Way, Forest Grove, OR 97116. On-line application is available at www.coe.pacificu.edu.

For all graduate programs*:

- Completed application
- A baccalaureate degree from a regionally accredited college or university **
- Current résumé that includes professional work history
- Official transcripts from all colleges or universities attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an international academic credential evaluation service
- A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 credits of graduate study
- Letters of recommendation
- Proof of English proficiency, as described above

* Applicants to the Master of Education/Visual Function in Learning Program (MEd/VFL) have a different application process, listed below.
** It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University. Please contact the College of Education for more information.

English Language Proficiency Policy

A satisfactory command of the English language is required for admission to Pacific University. All applicants, including resident aliens and citizens, must meet the English language proficiency requirement prior to admission. Any exception to this policy must be reviewed by the appropriate campus Associate Dean and the College of Education Admissions Committee. The College of Education Dean will have final approval after considering the College of Education Admissions Committee's recommendation.

Valid Proof of English Language Proficiency

Applicants must meet one of the following conditions for valid proof of English language proficiency:

- Completion of a bachelor's, master's, doctoral, or professional degree at a regionally accredited college or university where English is the primary language of instruction. Note: Individuals who are in the process of earning a bachelor's degree from a regionally accredited institution may be admitted conditionally.
- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific University Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

TOEFL			IELTS
Paper-based	Computer-based	Internet-based	
600 overall Minimum per section: 54-55 reading 55 listening 55 structure/written expression	250 overall Minimum per section: 21 reading 22 listening 22 structure/writing	100 overall minimum per section: 20 reading 21 listening 22 writing 22 speaking	7.0 overall Minimum sub scores per section: 7.0

Note: According to the Education Testing Services (ETS) policy the institutional TOEFL can only be offered to that institution's students and thus is only valid at the institution. Thus, the Pacific University Institutional TOEFL can be offered only to Pacific University students and is valid only at Pacific.

Test scores are valid for two years after the test date. A test score more than two years old will be considered valid if the score exceeds the minimum requirements (overall and sections) and the candidate has maintained continuous residency in a country where English is the primary language since the exam date.

Invalid Proof of English Language Proficiency

- Test score less than Pacific's minimum requirement
- Test score more than two years old (unless the candidate has lived in the United States since the exam date)
- Institutional TOEFL score from any school except Pacific
- Completion of an English as a Second Language (ESL) program at any school
- Successful completion of English, writing, or literature courses at any college or university
- An associate's degree from a community college in the United States

A candidate's proof of English language proficiency does not equate to admission into a program. All other admission requirements must be met in addition to proving English language proficiency.

Master of Arts in Teaching (MAT)

Application deadlines:

- Forest Grove Fifth Year, February 1
- Forest Grove Flex, October 1
- Eugene Fifth Year, Flex, and MAT Special Education, May 1
- Woodburn MAT ELSTEM, February 1
- MAT Special Education, September 1

Additional Admission Requirements

- Completed checklist of TSPC character questions
- Passing basic skills test scores. For a complete list of test options, please visit www.oregon.gov/TSPC/Pages/Testing.aspx. Candidates with an earned master's or doctoral degree, conferred prior to admission, are exempt from taking the basic skills test.
- Strong evidence of academic content
- Three recommendations, including one from each of the following:
    - A university or college professor with direct knowledge of applicant's academic abilities
    - An employer with direct knowledge of applicant's professional habits
    - An immediate supervisor:
        - For MAT Special Educator Applicants: An immediate supervisor in an educational or social agency who can attest to the applicant's ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting,
        - For all other MAT applicants: An immediate supervisor in an educational or social agency who can attest to the applicant's competence and enthusiasm to work with school-aged children or youth in volunteer or paid work experiences;
- Ability to write clearly and cogently as demonstrated in a 2-3 page essay on an educational issue or topic of the candidate's choice

Selection Process

For the early childhood and elementary education authorizations, preference is given to applicants who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), U.S. history, cross-cultural courses, mathematics sequence for elementary teachers, and courses in art and music.

For the middle school and high school authorizations , preference is given to applicants who have completed a major in the subject area in which they wish to teach.

For the Special Educator program, preference is given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as a part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must.

Initial selection is based on the minimum requirements for admission and the following criteria: depth and breadth of undergraduate preparation, experience with children or youth, strength of recommendations, written communication skills as assessed in essay, and critical thinking skills as assessed in essay. Selected applicants are invited for a personal interview and asked to complete a timed writing sample at that time. Applicants are notified of their status by mail.

Transfer of credits into an initial licensure program is rare. Transcripts are evaluated on a case-by-case basis. No more than 10 semester credits of transfer credit will be accepted in degree programs.

Bachelor of Arts (BA) in Education and Learning

To obtain the Oregon Initial Teaching License as an undergraduate, a student must apply for admission to the College of Education. Students who wish to consider a teaching career should consult with the coordinator of the undergraduate education program and should take the introductory education course, EDUC 260 Foundations of Education, by their sophomore year. Application to the College of Education may be accomplished as a part of the EDUC 260 class.

Transfer students who have already satisfied the core requirements and are applying to the College of Arts and Sciences may simultaneously apply to the College of Education. Separate applications must be completed for each, and acceptance into the College of Arts and Sciences does not guarantee admission to the College of Education. Transfer students who have satisfied core requirements and are interested in attending the Eugene campus should apply directly to the College of Education and are not required to apply separately to the College of Arts and Sciences.

For more information please contact the Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, extension 1435.

Bachelor of Education (BEd)

The Bachelor of Education in Elementary Education and English Language Learning program prepares teacher candidates through community and clinical based practices to be successful teachers, leaders, and advocates. This program is available in Woodburn and in Eugene.

A program was specially designed for delivery at the Woodburn clinical site in close cooperation with Chemeketa Community College, Woodburn School District and Woodburn community groups and TeachOregon PAC. Pacific University Woodburn works with consortium agreements with Chemeketa Community College to provide seamless transfer and integrated coursework. 100 quarter credits or 67 semester credits of coursework from Chemeketa Community College or other institution that includes the specific prerequisite courses listed below is required. Substitutions must be approved; courses marked with * may not be substituted except in unusual circumstances.

A similar background is required for the Eugene program; contact the program for more information.

Prerequisites

Writing (8 credits minimum)
*WR 121 English Composition-Exposition
*WR 122 Eng Composition-Argue/Research

Oral Communication (4 credits minimum)
COMM 111 Speech

Mathematics (12 credits minimum)
*MTH 211 Foundations of Elementary Math I
*MTH 212 Foundations of Elementary Math II
*MTH 213 Foundations of Elementary Math III

Health/Wellness/Fitness (3 credits minimum)
HE 250 Personal Health
OR
HPE 295 Health and Fitness for Life
OR
Any 3 PE courses

Cultural Literacy (4 credits minimum)
*PSY 202 Introduction to Psychology: Mind and Society

Arts & Letters (12 credits minimum)
PHL 201 Intro to Philosophy
ENG 253 Survey of American Literature
Plus one course from ART or MUS

Social Sciences (16 credits minimum)
*PSY 201 Introduction to Psychology: Mind and Body
SOC 206 Social Problems
HST 104 History of World Civilization
HST 201 History of United States

Science (20 credits minimum)

*BI 101	General Biology

Plus four courses from:

GS 104	General Science: Physics
GS 105	General Science: Chemistry
GS 106	General Science: Earth Science
GS 107	General Science: Astronomy
GS 120	General Science: Rudiments of Meteorology
GS 141	General Science: Earth Systems Science
GEO 142	Geology of NW-Vol/Mtn/Glacier
GEO 143	Pacific NW Rocks & Minerals
GEO 144	Geology-NW River/Glacier

Education & Early Childhood Education (15 credits minimum)

*ED 100	Introduction to Education
*ECE 150	Intro and Observation in Early Childhood Education
*ECE 151	Observing & Guiding Behavior
*HDF 247	Preschool Childhood Development
*HDF 229	Development Middle Childhood

Foreign Language (0-7 credits minimum)

Demonstrated proficiency in a foreign language is required. This may be met by passing a103-level language course, *or* passing a Pacific University foreign language challenge exam.

Electives (0-7 credits minimum)

Applicants must complete at least 100 quarter-hours of work with a grade of C or higher. The following electives are highly recommended:

HDF 258	Teaching in an Anti-Bias Classroom
HUM 120	International Community Development in Action
HUM 225	Effective International Community Development: Theory and Practice
ECE152	Creative Activities
ECE153	Music/Movement Young Children
ECE251	Environments/Young Children

Transfer students who have satisfied core requirements and are interested in attending the Woodburn campus should apply directly to the College of Education and are not required to apply separately to the College of Arts and Sciences.

Additional Admission Requirements

- Completed checklist of TSPC character questions
- Passing basic skills test scores. For a complete list of test options, please visit www.oregon.gov/TSPC/Pages/Testing.aspx. Candidates with an earned master's or doctoral degree, conferred prior to admission, are exempt from taking the basic skills test.
- Strong evidence of academic content
- Two recommendations, including one from each of the following:
  - A university or college professor with direct knowledge of applicant's academic abilities
  - An immediate supervisor in an educational or social agency who can attest to the applicant's ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting,
- Ability to write clearly and cogently as demonstrated in a 2-3 page essay on an educational issue or topic of the candidate's choice

Master of Arts in Education Program (MAE)

Applications are accepted until November 1 for the spring semester and until July 1 for the fall semester.

Additional Admission Requirements

- Three recommendations, including one from each of the following:
  - an individual with direct knowledge of applicant's academic capabilities,
  - an individual knowledgeable about applicant's interest in schools and educational issues,
  - an employer.
- Statement of purpose explaining why the applicant is seeking this interdisciplinary degree.

Selection Process
The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria: Depth and breadth of undergraduate preparation, strength of recommendations, and written communication skills and critical thinking skills as assessed in an essay. Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample. The selection committee makes recommendations for acceptance into the program to the faculty of the College of Education. Applicants are notified of their status by mail.

Master of Education/Visual Function in Learning Program (MEd/VFL)

Applications are accepted twice a year: November 1 and April 1. Applicants must hold a Doctor of Optometry degree or have completed the fall semester of the first year of study within Pacific University College of Optometry and be in good academic standing, with a 3.00 minimum GPA in at least 9 credits of graduate work.

Additional Admission Requirements
Applicants must submit the following documents no later than four weeks before the beginning of graduate study:

- Official transcripts of all college study. (Does not apply to students enrolled full-time in Pacific University College of Optometry
- Two references from optometry faculty. One letter of recommendation from an optometrist is required for applicants who hold an O.D. degree
- Letter of intent describing how this degree will benefit applicant as a professional

A personal interview led by the MEd/VFL Coordinator also is required.

Selection Process
Applicants are notified of their status by mail.

Advanced Programs

Graduates of the College of Education undergraduate licensure program automatically are admitted to Advanced Programs, with the submission of a letter of intent, current resume, a copy of teaching license, and transcripts from universities attended after graduation from Pacific University. Candidates who earned their teaching license from another institution should complete the requirements listed below:

Additional Admission Requirements for Candidates Completing a Degree Program

- Completed checklist of TSPC character questions
- Copy of Oregon Initial Teaching License
- Two recommendations from school administrators, evaluators, supervisors, or peer teachers addressing the applicant's professional teaching abilities, relationships with students and staff, and attitudes about improvement of teaching
- Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program

Additional Admission Requirements for Candidates Completing a Non-Degree Program

- Letter of intent
- Copy of Oregon license or out-of-state license, if applicable
- Letter of recommendation from supervisor or school administrator

Selection Process
Selected applicants are invited for a personal interview. Applicants are notified of their status by mail.

DEGREE REQUIREMENTS:

Master of Arts in Teaching (MAT): Fifth-Year

The Master of Arts in Teaching Fifth-Year program is an innovative and rigorous teacher education program for candidates seeking initial licensure with authorizations at any of four levels: early childhood (age 3 to grade 4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 7-12). During the program, candidates complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching (MAT) degree.

All candidates have the opportunity to qualify for two authorizations, and while qualification for two is not required, it is encouraged. Subject area endorsements for the middle school and high school authorizations include art, business education (high school only), drama, world languages (French, Chinese, German, Japanese, Russian, and Spanish), health, language arts, marketing, mathematics (basic and advanced), music, physical education, science (biology, chemistry, integrated science, and physics), and social studies. It is expected that candidates seeking specific endorsements will have completed an undergraduate major or equivalent that enables passing the appropriate subject test required by TSPC. In addition, candidates seeking the middle school authorization can be highly qualified in one or more of the four core subject areas (basic math, language arts, social studies, science) by passing the appropriate TSPC approved content test.

If candidates wish to earn an endorsement in Russian or Japanese, their transcripts will be evaluated during the admissions process to determine if they will be allowed to pursue the endorsement. In addition, in order to establish speaking and writing proficiency prior to licensure for Russian and Japanese endorsements, for which no test is required by TSPC, the College of Education will require students seeking these endorsements to take the American Council on the Teaching of Foreign Languages (ACTFL) tests Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) administered by Language Testing International (LTI). The minimal level of proficiency required for both tests must be Intermediate High. Tests must be passed prior to student teaching.

Please contact the College of Education office for a complete list of test requirements.

Required Coursework

ECE/Elem or Elem/MS: 46 credits
MS/HS: 45 credits

MAT Core Courses		**Credits**
EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching Through Inquiry	2
EDUC 613	Teaching & Inquiry II: Design & Implementation	2
EDUC 604	Advanced Educational Psychology, Development & Learning	4
ESOL 560	Foundations of ESOL Methods	2
EDUC 606	Critical Perspectives on Identity and Social Systems	3
EDUC 648	Critical Perspectives in School Contexts	2
EDUC 607	Technological Learning Environments	2

Early Childhood Education/Elementary or Elementary/Middle School

Multiple Subjects Endorsement Courses		**Credits**
EDUC 664	Learning & Teaching: Social Studies & General Methods	3
EDUC 667	Learning & Teaching: Literacy Development	4
EDUC 668	Learning & Teaching: Expressive Arts	2
EDUC 669	Learning & Teaching: Math, Science, Health	4
OR		
EDUC 665	Learning & Teaching: Science & Health	2
AND		
EDUC 666	Learning & Teaching: Math	2

Middle School/High School

Single Subject Endorsement Courses		**Credits**
EDUC 636	Instruction, Assessment & Classroom Management	3
ESOL 544	Educational Linguistics for ESOL Teachers	3
EDUC/ESOL	Elective Course	2

Secondary Subject Pedagogy Courses		4
EDUC 617	Secondary Subject Pedagogy: Business	
EDUC 618	Secondary Subject Pedagogy: Social Studies	
EDUC 619	Secondary Subject Pedagogy: Art	
EDUC 621	Secondary Subject Pedagogy: Drama	
EDUC 622	Secondary Subject Pedagogy: Music	
EDUC 623	Secondary Subject Pedagogy: Language Arts	
EDUC 624	Secondary Subject Pedagogy: Math	
EDUC 626	Secondary Subject Pedagogy: Science	
EDUC 627	Secondary Subject Pedagogy: Health	
EDUC 642	Secondary Subject Pedagogy: World Languages	
EDUC 643	Secondary Subject Pedagogy: Physical Education	

Professional Practice		**Credits**
EDUC 650	Field Experience	1
EDUC 654	Clinical Education Practicum	2
EDUC 614	Teaching & Inquiry III: Critical analysis & decision-making	2
EDUC 673	Teaching Seminar	2
EDUC 672	Classroom Student Teaching	9

Continuation in the Program

Candidates must:

- maintain good academic standing;
- maintain a 3.00 minimum GPA in all professional education coursework with no grade lower than a C; a C- is not acceptable;
- pass all required coursework before student teaching; and
- pass all tests required for licensure before student teaching.

Requirements for Program Completion

Candidates must:

- complete all coursework with satisfactory grades;
- complete required field experience and/or required practica, and full-time student teaching with a grade of Pass;
- complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation; and
- pass all applicable tests required by TSPC for licensure.

Master of Arts in Teaching (MAT): Flex

The Master of Arts in Teaching/Flex Program is designed to accommodate part-time candidates attending classes as a cohort. Courses meet in the late afternoon, early evening, and on weekends over the course of four semesters. Upon completion of the program, candidates qualify for a Master of Arts in Teaching degree and an Oregon Initial Teaching License. The Master of Arts in Teaching/Flex program prepares candidates to teach at any of four levels: early childhood education (age 3 to grade 4), elementary education (grades 3-8), middle school education (grades 5-9), and high school education (grades 7-12). For middle school and high school authorizations, the following endorsement areas are offered: art, business education (high school only), drama, world languages (French, Chinese, German, Japanese, Russian and Spanish), health, language arts, marketing, mathematics (basic and advanced), music, physical education, science (biology, chemistry, integrated science, and physics), and social studies. It is expected that candidates seeking specific endorsements will have completed an undergraduate major that enables passing the appropriate subject test required by TSPC. In addition, candidates seeking the Middle School authorization can be highly qualified in one or more of the four core subject areas (Basic Math, Language Arts, Social Studies, Science) by passing the appropriate TSPC approved content test.

To earn an endorsement in Russian or Japanese, see requirements under Master of Arts in Teaching Fifth-Year Program.

Required Coursework

ECE/Elem or Elem/MS: 46 credits
MS/HS: 45 credits

MAT Core Courses		**Credits**
EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching Through Inquiry	2
EDUC 613	Teaching & Inquiry II: Design & Implementation	2
EDUC 604	Advanced Educational Psychology, Development & Learning	4
ESOL 560	Foundations of ESOL Methods	2
EDUC 606	Critical Perspectives on Identity and Social Systems	3
EDUC 648	Critical Perspectives in School Contexts	2
EDUC 607	Technological Learning Environments	2

Early Childhood Education/Elementary or Elementary/Middle School

Multiple Subjects Endorsement Courses		**Credits**
EDUC 664	Learning & Teaching: Social Studies & General Methods	3
EDUC 668	Learning & Teaching: Expressive Arts	2
EDUC 667	Learning & Teaching: Literacy Development	4
EDUC 669	Learning & Teaching: Math, Science, Health	4
OR		
EDUC 665	Learning & Teaching: Science & Health	2
AND		
EDUC 666	Learning & Teaching: Math	2

Middle School/High School

Single Subject Endorsement Courses		**Credits**
EDUC 636	Instruction, Assessment & Classroom Management	3
ESOL 544	Educational Linguistics for ESOL Teachers	3
EDUC/ESOL	Elective Course	2
Secondary Subject Pedagogy Courses		4
EDUC 617	Secondary Subject Pedagogy: Business	
EDUC 618	Secondary Subject Pedagogy: Social Studies	
EDUC 619	Secondary Subject Pedagogy: Art	
EDUC 621	Secondary Subject Pedagogy: Drama	
EDUC 622	Secondary Subject Pedagogy: Music	
EDUC 623	Secondary Subject Pedagogy: Language Arts	
EDUC 624	Secondary Subject Pedagogy: Math	
EDUC 626	Secondary Subject Pedagogy: Science	
EDUC 627	Secondary Subject Pedagogy: Health	
EDUC 642	Secondary Subject Pedagogy: World Languages	
EDUC 643	Secondary Subject Pedagogy: Physical Education	

Professional Practice		**Credits**
EDUC 654	Clinical Education Practicum	2
EDUC 614	Teaching & Inquiry III: Critical analysis & decision-making	2
EDUC 673	Teaching Seminar	2
EDUC 672	Classroom Student Teaching	10

POLICIES

Continuation in the Program
Candidates must:

- maintain good academic standing;
- maintain a 3.00 minimum GPA in all professional education coursework with no grade lower than a C; a C- is not acceptable
- pass all required coursework before student teaching; and
- pass all tests required for licensure before student teaching.

Requirements for Program Completion

Candidates must;

- complete all coursework with satisfactory grades;
- complete required field experience and/or practica and full-time student teaching with a grade of Pass;
- complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation; and
- pass all applicable tests required by TSPC for licensure.

Master of Arts in Teaching (MAT): STEM Teaching and ESOL (ELSTEM)

The ELSTEM Master of Arts in Teaching program is an innovative and rigorous teacher education program for candidates seeking initial licensure with authorizations in middle school (grades 5-9), and high school (grades 7-12), endorsements in mathematics (basic or advanced), and/or science (integrated science, biology, chemistry, or physics), and a specialty endorsement in English to Speakers of Other Languages (ESOL). During the program, candidates complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching (MAT) degree.
It is expected that candidates seeking specific endorsements will have completed an undergraduate major or equivalent that qualifies candidates to pass the appropriate subject test(s) required by TSPC. In addition, candidates seeking the middle school authorization can be highly qualified in one or more of the four core subject areas (basic math, language arts, social studies, science) by passing the appropriate TSPC approved content test. All candidates must also pass the ESOL exam required by TSPC in order to be endorsed in ESOL.

Required Coursework		**Credits**
45 credits		
The Foundations Block		
ESTM 504	Nature and Role of Culture and Self-Identity	2
ESTM 505	Diversity, Cultural Groups, and Identity	2
ESOL 544	Educational Linguistics for ESOL Teachers	3
ESTM 570	School, Society, and Language Policy	2
ESTM 561	Advanced Human Development & Psychology	4
ESTM 601	STEM Teacher as Researcher I	2

The Methods Block

ESTM 541	STEM Literacy and English Language Learners	2
ESTM 526	Foundations of STEM-ESOL Teaching	4
ESTM 538	STEM Pedagogy and Curriculum	6
ESTM 537	Technology Across the STEM Curriculum	2
ESTM 573	Supervised Practicum	2

The Applications Block

ESTM 575	Student Teaching and ESOL Practicum	10
ESTM 506	Creating Language Learning Communities	2
ESTM 602	STEM Teacher as Researcher II	2

POLICIES

Continuation in the Program
Candidates must:

- maintain good academic standing;
- maintain a 3.00 minimum GPA in all professional education coursework with no grade lower than a C; a C- is not acceptable
- pass all required coursework before student teaching; and
- pass all tests required for licensure before student teaching.

Requirements for Program Completion

Candidates must;

- complete all coursework with satisfactory grades;
- complete required practica, and full-time student teaching with a grade of Pass;
- complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation; and
- pass all applicable tests required by TSPC for licensure.

Master of Arts in Teaching (MAT): Special Educator

In collaboration with local school districts, the College of Education offers an intensive teacher education program for those seeking initial licensure in special education with authorizations at either the early childhood/elementary levels, or the middle school/high school levels. Candidates complete academic requirements for the Oregon Initial Teaching License while also completing requirements for the Master of Arts in Teaching degree. The curriculum for Early Childhood and Elementary Authorizations and Middle School and High School Authorizations is the same with the exception that Middle School and High School Authorizations has one additional course requirement.

In order to qualify for licensure, candidates must pass all subject area tests required by TSPC. Additional tests are required to demonstrate Highly Qualified (HQ) status in content areas. Please ask the program director for specific advice on which test(s) you will be required to take.

Required Coursework

Early Childhood and Elementary OR Middle School and High School

SPED 500	Foundations of Special Education	2 credits
SPED 505	Exceptionalities	2 credits
SPED 510	Behavior Management for Special Educators	3 credits
SPED 517	Case Management for Special Educators	1 credit
SPED 518	Collaboration in Schools	1 credit
SPED 520	Assessment and Evaluation in Special Education	3 credits
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3 credits
SPED 535	Integrated Curriculum & Methods for Students with Disabilities: Functional	3 credits
SPED 541	Technology for Teacher Productivity	1 credit
SPED 542	Assistive Technology	1 credit
SPED 550	SPED Practicum	1-6 credits
SPED 575	Student Teaching	2-15 credits
SPED 576	Seminar	2 credits
EDUC 501	Foundations of General Education	2 credits
EDUC 561	Advanced Human Development and Psychology	4 credits
EDUC 600	Learning Communities – SPED	3 credits

EDUC 620	Language Acquisition in Children	2 credits
EDUC 602	Teacher as Researcher I	1 credit
EDUC 603	Teacher as Researcher II	1 credit

Additional requirement for Middle School and High School Authorizations

SPED 536	Transition	1 credit

Total credits for Early Childhood and Elementary Authorizations:	43-47
Total credits for Middle School and High School Authorizations:	44-48

POLICIES

Continuation in the Program
Candidates must:

- maintain good academic standing;
- maintain a 3.00 minimum GPA in all professional education coursework with no grade lower than a C; a C- is not acceptable
- pass all required coursework before student teaching; and
- pass all tests required for licensure before student teaching.

Requirements for Program Completion

Candidates must;

- complete all coursework with satisfactory grades;
- complete required practica and full-time student teaching with a grade of Pass;
- complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation; and
- pass all applicable tests required by TSPC for licensure.

Bachelor of Arts (BA) in Education and Learning

The Education and Learning major is designed to provide students with a deep understanding of the psychological, social, philosophical, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching. Students not interested in obtaining a teaching license will do a capstone research project instead of student teaching.

Students interested in licensure will choose from two tracks in the major, general education or special education, and complete the required professional courses for early childhood and elementary school authorizations. Those choosing general education will complete the requirements for the multiple subjects endorsement, while those who choose special education will complete the requirements for the special education endorsement. Student teaching is the capstone experience. Students considering a teaching career should consult with the coordinator of the undergraduate education program and take the introductory education course, EDUC 260 Foundations of Education, by their sophomore year.

This major (as well as many other majors at Pacific) also is a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a master's program (see our MAT Fifth-Year program for an example). A minor in a complementary subject area is strongly recommended for those who choose this route.

Minors in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers also are available; information follows.

Requirements for the Major: Education and Learning

		Credits
Introduction to Psychology		
PSY 150	Introduction to Psychology	4
Philosophical Foundations		
PHIL 100	Introduction to Philosophy	4
OR		
PHIL 202	Ethics and Society	4

Social Foundations: one of the following courses

ANTH 101	Introduction to Anthropology	4
SOC 102	Social Problems	4
POLS 140	Introduction to U.S. Politics	4
POLS 180	The United States in World Affairs	4

Human Development: one or more of the following courses

PSY 180	Lifespan Human Development	4
PSY 240	Child Development	4
EDUC 322	Applied Human Development (Eugene)	3
EDUC 320	Brain-Based Learning (Eugene)	3

Education and Learning Core Requirements: all of the following

EDUC 260	Foundations of Education	2
EDUC 300	Introduction to Early Childhood Education	4
EDUC 308	Learning Communities I: Personal Awareness	2
EDUC 361	Foundations of Human Development & Psychology	3-4
EDUC 370	School and Society	2
EDUC 420	Language Acquisition in Children	2
EDUC 428	Teaching Reading through Child and Adolescent Literature	2

Required capstone experience: one of the following options

EDUC 496	Integrating Seminar I: Research Design	2
AND		
EDUC 497	Integrating Seminar II: Research Project	4
OR		
EDUC 475/SPED 475	Student Teaching (Admission to the College of Education required – this is the capstone experience for those completing the Professional Courses for Early Childhood and Elementary School Authorizations)	12-15

Professional Courses for Licensure (Multiple Subjects Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
EDUC 343	Teaching Math, Science and Health ECE/Elem	4
EDUC 397	Field Experience	1
EDUC 408	Reading and Language Arts ECE/Elem	4
EDUC 410	Expressive Arts in ECE	2
EDUC 431	General Methods, Assessment, & Classroom Management	2
EDUC 459	Preparing the Work Sample	2
EDUC 475	Student Teaching	12-15

Professional Courses for Licensure (Special Education Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
SPED 300	Foundations and Legal Aspects of Special Education	2
SPED 305	Exceptionalities	2
SPED 310	Classroom & Behavior Management for Special Educators	4
SPED 320	Assessment & Evaluation in Special Education: Academic	2
SPED 325	Assessment & Evaluation in Special Education: Functional	2
SPED 330	Integrated Curriculum & Methods for Students with Disabilities: Academic	2
SPED 332	Integrated Curriculum & Methods for Students with Disabilities: Reading/Language Arts	2
SPED 335	Integrated Curriculum & Methods for Students with Disabilities: Functional	4
SPED 342	Assistive Technology	1
EDUC 397	Field Experience	1
SPED 475	Student Teaching	12-15

POLICIES

Continuation in the Program

Students in the Education and Learning Major must earn a C- or better on all coursework and must maintain a GPA of 2.0.

Students completing the Education & Learning Major and the Professional Courses for Licensure must:

- Maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower that a "C"; a "C-" is not acceptable.
- Complete all required coursework before student teaching.
- Pass all tests required for licensure before student teaching.
- Meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

Students in the Education and Learning major must earn a C- or better on all coursework and must maintain a GPA of 2.0.

Students completing the Education & Learning Major and the Professional Courses for Licensure must:

- Complete field experience, required practica and student teaching with a grade of Pass.
- Complete requirements for two work samples. Requirements include preparation, teaching and a satisfactory evaluation.
- Pass all applicable tests required for licensure.

Bachelor of Education (BEd) in Elementary Education and English Language Learning (EDLL)

The Bachelor of Education in Elementary Education and English Language Learning program prepares teacher candidates to be teacher leaders and advocates. Each semester includes school-based teaching experiences, individual mentoring, and integration of coursework. Upon completion the Bachelor of Education in Elementary Education and English Language Learning, teacher candidates will be prepared for initial Oregon teacher licensure in elementary education and for the endorsement to teach English to Speakers of Other Languages (ESOL).

Required Coursework

54 credits

Fall, Year 1		
EDLL 300	Experiential & Inquiry Learning in Early Childhood and Elementary Classrooms	2
EDLL 310	Integrated Social Studies Methods	2
EDLL 315	Political & Cultural Context of Schooling	2
EDLL 320	Applied Human Development & Psychology	3
EDLL 325	Expressive Arts Methods	2
Spring, Year 1		
EDLL 350	Linguistics for Early Childhood and Elementary Educators	4
EDLL 375	Becoming a Teacher Leader & Advocate I	2
EDLL 390	Teacher as Researcher I	2
EDLL 360	Technology Across Curriculum	2
EDLL 380	Planning, Managing, Implementing and Assessing Instruction	4
Fall, Year 2		
EDLL 410	Teacher as Researcher II	2
EDLL 400	Culture, Power & Identity: Becoming a Teacher Leader & Advocate II	2
EDLL 425	Literacy Methods	6
EDLL 430	STEM + Methods	5
Spring, Year 2		
EDLL 450	Culture, Power & Identity: Becoming a Teacher Leader & Advocate III	4
EDLL 475	Student Teaching/ESOL Practicum	10

POLICIES

Continuation in the Program

Students in the Bachelor of Education in Education and English Language Learning (B.Ed) must

- Maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower that a "C"; a "C-" is not acceptable.
- Complete all required coursework before student teaching.
- Pass all tests required for licensure before student teaching.
- Meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

Students in the Bachelor of Education in Education and English Language Learning (B.Ed) must

- Complete field experience, required practica and student teaching with a grade of Pass.
- Complete requirements for two work samples. Requirements include preparation, teaching and a satisfactory evaluation.
- Pass all applicable tests required for licensure.

Undergraduate Minors

The College of Arts and Sciences offers a minor in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers.

Requirements for the Minor: Teaching English to Speakers of Other Languages (TESOL)

The TESOL minor offered through the College of Education is intended to equip students with knowledge and skills necessary for teaching English as a second or foreign language. The program prepares students for teaching English overseas and in various educational settings. Those who wish to enter a graduate degree program in TESOL will build a strong foundation in this field. This program does not lead to an endorsement in ESOL at K-12, unless students are already admitted to the undergraduate initial teaching licensure program in the College of Education. Undergraduate students may earn a minor in TESOL by completing the following requirements:

Language and Cultural Competency Requirements: This requirement can be fulfilled by choosing option (1) or (2) below:

(1) Language courses (4 to 12 credits): FREN, CHIN, SPAN, GERN, JAPN Language course through 201

Or,

(2) Foreign language proficiency equivalent to FREN, CHIN, SPAN, GERN, JAPN 201 and one of the language or cultural studies courses from

the following list (4 credits):

FREN, CHIN, SPAN, GERN, JAPN Language course (202 or above)
ANTH/MUS 241 Intro to World Music
ARTHI 276 Art and Architecture of Asia
ARTHI 342 Islamic Art and Architecture
HIST 111 Foundations of East Asia
HIST 112 East Asia
HIST 113 Islamic Middle East
HIST 211 Japan Past and Present
HIST 212 China Past and Present
HIST 213 Vietnam and U.S.
POLS/HIST 239 Latin America
HIST 315 Modern Japan
HIST 316 China from Mao to Tiananmen
HUM 204 Chinese Cultural Study
HUM 205 Japanese Culture
HUM 206 Latin America
HUM 207 German Film in English
HUM 305 West Meets East
PSJ 225 Middle East
PHIL 305 Asian Philosophy
POLS 231 Contemporary Middle East
SPAN 325: Mexican-American Cultural Studies
WORL 325 Mentoring and Tutoring in the Languages
WORL 365 Teaching Language and Culture in Elementary Schools

TESOL Core Course Requirement (11 credits):
ESOL 444: Educational Linguistics for ESOL Teachers (3 cr)
ESOL 460: Foundations of ESOL Methods (2 cr)
ESOL 464: ESOL Methods, Assessment, and Technology (2 cr)
ESOL 450: Cultural Constructs and Diversity in ESOL Education (2 cr)*
EDUC 453: Literacy and English-Language Learners (2 cr)*
TOTAL: 15-23 credits**

* ESOL 450 or EDUC 453 may be waived for those who take a study abroad course that is approved by the ESOL Program Coordinator in the College of Education. *Note: eight credits of upper division credits are required for the minor.*
** Credits required for the TESOL minor vary, depending on the student's foreign language competency.

Those who wish to earn a minor in TESOL should consult with the ESOL program coordinator, Catherine Kim, to plan their course of study. A student enrolling in ESOL and EDUC courses should have at least junior standing and must complete all courses with a grade of C or better.

Requirements for the Minor: Spanish for Elementary Teachers		***Credits***
Prerequisite: Proficiency level of Spanish 202		
EDUC/SPAN 465	Spanish in the Elementary School	4
EDUC/SPAN 466	Mexico: A Cultural Mosaic	4
HUM 306	Latino Fiction	4
OR		
HUM 325	Hispanics in the United States	4
EDUC 467/SPAN 367	Practicum in Tapalpa, Mexico	3-4
OR		
EDUC 371	Seminar in Education: Ecuadorian Culture and Systems of Education	2
EDUC 372	The Ecuadorian Experience: Language, Culture, and Education	2

Total: 15 Credits

Master of Education (MEd)

This program consists of two core areas, the Foundation Core and the Specialization Core, and electives comprising a total of 30 credits.

Candidates have an opportunity to specialize in the following areas:

- Endorsements – reading specialist, English for speakers of other languages (ESOL), special education, and adding a selected subject endorsement area.
- Certificates – Talented and Gifted Education, Cultural Competency and Technology Learning.
- Other – adding an authorization level, Continuing Teaching License, and curriculum and instruction.

All candidates complete the courses in the Foundation Core:

Foundation Core		**Credits**
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1
EDUC 674	Planning the Inquiry Project	2
EDUC 675	Completing the Inquiry Project	2
One Technology Course (choose one of the following)		
EDUC 682	Technology Enhanced Learning Environments (highly recommended)	2
EDTL 501	Virtual Learning Communities	2
EDTL 510	Project Based Learning in a Web 2.0 World	3
EDTL 515	Exploring Tools for Learning	3
EDTL 520	Applying Educational Technology to Problems of Practice	2
EDTL 530	Developing a Professional Web Presence	1
EDTL 535	Teaching Online	2
EDTL 560	Special Topics in Technology	1-2
SPED 542	Assistive Technology	1

NOTE: Any candidate not adding an endorsement or authorization as part of a Master of Education program will need to take at least one class related to curriculum/curriculum development and one class dealing with differentiation as electives. Listed below are suggested courses:

EDUC 611	Meeting the Needs of All Learners	3
EDUC 616	School and Community Leadership	2
EDUC 660	Advanced Teaching and Learning	2

The required courses for each of the Specialization Cores are listed below in the sections entitled Adding Authorizations and Endorsements and Certificate Programs. In some cases, candidates have an opportunity to add some electives into their Specialization Core area.

POLICIES

- All work must be completed within six years of entry into the program.
- All coursework must be at the graduate level.
- No single course can meet the requirements for both the Initial and the Continuing Teaching License.
- A cumulative GPA of 3.00 is required for all coursework. Grades must be a "C" or above to be credited in the program; C- is not acceptable.
- Transfer credit is evaluated on a case-by-case basis. No more than 10 semester credits of transfer credit will be accepted in degree programs. Transfer courses must be completed within the last 7 years.
- All coursework must be letter-graded, with the exceptions of EDUC 686 Portfolio Presentation, EDUC 625 Portfolio Development, EDUC 675 Completing the Inquiry Project and other practicum requirements.

Continuing Teaching License (CTL)

This program is designed to enable practicing teachers to develop and document advanced competence in meeting the education needs of individual students within a collaborative learning community. The program is available to experienced teachers who have completed bachelor's and/or master's degrees, hold an Oregon Initial Teaching License, and have taught for five years of at least half-time or more. The program is designed to meet the needs of two populations of teachers: those who fulfilled the requirements for an Initial Teaching License in an undergraduate program and wish to earn a master's degree, and those who fulfilled the requirements for an Initial Teaching License in a Master of Arts in Teaching program. The curriculum differs for each population.

Programs must be completed within 6 years. Authorizations may be added in early childhood education, elementary education, middle school education, and high school education. Endorsements may be added in the following subject areas: art, business, drama, ESOL, world language (Chinese, French, German, Japanese, Russian and Spanish), health, language arts, marketing, mathematics (basic and advanced), music, physical education, reading specialist, science (biology, chemistry, integrated science, and physics), social studies, and special education. To earn an endorsement in Chinese, Russian or Japanese, see requirements under Master of Arts in Teaching Fifth-Year Program.

Master of Education Program (30 credits)

For candidates holding an Initial License and bachelor's degree

Foundation Core

EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1
EDUC 674	Planning the Inquiry Project	2
EDUC 675	Completing the Inquiry Project	2

One Technology Course (choose one of the following)

EDUC 682	Technology Enhanced Learning Environments (highly recommended)	2
EDTL 501	Virtual Learning Communities	2
EDTL 510	Project Based Learning in a Web 2.0 World	3
EDTL 515	Exploring Tools for Learning	3
EDTL 520	Applying Educational Technology to Problems of Practice	2
EDTL 530	Developing a Professional Web Presence	1
EDTL 535	Teaching Online	2
EDTL 560	Special Topics in Technology	1-2
SPED 542	Assistive Technology	1

NOTE: Any candidate not adding an endorsement or authorization as part of a Master of Education program will need to take at least one class related to curriculum/curriculum development and one class dealing with differentiation as electives. Listed below are suggested courses:

EDUC 611	Meeting the Needs of All Learners	3
EDUC 616	School and Community Leadership	2
EDUC 660	Advanced Teaching and Learning	2

Specialization Core – Continuing Professional Development

Content Classes and/or Electives		20
EDUC 625	Portfolio Development	1
EDUC 686	Portfolio Presentation	1

License-only Program (6 credits)

For candidates holding an Initial License and master's degree from a Master of Arts in Teaching program

Deepening Knowledge for Practice, Developing Knowledge in Practice, and Advancing Knowledge of the Field of Education (4 credits)
Candidates will elect 4 credits of study in subject content, endorsement content, teaching pedagogy, and/or teacher research practices.

Continuing Professional Development

EDUC 625	Portfolio Development	1
EDUC 686	Portfolio Presentation	1

Professional Portfolio
Whether as part of the Master of Education degree or as a post-master's program, the capstone experience for candidates obtaining the Continuing Teaching License is the development of the Professional Portfolio. The Professional Portfolio will provide candidates for the Continuing Teaching License the opportunity to document the required advanced competencies. It will also serve as the basis for determining whether or not the candidate will be recommended to TSPC for the Continuing Teaching License.

Initial II Teaching License

Practicing teachers may elect to qualify for an Initial II Teaching License instead of a Continuing Teaching License. For teachers who earned their Initial Teaching License in an undergraduate program, requirements include a master's degree. In lieu of a master's degree, candidates must complete a minimum of 30 credits of graduate coursework germane to public school employment:

- 10 semester credits in subject matter coursework
- 10 semester credit in education-related coursework
- 10 semester credits in graduate-level electives

For teachers who earned their Initial Teaching License in a post-baccalaureate program, requirements include 6 semester credits of graduate-level coursework germane to the teaching license or to public school employment. Pacific has a variety of offerings meeting the requirements for the Initial II Teaching License.

Non-Degree Programs

Adding Contiguous Authorizations to a Current License

Contiguous authorizations may be added to current Initial or Continuing Teaching Licenses by a combination of coursework and supervised practica.

Academic Procedures

- Candidates must submit passing scores on the tests required for the authorization level. The appropriate subject area test is required for high school and strongly recommended for middle school authorizations.
- Candidates must complete a practicum for each authorization added.
- Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.
- As a part of the practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.

Course Requirements		***Credits***
Adding an Early Childhood or Elementary Authorization		
EDUC 604	Advanced Educational Psychology, Development & Learning	4
EDUC 664	Learning & Teaching: Social Studies & General Methods	3
EDUC 668	Learning & Teaching: Expressive Arts	2
EDUC 666*	Learning & Teaching: Math	2
EDUC 665*	Learning & Teaching: Science and Health	2
EDUC 667	Learning & Teaching: Literacy Development	4
EDUC 573	Supervised Practicum	2
*OR EDUC 669	Learning & Teaching: Math, Science & Health	4

Adding a Middle or HS School Authorization

EDUC 604	Advanced Educational Psychology, Development & Learning	4
EDUC ___	Appropriate Secondary Subject Pedagogy course for subject area	4
EDUC 573	Supervised Practicum	2

Adding an Authorization to a Special Education Endorsement

Contiguous authorizations may be added to current Initial or Continuing Teaching Licenses by a combination of coursework, supervised practica, and/or documented experience.

Academic Procedures

Prerequisites: Must have passed state-approved test for Special Education.

- Candidates must complete a special education practicum for the authorization added. As a part of the practicum requirement, the candidate will prepare and teach one work sample. The University supervisor will supervise the preparation and implementation of the work sample. In some circumstances, conditional assignments may replace the practicum requirement. Permission of the advisor is required to waive the practicum.

Course Requirements		**Credits**
Adding An Early Childhood/Elementary Authorization		Credits
EDUC 604	Advanced Educational Psychology, Development & Learning	4
SPED 550	SPED Practicum	2
Adding A Middle/High School Authorization		
EDUC 604	Advanced Educational Psychology, Development & Learning	4
SPED 536	Transition	1
SPED 550	SPED Practicum	2

Adding Selected Subject Area Endorsements to a Current License

Subject area endorsements may be added to current Initial or Continuing Teaching Licenses by a combination of coursework and supervised practica. Endorsements may be added in the following subject areas: Art, Business, Drama, World Language (French, Chinese, German, Japanese, Russian and Spanish), Health, Language Arts, Marketing, Mathematics (Middle School and Advanced), Multiple Subjects, Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. (See below to add Reading Specialist, ESOL and Special Education endorsements.) To earn an endorsement in Russian or Japanese, see requirements under Master of Arts in Teaching Fifth-Year Program.

The following is required for each subject area endorsement added:

EDUC ___	Appropriate Secondary Subject Pedagogy course for subject area	4
EDUC 573	Supervised Practicum	2

Academic Procedures

- Candidates must submit a passing score for the subject area test(s) required by TSPC appropriate to the endorsement area.
- Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

Adding Reading Specialist Endorsement to a Current License

The Reading Specialist endorsement may be obtained by completing 16 credits comprising core courses and the requirements (courses and practica) for two authorization levels: early childhood and elementary or middle school and high school. Candidates may earn the reading endorsement that qualifies them to teach reading to students pre-kindergarten through grade twelve by completing 16 credits comprising core courses, specialty courses for both authorization levels, and multilevel practica. In addition to coursework, the candidate must pass the state-approved reading specialist test.

Core Courses for all Authorization Levels (14 credits)		**Credits**
RDNG 632	Perspectives on Reading	2
EDUC 633	Literacy and English-Language Learners	2
RDNG 642	Reading Assessments and Techniques	3
RDNG 650	Leadership for Literacy	2
RDNG 645	Disciplinary Lit: Reading & Writing	2
ESOL 544	Educational Linguistics for ESOL Teachers	3

ECE/Elem Authorization Courses (2 credits)
Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate for early childhood and elementary education.

RDNG 653	ECE/Elem Supervised Practicum	2
Total credits for ECE/Elem Reading Endorsement		16

MS/HS Authorization Courses (2 credits)
Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate to middle school and high school education.

RDNG 654	MS/HS Supervised Practicum	2
Total credits for the MS/HS Reading Endorsement		16

PreK-12 Authorization Courses (2 credits)
Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate to PreK-12 education.

Candidates completing a practicum experience at either early childhood or elementary and at either middle or high school level will qualify for authorization for pre-primary through grade twelve.

RDNG 655	Multilevel Supervised Practicum	2
Total credits for the PreK-12 Reading Endorsement:		16

Adding English to Speakers of Other Languages (ESOL) or ESOL/Bilingual Endorsement

In order to qualify for the English to speakers of other languages or ESOL/bilingual endorsement, both 15-credit programs, candidates must hold a current Initial or Continuing Teaching License endorsed for the regular classroom or special education, or be enrolled in a pre-service program leading to an Initial Teaching License endorsed for the regular or special education classroom. Candidates work toward the ESOL or the ESOL/bilingual endorsement in one of two authorization areas: early childhood/elementary education or middle school/high school education. Candidates completing a practicum experience at an ECE or Elem and a MS or HS level will qualify for a PreK-12 ESOL endorsement.

Course Requirements

Core Courses (13 credits)

ESOL 440/540	Language Policy in ESOL Education	2
ESOL 444/544	Educational Linguistics for ESOL Teachers	3
ESOL 450/550	Cultural Constructs and Diversity in ESOL Education	2
ESOL 460/560	Foundations of ESOL Methods	2
ESOL 464/564	ESOL Methods, Assessment, and Technology	2
EDUC 453/633	Literacy and English-Language Learners	2

ECE/Elem Authorization

ESOL 472/572	ECE/Elem Supervised ESOL Practicum	2

MS/HS Authorization

ESOL 474/574	MS/HS Supervised ESOL Practicum	2

PreK-12 Authorization

ESOL 476/576	Multilevel Supervised ESOL Practicum	2

Candidates must complete a portfolio as a requirement of the practicum. In addition to completing the coursework and practica above, candidates must pass the state-approved ESOL exam.

ESOL/Bilingual Endorsement

In addition to all of the above requirements, candidates seeking the ESOL/bilingual endorsement must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview.

Program Variation for ESOL or ESOL/Bilingual Endorsement with Study Abroad Opportunities

ESOL or ESOL/Bilingual Endorsement candidates may also meet the requirements for these endorsements by taking a study abroad course and completing the ESOL endorsement coursework as shown below:

Study Abroad (One course from the list below)*

EDUC 467G	Practicum in Tapalpa	3

*For other study abroad courses that may be eligible for these endorsements, check with the ESOL program coordinator for approval.

ESOL Endorsement Coursework**

ESOL 444/544	Educational Linguistics for ESOL Teachers	3
ESOL 440/540	Language Policy in ESOL Education	2
ESOL 460/560	Foundations of ESOL Methods	2
ESOL 464/564	ESOL Methods, Assessment, and Technology	2

ESOL Practicum 2 (one from ESOL 472/572, ESOL 474/574, or ESOL 476/576 depending on the candidate's authorization level).

** Two of the ESOL endorsement courses, ESOL 450/550 (Cultural Constructs and Diversity in ESOL Education) and EDUC 453/633 (Literacy and English-Language Learners), may by waived for those who take a study abroad course that is approved by the ESOL program coordinator.

Adding Reading Specialist Endorsement and English to Speakers of Other Languages (ESOL) or ESOL/Bilingual Dual Endorsement to a Current License

The Reading Specialist and ESOL or ESOL/bilingual dual endorsements may be obtained simultaneously by completing 26 credits comprising of core courses and practica. Candidates who earn the Reading Specialist and ESOL dual endorsements will be qualified to teach reading to students pre-kindergarten through grade twelve and English-language learners within the authorization level by completing 22 credits of core courses and 4 semester practicum credits for each endorsement area. Additionally, candidates must pass the state-approved Reading Specialist and ESOL tests, and submit required portfolios or case studies. Those seeking the ESOL/bilingual endorsement will need to achieve a level of High/Intermediate on the ACTFL oral language exam.

In order to qualify for the Reading Specialist and ESOL or ESOL/bilingual dual endorsement, candidates must hold a current Initial or Continuing Teaching License endorsed for the regular classroom or special education, or be enrolled in a pre-service program leading to an Initial Teaching License endorsed for the regular or special education classroom.

Core Courses for all Authorization Levels (22 credits)		**Credits**
RDNG 642	Reading Assessments and Techniques	3
RDNG 632	Perspectives on Reading	2
EDUC 633	Literacy and English-Language Learners	2
RDNG 650	Leadership for Literacy	2
RDNG 645	Disciplinary Lit: Reading & Writing	2
ESOL 540	Language Policy in ESOL Education	2
ESOL 544	Educational Linguistics for ESOL Teachers	3
ESOL 550	Cultural Constructs and Diversity in ESOL Education	2
ESOL 560	Foundations of ESOL Methods	2
ESOL 564	ESOL Methods, Assessment, and Technology	2

Reading Specialist endorsement practicum

ECE/Elem Authorization Courses (2 credits)

RDNG 653	ECE/Elem Supervised Practicum	2

MS/HS Authorization Courses (2 credits)

RDNG 654	MS/HS Supervised Practicum	2

PreK-12 Authorization Courses (2 credits)

RDNG 655	Multilevel Supervised Practicum	2

ESOL and ESOL/bilingual endorsement practicum

ECE/Elem Authorization (2 credits)

ESOL 572	ECE/Elem Supervised ESOL Practicum	2

MS/HS Authorization (2 credits)

ESOL 574	MS/HS Supervised ESOL Practicum	2

PreK-12 Authorization (2 credits)

ESOL 576	Multilevel Supervised ESOL Practicum	2

General Education for Special Educators

This program has been designed especially to help special educators become highly qualified when their teaching assignment includes students with or without disabilities who receive academic instruction at or above grade level in the general education curriculum.

Academic Procedures

- Candidates must submit a passing score for the subject area test(s) required by TSPC appropriate to the endorsement area.
- Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

Course Requirements

Early Childhood/Elementary Authorizations (Multiple Subjects Endorsement)

Educators who hold a Special Education endorsement (either ITL or CTL) and wish to add a multiple subjects endorsement at the early childhood authorization level may do so by taking the following courses:

EDUC 604	Advanced Educational Psychology, Development & Learning	4
EDUC 664	Learning & Teaching: Social Studies & General Methods	3
EDUC 668	Learning & Teaching: Expressive Arts	2
EDUC 666*	Learning & Teaching: Math	2
EDUC 665*	Learning & Teaching: Science and Health	2
EDUC 667	Learning & Teaching: Literacy Development	4
EDUC 607	Technological Learning Environments	2
OR		
EDUC 682	Technology Enhanced Learning Environments	2
EDUC 573	Supervised Practicum	2
*OR EDUC 669	Learning & Teaching: Math, Science, Health	4

Total: 21

Middle School/High School Authorizations (Single Subject Endorsement)

Educators who hold a special education endorsement (either ITL or CTL) and wish to add a selected subject endorsement at the middle or high school authorization level may do so by taking the following courses:

EDUC 636	Instruction, Assessment & Classroom Management	3
ESOL 544	Educational Linguistics for ESOL Teachers	3
EDUC 607	Technological Learning Environments	2
OR		
EDUC 682	Technology Enhanced Learning Environments	2
EDUC ___	Appropriate Secondary Subject Pedagogy course for subject area	4
EDUC 573	Supervised Practicum (Subject area tests must be passed prior to practicum experience)	2

Total: 10

Adding a Special Education Endorsement

Individuals who hold a current teaching license and wish to add a special education endorsement with early childhood/elementary and/or middle school/high school authorizations may enter this 18-month program of coursework and practicum experiences. The program is designed for the following:

- teachers on a conditional license who are the teacher of record in a special education classroom
- general educators who would like to become special educators
- people with a bachelor's or master's degree in teaching who want to obtain their Continuing Teaching License.
  Each candidate will complete one work sample. Those candidates seeking a master's degree will complete requirements for the Master of Education degree. Candidates must pass the special education test required by TSPC.

Course Requirements

SPED 500	Foundations of Special Education	2
SPED 505	Exceptionalities	2
SPED 510	Behavior Management for Special Educators	3
SPED 517	Case Management for Special Educators	1
SPED 518	Collaboration in Schools	1
SPED 520	Assessment & Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students w/Disabilities: Academic	3
SPED 535	Integrated Curriculum & Methods for Students w/Disabilities: Functional	3
SPED 536	Transition (MS/HS only)	1
SPED 542	Assistive Technology	1
SPED 578	Practicum & Seminar	2
EDUC 620	Language Acquisition in Children	2

Certificates

Talented and Gifted Education Certificate

This 11-credit program is designed for teachers, counselors, paraprofessionals and parents who want to learn more about meeting the needs of gifted children. Each course is offered entirely online or in a blended format. Blended courses meet for three half-day sessions each semester. The remainder of the coursework is conducted online to allow students more flexibility and convenience. Students may enter the program during any semester.

Course Requirements

EDUC 481/581	Introduction to Gifted Education	3
EDUC 482/582	Classroom Strategies for Talented and Gifted Education	3
EDUC 483/583	Social & Psychological Foundations of Gifted Education	3
EDUC 484/584	Practicum in Talented & Gifted Education	2

Cultural Competence Certificate

This 10-credit certificate program is designed for teachers, counselors, administrators, school support staff, and community members who want to engage in dialogue and learn more about cultural competence and issues of diversity in our schools. Courses may be taken individually or as a full certificate program.

Course Requirements

EDUC 464/564	Cultural Competence for Young Children	1
OR		
EDUC 469/569	Teaching About the Holocaust	1
OR		
EDUC 580	Sexuality and Identity in the Classroom	1
EDUC 462/562	Foundations of Cultural Competence	3
OR		
ESOL 450/550	Cultural Constructs and Diversity in ESOL Education	2
(This option is only available to those candidates enrolled in the ESOL endorsement program.)		
EDUC 463/563	Beyond Fear, Anger & Guilt: Moving Toward Cultural Competence	2
ESOL 440/540	Language Policy in ESOL Education	2
EDUC 480/566	Practicum in Cultural Competence	2
OR		
ESOL 472/572/474/574	Practicum in ESOL	2
OR		
EDUC 467/467G	Practicum in Tapalpa, Mexico	3

Technology Learning Certificate

The Technology Learning Certificate (TLC) program is designed for practicing Pre-K-12 educators who are interested in learning how to effectively integrate technology into their professional practice and better support learning communities with their students. The program utilizes an integrated framework to help cultivate a habit of mind for conducting action research in authentic classroom settings to better understand critical problems of practice, as well as for thinking about issues of technology literacy (NETS) and curriculum design as the interconnection between technology, pedagogy, and content knowledge.

The TLC is a technology-based distance education program, therefore basic technology skills, a recent multimedia computer system (e.g. with camera and microphone) and broadband Internet connection are required to successfully participate and complete the coursework.

Course Requirements

EDTL 501	Virtual Learning Communities	2
EDTL 510	Project Based Learning in a Web 2.0 World	3
EDTL 515	Exploring Tools for Learning	3
EDTL 520	Applying Educational Technology to Problems of Practice	2
EDTL 530	Developing a Professional Web Presence	1
EDTL 535	Teaching Online	2
SPED 542	Assistive Technology	1
EDTL 560	Special Topics in Technology	1-2

Master of Arts in Education (MAE)

This program allows candidates to pursue a rigorous interdisciplinary program in the foundations of education. The degree is well suited to international students, experienced teachers, and liberal arts degree holders who wish to develop expertise in curriculum development, teaching practices, and program evaluation. The Master of Arts in Education does not satisfy requirements for teaching licensure in Oregon.

Academic Procedures

Upon admission into the graduate program, the candidate will be assigned a faculty advisor to assist in designing the planned program of study. This planned program must be approved by the advisor and the Dean of the College of Education before the end of the first semester following admission. Meetings should be scheduled with advisors at least once a year.

Many Master of Arts in Education courses are available through Pacific University's summer, evening, and weekend classes. Special classes and workshops are also available. Candidates may also enroll in upper-division courses offered during the regular school year if instructors agree to offer the courses for graduate credit. All grades must be C or above to be credited to a graduate degree; C- is not acceptable.

Required Coursework

Candidates complete, within a 6-year period, a minimum of 30 credits of graduate courses in individual planned programs, which include the following:

Professional Education Coursework		12-15
Liberal Arts Coursework		12
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1
EDUC 674	Planning the Inquiry Project	2
EDUC 675	Completing the Inquiry Project	2

Research Project

The capstone experience is a research project through which candidates have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Guided by University faculty mentors, candidates complete the project and give oral presentations.

Master of Education/Visual Function in Learning (MEd/VFL)

The Master of Education/Visual Function in Learning program (MEd/VFL), administered by the College of Education in conjunction with the College of Optometry, is especially designed for optometry students and optometrists who wish to extend their knowledge of vision problems as they relate to reading and the learning process of children. The 30-semester hour program provides expertise in understanding the cognitive, linguistic, and visual challenges of learning to read. The program is offered only at the Forest Grove campus.

Candidates must hold or be working toward the professional terminal degree in optometry. Candidates within the College of Optometry must have completed the fall semester of the first year of study, have a cumulative GPA of 3.0 or greater, and be in good academic standing. Candidates may enroll in a maximum of 8 credits of education coursework before admission to the program.

Program Objectives

1. To develop a knowledge base concerning
   - the role that visual factors play in learning disability diagnosis and remediation;
   - fundamental theories of cognition, learning, and language development;
   - the major diagnostic theories in reading and related prescriptive techniques;
   - decision-making systems, service delivery models, and program management within education organizations;
   - the varied constituencies that the public schools must satisfy.

2. To develop skills in research, diagnosis, therapy, and case management within a multidisciplinary setting.

Academic Procedures

- A cumulative GPA of 3.00 is required for all coursework. Grades must be C or above to be credited toward the graduate degree; C- is not acceptable.
- Candidates who are within six credits of completing their MEd/VFL program may participate in the May commencement ceremony.

Thesis

The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. All Master of Education/Visual Function in Learning candidates will be appointed a Thesis Committee who will guide the development of a research proposal.

Once the proposal is developed it is reviewed by the Coordinator of MEd/VFL and the Dean of Optometry, or their designees. The proposal must be approved seven months before the date of proposed graduation from the program. The Thesis Committee will then advise the candidate during the course of research and the preparation of the thesis. When the final, bound thesis is approved and signed by the Thesis Committee; the candidate must submit two copies of the thesis to the library two weeks before commencement.

The Thesis Committee will include the following members:

- Chair, appointed by the MEd/VFL Coordinator. The chair serves as the candidate's advisor and instructor of record for the thesis credits.
- Faculty member appointed by the MEd/VFL Coordinator.
- Faculty member nominated by the candidate and approved by the MEd/VFL Coordinator.

Course Requirements

Candidates complete a minimum of 30 credits of graduate courses in individual planned programs, which must include 22 credits within the College of Education and 8 credits within the College of Optometry.

I. Education (17 credits)

Required Education Courses (10 credits)

EDUC 565	Seminar: Educational and Optometric Connections	1
RDNG 642	Reading Assessments and Techniques	3
RDNG 621	Language & Literacy Development	2
EDUC 632	Perspectives on Reading	2
RDNG 640	MEd/VFL Field Practicum and Seminar	1
RDNG 641	MEd/VFL Case Study Practicum and Seminar	1

Education Electives (9 credits)

EDUC 570	School and Society	2
SPED 505	Exceptionalities	2
EDUC 633	Literacy and English-Language Learners	2
RDNG 645	Developing Literacy in the Content Areas	2
ESOL 544	Educational Linguistics for ESOL Teachers	3
EDUC 508/544	Reading & Language Arts	4
EDUC 572	Service-Learning Field Experience	1

II. Optometry (6 credits)

Required Optometry Courses (4 credits)		
OPT 744	Visual Problems That Relate to Learning Difficulties With Lab	3
OPT 765	Seminar in Multidisciplinary Service	1
Optometry Electives (2 credits)		
OPT 743	Neurorehabilitative Optometry	2
OPT 956	Independent Study	2
OPT 992	Research and Data Analysis Methods II	2

III. Foundations of Research (3 credits)

OPT 560	Evidence Based Optometry	1
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1

IV. Education Research Project (4 credits)

EDUC 674	Planning the Inquiry Project	2
EDUC 675	Completing the Inquiry Project	2-4

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. The MEd/VFL Coordinator must approve electives. A planned program of courses must be filed with the College of Education.

Students in the Master of Education/Visual Function in Learning program are charged 50% of the College of Education per-credit tuition rate for their College of Education courses.

COURSES

EDLL-300 Experiential & Inquiry Lrng In ECE/Elem
Introduces future teachers to experiential and inquiry learning: 1) as a way to foster critical & creative thinking & international perspectives through a wide variety of community-based and Internet resources; 2) as a means to facilitate the acquisition of a primary and a new language while maintaining one's own cultural and linguistic identity as an ELL; 3) to study issues of cultural assimilation and relating conflicts. Corequisite: EDLL 310. 2 credits.

EDLL-310 Integrated Social Studies Methods
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to integrated social studies instruction. Emphasizes the linkage to current standards of practice, integrated curriculum design, developmentally, culturally, and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the social studies with attention to ELL instruction and assessment. Corequisite: EDLL 300. 2 credits.

EDLL-315 Political & Cultural Context/Schooling
Introduces teacher candidates to schools as organizations within a historical, cultural, political and social context. Explores history and current laws relating to learners' rights and teachers' responsibilities, with a focus on the history laws, policy of ESL education. Studies the alignment and discontinuity of family, school, cultural context, and community spheres of influences and the impact on learning. 2 credits.

EDLL-320 Applied Human Development & Psychology
Introduces teacher candidates to an understanding of how learning occurs and to developmental issues of learners in their classrooms: behavioral, physical, person, social, socio-linguistic, and cognitive. Relates psychology to all areas of teaching and learning. Equips teacher candidates with strategies for understanding strengths and needs of individual learners and how to plan developmentally, culturally, and linguistically responsive instruction to support learners' strengths and needs, including those learners with exceptionalities associated with disabilities, giftedness, and English language learning. Corequisite: EDLL 325. 3 credits.

EDLL-325 Expressive Arts Methods
Introduces early childhood and elementary teacher candidates to the theories, strategies, resources, and technology applications appropriate to the expressive arts, (visual arts, music, and movement, and dramatic play). Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally appropriate child-centered pedagogy. Explores and applies the use of the expressive arts in second language acquisition. Course includes clinical integration. Corequisite: EDLL 320. 2 credits.

EDLL-350 Linguistics For ECE/Elem Education
Examines the nature of language as a system of human communication. Explores how language development functions as a basis for literacy development and examines what linguistic and cultural variations are involved in children's language and literacy development by building a solid foundation in theories of first and second language acquisition. 4 credits.

EDLL-360 Technology Across Curriculum
Introduces educators to some of the applications for technology in education and familiarizes them with issues associated with technology use. Develops and expands teacher candidates' skills and knowledge of educational technology appropriate to enhance language and content area instruction for ELL and bilingual students. Evaluates technology resources for quality, accuracy and effectiveness for use in diverse classrooms. Addresses classroom management and organizational strategies associated with the use of technology. Course includes clinical integration. Corequisite: EDLL 380. 2 credits.

EDLL-375 Culture, Power & Identity I
Explores the nature and role of culture, structures of power and systemic effects of prejudice and discrimination alongside developing an understanding of one's own socially constructed identity. Develops strategies for advocacy through civil engagement in the community as a teacher leader. Course is co-taught with members of the Woodburn community and includes a community/school based civic engagement project. 2 credits.

EDLL-380 Plan/Manag/Implement/Assess Instruction
Develops skills in managing and organizing learning for diverse learners, including English Language learners. Examines a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems, including those most effective for ELL classrooms. Course includes clinical integration. Corequsite: EDLL 360 and EDLL 390. 4 credits.

EDLL-390 Teacher As Researcher I
Introduces teacher candidates to foundational principles of teacher action research. Candidates will develop the skills of accessing, organizing, and analyzing existing research. Candidates will learn to use data and existing research to analyze educational practice and policy at the community, school, and classroom levels. Corequisite: EDLL 380. 2 credits.

EDLL-400 Culture, Power & Identity II
Explores the nature and role of culture, structures of power and systemic effects of prejudice and discrimination alongside developing an understanding of one's own socially constructed identity. Develops strategies for advocacy as a teacher leader within school systems to support all learners and their families. Prerequisite: EDLL 350. 2 credits.

EDLL-410 Teacher As Researcher II
Students will continue exploration of teacher action research through a) analyzing their own emerging teaching practice, b) developing an area of focus for further study, and c) designing an integrated teaching/research and learning unit of study (work sample) to be implemented during school-based clinical experience. Corequisite: EDLL 425 and EDLL 430. 2 credits.

EDLL-425 Literacy Methods
The course explores the power of language through the study and application of comprehensive literacy. Introduces teacher candidates to the survey and implementation of specific curricular methods and assessments of comprehensive literacy for implementation in early childhood and elementary classrooms, including the integration of current standards of practice and standardsbased ESOL instruction. Course includes clinical integration. Corequisite: EDLL 410. 6 credits.

EDLL-430 STEM and Methods
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to science, technology, engineering, and mathematics, plus integrated health and art methodologies. Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally, culturally and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the content areas with attention to ELL instruction and assessment in mathematics, science and health. Course includes clinical integration. 5 credits.

EDLL-450 Culture, Power & Identity III
Praxis: Theory into Action. Teacher candidates and leaders and advocates will place into action theories and strategies from all preceding courses as they plan, teach, assess and manage ELL classrooms as inclusive learning communities for all students. Taught in conjunction with EDLL 475. Includes integrated action research/teaching/advocacy implementation. Prerequisite: EDLL 350 and EDLL 400. Corequisite: EDLL 475. 4 credits.

EDLL-475 Student Teaching & ESOL Practicum
Supervised clinical experiences teaching and learning with diverse learners in ESOL early childhood and elementary classrooms. Prerequisite: EDLL 350 and EDLL 400. Corequisite: EDLL 450. Pass/No Pass. 10 credits.

EDUC-155 Special Topics
See department for course description. Credits: 1.00 - 4.00

EDUC-220 Africa Experience in Kenya I
An introductory course intended to prepare students to take part in the Seminar on Globalization: Africa's Experience in Kenya Part II (EDUC 221), a Winter Term Study Abroad course at Egerton University, Njoro,Kenya. Topics include Kenyan and East African history, culture, geography, politics, literature, ecology, wildlife, and agriculture, as well as logistical preparation for study abroad (passport, visa, inoculations, etc.). 2 credits.

EDUC-255 Special Topics
See department for course description. Prerequisite: Sophomore standing or above. Credits: 1.00 - 6.00

EDUC-260 Foundations of Education
Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits.

EDUC-300 Intro to Early Childhood Education
Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: Sophomore standing or above, EDUC 260, and PSY 150. 4 credits.

EDUC-302 Teaching Art in MS/HS
Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-303 Teaching Music in MS/HS
Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-308 Learn Communities I: Personal Awareness
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-309 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. Counts toward core requirement: Diverse Perspectives. 2 credits.

EDUC-314 Reading & Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education. 2 credits.

EDUC-316 Child & Adolescent Literature
Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits.

EDUC-317 Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-318 Teaching Music in the Elementary School
Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-319 Teaching Phys Ed in Elementary School
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-320 Brain Based Learning
This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits.

EDUC-322 Applied Human Development
Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above (60 or more completed credits) and PSY-150 with a minimum grade of C-. 3 credits.

EDUC-326 Teach Assess Mgmt MS/HS
Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education. 3 credits.

EDUC-336 Teaching Health in MS/HS
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-338 Teaching Science in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education. 3 credits.

EDUC-339 Teaching Phys Ed in MS/HS
Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-343 Math Sci Health ECE/Elem
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education. Corequisite: EDUC 397. 4 credits.

EDUC-349 Teaching Math in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education. 3 credits.

EDUC-355 Special Topics
See department for course description. May be repeated for credit when topic varies. Credits: 1.00 - 6.00

EDUC-361 Foundations Hum Devel & Psych
Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. Prerequisite: PSY 150. 4 credits.

EDUC-370 School & Society
Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-371 Ecuadorian Culture & Systems of Educ
This is an introductory course intended to prepare students to take part in the study abroad program in Quito, Ecuador in conjunction with the Andean Center for Latin American Studies. The Fall course will prepare students for their arrival in Ecuador with a knowledge base of it's culture, food, people, history, politics, current events, school system(s), and ESOL strategies. Once in Ecuador, students will be able to add to their knowledge base through authentic experiences. Prerequisite: SPAN 102. 2 credits.

EDUC-372 The Ecuadorian Exp: Lang, Cult, & Educ
This 2-week travel course immerses students in the language, culture, and educational system of Ecuador. It also exposes students to elements of pre-Colombian cultures in Ecuador that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in Quito, Ecuador and will participate in workshops that focus on a variety of regional indigenous cultural expressions. This course will be taught through the Andean Center for Latin American Studies in Quito, Ecuador. Educational excursions to local historical, cultural, and development sites complement students' class work. Prerequisite: EDUC 371. 2 credits.

EDUC-392 Africa Experience in Kenya II
This interdisciplinary, two-week study abroad seminar is held at Egerton University, Njoro, Kenya. The seminar emphasizes the impact of globalization on the people and social institutions of East Africa. Lecturers are drawn from Egerton University, located in the Rift Valley, aswell as local practitioners in the many fields of development. Educational excursions to local historical, cultural, and development sites complement students' class work. Sites to be visited may include: Primary and Secondary Schools, an HIV/AIDS Project, a Street Children's Program in the city of Nakuru, Lake Nakuru National Park, Menengai Crater, the Nakuru Catholic Diocesan Peer Counseling Center, Water and health clinic programs, Lake Bogoria and Lake Baringo, Tea Plantations and other tourist attractions. Prerequisite: EDUC 220. Instructor's consent required. 2 credits.

EDUC-395 Independent Study
See department for details. Independent study contract required. Credits: 1.00 - 18.00

EDUC-397 Field Experience
Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-401 Civic Engagement & the Clsrm Teacher
This class will investigate the dynamics between schools and their communities. Students will work, either individually or in groups, with social service agencies that serve children and their families. Placements will be chosen in consultation with the professor and will focus on populations that are typically underserved in schools. Prerequisite: Admission to the College of Education. Counts toward core requirement: Civic Engagement. Eugene only. 2 credits.

EDUC-408 Reading & Language Arts ECE/Elem Educ
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education. Corequisite: EDUC 459. 4 credits.

EDUC-410 Expressive Arts in Early Childhood Educ
Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education. 2 credits.

EDUC-411 Ed Diverse Learners in Inclusive Class
Prepares general and special education teachers to differentiate and collaborate for the purpose of meeting the needs of diverse learners. Candidates will apply understanding of inclusive environments, individual differences, and instructional planning to adapt curriculum and instruction to support learner achievement and growth. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-420 Language Acquisition in Children
Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits

EDUC-428 Teach Reading - Child & Adolescent Lit
Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-431 Gen Methods Assessment & Classroom Mgmt
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education. 2 credits.

EDUC-436 Technology Across Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education. 2 credits.

EDUC-445 Thematic Teaching SS & Arts
Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education. 2 credits.

EDUC-447 Teaching Foreign Lang MS/HS
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education. 3 credits.

EDUC-451 Teaching Social Studies in MS/HS
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education. 3 credits.

EDUC-452 Teaching Language Arts in MS/HS
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education. 3 credits.

EDUC-453 Literacy & English-Language Learners
Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English-as-an-additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as they pertain to diversity within a multicultural classroom. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-455 Supervised Practicum
Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-456 Continuing Studies
See department for details. Credits: 1.00 - 9.00

EDUC-457 Socio-Cultural Studies Seminar
This course provides support and guided self-reflection for students as they engage in community-based experiences such as service learning or cultural immersion. Instructor's consent required. 1-3 credits.

EDUC-459 Preparing the Work Sample
Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education. 2 credits.

EDUC-462 Foundations Cultural Comp
Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits.

EDUC-463 Beyond Fear Anger & Guilt
Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits.

EDUC-464 Cultural Competence for Children
Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit.

EDUC-465 Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Taught in English and Spanish. Prerequisite: SPAN 202 or placement. 4 credits.

EDUC-466 Mexico: A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: SPAN 202 with minimum grade C- or placement. Does not count towards Spanish major. Offered intermittently. 4 credits.

EDUC-467 Tapalpa, Mexico: Teaching Practicum
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 with minimum grade C- or placement. Instructor's consent required. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. 3 credits.

EDUC-469 Teaching About the Holocaust
Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit.

EDUC-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits.

EDUC-476 Learn Comm III: Reflect & Practice
Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education. Corequisite: EDUC 475. Pass/No Pass. 2 credits.

EDUC-480 Practicum in Cultural Competence
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences. Instructor's consent required. Pass/No Pass. 2 credits.

EDUC-481 Intro to Gifted Education
Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits.

EDUC-482 Classroom Strategies - TAG
Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits.

EDUC-483 Soc & Psych Found of Gifted Education
Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life- long success and the use of "The Gifted Identity Model." 3 credits.

EDUC-484 Practicum: TAG
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). Instructor's consent required. 2 credits.

EDUC-496 Integrating Seminar I: Research Design
Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing (90 or more completed credits). 2 credits.

EDUC-497 Integrating Seminar II:Research Project
Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496. 4 credits.

ESOL-440 Language Policy in ESOL Educ
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-444 Educational Linguistics ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. Prerequisite: Junior standing or above (60 or more completed credits). 3 credits.

ESOL-450 Cultural Constructs/Diversity ESOL Educ
This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-460 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-464 ESOL Methods Assessment & Technology
This course is designed to apply theoretical foundations built in ESOL 460/560, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESOL instruction. It also aims to promote candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in ESOL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESOL lessons and curricula including second language assessment and technology-incorporated instruction. Prerequisite: ESOL 460. 2 credits.

ESOL-472 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. Instructor's consent required. 2 credits.

ESOL-474 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. Instructor's consent required. 2 credits.

ESOL-476 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. Instructor's consent required. 2 credits.

SPED-300 Foundations of SPED
An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 credits.

SPED-305 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-310 Behavior Management SPED
Develops skills in understanding the environmental and motivational factors necessary to manage individual and group behavior with an emphasis on functional analysis and preventative strategies. Guides candidates in the development of positive behavioral support plans and addresses legal issues. Prerequisite: Admission to the College of Education. 4 credits.

SPED-320 Assessment & Evaluation SPED Academic
Develops skills in formative and summative evaluation methods for students with mild disabilities in an academic curriculum. Emphasis on determining eligibility, standardized testing, large scale assessment, and instructional assessment. Corequisite: SPED 330 and SPED 332. 2 credits.

SPED-325 Assessment & Evaluation SPED Functional
Develops skills in formative and summative evaluation methods for students with moderate and severe disabilities in a functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Corequisite: SPED 335. 2 credits.

SPED-330 Curr&Mthds Stdnts W/Disabls: Academic
Develops skills to teach in the areas of math, science, and social studies for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations and modifications to the general education curriculum and remediation. Participants will be guided in designing and implementing individualized and small group instruction to support the acquisition of general education skills and learning strategies for

students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development and acquisition of content area skills. Corequisite: SPED 320. 2 credits.

SPED-332 Curr&Mthds Stdnts w/Dis: Reading
Develops skills to teach in the area of reading / language arts for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations to the general education reading / language arts curriculum to include reading, writing, listening, and speaking. Participants will be prepared to develop and implement specially designed reading/language arts instruction for students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development of literacy skills. Corequisite: SPED 320. 2 credits.

SPED-335 Curr&Mthds Stdnts w/Disabilities
Develops skills in instructional methods for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in life skills curriculum are addressed. Corequisite: SPED 325. 4 credits.

SPED-342 Assistive Technology
Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (intellectual disabilities, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1 credit.

SPED-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. 1-15 credits.

EDTL-501 Virtual Learning Communities
This course provides an overview of the research and practice of technology in education and incorporates an integrated theoretical framework to promote effective technology integration based on using inquiry to create and sustain virtual learning environments to support community in the classroom and beyond. 2 credits.

EDTL-510 Project Based Learning/Web 2.0 World
In this course students will learn to develop technology supported authentic project-based learning activities. Students will explore the application and adaptation of a variety of Web 2.0 environments and tools as a tool for discovery, collaboration, and communication within an educational context. 3 credits.

EDTL-515 Exploring Tools for Learning
This course is designed to introduce candidates to some of the information and communication technological tools useful for supporting learning, as well to familiarize them with issues associated with their use. The focus of the course will be on why, when and how to use these tools to support students' thinking and learning. Utilizing a project-based approach, students will design and implement a series of authentic projects designed to provide them with concrete experiences applying technology to teaching and lesson design. These projects will be tailored to the grade level or secondary content that they are teaching. 3 credits.

EDTL-520 Applying Educ Tech to Problems of Prac
Candidates will engage in action research in their teaching settings to better understand critical problems of practice. Candidates will first explore and understand the principles of action research applied to classroom practice, and are then guided through the process of identifying, designing, implementing and evaluating a practice-based project around issues of educational technology. Candidates will present their work in a professional conference or other suitable venue. This course will lead to completion of the technology implementation project required for the Pacific Technology Certificate. Prerequisite: Admission to the Technology Learning Certificate program and EDTL 501. 2 credits.

EDTL-530 Developing a Professional Web Presence
Candidates investigate possibilities for establishing a web presence to support their professional development and educational practice. Topics to be explored will include: virtual space design, personal learning environments/networks, technology tools for learning & practice, and professional learning communities. Candidates will engage in inquiry and hands-on exploratory activities with the goal of designing and implementing a virtual environment tailored to their needs. 1 credit.

EDTL-535 Teaching Online
This course is designed to examine pedagogical strategies and best practices for teaching and learning in online and blended learning environments. Designing effective group communication, collaboration, and critical thinking environments will be the focus. Participants are expected to actively engage in a variety of activities and read, watch, and listen to media in support of becoming a successful online instructor and will learn how to develop an effective online learning community. Instructor's consent required. 2 credits.

EDTL-560 Special Topics in Technology
Designed for the more experienced educator who wants to explore a specific area related to technology and learning not currently offered. Areas of focus may include topics like: Mobile Learning, Smartboards; Gaming & Learning; Handheld Learning; and Immersive Virtual Worlds. Instructor's consent required. May be repeated for credit. 1-2 credits.

EDUC-316G Child & Adolescent Literature
Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits.

EDUC-326G Teach Assess Mgmt MS/HS
Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education. 3 credits.

EDUC-428G Teach Reading - Child & Adolescent Lit
Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. 2 credits.

EDUC-431G Gen Methods Assessment & Classroom Mgmt
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education. 2 credits.

EDUC-465G Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Taught in Spanish and English. Prerequisite: SPAN 202 with minimum grade C- or placement. 4 credits.

EDUC-466G Mexico: A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: SPAN 202 with minimum grade C- or placement. Offered intermittently. 4 credits.

EDUC-467G Practicum in Tapalpa, Mexico
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Prerequisite: SPAN-202 with minimum grade C- or placement. Instructor's consent required. 3 credits.

EDUC-501 Foundations of General Education
Acquaints students with instructional methods and materials used in general education classrooms and curriculum. 2 credits.

EDUC-502 Teaching Art in MS/HS
Introduces the basic methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. 3 credits.

EDUC-503 Teaching Music in MS/HS
Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. 3 credits.

EDUC-504 Learn Comm I: Personal Awareness
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. 2 credits.

EDUC-505 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes communication skills, diversity, special needs students, and classroom management. 2 credits.

EDUC-508 Reading & Language Arts ECE/Elem
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. 4 credits.

EDUC-509 Teaching Mathematics in Elem Education
Introduces aspiring early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasizes linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. 2 credits.

EDUC-510 Expressive Arts in ECE
Assists educators to become knowledgeable about methods for teaching art, music, and physical movement in early childhood education, and become skillful in integrating art, music, and physical movement activities into the curriculum. Includes an examination of models of teaching and methods that are specific to each of the three disciplines, as well as models for appropriately integrating these expressive arts throughout the curriculum. 2 credits.

EDUC-515 Adv Human Development & Psych ECE/Elem
Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in elementary school classrooms. 4 credits.

EDUC-516 Adv Human Dev&Psych MS/HS
Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in secondary school classrooms. 4 credits.

EDUC-517 Teaching Art in Elem School
Introduces the basic methods of art instruction for the elementary school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. 3 credits.

EDUC-518 Teaching Music in Elem School
Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. 3 credits.

EDUC-519 Teaching Phys Ed in Elem School
Prepares educators to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. 3 credits.

EDUC-526 Teach Assess Mgmt MS/HS
Develops skills in designing and organizing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. 4 credits.

EDUC-528 Teaching Science & Health Elem Education
Introduces aspiring early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Emphasizes linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. 2 credits.

EDUC-533 General Methods Assessment Mgmt
Guides aspiring teachers of early childhood, elementary and middle school learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. 3 credits.

EDUC-536 Teaching Health in MS/HS
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. 3 credits.

EDUC-537 Technology Across Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, and independent exploration. 2 credits.

EDUC-538 Teaching Science in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. 3 credits.

EDUC-539 Teaching Phys Ed in MS/HS
Prepares educators to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. 3 credits.

EDUC-541 Reading & Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies, and motivation for reading, writing, and study skills. 2 credits.

EDUC-543 Math Science Health ECE/Elem/MS
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. 4 credits.

EDUC-544 Reading Language Arts Elem/MS
Introduces educators to the survey and implementation of specific curricular methods for educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. 4 credits.

EDUC-545 Thematic Teaching Soc Studies & Arts
Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing sources. 2 credits.

EDUC-546 Teaching Business in HS
Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. 3 credits.

EDUC-547 Teaching World Languages MS/HS
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. 3 credits.

EDUC-549 Teaching Math in MS/HS
Introduces educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. 3 credits.

EDUC-551 Teaching Social Studies MS/HS
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. 3 credits.

EDUC-552 Teaching Language Arts MS/HS
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. 3 credits.

EDUC-553 Teaching Drama in MS/HS
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater. 3 credits.

EDUC-554 Instructional Methods Across Soc Studies
Guides aspiring teachers of early childhood and elementary age learners in developing the skills necessary to create a classroom climate conducive to learning content from the social sciences. Emphasizes the exploration of general instructional methods, identifying appropriate social studies themes, relating curriculum to national and state content standards, finding and analyzing sources, assessment methods, and classroom management systems. 2 credits.

EDUC-555 Special Topics
Course topics vary as approved by the College of Education. Offered for variable credit. Credits: 1.00 - 12.00

EDUC-556 Continuing Studies
See department for details. Independent study contract required.

EDUC-557 Socio-Cultural Studies Seminar
This course provides support and guided self-reflection for students as they engage in community-based experiences such as service learning or cultural immersion. Instructor's consent required. 1-3 credits.

EDUC-558 Curriculum Design: ECE/Elem
Guides aspiring teachers in designing and organizing lessons and units based on the principles of universal design for learning that involve preK-8 students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines a variety of specific curricular models, instructional skills and strategies that are based on theoretical curricular paradigms. Prerequisite: EDUC 554. 1 credit.

EDUC-559 Preparing the Work Sample
Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. 2 credits.

EDUC-561 Adv Human Development & Psychology
Explores developmental issues: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning, including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, and evaluation. Additional school observations are required concurrent with the course. MAT/Flex program, 4 credits or MAT/Special Educator program, 2 -4 credits.

EDUC-562 Foundations Cultural Comp
Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits.

EDUC-563 Beyond Fear Anger & Guilt
Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits.

EDUC-564 Cultural Competence for Children
Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit.

EDUC-565 Seminar: Ed & Opt Connection
Explores the connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. Reviews the literature regarding the overlap of the procedures. Includes field experience. Instructor's consent required. Pass/No Pass. 1 credit.

EDUC-566 Practicum in Cultural Competence
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences. Instructor's consent required. Pass/No Pass. 2 credits.

EDUC-567 Curriculum Design MS/HS
Assists students in understanding the process of curriculum development and encourages reflection on the nature of one subject and its potential for integration with other subject areas. Reviews and reflects on previous learning, and uses the resources, skills, readings, and concepts acquired to design a semester- or year-long course in one content area. Integrates individual course plans with subjects across the curriculum and allows time to research and gather a variety of resources. 2 credits.

EDUC-569 Teaching About the Holocaust
Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit.

EDUC-570 School and Society
Explores the relationship between schools and society. Helps aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 credits.

EDUC-571 Field Experience
Offers participation in a professional experience in public schools. May be repeated for credit. Pass/No Pass. 1-2 credits.

EDUC-572 Service-Learning Field Experience
Offers participation in professional experience in public schools or community. Includes a participant learning goal, identified service, and product that reflect the integration of learning and service. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-573 Supervised Practicum
Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. under the guidance of a classroom teacher and university supervisor. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-574 Supervised Practicum & Seminar
Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. The accompanying seminar provides support to the students as they explore their evolving role in the classroom. The seminar also assists the students as they prepare to teach their work sample. May be repeated for credit. Pass/No Pass. 3 credits.

EDUC-575 Student Teaching
Provides a classroom setting for general education preservice teachers to apply principles of education pedagogy and methodology. May be repeated for credit. Pass/No Pass. 1-15 credits.

EDUC-576 Learning Communities III
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Pass/No Pass.1- 2 credits.

EDUC-580 Sexuality & Identity in the Classroom
This course will explore the role of teachers in cultivating positive self-concept in students. Students will gain a foundation for a broad understanding of human sexuality which allows them to respond effectively to students and families in a way that affirms the identity and integrity of each student and all families. 1 credit.

EDUC-581 Intro to Gifted Education
Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits.

EDUC-582 Classroom Strategies - TAG
Assists classroom teachers in meeting the diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits.

EDUC-583 Soc & Psych Found of Gifted Education
Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life- long success, and the use of (The Gifted Identity Model). 3 credits.

EDUC-584 Practicum in TAG
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits.

EDUC-585 Teachers as Researchers
Enables students to design and carry out their own research studies. Emphasis will be on applying qualitative research tools to classroom action research. Prerequisite: Admission to College of Education. 2 credits.

EDUC-589 Intro Math/Sci/Hlth Teaching
Introduces aspiring early childhood, elementary, and middle school educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science, and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and inquiry-based pedagogy. Pass/No Pass. 3 credits.

EDUC-590 Applications of Math/Sci/Hlth Teaching
Aspiring early childhood and elementary educators complete their learning of the goals of EDUC 589 by creating a purposeful collection of work that demonstrates their progress. They demonstrate their understanding of mathematics, science, and health content by creating a multimedia representation of important concepts in mathematics, science, and/or health that they learned in EDUC 589. Prerequisite: EDUC 589. 1 credit.

EDUC-591 Teach Assess Manage Learning Environment
Develops skills in designing and organizing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Students learn and practice a variety of formative and summative assessment methods, instructional structures and models, and apply components learned in the development of a unit of study. Current trends in education and classroom management are also examined. 3 credits.

EDUC-593 Analysis Assessment:Reflection/Eval
An examination of formative and summative assessments will be explored. Candidates will analyze, interpret, and report on data. Assists candidates in developing an understanding of how the reflection on and evaluation of testing results can facilitate teaching and learning as a means for positively influencing student success. Prerequisite: EDUC 591. 1 credit.

EDUC-596 Education Research Project
Students execute research project, which includes a student reflection on how the research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Instructor's consent required. May be repeated for credit. Pass/No Pass. 2-6 credits.

EDUC-600 Learning Communities - SPED
This seminar-based experience lays the foundation for students' successful participation in the program as it introduces them to the culture of standards-based schools. Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The course will also refine students' observational skills, which they will apply to concurrent visits to public school classrooms. Required to be taken 3 times. 1 credit.

EDUC-602 Teacher As Researcher I
Introduces candidates to teacher action research. Candidates will develop the skills of accessing, organizing, and analyzing existing research, and collecting action research data. Candidates will learn to use data and existing research to analyze educational practice at the community, school, and classroom levels. 1 credit.

EDUC-603 Teacher As Researcher II
Candidates will continue exploration of teacher action research through a) analyzing their own emerging teaching practice, b) developing an area of focus for further study, and c) designing a related project to be carried out in a practicum placement or other applicable site. Prerequisite: EDUC 602. 1 credit.

EDUC-604 Adv Educ Psych, Development, & Learning
Students will explore more deeply the foundational concepts from the Sociological Core I. Students examine power, privilege, and oppression and understand how dominant cultural patterns shape and impact schools and other institutions. Students explore racism, classism, sexism, heteronormativity, ableism, ageism, and issues of religion, ethnicity, xenophobia. Students explore current educational trends and their responsibilities as teachers of general education students, special education students, and English Language Learners within learning communities. Prerequisite: Admission to the College of Education. 4 credits.

EDUC-605 Adv Hum Devel&Psych ECE/Elem
Examines developmental issues of students in early childhood and elementary classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits.

EDUC-606 Critical Persp on Identity & Soc Systems
Through the lenses of historical, cultural, social, philosophical, financial, legal, and ethical perspectives, this course uses systems theory to examine issues of schooling. Students explore social identity markers such as race, ability, gender, socioeconomic class, special education status, sexual orientation, language, and immigration, and develop awareness of how their own backgrounds and positionalities influence who they are as teachers. Through developing awareness of positionality and social context, the course calls attention to the teacher's responsibility to understand difference in order to engage in equitable teaching practices and pedagogy. Critical questions addressed in this course: How do I understand myself in relation to society and the needs of others within the context of a learning community? How can I use my position as a teacher to become an advocate for all students? How does my understanding of equity affect my choices and those that

schools make for meeting the needs of all students? Prerequisite: Admission to the College of Education. 3 credits.

EDUC-607 Technological Learning Environments
This set of project-based learning experiences is designed to introduce you to some of the applications of technology in education, as well to familiarize you with issues associated with their use. The focus of the course will be on why, when, and how to use technology to support students' thinking and learning. Through readings, presentations, lab work, small group work, projects and independent exploration, this course also provides concrete experience applying technology to your teaching and lesson design. Prerequisite: Admission to the College of Education. 3 credits.

EDUC-608 Adv Hum Devel&Psych MS/HS
Examines developmental issues of students in middle school and high school classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits.

EDUC-611 Meeting Needs of All Learners
Focuses on meeting the needs of students in learner-centered classrooms by building inclusive learning communities using culturally responsive practices. 3 credits.

EDUC-612 Teaching & Inquiry I: Fundamentals
Introduces teacher candidates to the inquiry process as fundamental to teacher and student learning. In this course teacher candidates explore their relationships and experiences with schools, others, teaching pedagogy, and research. Central to these explorations is an inquiry into the self and context through course activities, critical readings, and data collection and analysis. Teacher candidates begin to explore the relationship between the teaching cycle and teacher inquiry. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-613 Tchng & Inq II: Design & Implementation
Teacher candidates continue their study of schools, others, teaching pedagogy, and research and apply their learning to designing and implementing their teaching inquiry project. Course details the teaching inquiry cycle: curriculum design, methods of data/assessment planning and collection, interpretation, and analysis through multiple perspectives and making strong connections between self as teacher, context, and student learning. Central to this course, teacher candidates learn with each other and participate in a collaborative learning community. Inquiry projects from this course are aligned with Oregon initial licensing standards. Prerequisite: EDUC 612. 2 credits.

EDUC-614 Teaching & Inquiry III: Analysis
Students apply their knowledge from Teaching & Inquiry I and II to develop and implement the Teaching Inquiry Project across unit(s) of study. Course offers support through peer interaction, critique, and discussion, structures to collect and analyze data and formulate interpretations, adjust curriculum and inquiry design as necessary, and critically analyze self as teacher based upon student learning. 2 credits.

EDUC-616 School & Community Leadership
Focuses on candidates becoming teacher leaders in schools and districts by learning to be an informed and effective voice in the community through understanding the dynamics of the school-family-community relationships; by understanding issues of public policy, especially the areas of equity and social justice; by learning to conduct an ethnographic scan; by working effectively with culturally and linguistically diverse populations; by increasing awareness of current issues that impact education, and by partnering with community resources. 2 credits.

EDUC-617 Secondary Subject Pedagogy: Business
Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to College of Education. 4 credits.

EDUC-618 Sec Subject Pedagogy: Social Studies
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education. 4 credits.

EDUC-619 Secondary Subject Pedagogy: Art
Introduces methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Considers the philosophy of art education and art integration into other subjects. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 4 credits.

EDUC-620 Language Acquisition in Children
Examines language as a system of human communication with an emphasis on typical development. Presents overview of major theories of first language acquisition. Explores how language development provides a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. 2 credits

EDUC-621 Secondary Subject Pedagogy: Drama
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater. Prerequisite: Admission to College of Education. 4 credits.

EDUC-622 Secondary Subject Pedagogy: Music
Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to College of Education. 4 credits.

EDUC-623 Secondary Subject Pedagogy: Lang Arts
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards. Prerequisite: Admission to College of Education. 4 credits.

EDUC-624 Secondary Subject Pedagogy: Math
Introduces educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards. Prerequisite: Admission to College of Education. 4 credits.

EDUC-625 Portfolio Development
Supports practicing teachers in designing, organizing and presenting a professional teaching portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in the classroom. Instructor's consent required. Pass/No Pass. 1-2 credits.

EDUC-626 Secondary Subject Pedagogy: Science
Introduces educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Includes an examination of the philosophy of science, and experiences with natural phenomena in order to engage with science teaching and learning. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards. Prerequisite: Admission to College of Education. 4 credits.

EDUC-627 Secondary Subject Pedagogy: Health
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education. 4 credits.

EDUC-633 Literacy & English-Language Learners
Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom. 2 credits.

EDUC-636 Instruction, Assess, & Classroom Mgmt
This course prepares secondary teachers to design classroom instruction and assess resultant student learning. Candidates will units and lessons that are developmentally appropriate for a specific group of students, require thinking at a range of levels, and apply a variety of assessment strategies. Course content will include an examination of research-based instructional skills, assessment strategies, and classroom management systems. Prerequisite: Admission to the College of Education. 3 credits.

EDUC-642 Secondary Subject Pedagogy: World Lang
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education. 4 credits.

EDUC-643 Sec Subj Pedagogy: Physical Education
This course guides students in the investigation of the many facets of a comprehensive physical education program. Emphasis is on the content of the physical education curriculum, developmental levels, teaching strategies, lesson planning, observations, and classroom management. Additional context is provided around theories of movement in education, and the role of health and nutrition as part of a physical education program. Prerequisite: Admission to College of Education. 4 credits.

EDUC-648 Critical Perspectives in School Contexts
Students explore more deeply the foundational concepts from Critical Perspectives of Identity and Social Systems. Students examine power, privilege, and oppression and understand how dominant cultural patterns shape and impact schools and other institutions. Students explore racism, classism, sexism, heteronormativity, ableism, ageism, and issues of religion, ethnicity, xenophobia. Students explore current educational trends and their responsibilities as teachers of general education students, special education students, and English Language Learners within the context of a learning community. Prerequisite: EDUC 606. 2 credits.

EDUC-650 Education Field Experience
Provides participation in a professional experience in public schools. Prerqeuisite: Admission to the College of Education. May be repeated for credit. Pass/No Pass. 1-4 credits.

EDUC-652 Reading/ESOL Dual Endorsement Seminar
Students will synthesize the pedagogical literacy and assessments skills and knowledge acquired through endorsement specific course work and practicum experiences. Students will prepare to represent and present literacy teaching and learning for a wide range of learners with a particular focus on English-language learners in a way accessible to teachers. Students will create a comprehensive annotated bibliography to represent professional books, and children and adolescent literature to support teachers of linguistically and culturally diverse learners. Prerequisite: Completion of all Reading and ESOL endorsement course work. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-654 Clinical Education Practicum
Provides an opportunity for students to observe and participate in an educational setting. Candidates observe and apply principles of education pedagogy and methodology. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-4 credits.

EDUC-660 Advanced Teaching & Learning
Provides an opportunity for candidates to participate in an in-depth exploration of differentiation through a topic chosen by the instructor based on her/his expertise and on the most recent research in that field. Topics might include brain-based learning, applied motivational theory, and assessments for learning. 2 credits.

EDUC-664 Learning and Teaching: Social Studies
Guides aspiring teachers of early childhood and elementary age learners in developing skills to design and organize lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Course content will include an examination of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management (guidance) systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general teaching methods will be organized. Prerequisite: Admission to the College of Education. 3 credits.

EDUC-665 Learning & Teaching: Science and Health
Introduces early childhood and elementary educators to the concepts, theories, strategies, resources and technology appropriate to science and health teaching methodology. Engages candidates in science inquiry processes including designing investigations, generating evidence, interpreting evidence to develop explanations, and sharing learning. Course examines use of science teaching standards, integrated curriculum design, texts to facilitate understanding, and use of developmentally appropriate pedagogy. Prerequisite: Admission to College of Education. 2 credits.

EDUC-666 Learning & Teaching: Math
Introduces early childhood and elementary educators to the concepts, theories, strategies, resources and technology appropriate to math teaching methodology. Engages candidates in mathematical reasoning, patterns, geometry, and problem solving. Course examines use of math teaching standards, integrated curriculum design, texts to facilitate understanding, and use of developmentally appropriate pedagogy. Prerequisite: Admission to College of Education. 2 credits.

EDUC-667 Learn & Teach: Literacy Dev ECE/Elem
Introduces preservice teacher candidates to current ways of implementing comprehensive learning, teaching, and assessment techniques for early childhood and elementary literacy development. Candidates will critically analyze current literacy issues and trends, review children's and adolescent's literature, and apply current assessment and teaching techniques to address the needs of academically and linguistically diverse learners in the areas of reading and writing. Prerequisite: Admission to College of Education. 4 credits.

EDUC-668 Learning & Teaching: Expressive Arts
This student-centered course is designed to explore artistic expression in early childhood and elementary classrooms. It assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, movement, and other forms of expression in the classroom. Course content will include examples for appropriately integrating these expressive arts throughout the curriculum. The course cultivates an understanding of and appreciation for various modes of expression through an active set of engaging interactions with media, techniques, and theory that will serve as a catalyst for sparking the imaginations and hearts of teachers and students. Prerequisite: Admission to College of Education. 2 credits.

EDUC-669 Learn & Teach: Math, Science, Health
Introduces early childhood and elementary educators to the concepts, theories, strategies, resources and technology appropriate to math, science, and health methodology. Engages candidates in science inquiry processes including designing investigations, generating evidence, interpreting evidence to develop explanations, and sharing learning. Engages candidates in mathematical reasoning, patterns, geometry, and problem solving. Course examines use of subject standards, integrated curriculum design, texts to facilitate understanding, and use of developmentally appropriate pedagogy. 4 credits.

EDUC-670 Intro to Professional Inquiry
Focuses on the tools necessary to read and interpret research literature and to pose questions for investigation. The skills candidates learn from this course will then be applied and reinforced throughout the foundation and specialization coursework by their reading of the research within those courses. 1 credit.

EDUC-671 The Scholarship of Teaching
Focuses on the tools of gathering, organizing, and summarizing the literature related to a problem/question candidates are interested in answering. Candidates will select their topic for study and complete the first draft of a literature review. Prerequisite: EDUC 670. 1 credit.

EDUC-672 Classroom Student Teaching
Provides teacher candidates a school-based clinical experience in teaching. Candidates apply principles of education pedagogy and methodology under the guidance of a classroom cooperating teacher and university supervisor. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-15 credits.

EDUC-673 Teaching Seminar
This course provides teacher candidates with a support network during the student teaching experience. Students will reflect upon their own practice to develop teacher thinking skills. The course engages students in professional development, especially in the following areas: examining teaching methods and their application in classrooms; understanding school culture and functioning; exploring the dynamics of working with a mentor; and increasing collaboration, communication, cooperation, and problem-solving skills. Corequisite: EDUC 672. 2 credits.

EDUC-674 Planning the Inquiry Project
Building on the purpose(s) for inquiry and the professional and scholarly literature they have read, candidates will study various methodologies for data collection and data analysis. They will then plan and complete a written description of their own proposed project. Prerequisite: EDUC 671. 2 credits.

EDUC-675 Completing the Inquiry Project
Focuses on collecting, analyzing, and reporting the data candidates have collected in the previous inquiry courses. Students will complete the program when they present their project. Prerequisite: EDUC 674. 2 credits.

EDUC-682 Technology Enhanced Learning Environment
Helps practicing Pre K-12 educators develop their ability to integrate technology into their classrooms to create better learning environments with their students. Addresses the National Educational Technology Standards for Teachers (NETS-T). 2 credits.

EDUC-686 Portfolio Presentation
This is the culminating activity for each candidate in the CTL program. Candidates present their individual Professional Portfolio to their Professional Development Team in the third year of teaching or later. Instructor's consent required. Pass/No Pass. 1 credit.

EDUC-698 Teaching & Learning in Higher Education
Application of theory for use in higher education, including the transition to academician, curriculum design, strategies to support learning, assessment and program evaluation. 3 credits.

ESOL-540 Language Policy in ESOL Educ
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits.

ESOL-544 Educational Linguistics ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 2 credits.

ESOL-550 Cultural Constructs/Diversity ESOL Educ
This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELL). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. 2 credits.

ESOL-560 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits.

ESOL-564 ESOL Methods Assessment & Technology
This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. Prerequisite: ESOL 560. 2 credits.

ESOL-572 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. Instructor's consent required. 2 credits.

ESOL-574 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. Instructor's consent required. 2 credits.

ESOL-576 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. Instructor's consent required. 2 credits.

ESTM-504 Nature/Role Culture, Lang, & Self-Id
Focused specifically on the context of teaching English language learners, explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, language, communication skills, creativity, and classroom management. 2 credits.

ESTM-505 Diversity, Cultural Groups, & Identity
Focused specifically on the context of teaching English language learners, explores personal, relational and community beliefs, values, and systems of -isms that permeate communities and influence English language learning. Includes community organization and civic engagement. 2 credits.

ESTM-506 Creating Language Learning Communities
Focused specifically on the context of teaching English language learners, explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Helps aspiring teachers develop a rich understanding of how to meet the needs of all students of all language backgrounds by participating in a democratic, inclusive, reflective learning community. 2 credits.

ESTM-526 Foundations of STEM-ESOL Teaching
Develops skills in designing and organizing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of general and ESOL-specific instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. 4 credits.

ESTM-537 Tech Across the STEM Curriculum
Introduces educators to some of the applications for technology in STEM education, and familiarizes them with issues associated with technology use. Develops and expands students skills and knowledge of educational technology appropriate to enhance language and content area instruction for ESOL and bilingual students, through a series of readings, presentations, lab work, small group work, and exploration in clinical settings. Evaluates technology resources for quality, accuracy and effectiveness for use in diverse classrooms, including the use of assistive technology. 2 credits.

ESTM-538 STEM Pedagogy and Curriculum
Introduces aspiring STEM educators to the theories, strategies, resources, and technology applications appropriate to STEM curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods, as well as an in-depth analysis of national and state science and mathematics standards. Includes applications of STEM project-based learning in community and service-learning contexts, with an emphasis on teaching English language learners. 6 credits.

ESTM-541 STEM Literacy & English Lang Learners
Introduces middle school and high school STEM educators to the application of reading and writing theories and to the development of STEM literacy. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, English language learning, and of the application of ESOL methods, materials, assessments, remedial strategies, and motivation for reading, writing, and study skills. 2 credits.

ESTM-561 Advanced Human Development & Psychology
Focused specifically on the context of teaching English language learners, explores developmental issues: behavioral, physical, personal, social, and cognitive, including the development of language. Relates psychology to teaching and learning, including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, and evaluation. 4 credits.

ESTM-570 School, Society, and Language Policy
Focused specifically on the context of teaching English language learners, explores the relationship between schools, society, and language. Helps aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Special emphasis on the history of ELL education. 2 credits.

ESTM-573 Supervised Practicum
Offers preservice teachers a supervised ESOL clinical experience in public schools in conjunction with clinical coursework. May be repeated for credit. Pass/No Pass. 1-6 credits.

ESTM-575 Student Teaching & ESOL Practicum
Provides a classroom setting for preservice teachers to apply principles of education pedagogy and methodology under the supervision of an ESOL endorsed mentor teacher. Pass/No Pass. 1-10 credits.

ESTM-601 STEM/ESOL Teacher As Researcher I
Introduces candidates to teacher action research. Candidates will develop the skills of accessing, organizing, and analyzing existing research, and collecting action research data as part if classroom assessment. Candidates will learn to use data and existing research to analyze educational practice at the community, school, and classroom levels, with an emphasis on teaching English language learners. 2 credits.

ESTM-602 STEM/ESOL Teacher As Researcher II
Candidates will continue exploration of teacher action research through a) analyzing their own emerging teaching practice, b) developing an area of focus for further study, and c) designing a related project to be carried out in a practicum placement or other applicable site, with an emphasis on teaching English language learners. 2 credits.

RDNG-621 Language & Literacy Development
Explores the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. Explores children's literature as well as the use of new technologies as they pertain to the developmental needs and interests of ECE/Elementary children. 2 credits.

RDNG-630 ECE/ELEM Supervised Practicum
Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in an ECE/Elementary setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-631 ECE/ELEM Case Study Practicum
Candidates conduct a 45-hour supervised case study in a field placement. Includes a culminating portfolio at the ECE/Elementary setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-632 Perspectives on Reading
Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. 2 credits.

RDNG-635 MS/HS Supervised Practicum
Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in a MS/HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-636 MS/HS Case Study Practicum
Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at the MS/HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-638 Multilevel Supervised Practicum
Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in either an ECE or ELEM and MS or HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-639 Multilevel Case Study Practicum
Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at either an ECE or ELEM and MS or HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-640 MEd/VFL Field Practicum & Seminar
Candidates complete a supervised clinical experience working with students with reading difficulties and participate in seminar meetings that support success in the practicum. Instructor's consent required. 1 credit.

RDNG-641 MEd/VFL Case Study Practicum & Seminar
Candidates complete a case study showing competency analyzing a student's reading challenges and participate in seminar meetings that support this analysis. Instructor's consent required. 1 credit.

RDNG-642 Reading Assessments & Techniques
This course emphasizes ways to implement formal and informal reading and writing assessments to inform instruction and program decision-making. The course presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address children's and adolescent's learning needs with particular attention to struggling readers and writers. Additionally, candidates will evaluate the purpose, rationale, and effectiveness of literacy intervention programs. 3 credits.

RDNG-645 Disciplinary Lit: Reading & Writing
Explores ways in which teachers can prepare their students to comprehend, respond to, and compose expository text. Utilizes non-fiction literature and new technologies as tools and resources for instruction and learning. Discusses and explores ways candidates, when serving in a leadership role, can provide coaching in the content areas for colleagues. 2 credits.

RDNG-650 Leadership in Literacy
Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. 2 credits.

RDNG-653 ECE/Elem Supervised Practicum
Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

RDNG-654 MS/HS Supervised Practicum
Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

RDNG-655 Multi-Level Supervised Practicum
Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

SPED-500 Foundations of SPED
An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 credits.

SPED-505 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-510 Behavior Management SPED
Develops skills in the individualized and group behavior management. Emphasis on functional analysis and preventative strategies. Guides students in the development of positive behavioral support plans. Course content includes legal issues. 3 credits.

SPED-517 Case Management for SPED
In this course, candidates will look at the organization of physical classroom space, scheduling, and the management of instructional assistants. Content also addresses legal issues or mandates related to safety and medical factors, and IEP planning. 1 credit.

SPED-518 Collaboration in Schools
In this course, candidates will gain an understanding of case management through the lens of collaboration. Through coursework and field experience, candidates will explore how effective collaboration can support all students in accessing general education curriculum and promote successful inclusion in general education classrooms to enhance student-learning outcomes. 1 credit.

SPED-520 Assessment & Evaluation SPED
Develops skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. 3 credits.

SPED-530 Curr&Mthds Stdnts w/Dis: Acad
Develops skills in reading and language arts and math instructional methods and materials for students with high incidence disabilities (i.e., mild). Emphasis on adaptations and modifications to the general education curriculum (e.g., literacy, math, science, social studies, art, music, PE). Guides students in designing and implementing individualized and small group instruction to support the acquisition and remediation of general education skills, learning strategies, and effective social skills. 3 credits.

SPED-535 Curr&Mthds Stdnts w/Dis: Func
Develops skills in instructional methods and materials for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in a life skills curriculum are addressed. 3 credits.

SPED-536 Transition
Develops skills in formulating and implementing a transition plan for secondary-aged students with disabilities. Includes information on community agencies. 1 credit.

SPED-541 Technology for Teacher Productivity
Introduces candidates to some of the applications for technology in special education and familiarizes them with issues associated with technology use. Develops and expands candidates' skills and knowledge of educational technology and teacher productivity tools in support of developing instructional materials, utilizing technology in teaching and organization, and supporting students with disabilities in learning to use technology. Aligns with the National Educational Technology Standards for Teachers (NETS*T). 1 credit.

SPED-542 Assistive Technology
Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (intellectual disabilities, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1 credit.

SPED-550 Practicum - Special Education
Provides opportunity to work with students on IEPs in a 1:1 or group setting in the major authorization area under the guidance of a classroom teacher and university supervisor. May be repeated for credit. Pass/No Pass. 1-6 credits.

SPED-575 Student Teaching & Seminar
Provides a classroom setting for preservice teachers to apply principles of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 2-15 credits.

SPED-576 Seminar
This seminar-based experience is designed to support students or interns and bridge earlier coursework with concurrent field-based experiences occurring in special and general education classrooms. May be repeated for credit. Pass/No Pass. 1-3 credits.

SPED-578 Practicum & Seminar
Provides opportunity to work with students on IEPs in inclusive or special education settings. Includes seminar. Prerequisite: Admission to MEd Special Education Program; and SPED 530 or SPED 535. May be repeated for credit. Pass/No Pass. 2 credits

SPED-590 Special Topics in SPED
Enables students to conduct in-depth investigation of a topic of interest. Instructor's consent required. May be repeated for credit. 1-3 credits.

SCHOOL OF COMMUNICATION SCIENCES and DISORDERS

The School of Communication Sciences and Disorders (SCSD) offers three academic programs:

- A Master of Science degree in Speech-Language Pathology (MS in SLP).
- A Post-Baccalaureate sequence in Communications Sciences and Disorders (CSD)
- A minor in Communication Sciences and Disorders

As part of the College of Education, faculty in the School of Communication Sciences and Disorders are committed to developing and supporting speech-language pathologists who are professionally and culturally competent, able to serve underserved communities, and dedicated to continuous improvement.

Master of Science in Speech Language Pathology (MS)

What do Speech-Language Pathologists do?
Speech-language pathologists (SLPs) provide clinical services that include prevention, diagnosis, habilitation and rehabilitation of communication. In addition, they offer services in swallowing, upper aerodigestive disorders, elective modification of communication disorders, and enhancement of communication.

Speech-language pathology is a dynamic and continuously changing profession that requires attention to detail, a professional attitude, and the ability to communicate clearly with others. SLPs are professionals who enjoy working one-on-one with people and with groups. Having a broad academic background is an asset in the field.
Candidates who enter a master's degree program in SLP often have an undergraduate degree in the following majors: English, psychology, sociology, linguistics, cognitive science, exercise science, biology, education and learning, foreign languages, history, and music. However, majoring in any liberal arts or science discipline, and minoring in Communication Sciences and Disorders or taking the Post-Baccalaureate sequence will adequately prepare someone for possible admission to a Speech-Language Pathology master's degree program.

ADMISSION

A bachelor's degree from a regionally accredited college or university is required for admission. The American Speech-Language-Hearing Association (ASHA) requires that master's degree candidates show transcripted evidence of at least one course in the biological sciences, physical sciences, statistics, and the social/behavioral sciences (see chart below of Pacific University courses meeting ASHA requirements). A major in communication sciences and disorders is not required, but all prerequisite course work must be completed prior to enrollment in the master's program. Students with an undergraduate degree but without the appropriate background courses should consider applying to the post-baccalaureate sequence instead.
A 3.0 GPA overall and in the undergraduate major, a combined verbal and quantitative GRE of 295, and an analytical writing GRE of 3.5 are required for regular admission. Students who do not meet these requirements may be admitted on a provisional basis.
Admission is granted one time per year: January 15. Qualified applicants will be invited to Pacific University for an interview with members of the Admissions Committee and to learn more about Pacific University and the Speech-Language Pathology program.

Application Process

- An online application using the Communication Sciences and Disorders Centralized Application Service (CSDCAS). The CSDCAS application fee is $100.00 for the first graduate program applied to and $45.00 for each additional graduate program.
- A supplemental application fee of $25, sent directly to the College of Education Admissions Office.
- The following information must be submitted directly to CSDCAS in order to complete your application with them:
  - Official transcripts from each college/university institution attended
  - A personal statement uploaded electronically within CSDCAS
  - Three reference letters
  - GRE scores (Verbal, Quantitative, and Analytical Writing) using Institution Code of 0825 (not Pacific's code of 4601)
- Valid Proof of English Language Proficiency (see below)

English Language Proficiency Policy

A satisfactory command of the English language is required for admission to all programs at Pacific University. All applicants, including resident aliens and citizens, must meet the English language proficiency requirement prior to admission. Any exception to this policy must be reviewed by the Program Director and the CSD Admissions Committee. The Speech-Language Pathlogy Program Director will have final approval after considering the CSD Admissions Committee's recommendation.

Valid Proof of English Language Proficiency

Applicants must meet one of the following conditions for valid proof of English language proficiency:

- Completion of a bachelor's, master's, doctoral, or professional degree at an accredited college or university where English is the *primary* language of instruction. Note: Individuals who are in the process of earning a bachelor's degree from an accredited institution may be conditionally admitted.
- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific University Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

TOEFL			IELTS
Paper-based	Computer-based	Internet-based	
600 overall Minimum per section: 54-55 reading 55 listening 55 structure/written expression	250 overall Minimum per section: 21 reading 22 listening 22 structure/writing	100 overall minimum per section: 20 reading 21 listening 22 writing 22 speaking	7.0 overall Minimum sub scores per section: 7.0

Note: According to the Education Testing Services (ETS) policy the institutional TOEFL can only be offered to that institution's students and thus is only valid at the institution. Thus, the Pacific University Institutional TOEFL can only be offered to Pacific University students and is only valid at Pacific.

Test scores are valid for two years after the test date. A test score more than two years old will be considered valid if the score exceeds the minimum requirements (overall and sections) and the candidate has maintained continuous residency in a country where English is the primary language since the exam date.

Invalid Proof of English Language Proficiency

- Test score less than Pacific's minimum requirement
- Test score more than two years old (unless the candidate has lived in the United States since the exam date)
- Institutional TOEFL score from any school except Pacific
- Completion of an English as a Second Language (ESL) program at any school
- Successful completion of English, writing, or literature courses at any college or university
- An associate's degree from a community college in the United States

A candidate's proof of English language proficiency does not equate to admission into a program. All other admission requirements must be met in addition to proving English language proficiency.

Example Pacific University Courses that meet ASHA Requirements for the Biological Sciences, Physical Sciences, Statistics, and Social/Behavioral Sciences

Biological Sciences (Minimum: One Course Required)	
BIOL 145 Marine Biology for Nonscience Majors	ENV 131 Intro to Environmental Issues in Hawaii
BIOL 160 Selected Topics for Nonscience Majors	ENV 132 Environmental Issues in Hawaii
BIOL 170 Human Genetics	ENV 141 Permaculture Design 1
BIOL 202 General Biology I	ENV 200 Introduction to Environmental Science
Any Biology Course above BIOL 202	ENV 210 Tropical Environmental Biology
	EXIP 281 Nutrition

Physical Sciences (Minimum: One Course Required)	
SCI 170 Introduction to Astronomy	PHY 110 Physics of Everyday Phenomena
SCI 172 Introduction to Cosmology	PHY/ENV 160 Energy & the Environment
CHEM 110 Chemistry and Your Environment	PHY 202 Introductory Physics I
Any Chemistry Course above CHEM 110	Any Physics Course above PHY 202

Statistics (Minimum: One Course Required)	
MATH 207 General Elementary Statistics	PSY 350 Behavioral Statistics
	SOC 301 Social Statistics

Social/Behavioral Sciences (Minimum: One Course Required)	
ANTH 101 Introduction to Anthropology	POLS/REL 211 Religion and Politics
ANTH/REL 140 Introduction to Comparative Religion	POLS 212 Conservatism and Its Critics
PSJ 101 Introduction to Peace and Social Justice	POLS 213 Socialism & Its Critics
POLS 140 Introduction to United States Politics	POLS/PSJ 222 Civil Rights Movement
POLS 180 The United States in World Affairs	POLS/ENV 224 Environmental Politics
POLS 209 Ideas in Action: Pol. Philosophy & Modern Society	Several more POLS courses meet the requirement
DS/PSY 211 Abnormal Psychology	PSY 150 Introduction to Psychology
SOCWK 201 Principles of Social Work	PSY 160 Culture & Behavior
SOCWK 300 Micro Social Work Practice	PSY 208 Addictions & Society
SOC 319 Sociology of Medicine	PSY 210 Current Issues in Psychology
SOCWK 325 Counseling and Interviewing Techniques	SOC 101 Introduction to Sociology
	SOC 102 Social Problems

DEGREE REQUIREMENTS

This is a two-year program for students with a bachelor's degree in Communication Sciences and Disorders, a Communication Sciences and Disorders minor, and/or who have met all prerequisites. Other students should contact the Program Director for information.

FIRST YEAR

Fall Semester

CSD 500	Language Disorders in Children	3
CSD 505	Seminar on Diversity for SLPs	1
CSD 503	Speech Sound Disorders	3
CSD 506	Fluency Disorders	3
CSD 511	Communication and Aging	2
CSD 520	Special Topics: Counseling	1
CSD 521	Clinical Methods and Observation	4
CHP 510	Interprofessional Competence: Theory & Practice	0.5

Spring Semester

CSD 504	School-Age Lang & Lit Disorders	3
CSD 515	Aphasia	3
CSD 512	Dysphagia	3
CSD 517	Adv Issues in Speech Sound Disorders	3
CSD 522	Practicum Seminar I	1
CSD 530	Clinical Practicum	3
CHP 511	Interprofessional Competence: Theory & Practice	0.5

Summer Term

CSD 513	Motor Speech Disorders	1
CSD 514	Research & Evidence Based Practice	3
CSD 520	Special Topics in CSD (multiple topics)*	4
CSD 523	Practicum Seminar II	1
CSD 530	Clinical Practicum	3

SECOND YEAR

Fall Semester

CSD 507	Voice Disorders	2
CSD 510	Acquired Brain Injury	3
CSD 518	AAC and Severe Disabilities	3
CSD 516	Progressive Neurological Comm Dis	3
CSD 524	Practicum Seminar III	1
CSD 530	Clinical Practicum	3
CSD 599	Thesis **	3

Spring Semester

CSD 525	Practicum Seminar IV	1
CSD 534	Clinical Externship	8

Credit Total = 69

* Several "Special Topics in CSD" classes are offered each summer semester.
** Student electing to complete a thesis will enroll in CSD 599 for three credits during the fall semester.

Comprehensive Examination

Student must successfully complete a comprehensive examination during their last semester.

POST-BACCALAUREATE SEQUENCE

The post-baccalaureate sequence provides an opportunity for in-depth study of normal speech, language, and hearing processes, and a background orientation to disorders of communication. Students with an undergraduate degree but without the appropriate background courses may enroll in a flexible post-baccalaureate sequence that includes up to 27 credits of coursework.
To apply for admission into the post-baccalaureate sequence, complete and submit the application form, found at http://www.pacificu.edu/coe/csd/pre-requisite/index.cfm. A program advisor will work with you to develop an appropriate program based upon your specific background.

CSD 204	Anatomy and Physiology of Speech	4
CSD 209	Clinical Phonetics	4
CSD 303	Speech Science (Prerequisite CSD 209)	4
CSD 300	Audiology and Aural Rehabilitation	4
CSD 301	Professional Orientation to Communications Sciences and Disorders	2
CSD 307	Speech and Language Development	4
CSD 310	Neuroanatomy and Neurophysiology (Prerequisite CSD 204)	4
CSD 306	Clinical Observation	1

COMMUNICATION SCIENCES AND DISORDERS MINOR

Communication Sciences and Disorders: Requirements for the Minor
The Communication Sciences and Disorders (CSD) minor is intended as a pathway to graduate programs in speech-language pathology, audiology, or special education. The minor provides College of Arts and Sciences students on the Forest Grove campus with the prerequisite courses needed for entry into the Speech-Language Pathology (SLP) master's program. The minor also provides additional preparation for entry into the following Pacific University graduate programs: Master of Arts in Teaching: special education; Master of Arts in Teaching: early childhood/elementary; and Doctor of Audiology.

The CSD minor requires 27 credits.

		Credits
CSD 200	Introduction to Communication Sciences and Disorders	2
CSD 204	Anatomy and Physiology of Speech	4
CSD 209	Clinical Phonetics	4
CSD 300	Audiology and Audiology Assessment	4
CSD 303	Speech Science (Prerequisite CSD 209)	4
CSD 306	Clinical Observation	1
CSD 307	Speech and Language Development	4
CSD 310	Neuroanatomy and Neurophysiology (Prerequisite CSD 204)	4

COURSES

CSD-200 Intro Communication Sciences & Disorders
This course is designed to provide students with an overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. Not for post-baccalaureate students. 2 credits.

CSD-204 Anat/Phys of Speech & Swallowing
Introduction to the structures and functions of systems important for speech production and swallowing across the lifespan, including the respiratory, phonatory, articulation, resonance, and swallowing systems. Also includes basic introduction to the nervous system and motor units for sensory and motor signals. 4 credits.

CSD-209 Clinical Phonetics
This course introduces learners to the science of human speech sound production and speech sound systems. A major emphasis will be on the application into clinical settings of how American English speech sounds are produced including the process and practice of clinical transcription. Discussion will include common errors and error patterns as well as accounting for common dialect variations. 4 credits.

CSD-300 Audiology & Aural Rehabilitation
This course introduces students to the study of hearing disorders and basic principles of clinical pure tone and speech audiometry, tympanometry and an overview of cochlear implants. 4 credits.

CSD-301 Prof Orientation to Comm Sci & Disorders
This course is designed to provide professional program candidates with a focused overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. For post-baccalaureate students only. 2 credits.

CSD-303 Speech Science
Introduces learners to the science of speech, including the three areas of acoustics, production, and perception. Emphasis within each area will include fundamental concepts and basic physiological and physical mechanisms, common analysis and examination procedures, and practical applications, primarily to the field of speech-language pathology. Prerequisite: CSD 209. 4 credits.

CSD-306 Clinical Observation
This course provides the opportunity for guided observation of assessment and intervention of individuals who have communication disorders. In this course, students will increase their understanding of what may be observed in the practice of speech-language pathology and audiology with individuals across the lifespan. This course also provides the opportunity for observation hours as required by the American Speech-Language-Hearing Association. Pass/No Pass. 1 credit.

CSD-307 Intro to Speech & Language Development
This course describes the acquisition of speech and language skills in typically developing children and adolescents. 4 credits.

CSD-310 Neuroanatomy and Neurophysiology
Introduces learners to the anatomy and physiology of the central and peripheral nervous systems, with an emphasis on development and typical functioning of structures and systems that support communication, behavior, and swallowing. Special emphasis on exploring clinical implications of structural or functional impairments to the nervous system in the language, cognitive, motor, sensory, swallowing, visual, vestibular, and auditory pathways. Prerequisite: CSD 204. 4 credits.

CSD-500 Language Disorders in Children
This course provides an overview of the language skills of children with primary or secondary language disorders. It will primarily focus on children aged birth to five and older individuals whose language development is at that level. Course content includes information pertaining to language assessment, intervention, and theoretical views of language acquisition and their relation to clinical practice. 3 credits.

CSD-503 Speech-Sound Disorders
This course provides advanced theoretical and practical information regarding the development, assessment and treatment of speech-sound disorders. 3 credits.

CSD-504 School-Age Lang & Lit Disorders
This course is designed to provide graduate students a foundation regarding language and learning disorders experienced by school-age children. We will review how these disorders impact language and literacy skill acquisition. Additionally, assessment and intervention strategies pertaining to school-age students with primary and secondary language disorders will be reviewed. 3 credits.

CSD-505 Seminar on Diversity for SLPs
This required graduate seminar provides learners with an opportunity to explore issues related to social identity markers such as race, ability, gender, socioeconomic class, special education status, sexual orientation, language, and immigration; the goal is to help develop awareness of how their own backgrounds and positionalities influence who they are as professionals in the field of speech-language pathology. 1 credit.

CSD-506 Fluency Disorders
Advanced study of fluency disorders, with an emphasis on stuttering, across the lifespan. Offers in-depth study of the nature of stuttering and other fluency disorders and theories of stuttering. Provides special emphasis on assessment methodology and principles of treatment, including management of behavioral aspects and communicative implications of the disorder. Instructor's consent required. 3 credits.

CSD-507 Voice Disorders
Advanced study of functional, organic, and neurological disorders of voice production across the lifespan. Includes in-depth study of laryngeal anatomy and physiology, differential diagnosis of various voice disorders including perceptual, acoustic, and physiological characteristics, and principles of assessment and treatment. Prerequisite: Admission to the Speech Language Pathology program. 2 credits.

CSD-510 Acquired Brain Injury
Advanced study of acquired brain injury across the lifespan, focused on non-progressive cognitive-communication disorders. Includes knowledge of the neurological bases and principles and skills for assessment and management across levels of impairments, activity/participation, and personal or environmental factors. 3 credits.

CSD-511 Communication and Aging
This course includes information on the normal biological, psychological and sociological changes associated with aging as well as cultural and healthcare issues related to aging. Prerequisite: Admission to the Speech Language Pathology program. 2 credits.

CSD-512 Dysphagia
Advanced study of feeding and swallowing disorders across the lifespan. Includes knowledge of the anatomical, physiological, neurological, and developmental bases, and principles and skills for assessment and management across levels of impairments, activity/participation, and personal or environmental factors. 3 credits.

CSD-513 Motor Speech Disorders
Covers assessment and management of neurological motor speech disorders across the lifespan. Emphasizes differential diagnoses of the motor speech disorders, and approaches to assessment and treatment using the ICF model as a framework. Will be offered in a blended learning format, including online modules, in-class instruction, and face-to-face hands-on labs. 1 credit.

CSD-514 Research & Evidence Based Practice
This course introduces students to the research process including group and single subject design, writing research objectives, the critical analysis of research articles, and the translation of research findings to practice. 3 credits.

CSD-515 Aphasia
Advanced study of aphasia and acquired apraxia of speech in adults. Includes knowledge of the neurological bases and principles and skills for assessment and management across levels of impairments, activity/participation, and personal or environmental factors. 3 credits.

CSD-516 Progressive Neurological Comm Disorders
Advanced study of progressive neurological cognitive-communication disorders, including the dementias and the dysarthrias. Includes knowledge of the neurological bases and principles and skills for assessment and management across levels of impairments, activity/participation, and personal or environmental factors. 3 credits.

CSD-517 Adv Issues in Speech Sound Disorders
This required graduate course provides learners with advanced study of assessment and treatment issues for speech sound disorders in children. Prerequisite: CSD 503. 2 credits.

CSD-518 AAC and Severe Disabilities
This course is designed to provide students with an introduction to Augmentative and Alternative Communication (AAC). The course will illustrate the role that AAC systems have to play in overcoming barriers to successful communication, education, and participation across the lifespan. Key components of the course will include instruction in selecting, representing, and organizing vocabulary and strategies to encourage the development of communicative competence in individuals who use AAC. Additionally, several significant acquired and developmental disabilities often resulting in severe complex communication needs will be reviewed. 3 credits.

CSD-520 Topics in CSD
This course will include various topics in communication sciences and disorders. May be repeated for up to 9 credits. 1-3 credits.

CSD-521 Clinical Methods & Observation
This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. As part of this course, students will complete a series of intensive observations in various educational and medical settings. Pass/No Pass. 4 credits.

CSD-522 Practicum Seminar I
This practicum seminar will address the assessment process including standardized norm-referenced testing, criterion referenced tests, dynamic assessment and language sampling using a computerized program, advanced behavior management and counseling techniques. Pass/No Pass. 1 credit.

CSD-523 Practicum Seminar II
This practicum seminar will emphasize assessment and treatment issues with multicultural populations and people with disabilities. Pass/No Pass. 1 credit.

CSD-524 Practicum Seminar III
This practicum seminar is designed as a review of academic and practical content to prepare students for state and national certification and licensure. Pass/No Pass. 1 credit.

CSD-525 Practicum Seminar IV
This practicum seminar will focus on evidence-based practices as related to students' specific externship sites. The seminar will include case presentations and discussion of research supporting assessment and intervention procedures. Pass/No Pass. 1 credit.

CSD-530 Clinical Practicum
Candidates complete a part-time supervised clinical experience working in an educational, medical or clinical setting. May be repeated for up to 18 credits. Pass/No Pass. 1-3 credits.

CSD-534 Clinical Externship
Candidates complete two full-time supervised clinical experiences in educational, medical and/or clinical settings. May be repeated for up to 15 credits. Pass/No Pass. 1-12 credits. **Credits: 1.00 - 12.00**

CSD-599 Thesis
An independent research project under the direction of a member of the graduate faculty. Instructor's consent required. Pass/No Pass. 3 credits.

COLLEGE OF EDUCATION POLICIES

Undergraduate students in the College of Arts & Sciences also are held to the policies listed in the College of Arts & Sciences section of this catalog.

Standards for Competent and Ethical Performance of Oregon Educators
Standards for competent and ethical behavior have been established by the Teacher Standards and Practices Commission. The following legislative guidelines apply to teacher education students while at Pacific University:

The Competent Educator
OAR 584-020-0010 The educator demonstrates a commitment to:

1) Recognize the worth and dignity of all persons and respect for each individual;
2) Encourage scholarship;
3) Promote democratic and inclusive citizenship;
4) Raise educational standards;
5) Use professional judgment; and
6) Promote equitable learning opportunities.

Statute Authority: ORS 342.143 & 342.175-342.190

The Ethical Educator
OAR 584-020-0035 The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

1) The ethical educator, in fulfilling obligations to the student, will:
   a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
   b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
   c) Maintain an appropriate professional student-teacher relationship by:
      i) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
      ii) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
      iii) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
      iv) Honoring appropriate adult boundaries with students in conduct and conversations at all times.

2) The ethical educator, in fulfilling obligations to the district, will:
   a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
   b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
   c) Strive for continued improvement and professional growth;
   d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
   e) Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.

3) The ethical educator, in fulfilling obligations to the profession, will:
   a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
   b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
   c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS 342.143 & 342.175 - 342.190

Guidelines for Professional Behavior
The goal of the College of Education is to provide an educational experience through which candidates may develop as confident, competent, and ethical educators as established by the Program's expectations and the standards established by the State of Oregon. To assist candidates in meeting the requirements of membership in the teaching profession, candidates in the College of Education are expected to learn and practice appropriate professional and ethical behaviors.

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Educators (ORS 342.175 to 342.190), are expected while enrolled in the program and while representing the University. The inability to meet these standards will lead to disciplinary action and can result in dismissal from the school. Conduct inconsistent with these standards, such as plagiarism, cheating, lying and/or fraud, is considered unprofessional and will not be tolerated.

Attitude: Candidates are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Candidates are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.

Attendance: Candidates are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.

Ability to work with others: Cooperation and collegiality are required to be an effective professional educator. Candidates are therefore expected to cooperate, participate, share information, and show respect for others while enrolled in the program.

Ability to work independently: Initiative, perseverance, and self-discipline provide the foundation for professional excellence. Candidates are expected to initiate and pursue study independently and to accept responsibility for their own learning.

Appearance: Candidates are expected to observe professional guidelines for appropriate dress and hygiene.

Research: Candidates are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.

Citizenship: Candidates are expected to display those attributes expected of a member of a learned profession; promote democratic citizenship, demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.

University rules and policies*: Candidates are expected to follow all guidelines set forth by Pacific University.*

Professional and Academic Standards

Good standing in the College of Education is defined as:

- continued enrollment;
- satisfactory performance in courses, practica, student teaching placements, and internships;
- satisfactory teaching competencies;
- behavior that leads to professional competence and positive interpersonal and professional relations;
- appropriate professional/ethical conduct.

Candidates are evaluated regularly in all these areas.

Satisfactory performance in courses is defined as maintaining a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a C; a C- is not acceptable.

Satisfactory performance in practica, student teaching placements and internships is defined as completing them with a grade of Pass.

Candidates are expected to demonstrate behavior consistent with the Pacific University Code of Academic and Professional Conduct, the most current ethical code established by the Teacher Standards and Practices Commission, and the most current state and federal laws governing the conduct of educators. The College of Education reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate candidates in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when candidates register each term. Candidates are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the College of Education and may constitute grounds for probation or dismissal from the program. Candidates must maintain good standing in the program in order to be eligible for federally-funded financial aid or University /College of Education scholarships.

Violations of the Code of Academic and Professional Conduct

The College of Education assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of the Code of Academic and Professional Conduct can result in the dismissal of the candidate without previous warning at any time in his or her academic career. If such a violation occurs while a candidate is student teaching, the candidate may be removed from student teaching pending an investigation. Any faculty member, instructor or individual with direct knowledge of a candidate's violation of the Code of Academic and Professional Conduct may notify the Dean of the violation. The notice must be in writing and signed. The Dean will convene a committee composed of a faculty member from the College of Education, a faculty member from another Pacific University professional program, and a student representative to review allegations and recommend a resolution to the Dean of the College of Education who will make the final determination. As per University policy, that decision can be appealed to the University Standards and Appeals Board.

Appeals Procedure
A candidate may appeal a decision of the College of Education related to academic standing by submitting a letter to the Dean within ten business days notification of the decision. The appeal will be heard before a committee of five members appointed by the Dean. The committee will consist of a member of the Education Consortium, a faculty member from the Faculty of the Professional Schools, a faculty member from the College of Education outside of the candidate's own program, a faculty member selected by the candidate, and another student. Any appeal of this committee's decision must be referred to the University Standards and Appeals Board.

Dismissal
The Dean of the College of Education will consider a recommendation for dismissal for any of the following:

- If a candidate fails to sustain satisfactory progress toward completion of the degree or licensure program because two or more substandard grades exist on the candidate's transcript at any time;
- Insufficient progress in the development of teaching competencies;
- Failure to comply with College of Education rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; and
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Ordinarily, a candidate will have received warnings that his or her work is less than satisfactory before dismissal. However, a candidate may, for adequate cause, be dismissed without previous warning. Per university policy, a candidate can appeal the decision.

Student teaching is considered a part of the academic program. Specific procedures apply when candidates are unable to meet the demands of the placement. Those procedures are described in each of the program handbooks.

Course Attendance
Candidates have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at practica and student teaching placements.

While Pacific University believes that candidates should be in attendance at all class sessions, individual faculty members are responsible for notifying candidates of attendance expectations in their courses at the beginning of each term and may lower a candidate's grade for poor attendance or participation. Candidates are expected to inform their instructors of an unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Attendance requirements during the practicum and student teaching experience include all professional and special events required of the mentor teacher. This may encompass, but is not limited to, after school or before school activities, evening events, in-service activities, staff meetings, parent/teacher conferences and sporting events. Only illness or family emergencies constitute a legitimate excuse for absence. If illness or an emergency necessitates an absence, the candidate is responsible for notifying their mentor teacher and university supervisor in a timely fashion.

Attendance at regularly scheduled classes is limited to candidates who are currently enrolled in the course or to invited guests of the course instructor(s). All other guests, including family members, require prior approval from the course instructor.

Academic Performance Review
Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes, practica, student teaching and internship settings. Evaluations will adhere to standards set forth in this catalog and the Oregon Administrative Rules pertaining to teaching and teacher licensure. A candidate who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification.

The overall academic progress of each candidate is reviewed at the end of each grading period by the program coordinators. Semester grades of less than "C" - that is "C-", "D", "F", and "N" - are substandard and may not be used to fulfill the requirements for a master's degree or to fulfill requirements for a teaching license. Candidates may not register for student teaching until all coursework is satisfactorily completed. Additionally, candidates must maintain a cumulative GPA of 3.0 in each semester enrolled in order to continue in the program.

To continue in the program, any substandard grade must be rectified, either by taking the course again or through an independent contract with the course instructor. It is the responsibility of the candidate to initiate with the course instructor, and agree in writing to, a means of rectifying the substandard grade.

Graduation
Degree candidates must submit an Application for Degree to the Registrar's Office to graduate. For those wishing to receive degrees in May or June and/or participate in the May Commencement ceremony in Forest Grove, degree applications are due to the Registrar's Office by January 15.

To receive a January 31 degree and/or participate in the December ceremony in Eugene, degree applications are due to the Registrar's Office by October 15.

To receive a degree in August, degree applications are due to the Registrar's Office by June 15.

All candidates receiving degrees are encouraged to participate in the University's hooding and commencement ceremonies. Candidates who are within 4 credits of completing their programs may participate in the May or December ceremony.

Grading
The College of Education uses an "A" through "F" grading scale including "+" and "-" as well as Pass/No Pass. In College of Education graduate courses, all work below a "C" is considered failing and is not credited toward a graduate degree or licensure.

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, as well as a timeline. After submission of the work, the instructor completes a Grade Change form and submits it to the appropriate person for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or School Dean.

In graduate programs, the instructor and the candidate should agree upon a deadline by which all work will be completed.

In undergraduate programs the latest completion/expiration dates are:

Fall semester Incompletes:	December 31 of the following year.
Winter term Incompletes:	January 31 of the following year.
Spring semester and Summer term Incompletes:	May 1 of the following year.

Normal Load
Graduate degree-seeking students carrying 8 credits or higher a term are considered full-time; 4 credits is considered half-time. Undergraduate degree-seeking students carrying 12 credits or higher a term are considered full-time; 6 credits is considered half-time. Non-degree seeking students carrying 12 credits or higher a term are considered full-time; 6 credits is considered half-time.

Instructor Responsibilities
The College of Education expects that its instructors will design and teach courses that appropriately challenge candidates. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that candidates will receive feedback concerning their status during the course and that all graded work will be returned promptly. College of Education instructors will model and communicate expectations for exemplary professional behavior. Instructors will warn candidates when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of candidates' conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are responsible for judging the quality and accuracy of candidates ' work and assigning grades.

Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat candidates and peers with respect and adhere to all Pacific University rules and guidelines.

TUITION

Forest Grove and Eugene graduate programs	$680 per credit
Speech-Language Pathology program	$30,492 (annual flat rate)
Post-Baccalaureate Sequence	$680 per credit
Eugene Undergraduate program	$680 per credit
Forest Grove Undergraduate program	
Annual (two 14-week semesters)	$37,632*
Semester (one 14-week semester)	$18,816*
Part-time, per credit (1 through 11 credits)	$1,568 per credit

Students in the MEd/VFL program are charged 50% of the College of Education per-credit tuition rate for their College of Education courses.

* Overloads: Between 12-18 credits tuition charges remain at the 12-credit level. Permission is required to be enrolled in more than 18 credits; students are charged full-time tuition, plus the part-time per-credit charge for each credit above 18.

CALENDAR

Education programs: http://www.pacificu.edu/coe/index.cfm
Speech-Language Pathology programs: http://www.pacificu.edu/coe/csd/index.cfm

COLLEGE OF HEALTH PROFESSIONS

Mission

Pacific University's College of Health Professions is dedicated to preparing leaders in innovative healthcare for a diverse global community

Vision

The College of Health Professions aspires to excellence and sustainability in interprofessional scholarship, education, and practice to create models of person-centered healthcare

Core Values

We enact, uphold, and advance in all aspects of healthcare education, practice, service, and scholarship:

Diversity of people and ideas
Ethical and professional principles
Health Equity
Professional and Public Advocacy
Community Health and Wellness

History

In 2004, the College of Health Professions was formed consolidating four health professions Schools: Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Professional Psychology. A new Hillsboro, OR Campus (HC) opened in 2006. The HC is located in the Health and Education District of downtown Hillsboro along with several other partner organizations including Tuality Healthcare Community Hospital, the Virginia Garcia Memorial Health Center, and Portland Community College. The College welcomed Schools of Pharmacy and Dental Health Science in 2006, a Master of Healthcare Administration Program in 2008, a Graduate Certificate Program in Gerontology in 2010, a School of Audiology in 2011, and a Master of Athletic Training Program in 2012. The MHA and Gerontology programs were combined with the new Graduate Certificate Program in Healthcare Compliance to form the School of Healthcare Administration and Leadership in 2013, and the online Bachelor of Health Science was added to the degree offerings in this newest School. The Master of Arts program in Counseling Psychology was reworked to become a Master of Arts or Master of Science in Applied Psychological Sciences as of Fall 2014.

Schools and Programs

The College of Health Professions encompasses the following Pacific University Professional Schools and Programs:

- **School of Audiology**
  Doctor of Audiology (Au.D.)

- **School of Dental Health Science**
  Bachelor of Science in Dental Hygiene (B.S.D.H.)
  Bachelor of Science in Dental Health (B.S.)

- **School of Healthcare Administration and Leadership**
  Master of Healthcare Administration (M.H.A.)
  Graduate Certificate in Gerontology
  Graduate Certificate in Healthcare Compliance
  Bachelor of Health Science (B.H.S.)

- **School of Occupational Therapy**
  Doctor of Occupational Therapy (OTD)

- **School of Pharmacy**
  Doctor of Pharmacy (Pharm.D.)

- **School of Physical Therapy**
  Doctor of Physical Therapy (D.P.T.)

- **School of Physician Assistant Studies**
  Master of Science in Physician Assistant Studies (M.S.)
  Bachelor of Science in Health Studies (B.S.)

- **School of Professional Psychology**
  Doctor of Psychology in Clinical Psychology (Psy.D.)
  Doctor of Philosophy in Clinical Psychology (Ph.D.)
  Master of Science in Clinical Psychology (M.S.)
  Master of Arts in Clinical Psychology (M.A.)
  Master of Arts or Master of Science in Applied Psychological Science (M.A./M.S.)

- **Master of Science in Athletic Training Program (M.S.A.T.)**

In addition, students enrolled in the following health professions programs may elect to earn a dual degree with the Master of Healthcare Administration program:

- Doctor of Psychology
- Master of Arts or Master of Science in Applied Psychological Science
- Master of Science in Physician Assistant Studies
- Doctor of Occupational Therapy
- Doctor of Physical Therapy
- Doctor of Pharmacy

The Hillsboro Campus

The Pacific University Health Professions Campus is located in the Health and Education District of downtown Hillsboro adjacent to the Tuality Healthcare Community Hospital. The campus is located, along the north and south sides of Washington Street and the MAX light rail midway between S.E. 7th and 9th Avenues. The newest 59,800 square foot building opened in August 2010. It is the second of three planned buildings on the health professions campus. Our newest educational facilities, completed in spring of 2014 and including classrooms, teaching laboratories, and faculty offices, extend south and east into the Health and Education District's Intermodal Transit Facility along Baseline Road and the 7th Avenue Medical Plaza between Baseline Road and Oak Street. All of our facilities are state of the art for contemporary healthcare education and clinical practice.

Interprofessional Learning Opportunities

In addition to the outstanding curricula for each of Pacific University's health professions programs, the College of Health Professions, in collaboration with the Colleges of Optometry and Education, provides a number of interprofessional learning experiences including a course entitled Interprofessional Competence: Theory & Practice, an Interprofessional Case Conference series, and an Interprofessional Diabetes Clinic that serves our community. These interprofessional experiences touch all of our students with the intention of preparing them to recognize their own and others healthcare professions, develop interprofessional skills in communications and interactions, and appreciate the important role that leadership, professionalism, and diversity play in healthcare environments. The College also offers interprofessional coursework in Spanish specifically for healthcare providers.

COLLEGE-WIDE COURSES

All CHP courses are graded on a P/N (Pass/No Pass) basis.

CHP-310 Interprof Competence: Theory & Practice
This course provides basic guidance in promoting the development of essential skills and attitudes in order to function effectively in an interprofessional healthcare community. It is comprised of two half-credit courses during the fall and spring semesters. Throughout the courses, professional first-year students will attend classes to increase their knowledge in four areas; roles and responsibilities, team dynamics and professionalism, effective communication, and appreciation of differences. Students will also fulfill an experiential component where they will evaluate a case throughout the course as an interdisciplinary team. This experience will facilitate an opportunity for integration of didactic learning in the 4 previously mentioned areas: roles & responsibilities of the health professions, team dynamics & professionalism, effective communication, and appreciation of differences. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to ensure adequate interprofessional training, students are required to attend both half-credit courses of the Interprofessional Competence (IPC) course. Credits: 0.50 -

CHP-311 Interprof Competence: Theory & Practice
This course provides basic guidance in promoting the development of essential skills and attitudes in order to function effectively in an interprofessional healthcare community. It is comprised of two half-credit courses during the fall and spring semesters. Throughout the courses, professional first-year students will attend classes to increase their knowledge in four areas; roles and responsibilities, team dynamics and professionalism, effective communication, and appreciation of differences. Students will also fulfill an experiential component where they will evaluate a case throughout the course as an interdisciplinary team. This experience will facilitate an opportunity for integration of didactic learning in the 4 previously mentioned areas: roles & responsibilities of the health professions, team dynamics & professionalism, effective communication, and appreciation of differences. The experience will culminate in a demonstration of learning at a

College of Health Professions Interdisciplinary Event. In order to ensure adequate interprofessional training, students are required to attend both half-credit courses of the Interprofessional Competence (IPC) course. Credits: 0.50 --

CHP-460 Interprofes Int'l Experience Nica I
Students develop essential knowledge and attitudes as a global citizen and as a member of an interprofessional healthcare team. Students prepare to participate in a community based social model and team-oriented approach of service delivery aimed to promote the health of vulnerable older adults in Nicaragua. Includes development of critical cultural-specific knowledge and skills and preparation for pragmatics of travel. Available to approved CHP programs. Space is limited. Application required. Pass/No Pass. 2 credits.

CHP-461 Interprofes Int'l Experience Nica II
The course affords the opportunity to practice essential skills and attitudes as a global citizen and as a member of an interprofessional healthcare team. Students travel to Nicaragua and participate in service delivery to promote the health of vulnerable older adults and provide education for caregivers and community members. Students apply knowledge and further develop skills and abilities learned in the student's specific curriculum with opportunity to reflect on professional development and growth. Prerequisite: CHP 560. Pass/No Pass. 2 credits.

CHP-499 Interdisciplinary Seminar in Health Care
Topics vary. See department for details. 1-3 credits.

CHP-505 Healthcare Spanish I
First of a 2-part accelerated course to develop the skills needed to understand and communicate in Spanish at a beginning level within the healthcare setting. In addition, the course will help students gain valuable understanding of basic cultural issues related to Hispanic patients. Fall and Spring. Pass/No Pass. 2 credits.

CHP-506 Healthcare Spanish II
Second of a 2-part accelerated course to develop the skills needed to understand and communicate in Spanish at an intermediate level within the healthcare setting. In addition, the course will help students gain valuable understanding of basic cultural issues related to Hispanic patients. Fall and Spring. Pass/No Pass. 2 credits.

CHP-510 Interprof Competence: Theory & Practice
This course provides basic guidance in promoting the development of essential skills and attitudes in order to function effectively in an interprofessional healthcare community. It is comprised of two half-credit courses during the fall and spring semesters. Throughout the courses, professional first-year students will attend classes to increase their knowledge in four areas; roles and responsibilities, team dynamics and professionalism, effective communication, and appreciation of differences. Students will also fulfill an experiential component where they will evaluate a case throughout the course as an interdisciplinary team. This experience will facilitate an opportunity for integration of didactic learning in the 4 previously mentioned areas: roles & responsibilities of the health professions, team dynamics & professionalism, effective communication, and appreciation of differences. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to ensure adequate interprofessional training, students are required to attend both half-credit courses of the Interprofessional Competence (IPC) course. Credits: 0.50

CHP-511 Interprof Competence: Theory & Practice
This course provides basic guidance in promoting the development of essential skills and attitudes in order to function effectively in an interprofessional healthcare community. It is comprised of two half-credit courses during the fall and spring semesters. Throughout the courses, professional first-year students will attend classes to increase their knowledge in four areas; roles and responsibilities, team dynamics and professionalism, effective communication, and appreciation of differences. Students will also fulfill an experiential component where they will evaluate a case throughout the course as an interdisciplinary team. This experience will facilitate an opportunity for integration of didactic learning in the 4 previously mentioned areas: roles & responsibilities of the health professions, team dynamics & professionalism, effective communication, and appreciation of differences. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to ensure adequate interprofessional training, students are required to attend both half-credit courses of the Interprofessional Competence (IPC) course. Credits: 0.50 -

CHP-560 Interprofes Int'l Experience Nica I
Students develop essential knowledge and attitudes as a global citizen and as a member of an interprofessional healthcare team. Students prepare to participate in a community based social model and team-oriented approach of service delivery aimed to promote the health of vulnerable older adults in Nicaragua. Includes development of critical cultural-specific knowledge and skills and preparation for pragmatics of travel. Available to approved CHP programs. Space is limited. Application required. Pass/No Pass. 2 credits.

CHP-561 Interprofes Int'l Experience Nica II
The course affords the opportunity to practice essential skills and attitudes as a global citizen and as a member of an interprofessional healthcare team. Students travel to Nicaragua and participate in service delivery to promote the health of vulnerable older adults and provide education for caregivers and community members. Students apply knowledge and further develop skills and abilities learned in the student's specific curriculum with opportunity to reflect on professional development and growth. Prerequisite: CHP 560. Pass/No Pass. 2 credits.

CHP-599 Interdisciplinary Seminar in Health Care
Topics vary. See department for details. 1-3 credits.

CHP-601 Intermediate Spanish I
This course will make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. The class will be taught in Spanish. Prerequisite: WebCAPE placement test. Fall. Pass/No Pass. 1 credit.

CHP-602 Intermediate Spanish II
This course will continue to make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. The class will be taught in Spanish. Prerequisite: CHP-601/WebCAPE placement test. Spring. Pass/No Pass. 1 credit.

CHP-603 Intermediate Spanish III
This course will continue to make a practical review of Spanish grammatical structures of relevance to the health care setting In addition, the course will help the student gain a valuable understanding of basic cultural issues related to the Spanish-speaking patient. The class will be taught in Spanish. Prerequisite: CHP-602/WebCAPE placement test. Late Spring. Pass/No Pass. 1 credit.

SCHOOL OF AUDIOLOGY

INTRODUCTION

The School of Audiology offers an innovative and accelerated three-year professional curriculum leading to the Doctor of Audiology (AuD) degree. The inaugural cohort of students, the Class of 2015, matriculated with the Fall 2012 semester.

Doctors of Audiology – Who We Are
As audiologists, Doctors of Audiology provide hearing and balance healthcare by evaluating, diagnosing, treating, and managing individuals of all ages who have hearing and balance disorders and related issues. Treatment and management of hearing loss may involve dispensing hearing aids and other related hearing assistance technology as part of a wide range of treatment options. Doctors of Audiology may work in a variety of settings, including private practice, hospitals and medical centers, medical offices and multi-specialty outpatient clinics, hearing-related industries, universities, research labs, military branches, hearing conservation programs, newborn hearing screening and intervention programs, government agencies, school systems, and more.

Mission – Our Reason for Being
A mission statement defines what an organization is – in essence, why it exists or its reason for being. The School of Audiology's central mission is to prepare Doctors of Audiology in an innovative educational environment who are clinically outstanding, committed to life-long learning, and leaders in their community and profession.

Vision – Our North Star
A vision statement identifies what an organization would like to achieve or accomplish – its "north star." The School of Audiology's visionary "north star" is to continually create and advance new standards in Audiology education that answer a global need for compassionate and exceptional audiologic care, thereby improving the quality of life for individuals and communities throughout the world.

Core Values and Beliefs – Our Guiding Principles
A core value or belief of an organization guides its actions and objectives. The School of Audiology's guiding principles are actively being developed through a comprehensive strategic development effort, but, at our core, we are leaders, we are innovators, we are investigators, we are collaborators, and we are community. All else flows from those five essential beliefs, including fundamental values of integrity and professionalism, creativity and innovation, discovery and advancement, harmony and service, and communication and commitment.

Goals – Our Plans Now and for the Future
A goal is a broad statement of what an organization intends to accomplish. The School of Audiology remains committed to its primary goal – to prepare well-rounded and highly competent Doctors of Audiology who are ready to assume autonomous professional responsibilities in a variety of practice settings and become leaders in their communities. Additional goals that may be developed as part of the School of Audiology's strategic planning initiative will be constantly evaluated to ensure that they remain aligned with our purpose (mission), focused on our north star (vision), and guided by our principles (core values and beliefs).

Curriculum Overview – Our Innovative Doctor of Audiology Program
The Doctor of Audiology program curriculum prepares students across the audiologic scope of practice through a combination of rigorous didactic courses and outstanding applied clinical experiences. The faculty is committed to fostering integration of knowledge, critical thinking, professional and ethical behavior, interprofessional competence and collaboration, and the utilization of evidence-based principles for the practice of Audiology. Furthermore, as a School, we are committed to fostering among our students – our future professional colleagues – a spirit of life-long professional learning, a commitment to service, and a desire to contribute to the advancement of the profession.

The curriculum is based on a modified-block design, which allows the sequential delivery of courses in compressed blocks of study rather than the more traditional method of teaching multiple courses at the same time over the course of a semester. Students are not assigned letter grades in the curriculum but are instead assigned grades of either Pass (P) or No Pass (N) based on achievement of 85% or more of stated competencies. Students are assessed approximately every two weeks during the first two years of the curriculum. Students who do not achieve the necessary level of competency in a given area are provided opportunities for extended learning, during and/or immediately following each semester.

Students attend the program on a year-round basis. The first two years of the program blend academic course work with weekly clinical observations and practicum experiences in the first year and several five-week clinical internships in the second year. The clinical assignments during the first year are in a variety of practice settings, both on campus in the Pacific EarClinic and off-campus in the greater Portland commuting area. The clinical internships during the second year may be in the local commuting area or at distance locations anywhere in the country. The third year of the program is composed of a one-year clinical externship at an off-campus practice setting, which may be anywhere in the country or at an international location, and is designed to refine and solidify students' clinical competencies at professional levels. The clinical experiences in all three years are supported by weekly seminars which help integrate didactic and clinical knowledge and offer information and activities which enhance the students' acquisition of knowledge and skills.

Audiology Simulation Lab – Our State-of-the-Art Training Facility
Our audiology simulation lab (AUD SIMLab) is among the best anywhere. The two lab areas that comprise our AUD SIMLab include several stations for practicing audiologic assessment, ranging from video otoscopy to auditory brainstem response testing, in addition to working

with amplification devices, taking ear impressions, and learning cerumen management. The lab assignments are used in conjunction with a variety of courses for in-class and after-class practice and to help our students prepare for clinical proficiency examinations.

Pacific EarClinic – Our Commitment to Best Practices
The School of Audiology's on-campus, state-of-the-art Pacific EarClinic helps meet the hearing and balance healthcare needs in the community while providing rich clinical education experiences. Working in the clinic, our doctoral audiology students are supervised and mentored in delivering best practices for audiologic care and receive an invaluable introduction to the business aspects of an audiology practice. The goal is to deliver graduates who are clinically outstanding and fiscally responsible providers in the world of hearing healthcare.

Interprofessional Engagement – Our Model for the Future
In addition to the Doctor of Audiology program curriculum, students in the first year of the program also participate in a year-long, interprofessional competency course and several interprofessional case conferences alongside students from other health professions programs. These components develop the students' abilities to work in today's interprofessional healthcare environment and add an enriching and collegial experience to the program.

Accreditation – Our Status as a New Program
The doctoral AuD program in Audiology at Pacific University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

College of Health Professions and the Hillsboro Campus – Our Home
The School of Audiology is located on Pacific University's Hillsboro Campus in the Health and Education District in Hillsboro, Oregon, about 18 miles west of Portland. A part of the College of Health Professions, the School is housed in the Tuality Seventh Avenue Medical Plaza, adjacent to Tuality Healthcare Community Hospital.

FACULTY

James A. Baer, AuD (2012)
Academic Education Director
Assistant Professor of Audiology
ABA Board Certified in Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BS, State University of New York College at Cortland, 2000
AuD, University of Louisville, 2006

Matthew D. Bell, AuD (2014)
Assistant Professor of Audiology
ABA Board Certified in Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BMus, Utah State University, 2000
AuD, University of Washington, 2008

Nancy M. Bowen-Hicks, AuD (2013)
Pacific EarClinic Director
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BA, Portland State University, 1979
MS, Portland State University, 1982
AuD, University of Florida, 2014

David K. Brown, PhD (2012)
AUD SIMLab Director
Associate Professor of Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BA, Western Washington University, 1981
MA, Western Washington University, 1984
PhD, University of Calgary (Canada), 1996

Anne E. (Hogan) Cline, PhD (2013)
Assistant Professor of Audiology
Year 2 Internship Coordinator
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BS, Central Missouri State University, 2000
MS, Southwest Missouri State University, 2002
PhD, James Madison University, 2013

Wendy D. Hanks, PhD (2013)
Associate Professor of Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BS, Brigham Young University, 1979
MCD, Brigham Young University, 1981
PhD, Wichita State University, 1985

Anne E. Heassler, AuD (2012)
Clinical Education Coordinator
Assistant Professor of Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BS, University of Portland, 1993
MS, Portland State University, 2003
AuD, A.T. Still University, 2014

Victoria Keetay, PhD (2011)
Director, School of Audiology
Professor of Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BS, Ball State University, 1980
MA, Ball State University, 1983
PhD, Purdue University, 1993

Leigh G. Schaid, AuD (2014)
Assistant Professor of Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BA, University of Wisconsin, 2006
AuD, Indiana University, 2009

Trent T. Westrick, AuD (2014)
Assistant Professor of Audiology
ABA Board Certified in Audiology
ASHA Certificate of Clinical Competence in Audiology (CCC-A)
BA, University of Minnesota, 2005
AuD, Ohio State University, 2009

DOCTOR OF AUDIOLOGY

DEGREE REQUIREMENTS

The Doctor of Audiology degree program uses a modified block curriculum format. This is an accelerated program of study with a total of 121 credits compressed from a traditional four-year plan into three full-time years (year round – fall, spring, summer). A cohort of students enters each year in mid-August, and, in the usual course of events, graduation is anticipated in mid-August three years after matriculation. Courses typically are open only to students enrolled in the program. Note that the curriculum and the sequencing of the coursework, as shown below, may be altered at the discretion of the faculty.

DOCTOR OF AUDIOLOGY DEGREE PROGRAM (121 Credits)

YEAR 1		***Credits***
FALL SEMESTER		
AUD 500	Acoustics	1.5
AUD 510	Outer & Middle Ear	1.0
AUD 511	Sensorineural/Central Pathway	1.0
AUD 530	Audiologic Assessment I	1.5
AUD 531	Audiologic Assessment II	1.5
AUD 512	Auditory Pathophysiology	1.5
AUD 532	OAEs & Advanced Assessment	1.5
AUD 551	Amplification I	1.5
AUD 590	Seminar I	2.0
AUD 591	Introduction to Clinical Practicum	2.0
CHP 510	Interprofessional Competence	0.5
SPRING SEMESTER		
AUD 570	Pediatric Foundations	1.5
AUD 501	Applied Hearing Science	1.5
AUD 573	Geriatrics I	1.5
AUD 552	Amplification II	1.5
AUD 580	Research Fundamentals	1.0
AUD 550	Audiologic Rehabilitation	1.5
AUD 534	Evoked Potentials	1.5
AUD 590	Seminar I	2.0
AUD 592	Clinical Practicum	2.0
CHP 511	Interprofessional Competence	0.5
SUMMER SEMESTER		
AUD 556	Tinnitus & Hyperacusis	1.0
AUD 515	Vestibular I	1.5
AUD 557	Implantable Devices	1.5
AUD 555	Screening & Conservation	1.0
AUD 590	Seminar I	2.0
AUD 592	Clinical Practicum	2.0

YEAR 2

FALL SEMESTER		
AUD 535	Vestibular II	1.5
AUD 571	Pediatric Assessment	1.5
AUD 579	Topics in Audiology	1.0
AUD 553	Counseling in Audiology	1.0
AUD 581	Capstone Project	0.5
AUD 690	Seminar II	2.0
AUD 691	Clinical Internship (section 1)	5.0
AUD 691	Clinical Internship (section 2)	5.0

SPRING SEMESTER

AUD 514	Auditory Processing Disorders	1.5
AUD 572	Pediatric Intervention	1.5
AUD 513	Pharmacology & Ototoxicity	1.0
AUD 575	Educational Audiology	1.0
AUD 581	Capstone Project	0.5
AUD 690	Seminar II	2.0
AUD 691	Clinical Internship (section 1)	5.0
AUD 691	Clinical Internship (section 2)	5.0

SUMMER SEMESTER

AUD 578	Differential Diagnosis	1.0
AUD 585	Professional Issues & Ethics	1.0
AUD 586	Practice Management	2.0
AUD 690	Seminar II	2.0
AUD 691	Clinical Internship	5.0

YEAR 3

FALL SEMESTER

AUD 790	Seminar III	2.0
AUD 791	Clinical Externship	10.0

SPRING SEMESTER

AUD 790	Seminar III	2.0
AUD 791	Clinical Externship	10.0

SUMMER SEMESTER

AUD 790	Seminar III	2.0
AUD 791	Clinical Externship	10.0

ADMISSION

Enrollment in the Doctor of Audiology degree program at Pacific University is limited and admission is selective.

The Audiology Admissions Committee utilizes a holistic review process in considering applicants for admission, considering such factors as:

- Academic record, including cumulative undergraduate GPA, any post-baccalaureate or graduate GPAs, and GPA for the last 45 semester credits of undergraduate or graduate study. A minimum last-45 GPA of 3.0 is required for consideration for admission.
- Undergraduate and any post-baccalaureate or graduate field(s) of study
- Completion of prerequisite courses (see information under Admission Requirements)
- Essay questions
- Letters of recommendation
- Accuracy, completeness, and professionalism of application
- Writing sample
- Community and/or college service
- Audiologic or related care experiences
- On-campus interview

In addition, the Audiology Admissions Committee looks for other attributes, such as:

- Excellent interpersonal communication
- Excellent written communication
- Professional appearance and demeanor
- Strong sense of professionalism 24/7
- Strong spirit of teamwork
- Motivation to succeed
- Fit with Pacific University and the School of Audiology
- Passion for Audiology
- Demonstration of a commitment to pursuing a professional career in Audiology

Minimum Admission Requirements

- Minimum 3.00 GPA for the last 45 semester credits.
- Completion of all required prerequisite courses with a grade of "C" or better prior to the start of the program.
- CSDCAS custom personal essay question: “Describe what inspires your decision for becoming an audiologist, including your preparation for training in this profession, your aptitude and motivation, and the basis for your interest in audiology.”
- Three letters of recommendation, with at least one from a professor who has taught the applicant in college or an audiologist, either of whom can speak to the applicant’s potential for success in an AuD program.
- Evidence that an applicant has enough knowledge of the profession of audiology to ensure that he/she is making the right career choice and is likely to succeed in the program.
- Demonstrated English proficiency (see information below).
- On-campus interview, upon invitation, to help determine fit, motivation, and ability to be successful in the AuD program.

Prerequisite Courses

Students who enter a Doctor of Audiology degree program often have an undergraduate degree in communication sciences and disorders or in the core physical sciences (e.g., biology, chemistry, physics). Students may also have backgrounds in business, education, music, psychology, or the social and behavioral sciences, among other diverse majors. Although no specific undergraduate major is required, demonstration of knowledge and skills in core areas is necessary during doctoral audiology study. The Audiology Admissions Committee may advise a student to pursue additional pre- or post-baccalaureate study in specific areas or consider other preparation to help strengthen a student’s application for admission.

Prerequisite courses for admission to the AuD program at Pacific University include:

English Composition/Grammar (1 course required, 3 semester credits minimum)
Courses above the level of freshman composition and grammar are strongly preferred. Recommended courses include advanced composition and grammar, business writing, technical writing, or other similar advanced writing courses.

Human Biology (1 course required, 3 semester credits minimum)
Courses above the level of general human biology and courses with lab components are strongly preferred. Recommended courses include human anatomy and physiology, micro/macro-biology, cellular biology, or other similar human biology topics.

Mathematics (1 course required, 3 semester credits minimum)
College-level algebra or higher accepted.

Physics or Chemistry (1 course required, 3 semester credits minimum)
Courses on physics related to acoustics or in organic/biochemistry, and courses with lab components, are strongly preferred. General physics, general chemistry, and acoustics offered in a communication sciences/disorders department may be acceptable.

Social Sciences (1 course required, 3 semester credits minimum)
Courses above the level of freshman psychology and sociology are strongly preferred. Recommended courses include child psychology, lifespan development, aging psychology, cultural sensitivity/diversity, societal and economic conditions that impact health care, or other similar topics.

Statistics (1 course required, 3 semester credits minimum)
One statistics course required. Preferred courses include: Statistics from psychology/social sciences or mathematics departments. Research statistics strongly preferred.

Recommended Courses

In addition to the prerequisite courses, additional courses in key areas are strongly encouraged. These recommended courses include:

Business: At least one course is recommended; courses pertinent to managing a business are strongly encouraged.

English: At least one additional course is recommended. One course each in English composition and English grammar are strongly recommended. Coursework above freshman-level composition and grammar are strongly encouraged.

Communication Sciences & Disorders: Recommended courses include introduction to audiology (strongly recommended); audiologic (aural) rehabilitation; anatomy and physiology of speech and hearing; phonetics; language development; and language disorders.

Human Biology: At least one additional course is recommended.

Physics and Chemistry: At least one additional course is recommended. One course each in physics and chemistry is strongly recommended. Physics related to acoustics is strongly encouraged. Courses with laboratory components are strongly encouraged.

Social Sciences: At least one additional course is recommended. One course each in psychology and sociology, or other related subject areas pertaining to the human condition, is strongly recommended. Courses above the level of general psychology (e.g., Introduction to Psychology) and general sociology (e.g., Introduction to Sociology) are strongly encouraged.

World Languages: Coursework in a world language is recommended. At least one year of instruction or fluency is strongly encouraged.

English Proficiency
Demonstrated English proficiency is required of all applicants whose first language is not English. For more information on the English Proficiency Policy, see www.pacificu.edu/audiology/apply/AdmissionsRequirements.cfm.

Transfer Credit
Because the block method of curriculum delivery for our AuD program does not easily support integration of students from other programs, we are unable to accept transfer credit.

POLICIES

Course Load
A full-time course load is a minimum of 9 credits and a half-time course load is a minimum of 5 credits. Students must maintain a minimum enrollment of 5 credits per term to qualify for financial aid. Students are not permitted to take more than 18 credits in any single term without permission from the assigned faculty advisor and School administration.

Registration
A student is considered registered only after needed approvals from School administration have been obtained and classes have been entered into the registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University. For information about adding, dropping, or withdrawing from courses, students should contact their assigned faculty advisor in the School of Audiology.

Academic Standing
Good academic standing in the School of Audiology requires regular and prompt attendance, satisfactory academic performance, satisfactory clinical progress, appropriate professional conduct, effective interpersonal skills, and adherence to policies and procedures.

Financial Aid Eligibility
Federal rules may affect financial aid eligibility for students who do not show satisfactory progress. Refer to the Financial Aid section of this catalog for more information.

Evaluation of Student Progress
Progression of students toward achievement of programmatic outcomes, both didactically and clinically, is monitored frequently using various formative and summative methods of assessment. Examinations for the purposes of communicating whether or not a student has passed a particular set of competencies, didactic and clinical, are scheduled regularly throughout the academic year. In addition, students are typically required to take cumulative didactic and clinical proficiency examinations periodically throughout the program. The School of Audiology's faculty reserves the right to employ additional assessment tools throughout the program.

Grading
The School of Audiology uses a Pass/No Pass system of recording student achievement. In order to receive a grade of Pass (designated as "P" on the transcript), a student must achieve a score of 85% or more in each course and in each didactic comprehensive and clinical proficiency examination. For courses that have both lectures and laboratory/clinical portions, both the lecture and laboratory/clinical portions factor into the 85%-pass criterion, at the discretion of the course instructor. A final grade of Pass (P) must be attained in each course and each didactic comprehensive and clinical proficiency examination in order to continue satisfactorily through the curriculum. Failure to achieve a score of 85% or more in a course may result in a grade of No Pass (designated as "N" on the transcript). A grade of No Pass (N) may also be assigned for academic dishonesty, unprofessional conduct, unsatisfactory clinical progress, and unsafe clinical practice. Students who receive grades of No Pass (N) for courses or for didactic comprehensive or clinical proficiency examinations may be subject to extended learning blocks, probation, and/or dismissal, as described in those policy sections.

Attendance at Instructional Periods, Examinations, and Extended Learning
Regular and prompt attendance is essential for success in the Doctor of Audiology program. Therefore, attendance at all scheduled instructional events and activities (including but not limited to courses, seminars, labs, experiential assignments and rotations, and examinations) is required. Absence from any scheduled instructional event or activity is permitted only under the following conditions:

- Student illness when accompanied by a physician's note describing the illness.
- A personal emergency or an emergency in the student's immediate family, such as death, hospitalization, or other emergency situation, as determined by School administration on a case-by-case basis.

- Attendance at professional meetings provided that the absence has been pre-approved at least two weeks in advance. The approval process is coordinated by School administration. If an absence during a scheduled class time is excused, the student is responsible for obtaining course notes and other class materials and completing any assignments. If an absence from a scheduled examination or re-examination is excused, the student will be assessed at a time set by the instructor. Students with excused absences will be given the same individual examination opportunities as students who were present at the originally scheduled individual examination or re-examination. However, because the student could not participate in any group examinations which may be part of the examination process, the student will not be entitled to receive any applicable group points. Working with the student, the instructor will arrange for the student to take the examination as soon as possible following the student's return to school. Every effort should be made to schedule the make-up examination so that it does not jeopardize the student's performance on other scheduled examinations. The date and time of the make-up examination will be communicated to School administration and may or may not be scheduled for regular school hours.

Absence does not excuse a student from responsibility for meeting the requirements of the program. If an absence from a scheduled examination is unexcused, the student will be required to attend a scheduled re-examination and pass the re-examination. If an absence from a scheduled re-examination is unexcused, the student will be required to participate in a scheduled extended learning block immediately following the end of the semester and be assessed on those competencies at that time. Excessive absences may result in dismissal from the program.

Extended Learning
If a student does not achieve 85% or more on any examination, then he or she must remediate that portion of the curriculum, be reassessed, and achieve a level of 85% or more in order to progress to the next course and/or to the next academic section or year, as applicable. A grade of Incomplete may appear on the student's transcript until the examination is successfully completed. Students who do not pass may be required to attend an in-class or an electronic review session. If a student does not successfully achieve the desired set of competencies following re-examination, the student will be required to participate in an extended learning block, after which the student will be assessed again on those competencies. Duration, scheduling, and other requirements for extended learning blocks will be determined by the instructor in conjunction with School administration. Failure to successfully remediate deficiencies following an extended learning block may result in probation or dismissal, as described in those policy sections. Extended learning blocks are considered to be part of the regular educational process and, as such, the School will not charge additional fees or tuition.

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other excused absences, such as emergency situations or a planned extended learning block, as described in the Extended Learning section, prevent the student from finishing all requirements. Prior to submitting an Incomplete grade, the instructor and the student will complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor will complete a Grade Change form and submit it to School administration for approval. Upon approval, School administration will submit the Grade Change form to the Registrar.

Incomplete courses must be completed with a grade of Pass (P) prior to the end of the next semester in order to continue in the program. If the agreed-upon work is not completed and no grade change is submitted within two semesters (and an extension has not been granted), the Incomplete grade will become a grade of No Pass (N) when it expires. Prior to the expiration date, faculty may request an extension of an Incomplete by notifying the Registrar's office.

Disciplinary Action, Including Probation and Dismissal
Students will be placed on academic probation and may be subject to other disciplinary action, up to and including dismissal from the program, if they receive a grade of No Pass (N) in any course or on any didactic comprehensive or clinical proficiency examination, or if they receive a grade of No Pass (N) for any clinical observation, practicum, or internship course or for any portion of the clinical externship. Students will be subject to disciplinary action up to and including dismissal from the program if they fail to make satisfactory progress academically and/or clinically, fail to comply with School or University rules and procedures, or engage in inappropriate professional, clinical, or ethical conduct.

Students placed on academic probation will be required to work with their academic and/or clinical advisor to develop a remediation plan that outlines the expectations of the student during the probationary period, including criteria for continuation in the program. Remediation plans must be approved by the School's Academic & Professional Standards Committee and School administration. Due to the sequential nature of the modified block format of the AuD program, students on academic probation may have a delay in their program of at least a year if the remediation plan includes retaking any courses.

Students who successfully remediate all deficient coursework, examinations, or other terms of the remediation plan will be removed from academic probation. Failure to successfully remediate deficiencies or meet other terms of the remediation plan and return to good academic standing may result in dismissal from the program. Dismissal is decided on an individual basis by the School's Academic & Professional Standards Committee and School administration. Students who are dismissed from the program may not apply for re-admission.

Grade Changes
Once a course grade has been submitted (electronically or by hand) to the Registrar, it is considered final and may be changed within one year of completing the course only in the case of recording, posting, or computation errors. The instructor must complete and submit a Grade Change form to School administration for approval. Upon approval, School administration will submit the Grade Change form to the Registrar.

Appeals
Students wishing to appeal can find details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and academic conduct policies in the School of Audiology Student Handbook and the University Student Handbook.

Standards of Academic and Professional Conduct
The School of Audiology faculty is committed to instilling in our student colleagues the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of Audiology, we further intend for our graduates to uphold and maintain the level of confidence and trust the public expects from audiologists as licensed care providers. Upon accepting admission to the Doctor of Audiology program, each student agrees to abide by standards of academic and professional conduct, which include but are not limited to:

- Acting with honesty and integrity in academic and professional activities. Cheating and plagiarism (the act of using the words or ideas of someone else without citing the source) constitute serious offenses of academic dishonesty. A student must never cheat on an examination or represent the work of others as his/her own.
- Striving for professional competence.
- Fostering a positive environment for learning. A student will not interfere with or undermine other students' efforts to learn.
- Respecting the knowledge, skills, and values of audiologists, instructors, clinical supervisors and preceptors, and other healthcare professionals.
- Respecting the autonomy and dignity of fellow students, instructors, other healthcare professionals, staff, and patients.
- Respecting the time of patients, instructors, staff, and fellow students by being prompt in meeting professional and student obligations.
- Seeking treatment for any personal impairment, including substance abuse, which could adversely impact patients, instructors, healthcare providers, staff, or other students.
- Promoting the good of every patient in a caring, compassionate, and confidential manner.
- Protecting the confidentiality of any medical, personal, academic, financial, or business information.

Additional information on standards of student conduct can be found on the University's Office of Student Conduct Web site (www.pacificu.edu/studentlife/conduct).

School administration will address discipline concerns and violations of these Standards of Professional Conduct. Violations may result in receiving a grade of No Pass (N) for a didactic or clinical course or examination or in probation, suspension, or dismissal from the program.

TUITION (2014-2015)

Annual	$30,474
By semester	$10,158 each for Fall, Spring, and Summer semesters
Per credit	$754
Fees, Year 1 students	$750
Fees, Year 2 students	$265
Fees, Year 3 students	$45

For information on additional fees and other estimated costs of attendance, see www.pacificu.edu/audiology.

CALENDAR

For the current calendar, see www.pacificu.edu/audiology.

COURSES

AUD-500 Acoustics
Study of basic acoustics, including basic waves, impedance, complex sounds, speech acoustics, and decibels. 1.5 credits.

AUD-501 Applied Hearing Science
Study of perceptual aspects of sound, including an introduction to speech perception. 1.5 credits.

AUD-510 Outer & Middle Ear
Study of the anatomy and physiology of the outer and middle ear. 1 credit.

AUD-511 Sensorineural/Central Pathway
Study of the anatomy and physiology of the inner ear, VIII Nerve, and central auditory pathways. 1 credit.

AUD-512 Auditory Pathophysiology
Study of basic pathophysiologies of the auditory system with a focus on basic diagnostics through case study presentations. 1.5 credits.

AUD-513 Pharmacology & Ototoxicity
Study of pharmacological and ototoxicity effects on the auditory system. 1 credit.

AUD-514 Auditory Processing Disorders
Study of diagnosis and treatment of central auditory processing disorders. 1.5 credits.

AUD-515 Vestibular I
Study of the anatomy and physiology of the vestibular system and introduction to bedside and other basic evaluation techniques. 1.5 credits

AUD-530 Audiologic Assessment I
Study of basic audiologic assessment principles and techniques. Development of knowledge and skills in completing case history interview, otoscopy, pure tone audiometry, and masking. 1.5 credits.

AUD-531 Audiologic Assessment II
Study of advanced audiologic assessment principles and techniques. Development of knowledge and skills in completing speech audiometry, tympanometry, acoustic reflex tests, integration of test results, and report writing. 1.5 credits.

AUD-532 OAEs & Advanced Assessment
Development of knowledge and skills in evaluating otoacoustic emissions (OAEs). Introduction to electrophysiologic assessment techniques. Advanced study of the design of examination protocols and integration of test results. 1.5 credits.

AUD-533 Diagnostic/Intervention-Adult
Introduction to differential diagnosis and medical and non-medical means of intervention for adults. 1 credit.

AUD-534 Evoked Potentials
Development of knowledge and skills in completing evoked potential assessment, including ABR, ASSR, MLR, LLR, P300, and MMN. 1.5 credits.

AUD-535 Vestibular II
Study of advanced vestibular assessment techniques, integration of test results, interprofessional collaboration, and vestibular rehabilitation. 1.5 credits.

AUD-550 Audiologic Rehabilitation
Study of basic communication models and communication breakdowns resulting from hearing loss. Development of knowledge and skills in assessing communication problems, conversation management, and non-amplification intervention strategies. 1.5 credits.

AUD-551 Amplification I
Study of basic amplification systems technology. Development of skills and knowledge for determining candidacy for amplification, selection and fitting of amplification systems, and measurement of outcomes. 1.5 credits.

AUD-552 Amplification II
Study of advanced amplification technologies, fitting strategies, and patient outcome assessments, including real ear measures (REM). 1.5 credits.

AUD-553 Counseling in Audiology
Study of counseling as applied to the practice of audiology, with emphasis on case-based study. 1 credit.

AUD-555 Screening & Conservation
Study of the deleterious effects of noise on humans. Study of environmental noise analysis and the development and implementation of hearing screening and hearing conservation plans. 1 credit.

AUD-556 Tinnitus and Hyperacusis
Study of tinnitus and hyperacusis etiologies. Development of knowledge and skills in assessing tinnitus characteristics, and implementation of intervention models for tinnitus and hyperacusis. 1 credit.

AUD-557 Implantable Devices
Study of implantable amplification devices, such as cochlear implants, middle ear implants, and brainstem implants. 1.5 credits.

AUD-570 Pediatric Foundations
Overview of embryology and genetics. Review of speech and language development and disorders. 1.5 credits.

AUD-571 Pediatric Assessment
Development of the knowledge and skills for behavioral and electrophysiological assessment techniques with pediatric patients. Study of auditory system disorders commonly encountered in pediatric patients. 1.5 credits.

AUD-572 Pediatric Intervention
Development of knowledge and skills for intervention strategies with pediatric patients, including FM systems and assistive listening devices, audiologic habilitation, and the applications of amplification technology and cochlear implants to pediatric patients. Includes the study of issues relating to family dynamics and educational audiology. 1.5 credits.

AUD-573 Geriatrics I
Study of aging theory, multi-sensory disabilities, and relevant pathologies in geriatric patients. Development of knowledge and skills in modifications of standard assessment and intervention techniques with geriatric patients. 1.5 credits.

AUD-574 Geriatrics II
Continued development of knowledge and skills related to working with geriatric populations, with an emphasis on audiologic assessment, counseling, and intervention. 1 credit.

AUD-575 Educational Audiology
Study of the delivery of audiology services to a school-based population. Includes the development, management, and utilization of hearing and middle-ear system screening programs, classroom acoustics, selection and fitting of classroom-based amplification, and federal laws associated with children who have special needs. 1 credit.

AUD-576 Special Populations
Study of the provision of audiologic services for special-needs populations and for culturally/ethnically diverse populations. 1 credit.

AUD-578 Differential Diagnosis
Study of evidence-based, clinical decision-making consistent with the patient-management model as the foundation upon which differential diagnoses are made. Case studies will be used to teach the clinical thinking and decision-making process and to integrate information in determining a working diagnosis. 1 credit.

AUD-579 Topics in Audiology
A survey of special, current topics related to audiology. May be repeated once for credit. 1 credit.

AUD-580 Research Fundamentals
Introduction to concepts in research design and methodology. Study of applications of research to clinical practice and evidence-based practice. 1 credit.

AUD-581 Capstone Project
Participation in and completion of a team-based, evidence-based, clinically relevant project. Repeated once for credit. 0.5 credits.

AUD-585 Professional Issues & Ethics
Study of professional and ethical issues in audiology. 1 credit.

AUD-586 Practice Management
Study of private practice in audiology, and the development and implementation of business plans for a practice. 2 credits.

AUD-590 Seminar I
Weekly seminar for all first-year AuD students. Emphasis on practicing basic skills and integrating class work with clinical experiences. Includes individual and group presentations and case studies, and discussion of professional topics. Taken three times for a total of 6 credits. 2 credits.

AUD-591 Introduction to Clinical Practicum
Guided observation activities and introduction to clinical practicum at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. 2 credits.

AUD-592 Clinical Practicum
Supervised clinical practicum at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. 2 credits. Taken twice for a total of 4 credits.

AUD-690 Seminar II
Weekly seminar for all second-year AuD students. Emphasis on practicing advanced skills and integrating class work with clinical experiences. Includes individual and group presentations and case-studies, and discussion of professional topics and issues. Taken three times for a total of 6 credits. 2 credits.

AUD-691 Clinical Internship
Supervised, advanced clinical practicum at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. Taken 5 times for a total of 25 credits. 5 credits.

AUD-699 Independent Study
This course is intended as advanced, elective, independent study in a focused area of study in Audiology that is not part of the AuD program curriculum but is related to it. This course does not replace any required course or clinical experience in the program. A method of learning and plan for evaluation must be approved by the relevant instructor and School administration before registration for individual study is allowed. An Independent Study Contract is required. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) credits may be taken over the entire program. 1 credit.

AUD-790 Seminar III
Weekly seminar for all third-year AuD students. Focus on the integration of practical knowledge and the application of theories, models, and techniques from preceding courses, applying these to specific operational issues in audiologic practice. Includes discussion of case studies, interprofessional health care management, professionalism, and ethical and regulatory issues. Taken three times for a total of 6 credits. 2 credits.

AUD-791 Clinical Externship
Full-time supervised clinical placement at an off-campus clinical site. Taken three times for a total of 30 credits. 10 credits.

SCHOOL OF DENTAL HEALTH SCIENCE

INTRODUCTION

The School of Dental Health Science at Pacific University offers two Bachelor of Science degrees: a Bachelor of Science in Dental Hygiene and a Bachelor of Science in Dental Health. The B.S. in Dental Hygiene program includes two years of dental health courses completed at Pacific University following completion of required prerequisite coursework. This program provides the entry-level education required to become a licensed dental hygienist. The B.S. in Dental Health is a Degree Completion Program intended for current dental health professionals who wish to complete a Bachelor's degree at Pacific University.

Dental Hygiene Profession

Dental hygienists are licensed healthcare professionals who provide preventive, educational and therapeutic dental health services directly to patients. They focus on preventing and treating dental diseases to improve oral health, in support of the patient's overall health.

Dental hygienists must be licensed in each state in which they practice. Licensure requirements vary from state to state. In most states, candidates must graduate from an accredited dental hygiene program, pass a national written board examination and pass a state or regional clinical board examination. The RDH credential stands for Registered Dental Hygienist and indicates that the dental hygienist is licensed to practice.

The scope of practice for dental hygienists varies from state to state. Most dental hygienists perform oral health assessments; expose, process and interpret dental radiographs (x-rays); remove plaque, calculus and stain from the teeth; apply preventive materials including fluoride and sealants; teach patients proper oral hygiene techniques; and counsel patients on maintaining optimal oral health. In some states, dental hygienists can administer local anesthesia and nitrous oxide-oxygen sedation; prescribe fluoride and antimicrobial agents; place temporary restorations; place permanent restorations.

Clinical dental hygienists provide direct patient care in a variety of healthcare settings which include private dental offices, managed care organizations, schools, public health clinics, hospitals and long-term care facilities. Dental hygienists with a bachelor's or master's degree have additional career options which include teaching dental assisting, dental hygiene and dental students in colleges and universities; administering public health and community-based programs; managing dental practices and health care facilities; and marketing dental supplies, products and equipment.

History of the School

The School of Dental Health Science was established by the Pacific University Board of Trustees in May 2005. The B.S. in Dental Hygiene program was granted initial accreditation status in 2006 and approval status in 2008 from the Commission on Dental Accreditation. The first dental hygiene class enrolled in fall 2006 and graduated in August 2008.

Mission

The mission of the School of Dental Health Science at Pacific University is to provide an outstanding education for our students, compassionate care for our patients and exemplary service to the community and the profession.

Vision

The School of Dental Health Science at Pacific University will create and sustain a reputation of excellence in education, service and scholarship that is widely recognized and respected in both the profession and the community.

Goals

The goals of the School of Dental Health Science are to:

- Prepare dental health professionals for leadership roles in clinical practice, public health, education, research, administration and advocacy.
- Provide patient-centered care that is culturally appropriate and based on current standards of practice.
- Foster an environment that promotes discovery, application and dissemination of evidence-based research.
- Promote a commitment to service through professional association involvement, community partnerships and interprofessional collaborations.

Graduate Competencies

Graduates of the B.S.Degree Dental Hygiene Program will demonstrate the following competencies:

1. Provide the dental hygiene process of care which includes:
   - Assessment – collect and analyze data to determine general and oral health status of patients.
   - Diagnosis – identify oral health conditions that can be treated with dental hygiene services.
   - Planning – develop a dental hygiene care plan that reflects realistic goals and treatment strategies to promote optimal oral health.
   - Implementation – provide patient-centered dental hygiene care based on current standards of practice and emerging scientific research.
   - Evaluation – measure the extent to which goals identified in the dental hygiene care plan are achieved.
   - Documentation – record complete and accurate information related to patient care.
2. Follow protocols to prevent, prepare for and respond to medical emergencies that may occur in dental hygiene practice.
3. Provide dental hygiene care for patients of all age groups including children, adolescents, adults and geriatric patients.
4. Provide dental hygiene care for patients who exhibit all classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease.
5. Provide dental hygiene care for patients with special medical, physical, psychological and social needs.
6. Incorporate expanded functions into dental hygiene care including local anesthesia, nitrous oxide-oxygen sedation, gingival curettage and restorative dental procedures.
7. Use problem solving strategies to provide comprehensive patient care and effective management of patients.
8. Provide dental hygiene care in a variety of settings without the supervision of a dentist.
9. Use interpersonal skills and cultural awareness to communicate effectively with diverse population groups including dental patients who speak Spanish.
10. Work effectively with patients and providers in a variety of dental and interprofessional health care settings.
11. Assess, plan, implement and evaluate community-based oral health programs including health promotion and disease prevention activities.
12. Apply legal and regulatory concepts to the provision and support of oral health care services.
13. Evaluate current scientific literature to support evidence-based dental hygiene practice.
14. Use self-assessment skills to prepare for life-long learning and continuing professional development.
15. Demonstrate skills needed to pursue opportunities in clinical practice, public health, education, research, business management, administration, advocacy and leadership.

Accreditation

The program in dental hygiene is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

On-Campus Clinical Facilities

Students receive their basic clinical education in the Pacific University Dental Health Clinic located at the Hillsboro Campus in Hillsboro, Oregon. Although patients may call the clinic for appointments, each student is responsible for securing a patient for all scheduled clinic sessions. Students may not provide transportation for their patients.

Off-Campus Fieldwork

Students complete clinical enrichment and educational experiences at off-campus affiliation sites. The affiliation sites provide patients for these assignments. Students must provide their own transportation to the affiliation sites.

FACULTY

Gail L. Aamodt, M.S. (2006)
Clinical Education Coordinator
Associate Professor
Certificate, University of Oregon Health Sciences, 1977
B.S. Portland State University, 2000
M.S. Portland State University, 2002

Kathryn P. Bell, M.S. (2010)
Assistant Professor of Dental Health Science
B.S., University of North Carolina, 2006
M.S. University of North Carolina, 2010

Amy E. Coplen, M.S. (2009)
Assistant Professor
B.S. University of Michigan. 2002
M.S. University of Michigan, 2009

Pamela T. Kawasaki, M.B.A. (2007)
Associate Professor
B.S., Oregon Health Sciences University, 1987
M.B.A. Portland State University, 1993

Kathryn P. Moore, M.S.(2012)
Clinical Assistant Professor, Dental Health Science
B.S. Oregon Health Sciences University, 1981

Wilber Ramirez Rodriguez, B.S.D.H. (2013)
Clinical Instructor
B.S.D.H., Pacific University, 2010

Shawna D. Rohner, M.S. (2008)
Assistant Professor
A.A.S. Registered Dental Hygienist, Diablo Valley College, 1976
B.S. Eastern Washington University, 2007
M.S. Portland State University, 2010

Lisa J. Rowley, M.S. (2005)
Program Director
Associate Professor
A.A.S. Bergen Community College, 1978
B.S. Old Dominion University, 1980
M.S. Old Dominion University, 1982
M.S. College Misericordia, 1995

Alison S. Santoro, B.S.D.H. (2012)
Clinical Instructor
B.S. Pacific University, 2005
B.S.D.H. Pacific University, 2008

Kristen L. Thomas, B.S.D.H. (2012)
Instructor
B.S.D.H., Pacific University, 2010
M.S. Portland State University, 2012

BACHELOR OF SCIENCE IN DENTAL HYGIENE

DEGREE REQUIREMENTS

The B.S. Degree Dental Hygiene Program includes two years of dental health courses completed at Pacific University following completion of required prerequisite coursework. This program provides the entry-level education required to become a licensed dental hygienist. The curriculum and sequence of courses are subject to change.

Prerequisite coursework total = 48 semester credits
Dental Health course total = 83 semester credits
Bachelor of Science degree total = 131 semester credits

All dental health courses must be taken in the sequence listed and must be passed with a grade of C or above in order to continue in the program. Students must complete the equivalent of at least 131 semester credits with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science in Dental Hygiene.

Junior Year, Fall Semester (15 weeks)
DHS 311 Dental Hygiene Seminar I (2 credits)
DHS 321 Dental Hygiene Clinic I (3 credits)
DHS 330 Dental Science (4 credits)
DHS 335 Dental Radiology (3 credits)
DHS 355 Spanish for Dental Professions I (2 credits)
DHS 370 Dental Communications (2 credits)
CHP 310 Interprofessional Competence: Theory & Practice (0.5 credits)

TOTAL CREDITS: 16.5

Junior Year, Spring Semester (15 weeks)
DHS 312 Dental Hygiene Seminar II (2 credits)
DHS 322 Dental Hygiene Clinic II (3 credits)
DHS 340 Periodontics (3 credits)
DHS 342 Cariology (3 credits)
DHS 345 Oral Medicine (2 credits)
DHS 356 Spanish for Dental Professions II (2 credits)
DHS 375 Dental Health Education (2 credits)
CHP 311 Interprofessional Competence: Theory & Practice (0.5 credits)

TOTAL CREDITS: 17.5

Junior Year, Summer Term (8 weeks)
DHS 313 Dental Hygiene Seminar III (2 credits)
DHS 323 Dental Hygiene Clinic III (1 credit)
DHS 325 Pain Management (2 credits)
DHS 360 Oral Pathology (2 credits)
DHS 380 Dental Hygiene Care for Diverse Populations (3 credits)

TOTAL CREDITS: 10

JUNIOR YEAR TOTAL = 44 CREDITS

Senior Year, Fall Semester (15 weeks)
DHS 414 Dental Hygiene Seminar IV (2 credits)
DHS 424 Dental Hygiene Clinic IV (3 credits)
DHS 434 Dental Hygiene Fieldwork I (1 credit)
DHS 440 Dental Public Health & Research I (3 credits)
DHS 445 Restorative Dental Procedures (4 credits)
DHS 462 Teaching Strategies for Dental Professions (3 credits)
DHS 491 Dental Hygiene Capstone I (1 credit)

TOTAL CREDITS: 17

Senior Year, Spring Semester (15 weeks)
DHS 415 Dental Hygiene Seminar V (2 credits)
DHS 425 Dental Hygiene Clinic V (3 credits)
DHS 435 Dental Hygiene Fieldwork II (1 credit)
DHS 446 Restorative Clinic (1 credit)
DHS 448 Restorative Seminar (1 credit)
DHS 450 Dental Public Health & Research II (3 credits)
DHS 465 Business Management for Dental Professions (3 credits)
DHS 492 Dental Hygiene Capstone II (2 credits)

TOTAL CREDITS: 16

Senior Year, Summer Term (8 weeks)
DHS 416 Dental Hygiene Seminar VI (1 credit)
DHS 426 Dental Hygiene Clinic VI (1 credit)
DHS 436 Dental Hygiene Fieldwork III (1 credit)
DHS 470 Introduction to Independent Practice (3 credits)

TOTAL CREDITS: 6

SENIOR YEAR TOTAL = 39 CREDITS

ADMISSION

Enrollment in the B.S. Degree Dental Hygiene Program is limited and admission is selective.

The Admissions Committee considers the following factors when reviewing candidates for admission:

- Strength and breadth of academic record

- Prior dental or health care experience
- Essay questions
- Letters of recommendation
- Community and/or college service
- Accuracy, completeness and neatness of application
- Personal interview

Prerequisite Courses
The following courses must be completed prior to starting B.S. Degree Dental Hygiene Program. All prerequisite courses must be completed with a grade of C or above, and taken from a regionally accredited college or university. Science courses should be taken within the last seven years.

Natural Science – 14 semester credits
- Chemistry (with lab)
- Microbiology (lab preferred)
- Human Anatomy & Physiology (with labs)

Communication – 6 semester credits
- English Composition / Writing
- Interpersonal Communication / Speech

Social Sciences – 6 semester credits
- Psychology
- Sociology

Mathematics – 3 semester credits
- College Level Mathematics course (prefer statistics)

Spanish – 3 semester credits
- Must be at the college level

Nutrition – 2 semester credits

Medical Terminology – one course

Arts and Humanities – 8 semester credits
- Courses in art, music, theatre, language, literature, philosophy, religion, ethics, history, media arts, and humanities

Students must complete a minimum of 48 semester credits from a regionally accredited college or university prior to starting the B.S. Degree Dental Hygiene Program. All prerequisite courses must be 100-level or above.

BACHELOR OF SCIENCE IN DENTAL HEALTH

DEGREE REQUIREMENTS

The B.S. in Dental Health is a Degree Completion Program intended for current dental health professionals who wish to complete a Bachelor's degree at Pacific University.

Students must complete the equivalent of 120 semester credits with a cumulative grade point average of 2.0 or above. At least 30 semester credits of coursework must be completed at Pacific University and students must fulfill all program requirements in order to receive a Bachelor of Science in Dental Health.

Students must successfully complete 15 semester credits in the following core courses (or equivalent):

DHS 380	Dental Hygiene Care for Diverse Populations	3 credits
DHS 462	Teaching Strategies for Dental Professions	3 credits
DHS 465	Business Management for Dental Professions	3 credits
DHS 470	Introduction to Independent Practice	3 credits
DHS 490	Dental Capstone	3 credits

Students must complete an additional 15 semester credits of elective courses. Dental health science courses may be used to complete the elective requirement.

ADMISSION

Enrollment in the B.S. in Dental Health program is limited and admission is selective. This program is currently available only to students who have completed an accredited dental assisting or dental hygiene program. Students may attend on a part-time basis and do not need to complete courses in sequence. Courses will be offered on a space available basis.

POLICIES

Academic Standards

Good standing in the School of Dental Health Science requires regular and prompt attendance, satisfactory academic performance, satisfactory clinical progress, appropriate professional conduct, effective interpersonal skills and adherence to policies and procedures.

Attendance

Regular and prompt attendance is essential for success in the B.S. Degree Dental Hygiene Program. Therefore, attendance at all scheduled lectures, laboratories, clinic sessions and affiliation assignments is required. Absence does not excuse a student from responsibility for course work or assignments that are missed. Excessive absences may result in dismissal from the program. Lateness causes inconvenience to patients, instructors, staff and fellow students. Students are expected to conduct themselves in a professional manner by being prompt in meeting their professional obligations.

Registration

A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University.

For information about adding, dropping, or withdrawing from courses, please contact the Program Administrator.

Transfer Credit

The School of Dental Health Science will consider transfer students for admittance to advance standing only after careful review of all available information.

Grading

A = 92 & above
B = 82 - 91
C = 75 – 81
D = 66 – 74
F = below 66 or academic dishonesty, unprofessional conduct, unsatisfactory clinical progress, unsafe clinical practice
P = Passing
N = Not Passing

A final grade of C or above must be attained in each dental health course in order to continue to the following semester in B.S. Degree Dental Hygiene Program. For dental health courses which have both lecture and laboratory/clinical portions, both the lecture and laboratory/clinical portions must be passed at 75% or above in order to pass the course. Students who receive a final grade below C in a dental health course will be academically dismissed from the program.

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the Program Director for approval; the form then is processed by the Registrar.

Incomplete grades must be completed with a grade of C or above prior to the end of the next semester in order to continue in the program.

If agreed-upon work is not completed and no grade change submitted in the allotted period (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the Program Director.

Normal Load
12 credits or higher is a full-time course load, and 6 credits is half-time.

Repeated Courses
Courses may be counted only once towards graduation requirements. If a course taken at Pacific University is repeated at Pacific University, only the higher grade is used in computing the Pacific GPA. If a course taken at Pacific University is retaken at another institution, the Pacific grade still is counted in the GPA.

Academic Honesty
Students must protect the integrity of their work and maintain a high level of academic honesty. Cheating and plagiarism constitute serious academic offenses. Plagiarism is the act of using the words or ideas of someone else without citing the source. Students involved in an act of academic dishonesty may receive a grade of F or N for a course and may be dismissed from the program.

TUITION

Annual	$28,745
Fall Semester	$11,498
Spring Semester	$11,498
Summer Term	$5,749
Per credit	$727

Fees

Instrument kits & supplies (juniors)	$3,000
Instrument kits & supplies (seniors)	$2,325
Professional Assoc. dues	$150

CALENDAR

http://www.pacificu.edu/dentalhealth/

COURSES

DHS-311 Dental Hygiene Seminar I
This course provides an introduction to dental hygiene principles and practice. The dental hygiene profession, dental law & ethics, disease transmission, exposure control, principles of instrumentation, patient assessment, oral conditions, basic disease control methods and dental recordkeeping are included. 2 credits.

DHS-312 Dental Hygiene Seminar II
This course provides further study of dental hygiene principles and practice. Planning dental hygiene care, adjunctive disease control methods and management of medical emergencies are included. 2 credits.

DHS-313 Dental Hygiene Seminar III
This course addresses non-surgical periodontal therapy in terms of expected outcomes, appointment planning, pain control, power instrumentation and supplemental care procedures. Topics include dental materials, periodontal dressings, suture removal and care for acute periodontal conditions. 2 credits.

DHS-321 Dental Hygiene Clinic I
This course introduces application of patient assessment and instrumentation skills. The student will practice skills in a supervised clinical laboratory setting using teaching manikins and student partners. Pass/No Pass. 3 credits.

DHS-322 Dental Hygiene Clinic II
This course provides development of dental hygiene clinical skills with an emphasis on patient assessment, instrumentation and preventive techniques. The student will provide dental hygiene services to patients in a supervised clinical setting. Graded Pass/No Pass. 3 credits.

DHS-323 Dental Hygiene Clinic III
This course provides further development of dental hygiene clinical skills with emphasis on non-surgical periodontal therapy and restorative dental procedures. The student will practice skills in a supervised clinical setting using teaching manikins, student partners and patients. Pass/No Pass. 1 credit.

DHS-325 Pain Management
This course provides a study of anxiety and pain management techniques used in dental care. Components of pain, pain control mechanisms, topical anesthesia, local anesthesia, and nitrous oxide-oxygen sedation are included. The student will practice skills in a supervised clinical laboratory setting. 2 credits.

DHS-330 Dental Science
This course provides an integrated study of the anatomy, histology and embryonic development of the oral cavity, teeth, head and neck. Emphasis is placed on application of dental science to clinical practice. Laboratory activities are designed to reinforce course content. 4 credits.

DHS-335 Dental Radiology
This course provides an overview of dental radiology principles and techniques. Topics include x-ray production, radiation safety, exposure techniques, film processing and mounting, radiographic interpretation and patient management. The student will practice skills in a supervised clinical laboratory setting using teaching manikins, student partners and patients. 3 credits.

DHS-340 Periodontics
This course provides a study of the progression and treatment of periodontal disease. Topics include periodontal anatomy, disease classification, etiology, clinical examination, treatment planning, non-surgical periodontal therapy and surgical techniques. 3 credits.

DHS-342 Cariology
This course provides a study of the various microbial, host and dietary factors involved in the etiology, prevention and treatment of dental decay, with an emphasis on risk assessment, treatment planning, and patient counseling. 3 credits.

DHS-345 Oral Medicine
This course presents a systems approach to common medical conditions which includes signs and symptoms, pathophysiology, treatment options and modifications for dental care. Therapeutic drugs are discussed in terms of mechanism of action, indications, effects and dental considerations. 2 credits.

DHS-355 Spanish for Dental Professions I
This course provides an introduction to Hispanic cultures and the use of Spanish language to promote effective dental communication with Spanish-speaking individuals and groups. 2 credits.

DHS-356 Spanish for Dental Professions II
This course provides further development of Spanish language skills to enhance dental communication with Spanish-speaking individuals and groups. 2 credits.

DHS-360 Oral Pathology
This course provides a study of abnormal conditions of the head, neck and oral cavity which includes clinical appearance, etiology and treatment options. Emphasis is placed on common oral lesions and the inter-relationship between oral and systemic conditions. 2 credits.

DHS-370 Dental Communication
This course provides theory and practice in use of interpersonal communication skills for dental health professionals. A primary objective of this course is to empower students to achieve personal and professional goals through the use of effective communication skills. 2 credits.

DHS-375 Dental Health Education
This course addresses health promotion and disease prevention strategies that can be used to assist individuals and groups to improve their oral health. Students are introduced to basic techniques and strategies used in planning and carrying out health education programs in a variety of settings. 2 credits.

DHS-380 DH Care for Diverse Populations
This course addresses the economic, social and cultural issues that affect demand for and access to dental health care. Emphasis is placed on developing awareness, enhancing communication and promoting positive change in health care delivery. 3 credits.

DHS-414 Dental Hygiene Seminar IV
This course addresses dental hygiene care for patients with special dental, medical, physical, and mental conditions. 2 credits.

DHS-415 Dental Hygiene Seminar V
This course provides an overview of the dental health care delivery system including practice settings, credentialing, regulation, legal considerations, ethical issues, professional associations and dental office procedures. 2 credits.

DHS-416 Dental Hygiene Seminar VI
This course provides an overview of dental hygiene career opportunities and career planning strategies. 1 credit.

DHS-424 Dental Hygiene Clinic IV
This course provides further development of dental hygiene clinical skills with emphasis on providing care to special needs patients. The student will provide dental hygiene services to patients in a supervised clinical setting. Graded Pass/No Pass. 3 credits.

DHS-425 Dental Hygiene Clinic V
This course provides further development of dental hygiene clinical skills with emphasis on self-assessment, evaluation of treatment outcomes and peer review. The student will provide dental hygiene services to patients in supervised clinical setting. Graded Pass/No Pass. 3 credits.

DHS-426 Dental Hygiene Clinic VI
This course focuses on transition to professional dental hygiene practice with emphasis on comprehensive treatment planning and independent decision making. The student will provide dental hygiene services to patients in a clinical setting with limited supervision. Pass/No Pass. 1 credit.

DHS-434 Dental Hygiene Fieldwork I
This course provides experiential opportunities to explore the professional roles of the dental hygienist in inter-professional healthcare settings and with diverse population groups. The student will participate in fieldwork at off-campus affiliation sites. Pass/No Pass. 1 credit.

DHS-435 Dental Hygiene Fieldwork II
This course provides additional experiential opportunities to explore the professional roles of the dental hygienist in inter-professional healthcare settings and with diverse population groups. The student will participate in fieldwork at off-campus affiliation sites. Pass/No Pass. 1 credit.

DHS-436 Dental Hygiene Fieldwork III
This course provides advanced experiential opportunities to explore the professional roles of the dental hygienist in interprofessional healthcare settings and with diverse population groups. The student will participate in fieldwork at off-campus affiliation sites. Prerequisite: DHS 416 and DHS 426. Pass/No Pass. 1 credit.

DHS-440 Dental Public Health & Research I
This course provides a study of the dental research process including problem identification, literature review, research design, data collection, statistical analysis, interpretation of results and presentation of findings. Introduces skills and tools that enable the dental health professional to read and apply scientific literature to clinical practice. 3 credits.

DHS-445 Restorative Dental Procedures
This course provides a study of materials and procedures used in restorative and prosthetic dentistry. Amalgam, composite and provisional restorative materials are included. Laboratory activities are designed to reinforce course content. 4 credits.

DHS-446 Restorative Clinic
This course focuses on application of restorative dental procedures. The student will provide restorative dental services to patients in a supervised clinical setting. Graded Pass/No Pass. 1 credit.

DHS-448 Restorative Seminar
This course provides discussion of restorative dental procedures and specialty dental practices. Prerequisite: DHS 445. 1 credit.

DHS-449 Restorative Exam Practice
This elective course will provide an opportunity for students to gain additional practice in placing dental restorations on typodont teeth. Emphasis is placed on preparation for restorative board examination. May be repeated for credit. Pass/No Pass. 1 credit.

DHS-450 Dental Public Health & Research II
This course addresses the prevention and treatment of dental disease through community oral health initiatives. Emphasis is placed on assessment of oral health needs, planning and evaluation of dental public health programs, and identification of career opportunities within public health settings. 3 credits.

DHS-455 Current Issues for Dental Professions
This course examines current issues which affect dental professionals and the delivery of dental health care. 3 credits.

DHS-462 Teaching Strategies for Dental Prof
This course provides an overview of teaching strategies which can be used to convey information to individuals, small groups and large audiences in a variety of academic settings. Resources used to pursue careers in dental hygiene education will be explored. Learning styles, behavioral objectives, teaching methods, instructional materials, teaching psychomotor skills and evaluation of learning are included. 3 credits.

DHS-465 Business Management for Dental Prof
This course provides a study of basic principles of business with emphasis on application of business management skills in dental health care settings. Management styles, organizational structure, strategic planning, finances, marketing, human resources, labor relations, information technology, quality control and risk management are included. 3 credits.

DHS-470 Introduction to Independent Practice
This course provides an overview of independent practice for dental hygienists including state regulation, employment opportunities, business models, marketing, reimbursement and community relations. 3 credits.

DHS-475 Internship
This course enables the student to participate in a workplace experience in a health care or educational setting. May be repeated for credit. Variable credit. Graded Pass/No Pass. Credits: 1.00 - 14.00

DHS-490 Dental Capstone
This course provides the student with the opportunity to pursue concentrated study of a dental-related topic through a research project or internship experience. The student will work with a faculty mentor to plan, implement and evaluate their capstone project. Will be taught in Fall for 1 credit and Spring for 2 credits for a total of 3 credits. Graded Pass/No Pass. 1-2 credits.

DHS-491 Dental Hygiene Capstone I
The capstone project provides the student with an opportunity to develop and implement a community-based program. In this course, the student will begin the capstone project by gathering background research, developing a needs assessment and submitting an institutional review board proposal. Pass/No Pass. 1 credit.

DHS-492 Dental Hygiene Capstone II
The capstone project provides the student with an opportunity to develop and implement a community-based program. In this course, the student will complete the capstone project by developing, implementing and evaluating the community-based program. The student will complete a final paper and present the capstone project in a public forum. Pass/No Pass. 2 credits.

DHS-495 Independent Study
This course enables the student to pursue an individual research or program development project. May be repeated for credit. Variable credits. Graded Pass/No Pass. Credits: 1.00 - 14.00

SCHOOL OF HEALTHCARE ADMINISTRATION AND LEADERSHIP

Given the demands of healthcare reform, marketplace changes, the increasing complexity of the profession and challenges facing healthcare leaders, the School of Healthcare Administration and Leadership (HAL) provides academic programming that supports the individual professional growth needed to develop highly trained healthcare leaders.

The School was created in spring 2013 to incorporate the following professional programs already in existence within the College of Health Professions:

- Master of Healthcare Administration
- Graduate Certificate in Healthcare Compliance
- Graduate Certificate in Gerontology
- Bachelor of Health Science

Bachelor of Health Science (BHS)

INTRODUCTION

Pacific University's Bachelor of Health Science Program is designed for working professionals and prepares graduates to move into management roles or advance their careers in the challenging and rapidly evolving field of healthcare management. The curriculum is designed for distance delivery using Moodle (online platform) and web conferencing technology. The course delivery is based on a combination of synchronous and asynchronous sessions with additional opportunities to join the cohort on campus for a two-day class meeting in August and again at the end of the program for the presentation of the Senior Thesis/Capstone Project. Courses are team taught with Pacific University faculty and healthcare professionals from the field, so BHS students learn from healthcare executives and can immediately apply learning from the classroom to their own work in the profession. The design of the curriculum ensures that the skills and competencies that students develop are immediately applicable and relevant, and represent the skill sets in demand for career-oriented healthcare managers and administrators.

Mission

The Bachelor of Health Science program provides a curriculum for those currently working in a healthcare organization to complete their degrees and prepare for leadership roles in healthcare management for all types of healthcare organizations. Graduates have the confidence, skills, knowledge, and professional competence to contribute to a healthcare system that seeks to improve the health of individuals and communities. The degree program is designed to broadly train individuals with experience in healthcare to advance to management positions.

Accreditation

Pacific University is accredited by the Northwest Commission on Colleges and Universities.

Program Format

The Bachelor of Health Science degree is a one-year program (three semesters) with a blended curriculum that is delivered online and through distance web conferencing technology. In addition, students meet for a two-day class at Pacific University's Hillsboro campus, once at the beginning and once at the end of the program. All of the courses are online, and are comprised of both asynchronous and synchronous learning modalities. The BHS program has a block curriculum design, which means that every semester students complete four to five courses, but take only 1-2 courses at one time.

Internship/Capstone Project

To graduate from the program, students are required to complete a Senior Capstone Project (an applied organizational plan or project), and at least 120 hours of an applied internship. Students have an opportunity through this organizational plan to synthesize their learning, applied projects and internships, and other creative endeavors to identify and produce a professional plan that could be implemented in a healthcare organization. Each project must be derived from a healthcare organization and produce a product (the "deliverable") that will be used by the organization. At the end of the project, each student or team of students is required to submit a capstone paper and give an oral presentation to the faculty and students of the College of Health Professions and senior management of the healthcare organization involved with the project. Students are permitted to work in teams on the Capstone Project, which are graded by the faculty with input from the healthcare organization and other students. The Capstone Project requires a grade of B or higher in order for a student to graduate from the BHS program.

FACULTY

Aurae Beidler, MHA, RHIA, CHC, Healthcare Compliance Program Director and Assistant Professor
Laura Dimmler, PhD, MPA, BA, Professor and Director, School of Healthcare Administration and Leadership, and MHA Program Director
Bobby Nijjar, RD, EdD, Assistant Professor of Healthcare Management
Katie Parker, MS, Experiential Learning Coordinator and Assistant Professor
Toni Plato, MS, BHS Program Director and Assistant Professor

ADMISSION

Prerequisites

- Associate's degree or credit equivalent
- A cumulative 2.75 GPA or higher
- Applicants currently must be working for a healthcare organization and have a minimum of two years of paid work experience (three years preferred) in an administrative or clinical position with a healthcare organization
- Completion of the BHS application and submission of official transcripts for all college-level coursework

A maximum of 90 semester credits or 135 quarter credits can be transferred toward the BHS degree.

Prerequisite Coursework: 80-90 credits

- Natural Sciences & Laboratory:
  - Biology, Physics, Chemistry, Human Anatomy and/or Physiology (at least three courses)
- Communication:
  - Writing or English Composition, and Interpersonal Communications (at least two courses)
- Humanities and Art:
  - English Literature, Philosophy and Art, Music or Theater (at least two courses)
- Social Sciences:
  - Economics recommended. Microeconomics strongly recommended (at least three courses)*
- Mathematics:
  - Statistics course fro Psychology, Sociology, Statistics or Mathematics preferred (at least 1 course)**
- Foreign Language:
  - Spanish preferred or proficiency (At least tow-three courses)***

Process

Submit the following to admissions@pacificu.edu :

- A completed application form
- A three-page (maximum) essay on your professional goals and how the BHS program relates to the achievement of your personal goals
- Resume
- Official transcripts from each college and university attended
- Two reference letters (one must be from a supervisor or employer)
- $50 application fee (this fee may be waived for early applicants; check with Graduate Admissions at admissions@pacificu.edu)

The applicant pool is screened by the Admissions Committee, which includes HAL faculty and administrators.

Selection is based on: previous undergraduate coursework; commitment to community service and healthcare management, ethics and leadership; work experience in a healthcare organization; strength of evaluation letters; written and oral communication skills; and analytical thinking skills as assessed in the essay and during the personal interview.

DEGREE REQUIREMENTS

Below are the requirements necessary to complete the BHS program. A minimum of 120 semester credits are required to earn the Bachelors of Health Science degree. A maximum of 90 semester (135 quarter) credits can be transferred.

Associate's degree or credit equivalent	80-90 credits
BHS Curriculum	40 credits
Total	**120 credits**

BLOCK I – 14 credits

HSC 401 Leadership and Ethics in Healthcare	2
HSC 455 Healthcare Economics	4
HSC 420 Environmental Health and Managerial Epidemiology	
HSC 435 Statistical Analysis and Decision Making	2
HSC 425 Healthcare Finance and Accounting I	4
HSC 470 Senior Thesis/Capstone: Research Methods	1
HSC 475 Internship	1

BLOCK II – 13 credits

HSC 430 Healthcare Accounting II	2
HSC 405 Comparative Healthcare Delivery Systems and Global Health	4
OR	2
HSC 420 Environmental Health and Mangerial Epidemiology	
HSC 445 Healthcare Management and Governance	
HSC 410 Organizational Behavior and Human Resources Management in Healthcare Organizations	4
HSC 475 Internship	1

BLOCK III – 13 credits

HSC 440 Health Policy and Law	2
HSC 450 Healthcare Operations Management and Quality Improvement	4
HSC 435 Information Management Systems in Healthcare	2
HSC 415 Healthcare Strategic Planning and Marketing	4
HSC 471 Senior Thesis/Capstone: Synthesis and Presentation	1

*Course requirement from the BHS curriculum applies toward one Social Science course.
**Course requirement from the BHS curriculum can fulfill the Mathematics requirement.
***Healthcare Spanish can be taken through the School of Healthcare Administration and Leadership at Pacific University once admitted.
Transcripts will be evaluated by an admissions adviser on an individual basis and other courses not listed may apply.

TUITION

Tuition is $675 per credit. No additional fees required. Books and computer are not included. (Full-time tuition for Fall, Spring, and Summer, 2014-15: $27,000)

COURSES

HSC-401 Leadership & Ethics in Heatlhcare
This course provides students with the foundation needed to develop skills to become better healthcare leaders. Becoming a leader is a process that involves building self-awareness and self-confidence, and engaging in self-assessment and self-reflection. As each individual learns to trust their own ability to make choices, to analyze their current situation, and to understand how they can influence other people and their environment, they become more prepared to effectively undertake leadership roles. The values and ethical foundation of leadership can inform organizational and social change; therefore, the ethics of healthcare and business will be covered. Through the application of theory, practice, and reflection, students will learn about the different styles of leadership and how to evaluate their individual strengths and weaknesses, taking steps to develop and implement an individualized leadership development plan for professional growth and career advancement. Prerequisite: Admission to BHS program. 2 credits.

HSC-405 Comparative Healthcare Delivery Systems
his course describes variations in healthcare delivery systems locally, nationally, and globally as they relate to policy, structure, and finance. Comparisons of systems are made relative to expenditure of resources and outcomes. Students learn about healthcare coverage, access to care, healthcare rationing, provider manpower distribution, and seeking healthcare in foreign countries (medical tourism). The discrepancy between the desirable and the practical is explored, and students are asked to outline and defend a system that they believe is both desirable and practical, based on evidence from the literature. Prerequisite: Admission to BHS program. 4 credits.

HSC-410 Org Behavior & Human Resource Management
This course is an overview of organizational theory and the impact of decision-making on the behavior of individuals working in healthcare organizations. Topics will include change management, leadership, motivation, group behavior, conflict management, decision-making, power, organizational structure, team building, and communication within organizations. Students will examine the role of the human resources management functions in the maintenance of a productive workforce within the organization. Students also will engage in case study analysis, discussion making and role playing as an application for learning. Prerequisite: Admission to BHS program. 4 credits.

HSC-415 Healthcare Strategic Plan & Marketing
This course outlines the challenges, necessity, and processes of strategic planning, and demonstrates to students how strategic planning is implemented in a healthcare organization. In an organization, all stakeholders must be considered in any implementation of a plan; students will work on projects to learn how to develop and implement strategic plans and the application of effective marketing modalities. Students also will explore market research, product strategy, branding, pricing, placement, promotion, and competition, and learn to appreciate the relationship between service design and delivery, marketing, strategic planning, and budgeting. Prerequisite: Admission to BHS program. 4 credits.

HSC-420 Environmental Health & Managerial Epi
This course provides an understanding of how environmental factors contribute to adverse health effects in various populations. Students learn to understand disease patterns associated with environmental contaminants and the impact these have on population health and the cost of delivering healthcare services. The course introduces core epidemiological principles and the essential application of these in planning, evaluating, and managing healthcare services and public health. The course also emphasizes a wide variety of local, regional, and global health issues related to environmental degradation and affecting public health. Prerequisite: Admission to BHS program. 4 credits.

HSC-425 Healthcare Finance & Accounting I
This course offers an overview of basic healthcare financial management principles to build competencies so students will learn how to keep healthcare organizations financially viable. Basic financial accounting concepts will provide an organization-level understanding of the language, concepts, processes, and key functions. Managerial accounting principles also will be a focus of the course and include cost accounting, budgeting at the department level, and an understanding of the key role that budget development, budget management, and fiscal control play in ensuring the financial strength of healthcare organizations. Prerequisite: Admission to BHS program. 4 credits.

HSC-430 Healthcare Accounting II
This course offers an overview of selected accounting issues and will provide students with an understanding of the basics of financial and managerial accounting principles and their application to healthcare organizations. The course will build basic knowledge of cost accounting, including full and differential costing techniques, and will focus on management control structures and processes, also addressing topics such as budgeting, reporting, and variance analysis. Particular attention will be given to healthcare accounting practices and how the healthcare delivery system is financed. Prerequisite: HSC 425. 2 credits.

HSC-435 Statistical Analysis & Decision-Making
All healthcare organizations must rely on data, provided by government, insurance companies, consultants, research firms, academic institutions, and organizational databases, to make accurate decisions. In this course, students will learn to understand the assumptions behind the formulas generating the numbers, and question the validity of apparently inaccurate, misleading or dangerous statistics. This course explains the fundamental concepts of statistics, as well as common uses and misuses. By applying various analytical tools, students will gain a conceptual understanding of how to critically evaluate and analyze data for accurate and enhanced decision making. Prerequsite: Admission to BHS program. 2 credits.

HSC-440 Health Policy and Law
This course provides an overview of the legal issues relevant to healthcare organizations and compliance. The course provides students with a broad understanding of the laws applicable to patient care, safety, human resources management, health information, and HIPAA. Students also will be immersed in cases and issues to develop an in-depth understanding of healthcare policy, crafted locally and nationally, and how this impacts the availability, quality, and cost of healthcare. Students also will learn about the social determinants of health and healthcare disparities of various populations in the U.S. Prerequisite: Admission to BHS program. 2 credits.

HSC-445 Healthcare Management & Governance
This course provides an overview of the effective management strategies that are used by healthcare administrators. Students will examine the organizational structures and administrative processes of healthcare organizations such as planning, decision making, and continuous quality improvement. Corporate governance - the policies, processes, and customs that direct an institution - also will be covered in the course. These organizational components influence stakeholder relationships, the culture of the organization, and how it is managed, so students will learn how to evaluate the effectiveness of organizational governance processes and structures. Prerequisite: Admission to BHS. 2 credits.

HSC-450 Healthcare Oper Mgmt & Quality Improve
This course examines best practices for quality improvement and how to evaluate organizational systems and patient care quality through the application of various assessment methodologies and outcomes measures. Course topics include: quality assurance, project management, LEAN, work design and productivity, forecasting, and simulation. Students will explore the transformative role of implementing quality improvement processes in management practices, and appreciate the direct impact on patient outcomes, lower costs, and enhanced system performance. Prerequisite: Admission to BHS program. 4 credits.

HSC-455 Healthcare Economics
This course provides a broad understanding of the economics of healthcare. Students will explore basic economic concepts - supply, demand, production, and cost - and also learn about the policies that government uses to improve performance in this sector of the economy. Students will develop a thorough understanding of the relevance of economic concepts in order to anticipate emerging trends and

ensure accurate decision making. By the end of the course, students will understand the role of economics in the development of public policy regarding healthcare service delivery, and how this relates to the financing of healthcare in the U.S. Prerequisite: Admission to BHS program. 4 credits.

HSC-460 Info Management Systems in Healthcare
This course offers an overview of planning, security, and project management issues related to information technology systems in healthcare organizations. Understanding the critical role of information management systems in the efficient operation of healthcare organizations is essential. Students also will learn about the regulatory aspects of information management including HIPAA (Health Insurance Portability and Accountability Act), patient confidentiality requirements, coding and informatics standards, patient safety, electronic medical records, and practices for keeping information secure. Prerequisite: Admission to BHS program. 2 credits.

HSC-470 Thesis/Capstone I: Research Methods
This initial capstone course will focus on building an understanding of the theories, models, and methods of health services research and applying this knowledge to a healthcare management research question. The course will enable students to apply the skills of research to specific management and other healthcare related issues of interest. Students will learn to use research methods to analyze a problem and propose a potential intervention for their capstone project. Students also will be required to submit their research proposals to the university's IRB for approval. Prerequisite: Admission to BHS program. 1 credit.

HSC-471 Thesis/Capstone II: Synthesis & Present
This final capstone course is the culminating course for the program, synthesizing the theories, models, and skills learned throughout the coursework and the experiential internship. Each student is required to present a capstone paper that demonstrates a synthesis of learning. The capstone presentation represents a demonstrated application of research methods to a significant healthcare topic. Capstone projects must consist of an applied research topic and be completed in partnership with a healthcare organization. Prerequisite: HSC 470. 1 credit.

HSC-475 Internship
The required internship provides an opportunity for students to demonstrate that they can successfully apply theoretical knowledge and skills learned through the BHS coursework to solve common problems of healthcare organizations. Internships must take place within a healthcare organization under the supervision of an onsite preceptor. The student, preceptor, BHS Program Director, and the HAL internship coordinator must agree on the selection of an appropriate project or projects, which the student must describe in the Student Internship Form and submit for approval prior to starting the internship. A final paper reflecting on the internship and the project(s) is required of the student, as well as routine time logs of completed project work and periodic evaluations. May be repeated for credit. 1-9 credits.

POLICIES

BHS students must meet the requirements of all Pacific University and MHA Program policies and procedures, including professional standards of conduct established by the field of healthcare administration, and those listed elsewhere in this catalog.

Attendance Policy
All students are expected to attend classes regularly and promptly. This applies to online classes with synchronous sessions as well as course segments that require live web conferencing. Students who miss classes will be held responsible for all the in-class course assignments and if they repeatedly fail to attend classes without excused absences, they may be dismissed from the BHS program. It is the responsibility of each student to immediately notify the Program Director and course instructor prior to class if an absence is anticipated.

Students have the responsibility to take all scheduled assessments on the announced date and time. Students who report to the class late on an assessment day will not be given any extra time. This also applies to online courses with dates indicated in the syllabus.

An absence from an examination/assessment shall be considered “excused” if it occurs because of any of the following situations (valid documentation must be submitted):

- Hospitalization of the student or an immediate family member due to illness or accident
- Death in the student’s immediate family (i.e.; spouse, parents, guardians, siblings, children, etc.)
- Summons of the student to appear for jury duty or before a court
- Any reason that has been approved by the BHS Program Director in advance

Registration
A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University.

For information about adding, dropping, or withdrawing from courses, please contact the BHS Program Director.

Grading
The Bachelor of Health Science Program uses the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P, N

A final grade of C or above must be earned in each course in order for a student to continue to the next semester. Students who receive a final grade below C in any course may be dismissed from the program. Also, students are required to complete the capstone project/senior thesis course and the internship with a grade of B or higher (HSC470/471/HSC475).

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

The instructor and the student are required to agree upon a deadline by which all coursework will be completed and submitted to the instructor. Students may take up to two academic semesters to make up any incomplete work.

If agreed-upon work is not completed and no grade change submitted within two semesters (and an extension has not been granted), when the Incomplete expires the grade becomes an F. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Students may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of C or higher. BHS students receiving Incomplete grades in more than two courses in any semester may be placed on Academic and/or Financial Aid Warning. Please see the section on "Academic Policies and Procedures" in the University Student Handbook for a full description of an Incomplete grade.

Questions regarding this policy should be directed to the School Director.

Normal Load
Twelve credits serve as a full-time course load for the fall and spring semesters, although 13-16 credits per semester is typical. Students are not permitted to take more than eighteen credits in a single semester without permission from the Program Director and course instructor(s).

Transfer Credit
The BHS Program will accept up to 90 semester transfer credits. Transfer credits will be evaluated on a case-by-case basis, and must be from be courses that are100-level or above with a grade no lower than a C. The BHS Program Director will determine that the content of the course (based on syllabus and college catalog documentation) is appropriate.

Graduation with Honors
Students graduating with a cumulative grade point average of 3.50 to 3.699 are designated Cum Laude; 3.70 to 3.909 are designated Magna Cum Laude; 3.91 to 4.00 are designated Summa Cum Laude.

Leave of Absence/Readmission
Students may apply for a leave of absence from the BHS program for up to one year. To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during the absence from Pacific to the Director of the School of Healthcare Administration and Leadership.

Academic Integrity
Students are required to adhere to all Program, School, College and University standards regarding academic integrity. Academic Dishonesty will not be tolerated . If an instructor detects instances of plagiarism, cheating, fabrication, misrepresentation, failure to appropriately attribute reference materials or the reuse of a student's written materials from other courses on any exam, paper, assignment or other work submitted by a student, or the submission of the work of another student as your own work, the result will be an immediate failure of the course, with a grade of F, and referral for immediate action including possible dismissal from the program.

In cases of flagrant or intentional violations of the University Code of Academic Conduct or the University Code of Student Conduct, a student may be removed from the BHS program without previous warning, at any time.

Please refer the Handbook regarding academic dishonesty and integrity: http://www.pacificu.edu/studentlife/handbook/index.cfm

CALENDAR

www.pacificu.edu/ http://www.pacificu.edu/healthcare-administration-leadership/bhs/index.cfm

MASTER OF HEALTHCARE ADMINISTRATION (MHA)

INTRODUCTION

Pacific University's Master of Healthcare Administration Program is designed for working professionals, and prepares graduates to become leaders in the challenging and rapidly evolving field of healthcare. The curriculum is blended, which means that for every class, there is an online and onsite component, with all onsite classes held in the evenings on Friday and all day on Saturday, every other weekend. Because courses are team taught with Pacific University faculty and healthcare professionals from the field, MHA students learn about the challenges and issues that healthcare administrators face today, and thus they can immediately apply learning from the classroom to their own work in the profession. The design of the curriculum ensures that the skills and competencies that students develop are immediately applicable and relevant, and represent the skill sets in demand for career-oriented healthcare managers.

In addition, students from the clinical programs at Pacific's College of Health Professions may apply to various dual-degree programs, where they may earn the MHA degree concurrently or immediately following completion of the clinical degree.

These joint programs fit the mission of inter-professional education within the MHA Program, the College of Health Professions, and Pacific University, and add substantial diversity and expertise to the classroom and learning experience.

Mission

The Master of Healthcare Administration Program prepares working professionals for leadership roles in middle and senior-level healthcare management positions for all types of health and social services organizations. Graduates have the confidence, skills, knowledge and competence to help create a healthcare system that works to improve the health of individuals and communities. The degree program is designed to broadly train generalist managers and administrators to fill a variety of leadership roles in the healthcare delivery system.

Accreditation

Pacific University is accredited by the Northwest Commission on Colleges and Universities.

Program Format

The Master of Healthcare Administration Program has a blended curriculum, with each course having an online and onsite component. The on-site component of each course is held at Pacific University's Hillsboro campus (Oregon). This campus includes a medical library, nine other health professions programs, and a café. The blended curriculum means that each course begins with online work, followed by four to six onsite classroom sessions (depending on the number of course credits) on Friday evenings and Saturdays. In addition, the MHA program has a block curriculum design, which means that every semester, students complete three courses, but take only one course at a time.

Capstone Project

To graduate from the program, students are required to complete a Capstone Project. For this project, students may work in teams and must select an applied research project from an associated internship, a field research project or a policy analysis project whereby students have an opportunity to synthesize professional education, scholarly activities, applied projects, and creative endeavors. Each project must be derived from a healthcare organization and produce a product (deliverable) that will be applied by, and serve as a benefit to, the organization. At the end of the project, each student or team of students is required to submit a capstone paper and give an oral presentation to the faculty and students of the College of Health Professions, and to the senior management of the healthcare organization involved with the project. Students are permitted to work in teams on the Capstone Project, which are graded by the faculty with input from the healthcare organization and other MHA students. The Capstone Project requires a grade of B or higher in order for a student to graduate from the MHA Program.

Degree Options

- Master of Healthcare Administration
- Master of Healthcare Administration and Master of Arts in Counseling Psychology
- Master of Healthcare Administration and Doctor of Psychology
- Master of Healthcare Administration and Master of Science in Physician Assistant Studies
- Master of Healthcare Administration and Doctor of Occupational Therapy
- Master of Healthcare Administration and Doctor of Physical Therapy
- Master of Healthcare Administration and Doctor of Pharmacy
- Master of Healthcare Administration and Healthcare Compliance Certificate

FACULTY

Laura Dimmler Ph.D. , MPA, BA, (2008)
Professor and Director, School of Healthcare Administration and Leadership Program
Program Director, Master of Healthcare Administration
B.A. San Diego State University, 1975
M.P.A. Harvard University, 1988
Ph.D. University of Colorado-Denver, 2012

Aurae Beidler, MHA, RHIA, CHC, BA, (2012)
Healthcare Compliance Certificate Program Director
Assistant Professor
B.A. University of Oregon, 2002
M.H.A. Pacific University, 2010

Isaac Gilman B.A., MLIS, (2008)
Assistant Professor Library
B.A. Kenyon College, 2003
M.L.I.S. University of British Columbia, 2006

John Hayes, Ph.D. (2007)
Associate Professor of Optometry
BA, College of Wooster, 1970
MA, Ohio State University, 1972
Ph.D., Ohio State University, 1996

Katherine Parker, B.A., M.S. (2008)
Assistant Professor
B.A., University of Oregon 2004
M.S., Warner Pacific College 2013

Michael Millard MS., R. Ph., (2008)
Assistant Professor Pharmacy/Master of Healthcare Administration, Assistant Dean for Clinical Services
B.S. Oregon State University 1972
MS. Oregon State University 1976

Bobby Nijjar, B.Sc., M.Sc., Ed.D., RD (2012)
Assistant Professor
B.Sc. University of British Columbia 1998
M.Sc. D'Youville College 2001
Ed.D. University of British Columbia 2010

Toni Plato, BS, MS (2013)
BHS Program Director
Assistant Professor
B.S. Portland State University 1996
M.S. Portland State University 2007

Troy Strass, MBA, PHR (2010)
Director of Human Resources, Pacific University
B.S. Portland State University 2005
MBA. Willamette University 2008

ADJUNCT FACULTY

Eric Barger, MBA, University of Portland – Associate Vice President & Controller
Rose Bernards, MBA, Ingenix - Regional Director, Clinical Assessment
Tim Borne, MAIS, Northwest Permanente Medical Group – Senior Performance Consultant

Dan Briley, MBA, CISSP, CIPP, CSSA, Summit Security Group – Managing Director
Wayne Clark, MA, Legacy Health System – Vice President of Community Relations and Marketing
Patrick Cougill, JD, Warren John West, PC – Attorney
Gwen Dayton, BA, JD, Oregon Medical Association - General Counsel and Vice President of Health Policy
Lisa Goren, MS, Legacy Health System - Senior Organizational Development Consultant
Jon Hersen, MHA, MBA, Legacy Health System – Director of Care Transformation
Naveen Kumar, PhD, Intel Corporation - Project Manager
Kim Repp, MPH, PhD, Washington County Health Department – Epidemiologist
Vince Roux, MBA, Business Consultant
Suzy Sapra, MS, Business Consultant – Tuality Healthcare
Mary Jo Saavedra, MS, Gerontology Business Consultant

John Siemsen, MBA, Kaiser Permanente – Director of Strategic Planning and Business Development
Matt Sinnott, MHA, Willamette Dental Group – Director of Government Programs
Patrice Spath, MA, RHIT, HIT Consultant
Dewey Tucker, MHA, Portland Veterans Administration – Project Manager

MASTER OF HEALTHCARE ADMINISTRATION

DEGREE REQUIREMENTS

The MHA Program is a full-time program that takes a minimum of two years to complete in six continuous semesters. It is a curriculum designed specifically for working professionals; for each course, students complete a portion of the work online and then meet for alternating weekends, on Friday evenings and all day on Saturdays. In addition, students complete one course at a time, with three courses completed per semester or block. 49 credits are required for the degree.

- Complete all degree requirements within four years of entry into the program.
- Complete the Capstone Project with a grade of B or higher.

- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49-credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

Block I: Leadership, Ethics, and the Management of Change

MHA 601	Intro Leadership in Healthcare & Ethics – 2 credits
MHA 605	Healthcare Management Strategies – 3 credits
MHA 625	Intro Healthcare Accounting & Finance – 4 credits
CHP 510	Inter-professional Competence: Theory & Practice – .5 credit

Block II: Financial Management, Health Services Research, and Operations Management

MHA 630	Healthcare Finance – 3 credits – this is correct and should be here.
MHA 650	Health Services Research and Evaluation Methods – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
CHP 511	Inter-professional Competence: Theory & Practice - .5 credit

Block III: Policy and Organizational Behavior

MHA 510	Policy, Regulation & Politics of Healthcare – 3 credits
MHA 610	Organizational Behavior in Healthcare Systems – 3 credits
MHA 691	Capstone Integrative Seminar – 1 credit

Block IV: Strategy Planning and Community Health

MHA 525	Community Health and Managerial Epidemiology – 3 credits – this is correct.
MHA 515	Managing Human Resources and Diversity in Healthcare - 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits

Block V: Health Law and Quality Management

MHA 640	Legal Aspects of Healthcare – 3 credits – this is correct.
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 550	Quality Management in Healthcare – 3 credits

Block VI: Capstone Seminar and Practicum

MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 675	Internship Capstone/Research Project – 1-9 credits
MHA 692	Capstone Integrative Seminar II – 1 credit

ADMISSION

Requirements

- A baccalaureate degree from a regionally accredited college or university
- A minimum 2.75 GPA in undergraduate coursework
- A minimum of two years of professional work experience in healthcare management, business administration or a clinical field
- Note: Standardized test for GRE/GMAT are not required

Process

Submit the following to admissions@pacificu.edu :

- A completed application form http://www.pacificu.edu/mha/admissions/documents/MHAFullApplication.pdf
- A three-page (maximum) essay on your professional goals and how the MHA Program relates to the achievement of your personal goals
- Resume
- Official transcripts from each college and university attended
- Two reference letters (one must be from a supervisor or employer)
- $50 application fee (this fee may be waived for early applicants; check with Graduate Admissions at admissions@pacificu.edu)

The applicant pool is competitive and is screened by the Admissions Committee, which includes faculty, students, alumni, and administrators. Selected candidates are invited to campus for required in-person and group interviews to evaluate interpersonal and communication skills, passion and motivation, and fit for the program.

Selection is based on: depth and breadth of undergraduate preparation; commitment to community service and healthcare management, ethics and leadership; professional work experience; strength of evaluation letters; written and oral communication skills; and analytical thinking skills as assessed in the essay and during the personal interview.

Suggested Prerequisites

It is strongly recommended that applicants complete one-semester undergraduate courses in applied statistics, microeconomics, accounting, Microsoft Excel, and an overview course of the US healthcare delivery system or comparative health systems. Current knowledge of these disciplines will prepare students for the rapid pace and rigorous curriculum, and help ensure student success.

Also, efficient working knowledge of basic computer software (Microsoft Office, including Excel) is mandatory. Admission is not dependent on whether a student has taken these courses, but doing so will ease the transition into the program and demonstrate the applicant's commitment to success. Courses taken at a community college are acceptable. Students who lack basic computer software and other technology skills such as web conferencing will not be successful in the program or the field of healthcare management.

Joint Program: Master of Healthcare Administration and Master of Arts in Counseling Psychology

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the SPP program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Healthcare Accounting and Finance – 4 credits
MHA 630	Healthcare Finance – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 510	Policy, Regulation and Politics of Healthcare – 3 credits
MHA 640	Legal Aspects of Healthcare – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 635	Managing Information Systems in Healthcare – 3
MHA 675	Internship Capstone/Research Project – 1-9 credits

Master of Arts in Counseling Psychology Courses (15 Credits)

CPSY 531	Career and Lifestyle Development – 3 credits
CPSY 571	Organizational Behavior I – 3 credits
CPSY 572	Organizational Behavior II – 3 credits
CPSY 573	Organizational Behavior III – 3 credits
GPSY 899	Organizational Seminar – 3 credits

ADMISSION

Applicants for this degree must be admitted to the Professional Psychology program before applying to the MHA program. Candidates from the School of Professional Psychology (Counseling Psychology) must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 2-3 SPP students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Doctor of Psychology

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the SPP program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Healthcare Accounting and Finance – 4 credits
MHA 630	Healthcare Finance – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 510	Policy, Regulation and Politics of Healthcare – 3 credits
MHA 640	Legal Aspects of Healthcare – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 675	Internship Capstone/Research Project – 1-9 credits

Doctor of Psychology Courses (15 Credits)

GPSY 863	Program Evaluation – 3 credits
GPSY 876	Business of Psychology – 3 credits
GPSY 877	Language and Culture of Organizations – 3 credits
GPSY 878	Organizational Assessment and Analysis – 3 credits
GPSY 871	Professional Roles I – 3 credits

ADMISSION

Applicants for this degree must be admitted to the Professional Psychology program before applying to the MHA program. Candidates from the School of Professional Psychology must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 2-3 School of Professional Psychology (Clinical Psychology) students will be admitted into this program.

Joint Program: Master of Healthcare Administration & Master of Science in Physician Assistant Studies

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the PA program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 MHA Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Intro Healthcare Accounting and Finance – 4 credits
MHA 630	Healthcare Finance – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 510	Policy, Regulation and Politics of Healthcare – 3 credits
MHA 640	Legal Aspects of Healthcare – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 675	Internship Capstone/Research Project – 1-9 credits

Master of Science in Physician Assistant Studies Courses (15 PA Credits)

PA 510	Current Topics in the PA Profession – 3 credits
PA 637	Community Medicine Clinical Rotation – 6 credits
PA 696	Clinical Graduate Project – 6 credits

ADMISSION

Applicants for this degree must be admitted to the Physician Assistant Studies program before applying to the MHA program. Candidates from the School of Physician Assistant Studies program must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 2-3 Physician Assistant Studies students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Doctor of Occupational Therapy

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the OT program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Intro Healthcare Accounting and Finance – 4 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 640	Legal Aspects of Healthcare – 3 credits
MHA 515	Managing Human Resources and Diversity in Healthcare – 3 credits
MHA 525	Community Health and Managerial Epidemiology – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 550	Quality Management in Healthcare – 3 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 675	Internship – 1-9 credits

Electives:	**Total of 4 Elective Credits**
MHA 601	Intro Leadership in Healthcare and Ethics – 2 credits
MHA 610	Organizational Behavior in Healthcare Systems – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 630	Healthcare Finance – 3 credits

MHA 650 Health Services Research and Evaluation Methods – 3 credits
MHA 510 Policy, Regulation and Politics of Healthcare – 3 credits
MHA 675 Internship Capstone/Research Project – 1-9 credits

Master of Occupational Therapy Courses (15 OT Credits)
OTD 532 Management of OT Services – 3 credits
OTD 580 Scholarship & Evidence-Based Practice I – 3 credits
OTD 615 Intervention for Organizational Clients – 3 credits
OTD 680 Scholarship & Evidence-Based Practice II – 3 credits
OTD 780 Evidence-Based Practice in Current Settings III – 3 credits

ADMISSION

Applicants for this degree must be admitted to the Occupational Therapy program before applying to the MHA program. Candidates from the School of Occupational Therapy must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 2-3 Occupational Therapy students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Doctor of Physical Therapy

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the DPT program can be applied to the total required credits for the MHA degree.
-
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 Credits)
MHA 605 Healthcare Management Strategies – 3 credits
MHA 620 Healthcare Operations Management – 3 credits
MHA 625 Healthcare Accounting and Finance – 4 credits
MHA 635 Managing Information Systems in Healthcare – 3 credits
MHA 640 Legal Aspects of Healthcare – 3 credits
MHA 515 Managing Human Resources & Diversity in Healthcare – 3 credits
MHA 525 Community Health & Managerial Epidemiology – 3 credits
MHA 530 Negotiation & Conflict Resolution – 2 credits
MHA 550 Quality Management in Healthcare – 3 credits
MHA 675 Internship Capstone/Research Project – 2 credits
Electives - 4 credits

Doctor of Physical Therapy (15 Credits)
DPT 590 Research Methods – 2 credits
DPT 690 Educational Strategies – 3 credits
DPT 694 Critically Appraised Topics – 3 credits
DPT 700 Management Principles – 4 credits
DPT 790 Capstone Project – 3 credits

ADMISSION

Applicants for this degree must be admitted to the Physical Therapy program before applying to the MHA program. Candidates from the School of Physical Therapy must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree applicants.

Each year, it is expected that 2-3 Physical Therapy students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Doctor of Pharmacy

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 49 credits are required to complete the MHA degree; 15 credits from the Pharmacy program can be applied to the total required credits for the MHA degree.
-
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 49 -credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (33 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 610	Organizational Behavior in Healthcare – 3 credits
MHA 625	Healthcare Accounting and Finance – 4 credits
MHA 630	Healthcare Finance II – 3 credits
MHA 615	Strategic Planning & Marketing – 3 credits
MHA 510	Healthcare Policy & Politics – 3 credits
MHA 515	Managing Human Resources & Diversity in Healthcare – 3 credits
MHA 525	Community Health & Managerial Epidemiology – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 675	Internship/Research Project – 4 credits
MHA 691/692	Capstone Project – 2 credits

Doctor of Pharmacy (15 Credits)

PHRM 594	Social & Administrative Science I – 2 credits
PHRM 595	Social & Administrative Science II – 2 credits
PHRM 694	Social & Administrative Science III – 2 credits
PHRM 695	Social & Administrative Science IV – 2 credits
PHRM 707	APPE Elective B: Pharmacy Management – 6 credits
PHRM 751	Creating Professional Leaders –1 credit

ADMISSION

Applicants for this degree must be admitted to the Pharmacy program before applying to the MHA program. Candidates from the School of Pharmacy must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree applicants. Admission available only to School of Pharmacy students who currently hold a Bachelor's degree.

Each year, it is expected that 2-3 Pharmacy students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Healthcare Compliance Certificate

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 48 credits are required to complete the MHA degree; 18 credits from the HCC program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 48-credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

MHA Courses (30 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 610	Organizational Behavior in Healthcare Systems – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Intro Healthcare Accounting and Finance – 4 credits
MHA 515	Managing Human Resources and Diversity in Healthcare – 3 credits
MHA 525	Community Health and Managerial Epidemiology – 3 credits
MHA 530	Negotiation & Conflict Resolution – 2 credits
MHA 550	Quality Management in Healthcare – 3 credits
MHA 650	Health Services Research and Evaluation Methods – 3 credits
MHA 675	Internship – 1-9 credits

Compliance Certificate Program Courses (18 Credits)

MHA 601:	Introduction to Executive Leadership, Ethics and Governance – 2 credits
HCC 610:	Introduction to Healthcare Compliance – 3 credits
MHA 640:	Legal Aspects of Healthcare – 3 credits
HCC 630:	Privacy and Security – 3 credits
HCC 650:	Compliance Laws and Regulations – 3 credits
HCC 670:	Healthcare Compliance Practice: Auditing, Investigations, and Reporting – 3 credits
HCC 690:	Compliance Seminar – 1 credit

ADMISSION

Candidates must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 5-6 Healthcare Compliance students will be admitted into this program.

GRADUATE CERTIFICATE IN HEALTHCARE COMPLIANCE

INTRODUCTION

The Graduate Certificate Program in Healthcare Compliance is designed to:

- Provide education for healthcare compliance professionals or those who desire to become healthcare compliance professionals. These professionals work in a variety of areas within healthcare systems from patient billing and coding, to risk management and administering research grants.
- As designed, the certificate program consists of seven courses for a total of 18 credits. It is intended to be a free-standing certificate, but it also will enable students to enroll in the MHA program and attain the degree by completing an additional 30 credits beyond the certificate. A total of 48 credits are required to earn the MHA degree.

Goals:

1. Educate current healthcare compliance professionals and those interested in becoming healthcare compliance professionals about the trends and regulations in healthcare, at both the state and federal levels.
2. Prepare students for leadership positions in healthcare compliance.
3. Base the educational experience on a cohort model, professional networking, and the authentic application of knowledge and skills.
4. Enable students to immediately apply the legal and ethical aspects of compliance to their own professional work.
5. Prepare students to sit for the compliance certification exams with HCCA and AHIMA.

Program Format

The Certificate Program is a 12-month program with blended curriculum, consisting of online and onsite course meetings. The program begins with one weekend course onsite at the Health Professions Campus in September. This is followed by five courses that meet synchronously online using Moodle and web-conferencing. Finally, students return onsite for the last course in August.

Accreditation

The Graduate Certificate in Healthcare Compliance program is accredited by the Compliance Certification Board. Pacific University is accredited by the Northwest Commission on Colleges and Universities.

FACULTY

Laura Dimmler, PhD, MPA, BA, Director, School of Healthcare Administration and Leadership, and MHA Program Director
Aurae Beidler, MHA, Compliance Certificate Program Manager
Dan Briley, MBA, CISSP, CIPP, CSSA, Summit Security Group, Managing Director
Patrick Cougill, JD. Attorney, Warren John West
Gwen Dayton, JD, The Oregon Medical Association – General Counsel and Vice President, Health Policy

Bobby Nijjar, EdD, Assistant Professor, MHA Program
Katherine Parker, MS, Assistant Professor, MHA Program
Michael Von Arx, MHA, MA, Compliance Director, Oregon Imaging Centers and Radiology Associates

ADMISSION

Requirements

- A baccalaureate degree from a regionally accredited college or university
- A minimum 2.75 GPA in undergraduate coursework
- A minimum of two years of professional work experience in healthcare management, business administration or a clinical field
- Note: Standardized test for GRE/GMAT are not required

Process

Submit the following to admissions@pacificu.edu :

- A completed application form http://www.pacificu.edu/healthcarecompliance/documents/HealthcareComplianceApplication_000.pdf
- A three-page (maximum) essay on your professional goals and how the Certificate program relates to the achievement of your personal goals
- Resume
- Official transcripts from each college and university attended
- Two reference letters (one must be from a supervisor or employer)
- $25 application fee (this fee may be waived for early applicants; check with Graduate Admissions at admissions@pacificu.edu)

The applicant pool is competitive and is screened by the Admissions Committee, which includes faculty, students, alumni, and/or administrators. Selected candidates are invited to campus for required in-person interviews to evaluate interpersonal and communication skills, passion and motivation, and fit for the program, or interviews may be conducted via telephone or web conferencing if excessive distance creates a constraint.

Selection is based on: depth and breadth of undergraduate preparation; commitment to community service and healthcare management, ethics and leadership; professional work experience; strength of evaluation letters; written and oral communication skills; and analytical thinking skills as assessed in the essay and during the personal interview.

CERTIFICATE REQUIREMENTS

- Complete all certificate requirements within two years of entry into the program; a total of 18 credits are required to complete the certificate program.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C+" is acceptable in any course with no more than seven semester credits of "C+" (for the entire 18-credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.

The curriculum is designed so that courses build upon each other; therefore students must complete the curriculum in sequence.

Compliance Certificate Program Courses (18 Credits)
Fall
- MHA 601: Introduction to Executive Leadership, Ethics and Governance – 2 credits
- HCC 610: Introduction to Healthcare Compliance – 3 credits

Spring
- MHA 640: Legal Aspects of Healthcare – 3 credits
- HCC 630: Privacy and Security – 3 credits

Summer
- HCC 650: Compliance Laws and Regulations – 3 credits
- HCC 670: Healthcare Compliance Practice: Auditing, Investigations, and Reporting – 3 credits
- HCC 690: Compliance Seminar – 1 credit

HAL PROGRAM POLICIES

HAL students must meet the requirements of all Pacific University and HAL Program policies and procedures, including professional standards of conduct established by the field of healthcare administration, and those listed elsewhere in this catalog.

Attendance Policy

All students are expected to attend classes regularly and promptly. Students who miss classes will be held responsible for all the in-class course assignments. It is the responsibility of each student to immediately notify the Program Director and course instructor prior to class if an excused absence is anticipated.

Students have the responsibility to take all scheduled assessments on the announced date and time. Students who report to the class late on an assessment day will not be given any extra time.

An absence from an examination/assessment shall be considered "excused" if it occurs because of any of the following situations (valid documentation must be submitted):
- Hospitalization of the student or an immediate family member due to illness or accident
- Death in the student's immediate family (i.e.; spouse, parents, guardians, siblings, children, etc.)
- Summons of the student to appear for jury duty or before a court
- Any reason that has been approved by the MHA Program Director or course instructor in advance

Registration
A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University. Unless students notify the Program Administrator in advance, they automatically will be registered in courses each semester until completion of the degree or certificate, unless the student no is longer in good standing with the university academically or financially.

For information about adding, dropping, or withdrawing from courses, please contact the Program Administrator.

Grading
The Master of Healthcare Administration Program uses the following grades:
A, A-, B+, B, B-, C+, C, C-, F, P, N

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

The instructor and the student are required to agree upon a deadline by which all coursework will be completed and submitted to the instructor. Students may take up to two academic semesters to make up any incomplete work.

If agreed-upon work is not completed and no grade change submitted within two semesters (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Students may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of B or higher. MHA students receiving Incomplete grades in more than two courses in any semester may be placed on Academic and/or Financial Aid Warning. Please see the section on "Academic Policies and Procedures" in the University Student Handbook for a full description of an Incomplete grade.

Questions regarding this policy should be directed to the Registrar or the School Director.

Normal Load

Nine credits serve as a full-time course load for the fall and spring semesters; five credits is half-time. Students are not permitted to take more than nine credits in a single semester without permission from the Program Director and course instructor(s).

Transfer Credit

The Master of Healthcare Administration Program will consider accepting transfer credit only after an applicant has been admitted into the program and upon careful review of all available information. Transfer credits will be evaluated on a case-by-case basis, and no more than a total of six semester credits will be accepted. Transfer credits must be at the graduate level and a grade no lower than a B must have been achieved. The course instructor and MHA Program Director will determine that the content of the course (based on syllabus documentation) is appropriate through review of the Transfer of Credit Application that the student must complete and submit to the MHA Program. In no case will credit be given for previous work that has not been graded or formally evaluated. Therefore, courses taken on a pass/no pass basis will not be transferred. Internships, experiential learning, and independent study courses also are non-transferable. Course prerequisites, course descriptions, and course syllabi from the previous institution, credits completed, official transcripts, and other significant information will be used in reaching a decision regarding transfer credit.

Graduation Honors

Students earning a cumulative 3.80 GPA or higher will graduate With Distinction.

Leave of Absence/Readmission
Students may apply for a leave of absence from the MHA program for up to one year. To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during the absence from Pacific to the Dean or Director of the applicable College or School.

Expectations/Standards

Students must be prompt and attend all scheduled onsite instructional periods, and participate regularly in the online components of each course as scheduled. Permission to miss a particular session must be approved by the course instructor in advance.

If an instructor detects instances of plagiarism, cheating, fabrication, misrepresentation, failure to appropriately attribute reference materials or the reuse of a student's written materials from other courses on any exam, paper, assignment or other work submitted by a student, or the submission of the work of another student as your own work, the result will be an immediate failure of the course, with a grade of F, and referral for possible institutional action including expulsion from the program.

In cases of flagrant or intentional violations of the University Code of Academic Conduct or the University Code of Student Conduct, a student may be removed from the MHA Program without previous warning, at any time.

Students are required to complete a background check for each year they are enrolled in HAL programs, and complete all required immunizations, drug testing, and training requirements including (but not limited to) HIPPA, blood-borne pathogens, etc.

Evaluation of Student Progress

Upon completion of two semesters of coursework, MHA Program faculty will evaluate the academic and professional performance of students and determine whether or not each student may proceed into the second year of the program. Some students may be required to retake courses or pass a qualifying exam in order to continue in the program.

Non-Matriculated Students

Students may take up to 15 MHA credits without pursing a degree.

Academic Integrity

Students are required to adhere to all College and University standards regarding academic integrity. Academic Dishonesty will not be tolerated and will result in a course grade of 'F' and immediate expulsion from the MHA Program.

Please refer the Handbook regarding academic dishonesty and integrity: http://www.pacificu.edu/studentlife/handbook/index.cfm

Standards of Professional Conduct

Each student is required to abide by basic standards of honesty, ethics, academic integrity, professional judgment and conduct which include but are not limited to:

- Conducting professional activities with honesty, integrity, respect, fairness, and good faith in a manner that will reflect well upon the individual, the organization, and the profession.
- Protecting the confidentiality of any medical, personal, academic, financial or business information, and respecting professional confidences.
- Complying with all laws and regulations pertaining to healthcare management in the jurisdictions in which professional activities are being conducted, and not misrepresenting in any manner, either directly or indirectly, your skills, training, professional credentials or identity.
- Taking personal responsibility to sustain a high standard of ethical business practices by avoiding improper exploitation of professional relationships for personal gain, disclosing financial and other conflicts of interest, adhering to all state and federal laws governing compliance, and exposing any illegal or unethical conduct in the profession.
- Fostering a professional attitude and a positive environment for learning, and maintaining a spirit of cooperation and integrity within the community.
- Striving for professional competence, and implementing a personal program of assessment and continuing professional education and life-long learning to enhance personal/professional development and the healthcare management profession.
- Enhancing the dignity and image of the healthcare management profession through positive public information dissemination, the proficient and skillful transaction of your professional duties, and serving as a role model by contributing to improve the community.
- Refraining from participating in any activities that demean the dignity and credibility of the healthcare management profession including the inappropriate or illegal use of alcohol and/or drugs.
- Being committed to ensuring that patient care and the welfare and dignity of all human beings remain the focus of professional conduct for healthcare managers and administrators, and extending to all patients and their families, regardless of race, ethnicity, socioeconomic status, age, creed, gender, sexual orientation, disability or political or immigration status the full measure of your professional responsibility to ensure empathetic access to healthcare services.
- Complying with all policies and procedures established by the MHA Program, the College of Health Professions and Pacific University (see the University Student Handbook web page).

Capstone Project

During the first year of MHA coursework, students will initiate and complete a Capstone Project. This project is equivalent to a master's thesis and, therefore, represents a culmination in the student's academic and intellectual experience. The project requires a synthesis of the competencies learned by the student during the course of the MHA Program and is a significant achievement for the student. For this reason, students must consistently demonstrate adequate progress toward completing the Capstone Project during the entire second year of the program.

For this project, students may choose from completing either an internship related or field research or policy analysis project whereby students have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. At the end of the project, each student will be required to submit a paper and give an oral presentation to the faculty and students of the College of Health Professions and senior management of the healthcare organization that may be involved with the project. Students may work individually or in teams on their projects. Capstone Projects are graded by the faculty, with input from healthcare preceptors/managers. The Capstone Project requires a grade of B or higher in order for a student to graduate from the MHA Program, and each student must demonstrate full participation in the project if they are a member of a Capstone team, and achieve adequate progress, evaluated by program faculty, periodically throughout the second year of the program. Students who fail to demonstrate participation or adequate progress at this time may be dismissed from the program.

Internships

In order to graduate from the MHA Program, students who do not have a minimum of two years of work experience with a healthcare organization are required to complete 180 hours of internship (two credits of MHA 675 with a grade of B or higher). The MHA faculty will assist each student in securing their first internship placement, but it is the responsibility of the student to secure additional internship placements, as needed, to complete the 180 hours. Students who are completing MHA Program internships serve as representatives of the MHA Program and professional behavior is required at all times. In the event a student is discharged from an internship as a result of violating any of the ethical codes, standards, policies or procedures of the MHA Program, Pacific University or the internship organization, the student will be immediately removed from the internship rotation and can be dismissed from the MHA Program.

Pacific University Handbook

The College of Health Professions and Pacific University policies concerning academic integrity, dishonesty and student conduct are described in the Pacific University Student Handbook. The Handbook incorporates College and University policies to ensure the proper handling of all academic, professional, and experiential learning issues faced by students. All students are required to abide by all policies is listed in the Student Handbook. Students are responsible for periodically reviewing the following sites for any policy, program and/or course updates.

Please refer to the following Handbook pages and corresponding web sites: ***http://www.pacificu.edu/studentlife/handbook/index.cfm***

Academic Progress

- Students must complete all degree requirements within four years of entry into the program.
- Students must complete a minimum of 48 credits of graduate-level course work.
- Students must complete the Capstone Integrative Seminars (MHA 691 and MHA 692), and Internship and Research Projects (MHA 675) with a grade of B or higher.
- Students must complete all course work with satisfactory grades and maintain a 3.0 cumulative GPA. No grade lower than a "C" is acceptable in any course, with no more than seven semester credits of "C+" for the entire program will be accepted toward the degree. If a student receives a grade lower than a "C+" in any single course, they will be placed on academic probation immediately and given one semester to achieve a minimum GPA of 3.0 in that semester in order to remain in the program. If the student fails to achieve a 3.0 GPA during the semester on probation, the student immediately will be dismissed from the program. If a student earns a single grade of "F" in any course in any given semester, the student will be dismissed immediately from the MHA Program.
- If the student fails to maintain adequate academic progress toward completing the capstone project, the student may be dismissed from the program
- If any instructor detects instances of plagiarism, cheating, fabrication, misrepresentation, failure to appropriately attribute reference materials or the reuse of a student's written materials from other courses on any exam, paper, assignment or other work submitted by a student, or the submission of the work of another student as your own work, the result will be an immediate failure of the course, with a grade of F, and referral for possible institutional action including expulsion from the program.
- Inappropriate use or misuse of personal computers during class time is prohibited and will be monitored by course instructors. This includes, but is not limited to, playing video games, sending e-mails, watching sports or movies, updating Facebook, and shopping online during course lectures and/or presentations by guest speakers.
- Adhering to professional standards of conduct is a requirement stated in the MHA Program's policies, which each student agrees to when joining the program. The misuse of computers during class time violates professional etiquette. As a member of the MHA community and most specifically as students in the program, it is your individual responsibility to meet these professional standards of conduct, which are a substantive component of the faculty's evaluation of you throughout the program. Violation of the MHA Code of Ethics and Standards of Professional Conduct may result in a student's immediate dismissal from the MHA Program. In cases of flagrant or intentional violations of the University Code of Academic Conduct or the University Code of Student Conduct or any of the policies and procedures of the MHA Program including (but not limited to) endangering the health and welfare of peers, other students, faculty, staff or the community, a student may be removed from the program without previous warning, at any time.

Learning Support Services (LSS) for Students with Disabilities

Pacific University is committed to providing an educational environment that is accessible to all students. Services and accommodations are available to students covered under the Americans with Disabilities Act. If you require accommodations in any MHA course, contact the Director of Learning Support Services for Students with Disabilities. The Director will meet with you, review the documentation of your disability, and discuss the services Pacific University offers and any accommodations you require for specific courses. If you have received LSS documentation and require accommodation, contact the MHA Program Director by e-mail prior to noon on the first day of the block semester.

TUITION & FEES

Tuition for the MHA Program and the Graduate Certificate Program in Healthcare Compliance is $872 per credit.

Fall Semester 2014: 9 credits at $872 /credit = $7848
Spring Semester 2015: 9 credits at $872 /credit = $7848
Summer 2015: 7 credits at $872 /credit = $6104

Additional Expenses
Books and Laptop Computer: approximately $4,500 for the entire program.

CALENDAR

http://www.pacificu.edu/mha/index.cfm

COURSES

HCC-610 Intro to Healthcare Compliance
Students will learn and demonstrate a general understanding of healthcare compliance and be able to apply their knowledge through course work and real world settings. Students will learn the role of the compliance program within healthcare, gain an understanding of each element of a compliance program and comprehensive knowledge of regulatory bodies affecting healthcare organizations. Students will also be introduced to the required capstone project, due during the last semester of the certificate program. 3 credits.

HCC-630 Privacy and Security
Examines the regulatory landscape in healthcare specifically as it pertains to privacy and security concerns. It will cover the operational application of HIPAA/HITECH legislation, federal and state data breach notification and reporting requirements, and genetic privacy laws. The course will examine both the patient and provider perspectives on privacy and security issues. During the course, students will learn to navigate this complex topic and learn practical ways to solve problems using the right blend of people, process and technology. Students will gain an understanding of privacy and security standards, policies and procedures and privacy and security program oversight. 3 credits.

HCC-650 Compliance Laws, Regulations
Introduces and provides in-depth exploration of key federal and state laws, policy guidance, and enforcement initiatives that are applicable to healthcare organizations. Specifically, this course will address Stark Law, EMTALA, the Anti-kickback Statute, False Claims Act, Medicare/Medicaid regulations, Intermediate Sanctions, Patient Protection and Affordable Care Act, and other applicable healthcare federal and state laws. It will provide students with an ability to identify specific regulatory issues present in the healthcare environment and understand penalties associated with violations of such regulations. Students will learn to conduct basic legal research and where to find resources to interpret healthcare regulations. 3 credits.

HCC-670 Healthcare Compliance Practices
Students will learn skills and techniques in performing risk assessments, audits, and investigations by utilizing internal monitoring and auditing tools and resources. Students will also learn best practices to use when responding to external and/or government audits and investigations. Students will demonstrate the importance of benchmarking and reporting both to internal and external parties, in order to ensure compliance with applicable federal and state laws. In addition, students will learn to ensure effective audits in order to correct and improve healthcare operations through follow-up, monitoring, process change and education. 3 credits.

HCC-690 Compliance Capstone Seminar
This on-site, 2-day course is the culmination of the certificate program and focuses on application of management practices for the compliance professional. In this one credit course students will demonstrate their knowledge gained over the last year, through course activities based on real world scenarios. The course is intended to be the completion point of a well-rounded education on many aspects of healthcare compliance. Students will complete and present their capstone projects during this class. 1 credit.

MHA-510 Policy, Regulation, & Politics of HC
This course examines how health policy and politics at national, state, and local levels influence access to, cost, and quality of healthcare. Students will be introduced to a variety of health issues and related policy concepts and ideas as well as the government institutions, decision-making processes, and political actors which create health policy in the United States. The primary focus of this course will be to familiarize students with the sociopolitical environment influencing national health policy development including coverage of: health care financing, economics, and administration; health system structure; healthcare reform; the role of public opinion and special interest groups; and political leadership. Specific policy issues which substantively influence health services delivery in Oregon also will be discussed. 3 credits.

MHA-515 Managing Human Res & Diversity in HC
This course focuses on human resources management in healthcare organizations with a strong emphasis on diversity, personnel administration, and labor relations. Students will cover a variety of topics including: recruitment and retention of clinicians; behavioral implications of the legal-regulatory environment; compensation and benefits; economic, cultural and technical forces that affect the management of healthcare employees; conflict resolution; the importance of staff training and career development; and employee morale. The course examines the regulations governing human resources management including occupational safety and health, fair employment practices, wrongful termination, and privacy issues. Students also will learn about organizational theory and behavior, personnel and labor relations laws, and how to analyze human resources/labor relations issues and effectively manage problems and build strong supervisory practices. 3 credits.

MHA-525 Community Health/Managerial Epidemiology
This course provides students with skills and experience in applying analytical techniques to manage population health. Students will learn epidemiologic concepts, methods, and strategies that can be applied to health planning and healthcare management. The primary focus of the course is on understanding the determinants of health, the measurement of health and disease, cultural beliefs and how they impact community health, emerging trends and issues in disease patterns, and community health resource allocation. The course also will cover the use of epidemiologic methods and data to make managerial decisions, including the roles and responsibilities of health project managers; risk perception and motivation; crisis management; social marketing and health promotion; and the use of Geographic Information Systems (GIS) in analyzing population health/disease data and supporting health promotion and disease prevention. 3 credits.

MHA-530 Negotiation & Conflict Resolution
This course introduces students to the theory and practice of negotiation and conflict resolution including how to recognize situations that call for bargaining, what the process of bargaining involves, and how to analyze, plan, and implement successful negotiations. Emphasis will be placed on integrating analytical skills, negotiation techniques, and conflict resolution methods into the practice of health care management. Case studies, discussion, and role playing will help students build substantive skills in conflict resolution and negotiations. Students also will learn the overt and covert causes of conflict, the concepts for analyzing disputes, and a variety of methods that can be applied to effectively prevent or resolve conflict. 2 credits.

MHA-550 Quality Management Healthcare
This course examines the definition of healthcare quality from the perspectives of patients and families, providers, insurers, policy makers, and government regulators, and clarifies the relationship between healthcare quality and organizational performance measurement. Students will be introduced to the rationale for performance management and the role of the governing body of the healthcare organization in ensuring compliance with the standards of regulatory and accreditation organizations. Students also will learn how to apply the various methodologies and tools for measuring quality performance in process and outcomes management, and will understand the importance of statistical applications to measure outcomes and how to apply these applications. 3 credits.

MHA-601 Intro Leadership in Healthcare & Ethics
This course focuses on leadership styles within organizations, exploring the relationships between different approaches to leadership in a variety of contemporary organizational contexts. Understanding the leadership process and development of self-awareness and skills necessary to lead will be emphasized. Particular attention will be placed on the ethical considerations of the decision-making process and management of major strategic and organizational change initiatives. Students will learn how to grapple with the ethical issues related to administrative and biomedical problems resulting from financial constraints, advances in technology, and the market-driven model of healthcare delivery. Case studies, discussion, role playing, and guest speakers will provide students with fresh insights into the roles, challenges, and critical decision-making skills of executives in regard to such issues as mergers and acquisitions, consolidations, restructuring, practice management, strategic planning, technology use, and e-commerce. 2 credits.

MHA-605 Healthcare Management Strategies
This course provides an overview of the management strategies that are typically used by healthcare administrators in for-profit and not-for-profit organizations. Students will examine the organizational structure of the various components of the healthcare delivery system including administrative processes such as planning, decision making, evidence-based practice, productivity processes, and continuous quality improvement. Students also will learn to identify strategic issues in complex environments and how to formulate effective responses. Emphasis will be placed on the major issues confronting healthcare administrators today and how to improve resource allocation within the organization to create essential value and quality in service delivery. 3 credits.

MHA-610 Organizational Behavior HC Systems
This course provides a detailed perspective regarding how healthcare decision makers manage an organization to achieve strategic initiatives and the impact of decision-making on the behavior of people within healthcare organizations. Focus will be placed on the understanding and real-world application of the foundational concepts, principles, and models associated with organizational theory. This course draws on behavioral, social, and organizational sciences to analyze effective administration of healthcare institutions. Topics will include motivation, group behavior, leadership, conflict management, decision-making, power, organizational structure, business ethics, managing change, and communication within organizations. Analytical, integrative, and decision-making skills of students will be developed through case study analysis, discussion and role playing. 3 credits.

MHA-615 Strategic Planning & Marketing
This course provides in-depth coverage of strategic planning concepts related to the budgeting process, and explains how marketing strategies and tactics emerge from the planning process and provide competitive opportunities for healthcare organizations. The course will focus on basic marketing concepts such as pricing, placement, product, and promotion which are essential to constructing and implementing an effective marketing strategy. Other topics include market research, product strategy, branding, multi-cultural marketing, promotional decision making, and crisis communications. Analysis of concepts central to the creation of competitive planning and marketing strategies will be discussed with special emphasis on the effective measurement of service area needs and social marketing concepts. 3 credits.

MHA-620 Healthcare Operations Mgmt
This course will explore the applications of operations management theory within the framework of healthcare organizations. Topics to be covered will include: systems theory, waiting lines and queuing theory, quality assurance, project management, facility location and design, health information management systems, work design and productivity, forecasting, and simulation. Focus will be placed on a variety of healthcare delivery system models including hospitals, outpatient treatment facilities, medical-group practices, managed care organizations, and long-term care facilities. Issues regarding supply management, scheduling, productivity, cost performance, and quality assurance also will be discussed. 3 credits.

MHA-625 Intro Healthcare Accounting & Finance
This course offers an overview of healthcare financial management to build competencies in business and analytical principles, and learn how to keep healthcare organizations financially viable. Basic financial accounting concepts will provide an organization-level understanding of the language, concepts, processes, and key functions of financial management. Managerial accounting principles also will be a focus of the course and include cost accounting, budgeting at the department level, and an understanding of the key role that budget development, budget management, and fiscal control play in ensuring the financial strength of healthcare organizations. Topics will include: an overview of the healthcare system from a financial viewpoint; the healthcare revenue cycle; financial statement analysis; management of working capital; financial literacy; the time value of money and investment decision models; funding sources and debt financing; long-term capital structure; mergers and acquisitions; analyzing financial statements; cost management; legal and regulatory issues; accounting for inflation; and decision analysis techniques. Students will apply a variety of methods including case study analysis, excel spreadsheet modeling, group problem solving, and the application of a Department Manager's Toolkit to demonstrate competence in concepts and methods. 4 credits.

MHA-630 Healthcare Finance
This course offers an introduction to and an analysis of selected accounting issues and will provide students with an understanding of the basics of financial and managerial accounting principles and their application to healthcare organizations. The course will build basic knowledge of cost accounting, including full and differential costing techniques, and will focus on management control structures and processes, also addressing topics such as budgeting, reporting, and variance analysis. Particular attention will be given to healthcare accounting practices. By the end of the course, it is intended that non-financial managers of healthcare institutions will understand and appreciate the financial implications of operational and strategic management decision making. 3 credits.

MHA-635 Managing Information in Healthcare
This course focuses on the critical role of Management Information Systems (MIS) in the planning, operations, and management of healthcare organizations, and is designed to provide students with a macro-level understanding of information technology and how it can be used to gain business and operational efficiencies in healthcare service delivery. Topics addressed will include strategic and project planning for Management Information Systems; HIPAA (Health Insurance Portability and Accountability Act) and other confidentiality requirements regarding patient information; coding and informatics standards; electronic medical records; Internet applications; and the organization of information management functions within healthcare organizations. 3 credits.

MHA-640 Legal Aspects of Healthcare Management
This course covers a broad range of legal issues relevant to healthcare management and the administrative aspects of laws that are important to organizational managers. It is designed to provide students with insights into how the legal system works, how lawyers analyze problems, and how healthcare administrators interact with the legal system and lawyers. The course will introduce students to a wide range of contemporary healthcare topics including how common medical errors continue to plague the healthcare system and negatively impact the reputations and financial well-being of healthcare providers, organizations, and the health and lives of patients. 3 credits.

MHA-650 Health Services Research & Eval Methods
This course provides students with a broad understanding of health services research methods and how these can be applied to the healthcare administrator's decision-making processes. Topics covered will include the relevance of research for policy decision-making, the use and application of common measures and statistics used by healthcare administrators, and the application of various research methods to evaluate healthcare programs and population outcomes. Students will learn various theories and research methodologies, understand the foundational elements of social science research, and build the skills necessary to review and participate in health services research and program evaluations in healthcare settings. 3 credits.

MHA-675 Internship/Research Project
Upon completion of the MHA Program coursework, students will initiate and complete one of the following: a) an internship under the supervision of a faculty member and a site preceptor; b) a substantive healthcare research or health policy analysis paper under the supervision of a faculty member; or c) a field research project under the supervision of a faculty member and an institutional preceptor when appropriate. 0-9 credits.

MHA-691 Capstone Integrative Seminar I
The first semester of a two-semester course where students focus on the integration of practical knowledge and the application of theories, models, and techniques from preceding courses, applying these to specific operational issues in the field of healthcare management. This first course provides students with the opportunity to develop and present their initial research proposals for their year-long capstone projects to MHA faculty and peers, receive critical feedback, and evaluate the capstone research proposals of other students. Case studies, discussion, and group learning will highlight a variety of topics including population health, social marketing, human resources management, financial planning and operations, health policy, and healthcare ethics related to the development, implementation, and evaluation of applied projects in healthcare management. Prerequisite: Completion of the first two semesters of the MHA curriculum. May be repeated for credit. 1-2 credits.

MHA-692 Capstone Integrative Seminar II
A continuation of MHA 691 where students focus on the integration of practical knowledge and the application of theories, models, and techniques from preceding courses, applying these to specific operational issues in the field of healthcare management. This final course in the MHA curriculum provides students with the opportunity to present the results of their year-long capstone research projects to MHA faculty, healthcare organization managers and peers, receive critical feedback, and evaluate the work of other students. Case studies, discussion and group learning will highlight a variety of topics including population health, social marketing, human resources management, financial planning and operations, health policy, and healthcare ethics related to the development, implementation, and evaluation of applied projects in healthcare management. Prerequisite: MHA 691. May be repeated for credit. 1-2 credits.

GRADUATE CERTIFICATE IN GERONTOLOGY

INTRODUCTION

The Graduate Certificate in Gerontology is a 21 credit post-baccalaureate program. All courses take place online with no residency requirement. The program is offered in a part-time format and the 7 courses can be completed in 15 months.

Mission

The Graduate Certificate in Gerontology has a primary mission to foster and facilitate transdisciplinary education that enhances the quality of life of older adults. In support of this mission, the Certificate Program focuses primarily on health and aging; elder rights and health disparity in aging; and creating change in the healthcare environment by developing, leading and managing innovative programs to better serve older adults. The Certificate reflects the mission of the College of Health Professions and Pacific University because students are prepared to provide compassionate delivery of exemplary healthcare for a diverse aging population in a changing healthcare environment.

Goals

The program is designed to provide students with an exemplary online education, educate current healthcare professionals to integrate gerontology scholarship into everyday practice, promote transdisciplinary collaboration, focus on the diverse needs of the aging population, and empower students to create change in their work environment.

At the completion of the program, students will:

- understand the myths, realities, and their own biases related to the physical, mental, and social aspects of aging;
- utilize an evidence based approach to providing services/care to older adults;
- integrate effective communication and educational strategies appropriate for the individual sensory impairments and health literacy levels of the older adults they serve;
- act as an advocate for older adults and increase public awareness of needs and services; and
- be empowered to create change in their work environment.

FACULTY

Linda A. Hunt FAOTA, OTR/L, Ph.D. (2006)
Director, Gerontology Certificate Program
Professor Occupational Therapy
B.S. University of Missouri, 1974
B.S. University of Kansas, 1983M.S. Washington University, 1991
Ph.D. University of Missouri-St. Louis, 2001

Cory Bolkan Ph.D.
Assistant Professor, Gerontology
Department of Human Development
Washington State University Vancouver
Ph.D. Oregon State University, 2006
M.S. Oregon State University, 2003
B.A. University of Virginia, 1999

Nancy Krusen OTR, Ph.D.
Assistant Professor Occupational Therapy
B.S. Colorado State University, 1979
M.A. Texas Woman's University, 1982
Ph.D. Texas Woman's University, 2001

BJ Scott, Psy.D. (2008)
Assistant Professor
Psy.D. Clinical Program
B.A., Western Washington University, 1998
M.S., Pacific University, 2003
Psy.D. Clinical Psychology, Pacific University, 2006

CERTIFICATE REQUIREMENTS

The curriculum is designed so that courses build upon each other; therefore students must complete the curriculum in sequence.

Fall Semester: 6 credits

GERO 501	Interdisciplinary Approaches to Aging Research
GERO 550	Aging Brain and Body

Spring Semester: 9 credits

GERO 525	Health Literacy and Communication
GERO 575	Dementia & Memory
GERO 600	Aging & Disability

Fall Semester: 6 credits

GERO 625	Health Disparities in Aging
GERO 650	Capstone Course: Creating Change

ADMISSION

The following are required for admission:

- A baccalaureate degree from a regionally accredited college or university
- Currently providing care to older adults or have a connection with a community partner that provides services to older adults, or if a current student plans to work with older adults immediately following graduation
- A completed application form, available at http://www.pacificu.edu/gerontology/admissions/index.cfm
- Official transcripts documenting course work from each college or university attended
- Letter of intent

Admission occurs on a rolling basis and qualified students are accepted until the class is filled. A new class begins each Fall and is limited to 15 students.

POLICIES

Grading

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
F	< 73

Students must maintain a 3.0 cumulative GPA and no grade lower than a C is acceptable. Students with academic records that do not meet these requirements will be evaluated individually and may be required to repeat courses, pass a qualifying exam, or be dismissed from the program.

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

The instructor and the student must agree upon a deadline by which all coursework will be completed and submitted to the instructor. Students may take up to two academic semesters to make up any incomplete work.

If agreed-upon work is not completed and no grade change submitted within two semesters (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Students may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of C or higher.

Questions regarding this policy should be directed to the Registrar or the School Director.

Student Conduct

Students have the responsibility to conduct themselves, both individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior which is harmful to themselves, other persons or property.

Student Evaluation

Students will be given regular feedback on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement.

Misconduct

If any instructor detects instances of plagiarism, cheating, fabrication, misrepresentation, failure to appropriately attribute reference materials or the reuse of a student's written materials from other courses on any exam, paper, assignment or other work submitted by a student, or the submission of the work of another student as your own work, the result will be an immediate failure of the course, with a grade of F, and referral for possible institutional action including expulsion from the program.

In cases of flagrant or intentional violations of the University Code of Academic Conduct or the University Code of Student Conduct, a student may be removed from the program without previous warning, at any time.

Transfer Credits

The Gerontology Certificate Program does not accept transfer credits.

Normal Load

Students typically will enroll in 6 credits per semester. This is considered half-time, and students are eligible to apply for financial aid.

Dropping/Withdrawing From a Course

Students may drop a class through the first week without having the class appear on the transcript. Students may withdraw through the fourth week of the seven-week course and receive a W on the transcript, with no grade penalty. Withdrawals after the fourth week are only permitted with approval by the Gerontology Program Director.

It is the responsibility of the student to notify the Registrar's Office and the instructor when dropping or withdrawing from a class; otherwise, the student may receive a failing grade.

Requirements for Program Completion

- Students must complete all certificate degree requirements (21 credits) within four years of entry into the program
- Students must complete all course work with satisfactory grades and maintain a cumulative GPA of 3.0

- Students must receive a C to pass a course
- Students must receive faculty and preceptor approval prior to starting on capstone project

Appeals Process

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. Appeals to the College of Health Professions Standards and Appeals Committee are to be filed with the Director's office within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Students without a bachelor's degree

Students matriculated in another Pacific University professional program may be able to take Gerontology courses prior to earning a bachelor's degree. Contact the Director for more information.

Gainful Employment

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.pacificu.edu/gerontology/index.cfm .

TUITION

Tuition is $ 596 per credit.

CALENDAR

http://www.pacificu.edu/gerontology/index.cfm

COURSES

GERO-500 Evidence Based Practice

This course reviews research methods in gerontological research. Students learn how to find and evaluate research. It requires students to pick a topic and write a detailed literature review paper that would be applicable to their capstone project. 3 credits.

GERO-501 Interdiscip Approaches Aging Research

Students learn interprofessional collaboration, integration and coordination is best practice for advancing gerontological science. Interprofessional research may lead to clinical teamwork as best practice. Explore these two concepts that result in improvements to the health and well being of today's and tomorrow's older adults. 3 credits.

GERO-525 Health Literacy & Communication

Explores role of theory, research, and practice in health communication. Investigates provider-patient interaction, social support networks, medical ethics, mass media's portrayals of disease, disability, death and health-related behaviors, and health promotion and disease prevention. Covers role of communication in health, including role communication plays in individuals' social and cultural expectations and beliefs about health, how such information influences people to think about health and effect behavioral change, and how communication may be used to redefine and change public health policy. Explores interprofessional communication and the mentoring relationship. Includes readings, projects, and discussions. 3 credits.

GERO-550 Aging Brain & Body

Presents current research on neuroscience and physiology of aging. Explores factors that influence health and have implications for preventive measures in disease and health disorders in the aging. Examines nature of health problems, and methods of assessing physical, cognitive and psychological needs. Explores aging effects on client and caregiver. Presents theories of aging. 3 credits.

GERO-575 Dementia & Memory

This course focuses on the all aspects of the disease process including medical management and caring for people with dementing illnesses in acute, community and long term care settings. Topics include the disease process, effects on cognition, vision, balance, and motor planning, effects on performance of activities of daily living, caregiver stress, strategies for managing and evaluating care provided by family caregiver and healthcare professionals, analysis of clinical care of the dying, and the psychological issues of death and dying. 3 credits.

GERO-600 Aging & Disability
This course explores aging as it affects work, leisure recreation, disability and wellness. It examines rehabilitation theory, research and application to the practice of today's healthcare professional and care of specific populations. It addresses the needs of those with disabilities as they age. 3 credits.

GERO-625 Health Disparities in Aging
The most striking disparities in the burden of disease in the United States are experienced by African Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians and other Pacific Islanders, Asians, disabled individuals, and individuals from low socioeconomic and rural population groups. This course will focus on aging and health disparity as it relates to homeless, medically indigent, migrant and disabled population groups among others. Topics will focus on bringing awareness to the problems faced by these populations and the societal factors that create these problems. Students will generate solutions to reducing and eliminating health disparities, expand minority health and health disparity research education and to provide information to these groups about intervention, prevention, and management of disease. Information from this course may be used to develop a capstone project in the course, Creating Change. 3 credits.

GERO-650 Capstone: Creating Change
Course offers the opportunity to develop, lead, and manage programs through a capstone project. The course is designed to facilitate/develop the student's knowledge, skills, and abilities to visualize, propose, and implement programs reflective of innovative arenas of healthcare. Self-directed learning strategies are utilized to broaden and deepen the students' critical reasoning process, integrating the philosophical tenets and conceptual models of their profession. Students will identify a problem and design a program or business that will address this problem. It will be presented to employer or appropriate audience to start the process of change. 3 credits.

Joint Program: Graduate Certificate in Gerontology & Doctor of Occupational Therapy

Students pursuing the Doctor of Occupational Therapy (OTD) program may apply to earn the Graduate Certificate in Gerontology concurrently or following completion of the OTD. This is a true inter-professional education; faculty come from many healthcare professions and the members of the student cohort work in a variety of healthcare settings, such as case management, nursing, occupational therapy, physical therapy, and social work. All gerontology courses are provided online.

The curriculum and mission of the program are at http://www.pacificu.edu/gerontology. In the joint program, OTD students use two gerontology courses (6 credits) as the two OTD specialty elective courses. These 6 credits also are applied toward the 21 required credits for the Graduate Certificate in Gerontology. The remaining 15 gerontology credits may be taken prior to or after graduation from the OTD program.

Candidates from the School of Occupational Therapy applying for the dual degree must go through the formal admission process for the Graduate Certificate in Gerontology program, and should contact the Program Director, Dr. Linda Hunt (lhunt@pacificu.edu) for information on the application process. Applicants are evaluated using the same criteria established for the general Certificate program.

SCHOOL OF OCCUPATIONAL THERAPY

INTRODUCTION

The School of Occupational Therapy at Pacific University offers a Doctor of Occupational Therapy (OTD) degree. There are two pathways to the OTD, one for entry-level students and a post-professional pathway for currently certified occupational therapists.

The 34 month entry-level OTD degree curriculum requires full-time attendance and consists of academic and laboratory experiences integrated with both part-time and full-time professional fieldwork and an internship in practice settings. Entrance to the program is in the fall semester only; all courses and fieldwork are taken sequentially and completed prior to awarding of the degree. To enroll in courses, students must be admitted members of the occupational therapy class or obtain approval from the Director of the School of Occupational Therapy. Applicants to the program must have earned a Bachelor's Degree prior to admission to the OTD program.

The post-professional OTD (POTD) curriculum is primarily distance-based coursework involving experiential application of theory to practice, and can be completed in approximately two years of consistent part-time enrollment. Admission is in the fall semester; an applicant must be an occupational therapist and have an earned master's degree in in occupational therapy or an approved related field. The post-professional OTD program is an on-line program with a four day stay on campus at the beginning and end of the program.* Recent (since 2008) MOT graduates of Pacific interested in the POTD program should consult the School of OT website to learn how their MOT coursework can substitute for approximately one-third of the POTD core courses.

In addition, the School offers a program of study for therapists who are re-entering the field of practice after a lapse in their professional license.The re-entry program is offered to therapists at the professional level (OT 639) and at the technical, Occupational Therapy Assistant level (OT 439) and includes both didactic and fieldwork components (see catalog course descriptions). Registration typically occurs in July and January for these on-line courses, which are offered in the fall and spring semesters. Enrollment is limited. Please visit the School of OT webpage for more information and instructions for registration and fees.

The curriculum for all programs embraces a holistic view of the occupational therapy client and takes as its starting point the belief that the individual's goal-directed use of time, energy, interest, and attention in his or her occupations will promote and maintain health. Driven by a profound belief that occupational therapy creates new possibilities for health and well-being, the Pacific University School of Occupational Therapy reflects the philosophy of the profession. That philosophy is that wellness and wholeness proceed from a balanced, integrated interaction with the environment through doing the necessary and meaningful activities or *occupations* of everyday living (i.e., taking care of one's self, earning a living, contributing to the community, and enjoying leisure and play). Occupational therapists apply professional reasoning to promote healthful adaptation to life challenges through engaging clients in goal-directed occupations. Through continuous acquisition of newly emerging knowledge and skill development, therapists give back to society through critical inquiry that leads to new knowledge and approaches for application to rapidly changing systems in an increasingly diverse global context.

The faculty of the School of Occupational Therapy seeks to model the practice of the profession by using educational, clinical, and community environments to actively involve the students in planning, creating, and participating in the learning process. The faculty also encourages development of leadership skills to enhance professional competence and enable students to become active and effective agents of change. Housed within the College of Health Professions, the School of Occupational Therapy offers ample opportunities for interprofessional collaboration that is also modeled by the faculty. Frequently these collaborations involve service learning opportunities to provide healthcare services to underserved populations, thereby enacting the School's belief in occupational justice. Occupational Justice occurs when people have equitable opportunities to pursue meaningful and healthful activities of daily life (occupations).

Graduates from the program exceed the defined standards of competence as identified by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association and are prepared to begin their careers as practice scholars, leading change in healthcare from a sound philosophical and theoretical knowledge base, with professional and technical skills, and high ethical standards.

*Pacific University must comply with State Authorization rules for distance education within each student's state of residence. This authorization process can affect or delay the admission process for applicants that are not current Oregon residents. Consult with the Office of Graduate and Professional Admissions with questions regarding this policy.

Fieldwork Experiences

Direct practical and clinical experiences in community and health care settings are integrated throughout the program and constitute over one-third of the curriculum. As the student advances through the curriculum, progressively higher levels of performance and responsibility are required. Fieldwork experiences are opportunities to apply academic learning and theory to the practice of occupational therapy in a variety of different settings- hospitals, schools, mental health settings, rehabilitation centers, community health centers, nursing homes, home health programs, social service organizations, non-profit facilities, and business and industrial settings. The didactic and fieldwork education builds toward the experiential internship as the final requirement for the doctoral degree. The internship is designed to prepare the OTD graduate with a specialized focus in clinical practice, research, administration, leadership, program and policy development,

advocacy, education, or theory development. The School of Occupational Therapy has agreements with many facilities throughout the northwest region, other parts of the country, and a growing list of international locations, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student's practical experience.

The School of Occupational Therapy's fieldwork program requires four Level I (approximately seven weeks),two Level II fieldwork rotations (24 weeks total), and a sixteen week experiential internship, integrated within the 34 month curriculum, assuring that students will graduate with effective skills for a wide range of practice settings. Integrating fieldwork experiences within the didactic coursework ensures opportunities for reflection and advanced theoretical application to further enhance the future practitioner's clinical and professional reasoning.

All Level II fieldwork experiences and the experiential internship must be completed within the time-frame set by the program, that is, prior to awarding of the degree. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board of Certification in Occupational Therapy (NBCOT) as described in the Accreditation and Licensing section below.

The Profession of Occupational Therapy

Occupational Therapy is the health and human service profession that focuses on human occupation. The term "occupation" may suggest the use of work or vocational activities as therapy, but in fact human occupation encompasses a broader spectrum of activities of daily life (ADL) including taking care of one's self, contributing to the economic and social fabric of the community, and enjoying oneself in leisure or play. Occupational therapy explores how people can live more productively by facilitating their abilities to engage in and perform meaningful daily activities, which in turn, enhances health and quality of life. The occupational therapist uses client-centered practices anda rich array of these meaningful daily occupations to improve an individual's ability to adapt and to achieve self-fulfillment and life satisfaction.

Occupational therapy students and practitioners use occupational science to study how people occupy their time at various ages and developmental stages of life. The occupational therapist considers the individual as a whole being- the integration of mind, body, and spirit (the transcendent experience of being fully engaged in life). Occupational therapists focus on the achievement of complete physical, mental, social, and spiritual well-being through doing, that is, engagement in meaningful and personally relevant activity or occupation. Based on this focus, the role of the occupational therapist consists of opening the doors of possibility and creating opportunities for an individual to do, plan, and create a healthy and meaningful life. Through pursuit of, and engagement in, occupation, the individual finds harmony, health, well-being, and adaptation to life circumstances. It is by acknowledging one's capacities and interests, through the process of organizing and occupying time, that one finds greater life purpose and supports health and well-being. Thus, occupational therapy does not focus on the diagnosis and treatment of individual symptoms or disease, but rather seeks to evaluate capacities and facilitate meaningful intervention based on what people need and want to do. A person's ability to occupy his/her time in a state of physical, social, and spiritual well-being facilitates and enhances a natural rhythm of pleasurable-ease (Adolph Meyer, 1922). The occupational therapist assists in empowering individuals to take a more active role in life, and to exercise greater control in caring for his/her own health and quality of life.

History of the School

Established in 1984, the Pacific University School of Occupational Therapy is the first and only professional occupational therapy school in the state of Oregon. The program was originally accredited in 1986 and has continually grown and developed, transitioning to a Master of Occupational Therapy (MOT) degree in 1997, graduating the first class of MOT students in May, 2000. The School transitioned to a Doctor of Occupational Therapy (OTD) degree in 2012. The School of Occupational Therapy is now one of eight professional graduate programs in the College of Health Professions, formed in 2003, and is located in the Pacific University Health Professions Campus building in Hillsboro, Oregon at 190 S.E. 8th Ave.

Career Opportunities

Occupational Therapy provides a good career choice for individuals who value a holistic and humanistic approach to health care. According to the Bureau of Labor Statistics, occupational therapy is expected to be one of the fastest growing careers and offers outstanding employment opportunities. Occupational therapists can choose to practice in a variety of settings and roles: practitioner, administrator, educator, consultant, entrepreneur, and researcher. Employment opportunities for occupational therapists are numerous and varied throughout the United States and in foreign countries. Possibilities for emerging and innovative practices are growing rapidly and Pacific's occupational therapy program equips graduates to be leaders in development of these innovative practices.

Most occupational therapy graduates enter into a practice that entails working directly with people individually or in groups, helping them maintain, enhance, or regain productive meaningful lives through engaging in activities or occupations within the context of family, work and community life. Services are provided through direct, educational or consultative modes of delivery. Practitioners may work with infants and children, adolescents, adults, or the elderly promoting health and or facilitating prevention, maintenance, or restoration of health related to physical, cognitive, psychosocial, behavioral, or environmentally-based challenges. Career opportunities exist nationwide and internationally, and in many different settings-hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, and community-based settings such as business, industry, and daycare. Increasing numbers of practitioners are in private practice.

Some occupational therapists serve in the role of manager or administrator, which requires them to coordinate the activities of an occupational therapy department or a program in a community setting. Responsibilities range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel management.

All occupational therapists are educators in that they teach their clients the skills to live healthier lives. Practicing therapists also may choose to educate fellow professionals through the fieldwork educator role and continuing education courses. In addition, an occupational therapist may assume the role of an educator in an academic setting in a position such as program director, professor, or instructor. In such a role, the therapist will design courses, teach, and advise students. Most teaching requires an advanced degree, such as the OTD or PhD, as well as experience practicing occupational therapy.

Active research is critical to all health care practitioners. Practitioners are expected to base their practice decisions on sound evidence, and thus are expected to be able to effectively use research skills every day. However, for those who choose the primary role of researcher, advanced degrees (e.g. PhD, EdD) prepare him or her for this role. The research-occupational therapist defines problems for investigation and designs research programs to better understand the problem. The occupational therapy researcher collects and analyzes data, evaluating and publishing the results of the research. Although the OTD is clinically-focused doctorate, an occupational therapist with an OTD may choose to combine research with other work in the field.

Mission

The School of Occupational Therapy provides transformational education of students, integrating humanistic values with the best scientific evidence to become occupational therapists committed to occupation-based practice, life-long learning, service, and advocacy.

Vision:

Pacific University's Occupational Therapy program educates practice scholars who integrate service and research to lead and promote occupational justice in healthcare and society to enhance occupational well-being.

Values:

- Contextual Teaching & Learning
  Students learn best through varied experiences in a range of environments that have direct application to the development of practice skills and understanding of human occupation.

- Doing
  By active engagement of mind, body, and spirit in interaction with the environment, persons learn, grow, and actualize life roles that bring meaning, satisfaction, and well-being.

- Critical Reasoning
  Critical thinking is essential for effective analysis, integration and synthesis of information and systems to enact best practice.

- Transformation
  Occupation (engaging in meaningful daily activities) has the transformative power to enhance participation in life, and in the process of learning students reflect upon, reframe, and re-envision their beliefs about human capacity and potential.

- Ethical Practice
  Sound ethical reasoning underlies and guides all that we do to maintain and promote high standards of practice.

- Occupational Justice
  Promoting more equitable opportunities for individuals and populations to engage in a healthful range of occupations to sustainably support well-being and quality of life.

Philosophy

The mission of the School of Occupational Therapy is to provide a transformational education to students that assures they are well-equipped to enter practice with skills and knowledge to be leaders in healthcare and the promotion of occupational justice. The three year educational process to fulfill this mission can be likened to the journey that one takes to reach the summit of a mountain. Thus the curricular philosophy is woven into the metaphor of the mountain traveler. (See photograph and diagram at http://www.pacificu.edu/ot/about/documents/Abridged_PhilosophyandDesign-MtHood7-20-12_001.pdf that matches description below.)

The traveler begins the journey to occupational therapy with a foundation of life experience and learning that assures skilled travel over the metaphorical trails, waterways, and ultimately the lofty peaks of professional practice. A process of reflection and goal-setting brings the traveler to identify the goal and plan the trip, similar to how an individual aspires to become an occupational therapist through reflection on goals, values, and life experiences as matched to the opportunities inherent in the profession.

Crossing the mirrored lake to the trailhead, it is easy to visualize the summit, in this case, graduation to become an occupational therapy practitioner. However, as one enters the lowland forest, it may be difficult to keep the goal of the summit in view, just as the early steps of

education build foundational understanding of new terminology, theory, skills, and the important and complex interaction of occupation and health, but with limited context to fully understand how the knowledge is applied. With continued reflection and steady travel one builds endurance and strengths for the advanced challenges and rewards ahead as is the result of early experiential learning through fieldwork integrated with didactic courses. Similar to the way the traveler comes to appreciate that the journey is as satisfying as reaching the summit, the student appreciates the value of life-long learning in a curriculum that is learner and learning -centered. Thus the student adopts a model of client-centered practice that uses experiential learning to highlight the value of occupation-based practice.

As the hiker emerges above the tree line, the goal of the journey once again becomes clearly focused in relation to the trip thus far, similar to how students learn to apply theory to practice in advanced full-time fieldwork. New terrain of open trails and glacier fields requires additional equipment and application of a different skill set, likened to the advanced doctoral coursework and electives in our curriculum. As the summit draws nearer, the hiker depends more and more on advanced equipment and collaboration of fellow travelers to assure success as they rope together to traverse steeper and icier terrain, or for the student, exposure to more challenging practice settings. Interprofessional collaboration is woven throughout the curriculum and supports effective team work in the culminating 16 week experiential internship that also requires high level integration and application of all OT knowledge and skills gained thus far to a rapidly changing healthcare landscape. In this way, the student learns the value of understanding the context of practice and importance of adaptation to rapidly changing circumstances.

Throughout the curriculum, but especially in fieldwork and the experiential internship, students work interprofessionally to assure that clients being served are receiving a skillful blend of services. From the lofty summit, the traveler gains a transformational perspective of the world. Similarly, the student nearing graduation can more clearly picture the role of occupational therapy in the broader universe of society and healthcare. From this transformative experience, the graduate understands how to most effectively apply the skills and perspective gained through advanced understanding of the science of occupation with the occupational needs of individuals and society.

Like the traveler who returns to the everyday routines of life with a renewed commitment to advocate for sustainable practices that assure preservation of the earth, the OTD graduate enters practice advocating for occupational justice that will sustain health, well-being, and equitable health services. Through the application of scholarly practices, technical skill, and effective teamwork the new occupational therapist is prepared to address the occupational needs of individuals and society.

Curricular Goals

Through a transformational learning process, Pacific University School of Occupational Therapy graduates will provide service to individuals, organizations and populations within the local and global community by:

- reasoning and leading from a sound ethical, theoretical, and philosophical base as contributing practice scholars,
- promoting health and wellness through occupation across the life span,
- supporting the continuous evolution of equitable and quality health care through advocacy for occupational justice,
- practicing the art and science of the profession across traditional and unique environments, and
- enabling the needs and goals of the client to drive the process of intervention.

Accreditation and Licensing

The School of Occupational Therapy has a 30 year history of successful accreditation. The Doctor of Occupational Therapy program received approval from the Accreditation Council for Occupational Therapy Education (ACOTE) in December of 2011 to proceed with its application for accreditation of the OTD. A final decision on accreditation is expected in 2014. The Master of Occupational Therapy (MOT) program is being phased out and is accredited by ACOTE through 2017. ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number in care of AOTA is 301-652-AOTA (2682). The website for AOTA is www.acoteonline.org and more information about ACOTE can be found in the index on the AOTA homepage by clicking the link labeled "Academic Affairs & Accreditation."

Upon successful completion of all program requirements, the graduated student is eligible to take the National Board of Certification in Occupational Therapy (NBCOT) certification examination. The mission of NBCOT is to assure professional competence and skills of occupational therapists in the nation, and the primary means by which this is done is the certification examination. Candidates who pass this examination become Occupational Therapists, Registered (OTR), are certified for practice, and eligible for state licensure, where applicable. Although the NBCOT certification success rate of Pacific graduates is impressively high, Pacific University is not responsible for its graduates' performance on this examination. As of the date of publication of this catalog, one hundred percent of Pacific Occupational Therapy graduates have passed the certification exam, and the first-time taker rate averages 93% for the last three years.

A felony conviction may affect a graduate's ability to take the NBCOT certification examination or attain state licensure. To assure protection of clients and patients treated by Occupational Therapy students, criminal background checks and drug screenings are completed for all students at the start of the school year and as needed thereafter. Students are urged to contact the appropriate licenser or certification agency for further information.

FACULTY

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M.A. University of Southern California, 1992
Ph.D. University of Southern California, 1999

DOCTOR OF OCCUPATIONAL THERAPY
ENTRY-LEVEL OTD

DEGREE REQUIREMENTS

The entry-level OTD program consists of six semesters and three summer terms of didactic and fieldwork education and doctoral internship. The description below provides a semester-by-semester list of the courses and the number of semester credits associated with each course; course descriptions follow later in this section. Successful completion of all courses, fieldwork, and internship is required to earn the Doctor of Occupational Therapy (OTD) granted by the University.

Prior to enrolling in each term's classes, students must successfully complete the previous term's coursework and be approved to continue study by the School of Occupational Therapy faculty. Prior to enrolling in the OTD program students must have attained a bachelor's degree.

FIRST YEAR

Fall Semester		**Credits**
OTD 500	Foundations of Occupation and Occupational Therapy I	4
OTD 510	Human Movement for Occupation	3
OTD 515	Neuroscience for Occupational Performance	3
OTD 520	Introduction to OT Doctorate	2
OTD 530	Occupational Therapy Process with Adults: Psychosocial Challenges I	3
CHP 510	Interprofessional Competence: Theory & Practice	0.5

TOTAL 15.5 credits

Spring Semester		
OTD 550	Level IA Fieldwork	2
OTD 505	Foundations of Occupation and Occupational Therapy II	4
OTD 570	Occupational Therapy Process with Adults: Physical Challenges	4
OTD 580	Scholarship and Evidence-Based Practice I	3
OTD 520	Introduction to OTD Doctorate	1
OTD 535	Occupational Therapy Process with Adults: Psychosocial Challenges II	3
CHP 511	Interprofessional Competence: Theory & Practice	0.5

TOTAL 17.5 credits

Summer Term		
OTD 610	Practitioner as Educator	3
OTD 680	Scholarship and Evidence-Based Practice II	3
OTD 552	Level IB Fieldwork	2

TOTAL 8 credits

SECOND YEAR

Fall Semester		
OTD 670	Occupational Therapy Process with Adults: Neurological Challenges	4
OTD 620	Occupational Therapy Process with Children	4
OTD 630	Community Based Practice I	3
OTD 640	Management of Ocupational Therapy Services	3
OTD 654	Level IC Fieldwork	1

TOTAL 12 credits

Spring Semester		
OTD 625	Occupational Therapy Process with Older Children & Adolescents	3
OTD 660	Competencies for OT Practice	3
OTD 631	Community Based Practice II	3
OTD 675	OT Process with Older Adults	4
OTD 656	Level ID Fieldwork	1
OTD 781	Preparation for Capstone & Internship	1

TOTAL 15 credits

Summer Term

OTD 781	Preparation for Capstone & Internship	1
OTD 750	Level IIA Fieldwork	12

TOTAL 13 credits

THIRD YEAR

Fall Semester

OTD 752	Level IIB Fieldwork	12
OR		
OTD 780	Scholarship and Evidence-Based Practice III	3
OTD 781	Preparation for Capstone & Internship	1
OTD 710	Leadership, Advocacy, and Ethics Applied	3
OTD 720	Advances in OT Practice	3
	Elective Option	3

TOTAL 10 to 13 credits

Spring Semester

OTD 752	Level IIB Fieldwork	12
OR		
OTD 780	Scholarship and Evidence-Based Practice III	3
OTD 781	Preparation for Capstone & Internship	1
OTD 710	Leadership, Advocacy, and Ethics Applied	3
OTD 720	Advances in OT Practice	3
	Elective Option	3

TOTAL 10 to 13 credits

Summer Semester

OTD 850	Doctoral Experiential Internship	16
OTD785	Capstone Project/Scholarship	4

TOTAL 20 credits

TOTAL CREDITS REQUIRED: 132

Elective Options for OTD & POTD Curriculum

OTD 596	Mental Health in a Contemporary Context: An Arts & Health Perspective
OTD 690	Advanced OT Practice in Pediatrics
OTD 694	Advanced OT Psychosocial Practice
OTD 696	Interprofessional Global Health
OTD 698	Teaching and Learning in Higher Education
OTD 699	Independent Study
OTD 730	Health Policy, Disability, & Population Practice
GERO 525	Health Literacty & Communication
GERO 550	Aging Brain and Body
GERO 575	Dementia and Memory
GERO 600	Aging and Disability
GERO 625	Health Disparity in Aging
MHA 601	Introducation to Executive Leadership and Ethics
MHA 510	Policy, Regulation & Politics in Healthcare
HCC 610	Introduction to Healthcare Compliance
HCC/MHA 640	Legal Aspects of Healthcare
HCC 630	Privacy and Security
CHP 560	Interprofessional/International Experience: Nica I (2 credits)
CHP 561	Interprofessional/International Experience: Nica II (2 credits)

ADMISSION

Applicants for the entry-level OTD degree should request an occupational therapy application packet from Graduate Admissions (admissions@pacificu.edu). The initial application deadline is the first week in December; the final application deadline is the second week in January.

Enrollment is limited and admission is highly selective. A bachelor's degree is required. The faculty in the School of Occupational Therapy believes that both academic coursework and life experiences are vital in building a strong foundation to ensure success in the professional program. Students considering admission to the School of Occupational Therapy at Pacific University should seek both educational and life experiences which provide opportunities for gaining knowledge as well as for developing essential skills and attributes necessary for pursuing an education in the field of occupational therapy.

In reviewing applications, the Committee evaluates:

- Completeness of application forms and the care in preparing their content
- Letters of reference
- Evidence of observations and understanding of the role of occupational therapy services. Observations should be with a variety of clients across the age span and in multiple arenas of practice. Examples include those environments where OT services are provided to individuals who are experiencing occupational dysfunction due to developmental disability, psychosocial-emotional disability, physical disability, as well as to individuals who desire to maintain and sustain health and wellness through occupation.
- Academic performance
- Interview

An on-campus interview is required. This process provides the applicant with an opportunity to assess her/his "fit" with the program and also allows the Admission Committee to further assess essential skills and traits of the applicant which may or may not have been reflected in the application.

During the application review and during the interview process, the Committee looks for evidence of knowledge, skills, and attributes that are deemed necessary for success within the curriculum. Factors considered include, but are not limited to:

- Self-management skills including ability to appraise one's own challenges and strengths
- Ability to assume responsibility for one's own personal and professional development
- Leadership and teamwork skills
- General knowledge and interest in the study of human occupation (the way people occupy their time in self-care, productive and leisure activities)
- Ability to communicate effectively both verbally and in writing
- Interpersonal skills and self-confidence
- Ability to articulate values and beliefs regarding health and well-being
- Critical thinking, creativity and problem-solving
- Motivation to pursue a career in occupational therapy

Admission Prerequisites

A bachelor's degree from a regionally accredited college or university, including the specified prerequisite courses, is required for admission to the Doctor of Occupational Therapy program.

All academic prerequisite coursework must be completed with a "C" grade or higher, with a minimum prerequisite coursework GPA of 3.0 required overall. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

Prerequisite Coursework

Natural Sciences (12 semester credit minimum)

- Human Anatomy w/ Lab
- Human Physiology w/ Lab
- Biomechanics or Kinesiology is highly recommended

A year-long series in both human anatomy and human physiology is preferred. A single course combining anatomy and physiology will be reviewed for adequacy. All courses must include laboratory. Anatomy and physiology must be completed within the last seven years.

Completion of this prerequisite enables the applicant to: 1) understand the way in which the human body develops, is anatomically structured and physiologically functions and moves to engage in occupation, 2) utilize methods of scientific inquiry, 3) apply concepts and theories of science, and 4) build skills in problem solving and logical analysis.

Social Sciences (12 semester credit minimum)

- General Psychology
- Abnormal Psychology
- Developmental Psychology (preferably across a lifespan)

Additional social science credits needed to complete the 12 credit minimum may come from Sociology, Anthropology, Politics, Government, and Economics. These courses should address the individual and group patterns of thought and behavior. Specifically general psychology, abnormal psychology, and developmental psychology are required. The remaining credits may include courses from the following areas: sociology, anthropology, politics, government, business, and economics.

Completion of these prerequisite courses in human growth and development, preferably across the life-span, and courses which promote an understanding of both normal and abnormal adaptive development at both the individual and group level enables the applicant to: 1) gain a deeper understanding of various levels of the human experience including that of the individual, society, and culture, 2) enhance critical thinking skills through written and verbal communication, 3) engage in and develop skills in self-reflection, 4) develop a greater awareness of social systems, and 5) use these skills, to identify and develop skills necessary to influence and change society.

Expository Writing (3 semester credit minimum)

- 200 level or above

Must include a course in expository writing beyond the introductory level offered in either an English or writing department. Students' proficiency level in writing will be determined at time of enrollment. All students who do not meet the required level of proficiency are responsible for developing a plan to meet the requirement prior to the completion of the first year of the curriculum.

Completion of this prerequisite enables the applicant to develop skills for critical thinking and clear writing necessary for professional practice, self-reflection, and scholarship.

Statistics (2 semester credit minimum)

- Courses from any of the following:
    - Psychology
    - Sociology
    - Education
    - Math

It is recommended that this be taken in a department of psychology or sociology. Coursework on research methods that includes qualitative methodology is encouraged but not required.

Completion of this prerequisite enables the applicant to 1) examine principles of research design, methodology and analysis, and 2) systematically analyze qualitative and quantitative research, and 3) use these concepts in developing evidence-based practice skills.

Humanities (6 semester credit minimum)

- Courses from two (2) of the following:
    - Literature
    - Religion
    - History
    - Philosophy
    - Ethics
    - Art History or Appreciation
    - Music
    - Theatre

(In addition to the writing prerequisite) Must include courses from two (2) of the following areas: literature, religion, history, philosophy, ethics, and history or appreciation (art, music, theater).

Completion of this prerequisite enables the applicant to:1) enhance interpersonal intelligence, 2) enhance analytical and critical thinking abilities, 3) broaden skills in philosophical inquiry, 4) gain a greater understanding of classical and modern perspectives, and 5) engage in self-reflection.

Medical Terminology

- A complete sequence or survey course. May be taken for credit or no credit.

DOCTOR OF OCCUPATIONAL THERAPY
POST-PROFESSIONAL OTD

DEGREE REQUIREMENTS

The post-professional OTD (POTD) program consists of a minimum of 36 credits typically completed in four semesters and two summer terms of part-time, on-line coursework. The description below provides a list of the courses and the number of semester credits associated with each course; course descriptions follow later in this section. Recent graduates (2008 & after) of the Pacific University MOT program may substitute up to 12 credits* of the core curriculum based on previously completed MOT coursework. Successful completion of all courses, fieldwork, and internship is required to earn the Doctor of Occupational Therapy (OTD) granted by the University.

Prior to enrolling in each term's classes, students must remain in good academic standing and be approved to continue study by the School of Occupational Therapy faculty.

TWO YEAR PROGRAM (part-time enrollment)

OTD 504	Foundations of Occupation for Practitioners	3
OTD 520	Introduction to OT Doctorate	2
OTD 521	OT Doctorate Capstone Preparation	1
OTD 584	Research and Evidence Based Practice	3
OTD 610	Practitioner as Educator	3
OTD 710	Leadership, Advocacy, and Ethics Applied	3
OTD 720	Advances in OT Practice	3
OTD 781	Preparation for Capstone & Internship	2
OTD 785	Capstone Project/Scholarship	4

Choose one of the following:

OTD 640	Management of OT Services	3
OTD 730	Health Policy, Disability, & Population Practice	3

Elective Option 1 (see Elective Options for OTD & POTD Curriculum section	3
Elective Option 2	3

TOTAL CREDITS REQUIRED: 36

POTD ADMISSION

The post-professional OTD program is for currently licensed occupational therapists who have earned a master's degree in OT or a related field, from a regionally accredited college or university. The application to this program is available at: http://www.pacificu.edu/ot/program/Post-ProfessionalonlineOTD.cfm., and is due the second week in June.

Applications will be reviewed for a combination of factors including practice currency; time lapsed since most recent OT degree, readiness for advanced study and distance learning. Pacific University must comply with State Authorization rules for distance education within each student's state of residence. For applicants residing outside of Oregon,this authorization process can affect or delay the admission process.

Joint Program: Graduate Certificate in Gerontology & Doctor of Occupational Therapy

Students pursuing the Doctor of Occupational Therapy (OTD) program may apply to earn the Graduate Certificate in Gerontology concurrently or following completion of the OTD. This is a true inter-professional education; faculty come from many healthcare professions and the members of the student cohort work in a variety of healthcare settings, such as case management, nursing, occupational therapy, physical therapy, and social work. All gerontology courses are provided online.

The curriculum and mission of the program are at http://www.pacificu.edu/gerontology. In the joint program, OTD students use two gerontology courses (6 credits) as the two OTD elective courses. These 6 credits also are applied toward the 21 required credits for the Graduate Certificate in Gerontology. The remaining 15 gerontology credits may be taken prior to or after graduation from the OTD program.

Candidates from the School of Occupational Therapy applying for the dual degree must go through the formal admission process for the Graduate Certificate in Gerontology program, and should contact the Program Director, Dr. Linda Hunt (lhunt@pacificu.edu) for information on the application process. Applicants are evaluated using the same criteria established for the general Certificate program.

Joint Program: Master of Healthcare Administration and Doctor of Occupational Therapy (MHA/OTD)

DEGREE REQUIREMENTS

- Complete all degree requirements within two years of entry into the program; a total of 48 credits are required to complete the MHA degree; 15 credits from the OT program can be applied to the total required credits for the MHA degree.
- Complete a short course on HIPAA & blood borne pathogen regulations prior to conducting field work, internships and/or graduation, and meet other site specific requirements based on internship affiliation agreements.
- Pass a background check and drug test prior to course enrollment in the first semester; background checks and drug retesting will be ongoing throughout a student's enrollment in the program.
- Maintain a 3.0 cumulative GPA; no grade lower than a "C" is acceptable in any course with no more than seven semester credits of "C" (for the entire 48-credit program) being accepted. Students with academic records that do not meet these requirements may be required to repeat courses or pass a qualifying exam, or be dismissed from the program.
- OTD students interested in taking the dual OTD/MHA degree option need to live within commuting distance of the Pacific University Health Professions Campus in Hillsboro while completing the coursework for the MHA.

MHA Courses (33 Credits)

MHA 605	Healthcare Management Strategies – 3 credits
MHA 620	Healthcare Operations Management – 3 credits
MHA 625	Intro Healthcare Accounting and Finance – 4 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 640	Legal Aspects of Healthcare – 3 credits
MHA 515	Managing Human Resources and Diversity in Healthcare – 3 credits
MHA 525	Community Health and Managerial Epidemiology – 3 credits
MHA 530	Healthcare Negotiations– 2 credits
MHA 550	Quality Management in Healthcare – 3 credits
MHA 635	Managing Information Systems in Healthcare – 3 credits
MHA 675	Internship – 1-9 credits

Electives:	**Total of 4 Elective Credits**
MHA 601	Intro Leadership in Healthcare and Ethics – 2 credits
MHA 610	Organizational Behavior in Healthcare Systems – 3 credits
MHA 615	Strategic Planning and Marketing – 3 credits
MHA 630	Healthcare Finance – 3 credits
MHA 650	Health Services Research and Evaluation Methods – 3 credits
MHA 510	Policy, Regulation and Politics of Healthcare – 3 credits
MHA 675	Internship Capstone/Research Project – 1-9 credits

Doctor of Occupational Therapy Courses (15 OT Credits)

OTD 580	Scholarship & Evidence-Based Practice I– 3 credits
OTD 532	Management of OT Services – 3 credits
OTD 680	Scholarship and Evidence-Based Practice II – 3 credits
OTD 780	Scholarship and Evidence-Based Practice III – 3 credits
OTD 631	Community Based Practice II – 3 credits

ADMISSION

Candidates from the Occupational Therapy program applying for the dual degree must go through the formal admission process for the MHA Program, and should contact the MHA Program Director for information on the application process. Applicants are evaluated using the same criteria established for the general MHA degree.

Each year, it is expected that 2-3 OT students will be admitted into this program.

POLICIES

Registration
For information about adding, dropping, or withdrawing from courses, contact the Program Administrator. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University.

Time Limit for Completion of Degrees
All work for degrees (including major projects, fieldwork, and examinations) must be completed within a period of five calendar years.

T**ransfer Credit**
The School of Occupational Therapy does not accept transfer credits.

Grading

The School of Occupational Therapy uses the letter grades A, A-, B+, B, B-, C+, C and F. In addition, the Pass/No Pass grading scheme is used, where a Pass is equivalent to a C+ or higher. A Pass is not calculated into a student's GPA. A minimum of 2.8 cumulative GPA is required in order to graduate from the program. Grading methods are clearly outlined within each course syllabus. All courses must be completed at a C+ level or higher; grades below a C+ constitute course failure.

Grade Changes
Once a course grade has been submitted (electronically or by hand) to the Registrar, it is considered final and may be changed only in the case of recording, posting, or computation errors. Faculty members submit Grade Change Request forms to the Program Director for approval.

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

The instructor and the student should agree upon a deadline by which all coursework will be completed and submitted to the instructor; in general, it is expected that all course requirements be completed by the end of the following semester.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the School Director.

Normal Load

9 credits or higher is a full-time course load; 5 credits is part-time.

Graduation Honors

Graduate students earning a cumulative 3.50 GPA or higher will graduate With Distinction.

Readmission

To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student's absence from Pacific to the Dean or Director of the applicable College or School.

ACADEMIC STANDARDS
Good academic standing in the School of Occupational Therapy is defined as:

1) Satisfactory academic performance
   - Maintaining a grade of C+ (or better) and/or a Pass in all OT coursework
   - Maintaining a minimum semester and cumulative grade point average (GPA) of 2.8 for all graded OT coursework
2) Sound practice skills
3) Adherence to University and School policies, rules and procedures
4) Behavior that leads to professional competence and positive interpersonal and professional relations
5) Appropriate professional/ethical conduct and attitudes.

A grade of C (or lower) or No Pass (N) in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Failure to maintain minimal GPA required will result in academic standing review (see Academic Standing Procedures below). A minimum of 2.8 cumulative GPA is required in order to graduate from the program.

Academic Standing Procedures
A student's academic standing in didactic courses or fieldwork courses may be jeopardized by any one or more of the following:

- Indications of poor academic performance;
- Insufficient progress in the development of practice skills;
- Failure to comply with School policies, rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; or
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Student Evaluations

Students are given feedback on their progress in the program at least once each semester based on performance in academic, practice skill, and professional behavior development as demonstrated in the didactic and/or fieldwork environment. Standards for performance are set according to the University Catalog, School of Occupational Therapy Student Handbook, and the AOTA Code of Ethics. Input on these areas of performance are gathered regularly from faculty and fieldwork educators, summarized in reports of academic standing, and provided to the student each semester.

Student status is identified and described as any one of the following:

Acceptable

Student demonstrates all of the following:

- Satisfactory progress in academic performance
- Satisfactory progress in the development of sound practice skills
- Adherence to University and School policies, rules and procedures
- Development of behaviors leading to professional competence and positive interpersonal and professional relations
- Appropriate professional/ethical conduct and attitudes

Notice of Concern

Student demonstrates behaviors which are of concern to faculty that may limit continued successful academic progress in any of the 5 academic standing areas defined. A student may be provided with a "notice of concern" if a course instructor, fieldwork supervisor, or academic advisor has concerns about the student's performance in any of the academic standing areas defined. A notice of concern is designed to bring the student's attention to an issue (e.g. less than acceptable professional behavior, falling academic performance) so that the student may address and improve performance in the area of concern and thus avoid receiving an academic warning or more severe level of academic standing.

Academic Warning

An official warning may be given for any one of the following:

- Semester GPA at or below 2.8;
- Continued prevalence or increased frequency of previously cited areas of concern; or
- Failure to comply with School/University rules or procedures or professional /ethical behavior at a level of greater concern.

Academic Probation

A student is placed on academic probation for any one of the following:

- Semester GPA below 2.8 for more than one semester at any time during academic program
- Cumulative GPA below 2.8.
- Failure to meet the terms of an action plan designed as the result of an academic warning
- Lack of compliance with School/University rules or procedures or inappropriate professional/ethical conduct at a level of greater magnitude than that considered to warrant a warning.

Dismissal

A student may be dismissed from the program for any one of the following:

- Receipt of a C or below for a course grade, or an N (No Pass) for any requirement, course or fieldwork experience
- Cumulative GPA below 2.8 for more than one semester at any time during the academic program
- Academic probation status for more than one semester at any time during the academic program
- Failure to meet the terms of an action plan designed as the result of an academic probation
- Lack of compliance with School/University rules or procedures or inappropriate professional/ethical conduct at a level of greater magnitude than that considered to warrant probation

- Flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct.

Advising Regarding Academic Standing
Students are given feedback on their progress in the program at least once each semester. Faculty and fieldwork and/or experiential educators evaluate students' academic performance, practice skills, and professional development and behaviors as demonstrated in the educational and fieldwork environment according to standards set forth in the University Catalog, the School of Occupational Therapy Student Handbook, and the AOTA Code of Ethics. Such evaluations occur throughout a student's enrollment in academic and fieldwork courses. Early in the program each student receives feedback regarding his or her academic standing and performance from his/her academic advisor, and meets with the advisor to discuss it. When students are not on campus, communication and reporting is implemented through virtual communication. Advising is intended to identify potential academic difficulties or strengths for a student and to identify those students whose academic standing may be at risk of academic warning or probation due to failure to meet program requirements. Identification of difficulties or risk factors serious enough to lead to academic warning or probation results in the development of an action plan.

Action Plan for Warning or Probation
In the case of an academic warning or probation status, the academic advisor and student collaborate in designing an action plan designed to eliminate risk factors and facilitate acceptable performance. An action plan includes 1) behavioral outcomes, 2) time-lines and 3) responsibilities of appropriate parties. The action plan is signed by the student, academic advisor, and program director, and is used as a guide for remediation. In certain circumstances students may be required to present the action plan to the faculty. The student must submit a written follow-up progress report to faculty that outlines his or her progress toward achievement of the action plan within 4 weeks of approval of the action plan or a date determined in collaboration with the advisor.

In the case of academic warning, academic probation, or dismissal from the program, the following procedures are utilized:

1. The course instructor, supervisor, advising coordinator, and/or academic advisor sends written notice to the Program Director of the unsatisfactory performance demonstrated by the student. A copy of the written notice is sent to the student.
2. The Program Director brings the issue to the School of OT Standards & Appeals Committee (SOTSAC) within ten calendar days of receipt of the written notice. The SOTSAC determines the student's status for continuing in the program.
    a. Composition of the School of OT Standards & Appeals Committee
        i. Chair, appointed by the Program Director. In the event that the SOTSAC Chair is directly involved in the student's academic advising or is teaching a course related to the dismissal, an alternate chair will be appointed from among the remaining faculty.
        ii. Faculty member at large, appointed by the Program Director based on relative neutrality in the context of the appeal (a faculty member who is not the academic advisor or teaching the course that is directly related to the issue being appealed).
        iii. The Program Director. The Program Director may serve as committee Chair.
    b. In situations in which the warning is related to immunization or documentation compliance that is a standard part of the regular advising process the student's case will not be brought to the SOTSAC, and will be dealt with through the Academic Standing Form. The action plan to remediate noncompliance for immunization or documentation issues will be recorded directly on the Academic Standing Form or by the student and academic advisor on the Advising Form, Persistent non-compliance with immunization or documentation requirements may result in SOTSAC review and action.
3. Students placed on either academic warning or probation will receive formal written notification outlining the reasons for warning or probation and expectations that must be met in order for the student's academic status to be returned to acceptable.
4. The academic advisor, program director, or both, meets either, in person, via email, by phone, or other electronic means with the student to review the student's academic performance and inform the student of the SOTSAC decision regarding the student's academic standing.
    a. If the SOTSAC decision places the student on academic warning or probation an action plan will be required. The student and academic advisor collaborate to develop a written action plan for remediation that is then submitted to the SOTSAC within 20 calendar days for approval.
    b. Once the action plan is approved by the SOTSAC, then the student, Program Director, and Academic Advisor all sign the plan of action and place a copy in the student's academic file.
    c. The action plan will be established with scheduled review dates.
    d. A student who is on probation and who fails to meet the terms of the action plan may be dismissed from the program.
5. If the SOTSAC decision is for dismissal the director will notify the student and the appropriate university offices.

There may be times when extenuating circumstances warrant an exception to the procedures outlined above. Request for modifying the action plan procedures must be made to, and approved by, the Program Director and full time faculty.

There also may be exceptional circumstances including, but not limited to, cases of flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct and/or the University Code of Student Conduct, where the first action taken by faculty will be to terminate the student.

Academic Standing Appeals
A student may appeal a decision of dismissal by the School's academic standing procedures through the College of Health Professions Standards and Appeals Committee. The appeals policy and procedure is specified in the Pacific University College of Health Professions Bylaws. In the case of dismissal, the student is not allowed to participate in class until he or she has filed an appeal. Some infractions may prevent the student from attending class or fieldwork even after the appeal is filed as will be indicated in the letter from the Director in the initial letter of dismissal. Further appeals may be pursued through the University Standards and Appeals Committee according to governing policies.

Individuals convicted of a felony may not be eligible for licensing or certification in Occupational Therapy. Students are urged to contact the appropriate licenser or certification agency for further information.

NOTE: Please refer to Fieldwork Failure Policy for procedural process in the event of Fieldwork/Experiential Failure.

Grievance Process

When a student has a general concern or problem related to his or her professional education, other than an individual course grade or dismissal, the following procedures should be followed:

1. Discuss the concern or problem with the appropriate faculty member. If the concern or problem is not resolved, then;
2. Contact your assigned academic advisor. If the concern or problem is still not resolved or if your advisor is also the faculty member involved in the issue of concern, then;
3. Contact the Program Director and present the concern to the Director.
4. If the concern or problem is still not resolved, then the Program Director will refer it to the SOTSAC and the student will be required to submit a written appeal to the SOTSAC within 10 days. The student may be requested to meet in person with the SOTSAC to present more information regarding the appeal.
5. The SOTSAC will deliberate and provide the student with a letter stating the outcome of the deliberation within 5 calendar days.
6. The decision of the SOTSAC will be final.

The grievance process applies only when the student is in good standing in the program as indicated in the student's most recent academic standing report form. In the event of academic failure resulting in dismissal, the procedure will follow the Dismissal Policy.

Compliance with School policies, rules/Procedures
Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize the student's academic standing in the School of Occupational Therapy and may constitute grounds for academic warning or probation, or dismissal from the program. In addition, failure to maintain requirements and provide documentation for immunizations, TB screenings, CPR, and First Aid according to the School of Occupational Therapy guidelines will result in academic standing review (see Academic Standing Procedures above). Students may not participate in class or field experiences until all documentation is current.. Exceptions may be made for students whose schedule of immunizations precludes timely compliance. Exceptions must be approved by the Program Director.

Professional/Ethical Conduct
The School of Occupational Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, Pacific University Code of Student Conduct, the most current AOTA Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy practitioners. Students must demonstrate behavior that leads to professional competence and positive interpersonal and professional relations including social media participation. Demonstration of behavior that is clearly unprofessional or that does not lead to positive interpersonal and professional relations is considered evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for academic standing review (see Academic Standing Procedures below).

In cases of flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct, a student may be removed from the program without previous warning.

It is expected that students become familiar with and adhere to the conduct guidelines and regulations further outlined in the University's Student Handbook (available on-line), as well as the School of Occupational Therapy Student Handbook.

Students must undergo a criminal background check to participate in fieldwork or practice in certain settings.

TUITION

OTD

Fall and Spring Semesters, full-time:	$13,828 each
Summer Term:	$5,207
Part time, per semester credit:	$874
Audit, per semester hour:	$450

Post Professional/Transitional OTD

Part-time, per semester credit:	$874
Audit, per semester hour:	$450

FINANCIAL AID

Prospective students are strongly encouraged to seek out and explore scholarship opportunities that may be available to them, as there are many sources of educational scholarships. Common sources of financial aid for Occupational Therapy students not listed previously are:

The E. K. Wise Loan Program, administered by the American Occupational Therapy Association, is available to women with baccalaureate degrees who are enrolled in an occupational therapy entry-level professional program. For further information contact:

The American Occupational Therapy Association, Inc.
Attn: Membership Information Division
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

The National Association of American Business Clubs (AMBUCS) administers scholarships and provides thousands of dollars each year to occupational therapy students. For more information contact:

National Association of American
Business Clubs
(AMBUCS)
P.O. Box 5127
High Point, NC 27262

The American Occupational Therapy Foundation awards scholarships to occupational therapy undergraduate and graduate students, based on their financial need and scholastic ability. For a free brochure on the scholarship program and other sources of financial aid, contact:

The American Occupational
Therapy Foundation
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Phone: 301-652-2682

CALENDAR

http://www.pacificu.edu/ot/index.cfm

COURSES

OT-439 OTA Re-entry to OT Practice
Didactic and fieldwork experiences to support the occupational therapy assistant who has been out of practice for three or more years, to re-enter practice and regain an Oregon license to practice. Course provides information on, and application of, current OT theory, practice, terminology, and evidence-based practice, and includes an 80 hour supervised fieldwork experience. (This course is not part of the MOT curriculum.) May be repeated once for credit. Pass/No Pass. 2 credits.

OT-639 OT Re-entry to OT Practice
Didactic and fieldwork experiences to support the occupational therapist who has been out of practice for three or more years, to re-enter practice and regain a state license to practice. Course provides information on, and application of, current OT theory, practice, terminology, and evidence-based practice, and includes an 80 hour supervised fieldwork experience. (This course is not part of the MOT curriculum.) May be repeated once for credit. Pass/No Pass. 2 credits.

OT-650 Level II-D Elective Fieldwork
Optional fieldwork in which student arranges special mentorship and experience in specialized setting or area in which student seeks additional fieldwork education. Additional fee required. May be repeated for credit. Pass/No Pass. 2-10 credits.

OTD-500 Foundations of Occupation & OT I
Students explore OT history, philosophy, use of theory to guide practice, developing skills to analyze the person-environment-occupation interaction, therapeutic communication, interview skills, and the role of occupation in the delivery of OT services as well as the relationship between occupational science and OT and an introduction to occupational justice. Lecture/Lab. 4 credits

OTD-504 Foundations of Occupation for Practioner
Exploration and study of human occupation, overview of OT history, philosophy, use of theory to guide practice, use of Occupational Therapy Practice Framework to guide practice. 3 credits.

OTD-505 Foundations of Occupation & OT II
Students continue to study aspects of occupation and occupational therapy begun in OTD 500, but with more depth and synthesis with concurrent coursework. Lab provides opportunities for skill development and application of theoretical concepts to practice. Lecture/lab. 4 credits

OTD-510 Human Movement for Occupation
Students explore human movement as it is applied to engagement in everday occupation and occupational therapy practice. Content will focus on anatomy, kinesiology and biomechanics with application in context of activity and movement analysis, and how person factors and activity demands interact with occupational performance. (2 credit lecture, 1 credit lab). 3 credits.

OTD-515 Neuroscience for Occu Performance
Students explore and apply the basic concepts of cell neuroscience, principles of systems neuroscience, and fundamentals of the development of the nervous system and the relationship to engagement in and performance of occupations. 3 credits.

OTD-520 Introduction to OT Doctorate
Student gains an overview of the doctoral curriculum, prepares for distance-based and online coursework, and is introduced to research and scholarship practices. Also includes content for development of scholarly capstone, and for entry-level students, the experiential internship. Fall 2 credits; Spring 1 credit.

OTD-521 OT Doctorate Capstone Introduction
Students are guided in an exploration of potential content and topic areas for the capstone project and examine strategies for development and implementation of the capstone project. For Post-Professional students only. Pass/No Pass. 1 credit.

OTD-530 OT Process-Adults:Psychosoc Challenge I
Students learn evaluation and intervention strategies to promote participation in daily life for adults experiencing psychosocial conditions. Students develop understanding and application of frames of reference to address psychosocial issues affecting participation in occupations and in society, and explore the lived experience of people with mental health conditions related to occupational justice. Lecture/Lab. 3 credits

OTD-535 OT Process-Adult Psychosoc Challeges II
Evaluation and intervention to promote participation in daily life with adults experiencing psychosocial conditions. Includes understanding and application of frames of reference to address psychosocial issues affecting participation in occupations in relation to the social construct of disability and resulting occupational injustices. Associated lab experiences provide opportunities for more advanced practice and application. Lecture/Lab. 3 credits.

OTD-550 Level IA Fieldwork
This is a full-time fieldwork experience in a practice setting. Students will observe occupational therapy practice in a setting to support and expand their knowledge acquired in first semester course work. This fieldwork will also provide context for the next semester's coursework. Pass/No Pass. 2 credits.

OTD-552 Level IB Fieldwork
This is a part-time fieldwork experience in settings in which primarily psychosocial services are provided, to apply theories and techniques to practice in assessment for individual and group interventions and includes a concurrent seminar sessions to reflect on experience. Pass/No Pass. 2 credits.

OTD-570 OT Process-Adult Physical Challenges
Evaluation and intervention to promote participation in daily life with adults experiencing physical conditions. Includes understanding and application of frames of reference to address sensorimotor issues affecting participation in occupations and in society through concepts of occupational justice. Lecture/Lab. 4 credits

OTD-580 Scholarship & Evidence-Based Practice I
Students will examine qualitative and quantitative research methods and conduct effective analysis and synthesis of professional literature to support evidence-based practice. Student will use case studies to develop clinical research designs and further their skills in professional writing and presentations. 3 credits

OTD-584 Research and Evidence Based Practice
Development of basic competencies in research methodologies. Application of evidence-based practice principles to effectively analyze and synthesize professional literature to identify best-practices. Additional concentration on enhancing abilities to produce scholarly publications. 3 credits.

OTD-610 Practitioner As Educator
Students explore the role of practitioner as educator, education theory, current technological tools, and effective teaching strategies to develop optimal learning experiences with application in academic and community practice settings. 3 credits.

OTD-615 Intervention for Organizational Clients
Students apply program development principles and methods to explore, envision, and propose creative models of OT community-based services with organizational clients. Learn and apply needs assessment, program design, marketing, and budgeting to implement programs that promote participation and performance of the populations served. Grant-writing is introduced, as well as principles of program evaluation and outcomes measurement in preparation for community practice. 3 credits.

OTD-620 OT Process with Children
Evaluation and intervention to promote participation in daily life with younger children through age 5. Focus on child biopsychosocial development, family-centered approaches, and application of OT services. Lecture/Lab. 4 credits

OTD-625 OT Process-Older Children & Adolescents
Evaluation and intervention to promote participation in daily life with children and adolescents, ages 5-18. Application of human development and OT frames of reference to guide the OT process while exploring range of pediatric OT practice settings. Includes examination of relevant occupational justice concepts and issues affecting adolescents & families. Lecture/Lab. 3 credits.

OTD-630 Community Based Practice I
Students build knowledge and experience in developing programs and services in settings where clients seek to promote, maintain, or regain occupational function. Using systems analysis, students apply health promotion strategies to work with organizations and populations as the primary client. Lecture/Seminar/Community experience. 3 credits.

OTD-631 Community Based Practice II
Students learn and apply program development processes to assume leadership roles of consultant, entrepreneur, and advocate within health and social services. Evidence-based theory is used to address pragmatic, ethical, and legal factors and promote beneficial change within current systems. Prerequisite: OTD 630. Lecture/Seminar/Community experience. 3 credits.

OTD-640 Management of OT Services
Students apply the basic principles of delivery and management of OT services and personnel in the context of current health care systems, focusing on systems, methods of billing and reimbursement, management of human and physical resources, the OT/OTA relationship and OT roles as mentor, supervisor, and manager. 3 credits.

OTD-654 Level IC Fieldwork
This is a part-time experience in settings in which primarily pediatric services are provided. Experiences are integrated into course content in order to use "real life" examples for application of key theoretical concepts while bridging classroom to practice experiences for pediatric clients and promoting higher levels of critical reasoning. Pass/No Pass. 1 credit.

OTD-656 Level ID Fieldwork
This is a part-time experience in select settings in which primarily elder services are provided. Experiences are integrated into course content in order to use "real life" examples for application of key theoretical concepts while bridging classroom to practice experiences for older adult clients and promoting higher levels of critical reasoning. Pass/No Pass. 1 credit.

OTD-660 Competencies for OT Practice
Students prepare for Level II fieldwork the following term and continue building entry-level skills across practice settings for evaluation, intervention, and outcomes. Lecture/Lab. Pass/No Pass. 3 credits.

OTD-670 OT Process: Adult: Neurological
Evaluation and intervention to promote participation in daily life for adults experiencing neurological conditions. Includes further exploration and application of neurological sciences and incorporating principles of motor learning and neurorehabilitation concepts and practices. Lecture/Lab. 4 credits

OTD-675 OT Process with Older Adults
Evaluation and intervention to promote participation in daily life for older adults. Includes understanding of lifespan development, focusing on how the aging process affects participation in daily roles and occupations, occupational justice, and application of health and wellness promotion for older adults. Lecture/Lab. 4 credits.

OTD-680 Scholarship & Evidence-Based Practice II
Students apply evidence-based practice techniques and principles to effectively analyze and synthesize professional literature to identify best-practices. Continued development of research method knowledge and application to support evidence-based practices and participation in practice-based research projects. Additional concentration on enhancing abilities to produce scholarly publications. 3 credits.

OTD-690 Advanced OT Practice-Peds
Advanced study of the application of theory to practice, assessment and intervention strategies, current evidence, as well as professional and global issues related to practice with children and adolescents. 3 credits.

OTD-694 Advanced OT Psychosocial Practice
Advanced study of the application of theory to practice, assessment and intervention strategies, current evidence, as well as professional and global issues related to practice with adults experiencing psychosocial dysfunction and mental health conditions. 3 credits.

OTD-695 Directed Study-Gerontology
tudent works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy practice in gerontology. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-696 Interprofessional Global Health
This elective course explores current issues in global health through interprofessional perspectives to improve health outcomes for individuals, organizations and populations around the world. This course explores health system structures, determinants of health, health challenges and interventions, values-based concepts, and personal and professional effectiveness. Open to students from any area of study. 3 credits.

OTD-698 Teaching & Learning in Higher Education
Application of theory for use in higher education, including the transition to academician, curriculum design, strategies to support learning, assessment and program evaluation. 3 credits.

OTD-699 Independent Study
Intended for advanced independent study in individually designed topic. A method of learning and plan for evaluation must be filed and approved before registration for independent study work to proceed. Independent study contract required. 1-12 credits.

OTD-710 Leadership Advocacy & Ethics
Exploration and application of advanced theories of leadership, advocacy, and ethics in healthcare in relation to current and future practice settings. Students develop and apply ethical practices to lead change, improve quality, and resolve conflicts. Through development of a collaborative project and presentation, the student integrates learning into the leadership journey of transformation and realization. Local, national, and global health issues will be examined through an occupational justice framework in the context of social, cultural, genetic, economic, gender, and health-system influences on health and health policy. 3 credits.

OTD-720 Advances in OT Practice
Students examine current trends in OT practice and the profession and the theoretical and evidential foundations supporting these innovations by applying relevant approaches to practice. 3 credits.

OTD-730 Health Pol, Disability & Pop Practice
Advanced study of the political, social, and economic forces that affect, and are affected by, health/healthcare policy, examined through the perspective of disability and the relationship with occupational therapy practice. Policy and disability knowledge will be applied to case studies and service-learning to improve occupational health and justice of relevant populations. 3 credits.

OTD-750 Level IIA Fieldwork
Full-time experiential learning for the application of theory and skills to practice. Application of knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. Level II courses use active reflection to foster integrated learning through an on-line seminar. First of Two Level II Fieldwork Experiences. Pass/No Pass. 12 credits.

OTD-752 Level IIB Fieldwork
Second course in a series of two. Full-time experiential learning for the application of theory and skills to practice. Application of knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. Level II courses use active reflection to foster integrated learning through an on-line seminar. Second of Two Level II Fieldwork Experiences. Pass/No Pass. 12 credits.

OTD-756 Level IID Elective Fieldwork
Optional fieldwork in which student arranges special mentorship and experience in specialized setting or area in which student seeks additional fieldwork education. Additional fee required. May be repeated for credit. Pass/No Pass. 2-12 credits.

OTD-780 Scholarship & EBP III
Students apply an evidence-based approach to case studies based on students' experiences during their completed Level II fieldwork rotations to further develop the professional reasoning process of applying scientific evidence to decision-making in practice, and build skill in scholarly writing. 3 credits.

OTD-781 Preparation for Capstone
Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester. Taken three times. 1 credit.

OTD-785 Capstone Project/Scholarship
Individually mentored project as culmination of clinical doctoral education for application of an evidence-based approach to case studies based on students' experiences during their experiential fieldwork and internship. Students will write a publishable report of their project results. Concludes with on-site presentation of results and findings of capstone project just prior to graduation. May be repeated for credit. 4 credits.

OTD-790 Directed Doctoral Study in Pediatrics
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy pediatric practice. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-791 Directed Study-Leadership
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for leadership roles in doctoral occupational therapy practice. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-792 Directed Doctoral Study in Neurorehab
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy practice in neurorehabilitation. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-794 Directed Study in Psychsocial Practice
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy psychosocial practice. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-796 Directed Study-Global Health
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy practice in a global context. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-798 Directed Study-Education
Student works closely with course advisor(s) to develop advanced study of individually designed topic to prepare the student for doctoral occupational therapy practice as an educator. May be repeated for credit. Pass/No Pass. 3 credits.

OTD-850 Doctoral Experiential Internship
Experiential opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from faculty and internship mentor(s). Emphasis is on developing a specialized area of practice and to integrate work on the capstone project. Pass/No Pass. Credits: 16.00.

SCHOOL OF PHARMACY

INTRODUCTION

The pharmacist is an integral member of an interdisciplinary health care team focused on improving health care outcomes of patients. As the leading source for accurate and timely drug information, the pharmacist contributes to patient safety, alleviation of symptoms, prevention of disease, and reduced health care costs. Pharmacists can choose to work in a wide variety of professional settings. Although the majority of pharmacists work in community pharmacies, many other opportunities exist in health-systems, industry, nursing home, managed care, home infusion, and academic settings.

The School of Pharmacy offers a three-year professional curriculum leading to the Doctor of Pharmacy degree (PharmD). Students attend the program on a year-round basis. The curriculum is composed of two didactic years followed by one advanced pharmacy practice year. Patient care/pharmacy settings integrate experience that supports the classroom material. The curriculum is based on a modified-block design that allows the sequential delivery of courses rather than the more traditional method of teaching multiple courses at the same time. Students are not assigned letter grades in the curriculum but are instead assigned either a "pass" or "no-pass" based on achievement of 90% of stated competencies. Students are assessed every two weeks during the first two years of the curriculum. Students who do not achieve the necessary level of competency are given opportunities for extended learning. Extended learning opportunities occur immediately following each semester.

The curriculum places an emphasis on integration of knowledge, critical thinking, and utilization of evidence based principles.

The professional program is approximately 34 months divided into three years.

P1: Didactic Year on campus, integrated with sites in the greater Portland area
P2: Rotation at sites including and beyond Portland area during summer; Didactic Year on campus, integrated with sites in the greater Portland area
P3: Clinical Advanced rotations at sites including and beyond the Portland area

Mission

We prepare practitioners and scholars to advance the profession of pharmacy to deliver patient-centered care in diverse populations by providing an integrated, learner-centered environment that is innovative and collaborative.

Values

- Primacy in teaching and learning
- Leadership in patient and professional advocacy
- Innovation
- Integrity
- Respect

Vision

Create and sustain a reputation of excellence in education and scholarship that is widely recognized and respected in both the profession and the community.

Accreditation

The School of Pharmacy is fully accredited by Accreditation Council of Pharmacy Education (ACPE) Board of Directors. Information on the accreditation process may be found on the Council's website at www.acpe-accredit.org. Accreditation is a three step process and the School successfully achieved each step: Pre-Candidate status in June 2006, Candidate status in June 2007, and Full Accreditation status in June 2009. Full accreditation status was extended during the June 2011 meeting of the ACPE Board of Directors, based upon an on-site evaluation conducted April 2011.

Pacific University received regional accreditation from the Northwest Association of Schools and of Colleges and Universities (NASC), Commission on Colleges and Universities, in 1929. In 1945 the University requested permission and received approval from NASC to offer the doctoral degree. Pacific University is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), which until the year 2003 was part of NASC.

Clinical Educational Facilities

The School has affiliations with a variety of clinical training sites, including but not limited to health-systems (e.g. hospitals), managed care pharmacy organizations, community pharmacies (e.g. chain and independent), ambulatory clinics, long term care facilities, home

infusion/specialty pharmacies, mail order pharmacies, and the pharmaceutical industry. The vast majority of these facilities are located within the states of Oregon and Washington. Clinical sites are continually added by the School in order to provide variety and quality to the clinical experiences. Students will complete all rotations at sites assigned by the School and where the School has a current, active affiliation agreement.

FACULTY

John Begert, PharmD, RPh (2013)
PGY2 Resident
Post-Graduate Instructor
BS General Science, Oregon State University, 2009
PharmD Oregon State University and Oregon Health & Science University, 2013

Bridget Bradley, PharmD, RPh (2011)
Assistant Professor
BS General Science Oregon State University, 2007
PharmD Oregon State University, 2009

Amber Buhler, Ph.D. (2006)
Associate Professor
BA Chemistry/ Functional Biology California State University, 2001
Ph.D. University of Iowa, 2006

Ben Chavez, PharmD, RPh, BCPP (2013)
Associate Professor
AA Florida Atlanta University, 2000
PharmD University of Florida, 2004

Mark Della Paolera, PharmD, RPh, BCPS (2009)
Assistant Professor
BS Pharmacy Oregon State University, 1998
PharmD University of Washington, 2008

Leslie L. Devaud, Ph.D. (2012)
Assistant Dean for Faculty Development
Professor
BS Botany/Microbiology California State University, 1976
Ph.D. Oregon State University, 1988

Ian C. Doyle, PharmD, RPh, BCPS (2010)
Assistant Professor
PharmD University of the Pacific, 1993

Fawzy Elbarbry, Ph.D. (2008)
Associate Professor
BS Pharmaceutical Sciences Tanta University, Egypt 1993
MS Pharmaceutical Chemistry Tanta University, Egypt 2002
Ph.D. University of Saskatchewan, Canada 2006

Melanie P. Foeppel, PharmD, RPh BCACP (2009)
Director of Post-Graduate Training
Assistant Professor
BS Biochemistry University of Washington, 2003
PharmD University of Washington, 2007

Jeff Fortner, PharmD, RPh (2008)
Associate Professor
BS General Science Oregon State University, 2001
PharmD Oregon State University, 2004

David Fuentes, PharmD, BCPP, CGP (2014)
Assistant Dean for Academic Affairs & Assessment
Associate Professor
PharmD University of the P acific, 2003

John Harrelson, Ph.D. (2006)
Associate Professor
BS Chemistry Gonzaga University, 1994
Ph.D. University of Washington, 2005

Jeremy A. Hughes, PharmD, RPh (2012)
Director for Experiential Education
Assistant Professor
PharmD Washington State University, 2002

Jennifer Jordan, PharmD, RPh, BCPS (2007)
Associate Professor
PharmD The University of Arizona, 1996

Reza Karimi, Ph.D., RPh (2006)
Dean of the School of Pharmacy and Professor
MS Pharmacy Uppsala University, Sweden, 1991
Ph.D. Uppsala University, Sweden, 1998

Stephanie Kory, PharmD, RPh, (2014)
Assistant Professor
BS Biology Washington College, 1997
PharmD University of the Sciences-Philadelphia, 2006

Courtney Kraus, PharmD, RPh (2013)
Coordinator for Experiential Advancement
Assistant Professor
BS General Science, Portland State University, 2004
PharmD Pacific University, 2010

Pauline Low, PharmD, RPh (2007)
Part-time Clinical Affiliate Faculty of Pharmacy
PharmD Massachusetts College of Pharmacy & Health Sciences, 2000

Ashim Malhotra, Ph.D. (2013)
Assistant Professor
BPharm Hamdard University, India, 2000
MS Biology Saint John's University, 2003
Ph.D. Saint John's University, 2006

Kristine Marcus, RPh, BCPS (2007)
Associate Professor
BS Pharmacy University of Washington, 1990

Douglas A. Meyer, MBA, RPh, BCNSP (2011)
Assistant Dean for Student Affairs
Assistant Professor
BS Pharmacy University of Iowa College of Pharmacy, 1989
MBA University of Wisconsin-Milwaukee School of Business, 2002

Michael Millard, MS, RPh (2008)
Assistant Dean for Clinical Services
Assistant Professor
BS Pharmacy Oregon State University, 1972
MS Pharmacy Administration Oregon State University, 1976

Muhammad Qudoos, PharmD, RPh (2014)
PGY2 Resident
Post-Graduate Instructor
MS, Computer Science Al-Khair University, Pakistan 1999
PharmD, Texas Southern University, 2013

Deepa Avasarala Rao, Ph.D. (2010)
Assistant Professor
BS Pharmacy St. John's University, 1999
Ph.D. University of Wisconsin-Madison, 2008

Sigrid Roberts, Ph.D. (2007)
Associate Professor of Pharmacy
MS Biochemistry University of Wyoming, 1988
Ph.D. University of Iowa, 1994

Edward Saito, PharmD (2014)
Assistant Professor
PharmD Creighton University, 2012

Brendan Stamper, Ph.D. (2012)
Assistant Professor
BS Chemistry/Combined Sciences Santa Clara University, 2002
Ph.D. Medicinal Chemistry University of Washington, 2010

Susan Stein, DHEd, RPh (2005)
Associate Dean, College of Health Professions
Professor
BS Pharmacy University of Wisconsin College of Pharmacy, 1990
MS Pharmaceutical Sciences University of Wisconsin College of Pharmacy, 1999
DHEd A.T. Still University School of Health Management, 2010

R. Brigg Turner, PharmD, RPh, BCPS(2013)
Assistant Professor
BS Neuroscience Brigham Young University, 2007
PharmD Lake Erie College of Osteopathic Medicine, 2011

Sarah White, PharmD, RPh (2007)
Associate Professor
BS General Science Oregon State University, 2003
PharmD Oregon State University, 2006

Nicole Wegrzyn, PharmD, RPh (2013)
Assistant Professor
BS Pharmacy Studies Northeastern University, 2011
PharmD Northeastern University, 2012

Dave Widen, RPh, M.B.A (2013)
Part-time Clinical Affiliate Faculty of Pharmacy
B.S., Washington State University (1969)
M.B.A., Portland State University (1978)

DOCTOR OF PHARMACY

DEGREE REQUIREMENTS

P1 Year

PHRM 560	Biomedical Sciences: Biochemistry I (2.50 cr)
PHRM 590	Pharmacy Practice 1 (2.50 cr)
PHRM 596	IPPE Preparation (2.00 cr)
PHRM 594	Social and Administrative Sciences 1 (2.00 cr)
PHRM 561	Biomedical Sciences: Biochemistry II (2.50 cr)
PHRM 562	Pharmaceutical Sciences: Pharmacodynamics and Pharmacokinetics Interface (2.50 cr)
PHRM 563	Pharmaceutical Sciences: Central Nervous System I (2.50 cr)
PHRM 568	PCR: Pulmonary, Cardio, Renal I (2.50 cr)
PHRM 569	PCR: Pulmonary, Cardio, Renal II (2.50 cr)
PHRM 570	PCR: Pulmonary, Cardio, Renal III (2.50 cr)
PHRM 565	Pharmaceutical Sciences: Central Nervous System II (2.50 cr)
PHRM 580	Pharmaceutical Sciences: Gastrointestinal, Nutrition, and Natural Products (2.50 cr)
PHRM 592	Pharmacy Practice 2 (3.50 cr)
PHRM 597	IPPE 1 Community (2.00 cr)
PHRM 595	Social and Administrative Sciences 2 (2.00 cr)
PHRM 581	Pharmaceutical Sciences: Endocrine and Sex Hormones (2.50 cr)
PHRM 582	Pharmaceutical Sciences: Hematology and Oncology (2.50 cr)
PHRM 583	Pharmaceutical Sciences: Immunology and Toxicology (2.50 cr)
PHRM 584	Pharmaceutical Sciences: Pharmaceutics I (2.50 cr)
PHRM 585	Pharmaceutical Sciences: Pharmacokinetics (3.00 cr)
PHRM 586	Pharmaceutical Sciences: Infectious Diseases (2.50 cr)
PHRM 587	Pharmaceutical Sciences: Pharmaceutics II (3.00 cr)
PHRM 540	End of Year Exam (1.00 cr)
CHP 510/511	Interprofessional Competence: Theory & Practice I & II (1.00 cr)

P2 Year

PHRM 696	IPPE 2 Community (2.00 cr)
PHRM 697	IPPE 3 Health System (4.00 cr)
PHRM 641	Clinical Sciences: Introduction to Patient-Centered Care (2.50 cr)
PHRM 698	IPPE 4 Community (2.00 cr)
PHRM 690	Pharmacy Practice 3 (3.50 cr)
PHRM 694	Social and Administrative Sciences 3 (2.00 cr)
PHRM 642	Clinical Sciences: Cardiovascular I (2.00 cr)
PHRM 643	Clinical Sciences: Neurological and Psychiatrics I (2.50 cr)
PHRM 644	Clinical Sciences: Neurological and Psychiatrics II (2.50 cr)
PHRM 645	Clinical Sciences: Renal (2.50 cr)
PHRM 646	Clinical Sciences: Endocrine (2.50 cr)
PHRM 647	Clinical Sciences: Sexual and Reproductive Health (2.50 cr)
PHRM 648	Clinical Sciences: Gastrointestinal (2.50 cr)
PHRM 680	Clinical Sciences: Immunology (2.50 cr)
PHRM 699	APPE Preparation (2.00 cr)
PHRM 692	Pharmacy Practice 4 (3.50 cr)
PHRM 695	Social and Administrative Sciences 4 (2.00 cr)
PHRM 681	Clinical Sciences: Infectious Diseases I (2.50 cr)
PHRM 682	Clinical Sciences: Infectious Diseases II (2.50 cr)
PHRM 683	Clinical Sciences: Pulmonology (2.50 cr)
PHRM 687	Clinical Sciences: Cardiovascular II (2.50 cr)
PHRM 685	Clinical Sciences: Hematology and Oncology (3.00 cr)
PHRM 686	Clinical Sciences: Infectious Diseases III (2.50 cr)
PHRM 684	Clinical Sciences: Acute care and Nutrition (2.50 cr)
PHRM 688	Clinical Sciences: Drug Induced Disease (1.00 cr)
PHRM 640	End of Year Examination (EYE) (1.00 cr)

P3 Year

PHRM 701	APPE: Advanced Community Pharmacy (6.00 cr)
PHRM 702	APPE: Health System Pharmacy (6.00 cr)
PHRM 703	APPE: Ambulatory Care (6.00 cr)
PHRM 704	APPE: Internal General Medicine (6.00 cr)
PHRM 705	APPE: Patient Care Elective (6.00 cr)
PHRM 706	APPE: Patient/Non-Patient Care Elect A (6.00 cr)
PHRM 707	APPE: Patient/Non-Patient Care Elect B (6.00 cr)
PHRM 711	Self-Study APPE: Review/Experiences (6.00 cr)
PHRM 709	Comprehensive Curricular Review (2.00 cr)

Requirements for Clinical Rotations

- Students should expect to spend clinical rotations outside the Portland area and are expected to make their own travel and housing arrangements
- Electronic communications are utilized and students will be expected to communicate electronically with preceptors, faculty, staff, and classmates during all clinical rotations and throughout the program including breaks
- Students are required to have reliable transportation to allow them to get to and from campus, attend off-campus clinical rotations, and participate in other community and School-related activities as required
- Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at experiential or clinical rotations
- Immunizations, state licenses, background checks, drug screenings, and required trainings must be kept current from start of program through end of scheduled experiential assignments.
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ADMISSION

Applicants to the program are required to apply on-line through Pharmacy College Application Service (PharmCAS): www.pharmcas.org. Applicants must also complete Pacific University's Supplemental Application. The supplemental application must be submitted online and can be accessed at www.pacificu.edu/admissions/applications/index.cfm. The deadlines for the PharmCAS and supplemental applications is November and December respectively. Admission is highly competitive and selective and enrollment to the School of Pharmacy is limited. To be eligible for admission, students must meet prerequisite requirements by the date of enrollment. First-time pharmacy student admission is offered only into the first professional year. Due to the 3-year modified block curriculum, the School will evaluate students who wish to

transfer on a case-by-case basis and will conduct a student interview. Please refer to the School of Pharmacy admissions webpage for updated application deadlines: http://www.pacificu.edu/pharmd/admissions/index.cfm.

Based on the review of applications by the School of Pharmacy Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess skills that may not be reflected in the application. In the interview, consideration is based on knowledge of the profession, motivation toward a career as a Pharmacist, ability to think clearly and logically, writing skills, self-confidence, professionalism and verbal expression of ideas.

Interviews are held November through March each year. Applicants are interviewed by a team consisting of one or more of the following:

- Admissions Committee member
- School of Pharmacy faculty or
- Current Pacific pharmacy student and one local/regional pharmacist.

The School of Pharmacy Admissions Committee considers the following factors in the selection process:

- Strength and breadth of academic record
- Strength of written letters of recommendation
- Content, completion, and neatness of application forms
- Quality of writing ability as demonstrated by personal narrative and current issue essays
- Understanding of the pharmacy profession
- Quality, quantity and type of community activities
- Strength of on-campus personal interview

The School of Pharmacy does not require the applicant to take a standardized examination (i.e. Pharmacy College Admissions Test (PCAT)) to be eligible for admission.

Reapplication Procedures
Students reapplying to the School of Pharmacy in subsequent years must fill out current application forms and submit all requested information, including official transcripts for all work competed since the last application. The student should provide evidence that any deficiencies noted on the last application have been addressed. It is required that the student reapplying for admission submit an essay outlining steps taken to strengthen the application.

Prerequisite Courses
The applicant must complete a minimum of 62 semester credits of pre-pharmacy study in a regionally accredited college or university in the United States. Applicants must achieve a minimum of 2.7 on a 4.0 scale, or its equivalent, and have received a grade of "C" or better in all prerequisite courses. Courses taken pass/fail will not be accepted. Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major courses will be unacceptable in meeting the requirements. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course. While a bachelor's degree is not required in order to apply to the PharmD program, it can make an application more competitive.

It is recommended that all required science coursework be completed within seven calendar years of the time of application to the program. The applicant must report all coursework completed and failure to reveal educational history will forfeit eligibility for admission. All materials submitted to Pacific University for admission become the property of the University and will not be returned or released.

<u>Biological Sciences – minimum of 19 semester credits or 29 quarter credits</u>

- General Biology with Lab: 8 sem credits/12 quarter credits
- Microbiology: 3 sem credits/4 quarter credits
- Human Anatomy and Physiology with Lab: 8 sem credits/12 quarter credits

<u>Chemistry - 16 semester credits or 24 quarter credits</u>

- General Chemistry with Lab: 8 sem credits/12 quarter credits
- Organic Chemistry with Lab: 8 sem credits/12 quarter credits

<u>Physics - 3 semester credits or 4 quarter credits</u>

- General of upper-level Physics with Lab: 3 sem credits/4 quarter credits

<u>Mathematics - 3 semester credits or 4 quarter credits</u>

- Must include Calculus: 3 sem credits/4 quarter credits

English Composition - 6 semester credits or 8 quarter credits

- Must include English composition: 3 semester credits/4 quarter credits
- Other English: 3 semester credits/4 quarter credits

Speech/Communication/Debate - 3 semester credits or 3 quarter credits (one course)

Psychology - 3 semester credits or 3 quarter credits

- Must include Introduction or Abnormal Psychology

Economics - 3 semester credits or 3 quarter credits

- Must include Micro or Macro Economics

Social/Behavioral Sciences - 3 semester credits or 3 quarter credits

- May include Anthropology, Government, Human Development, Political Science, Psychology, Sociology

Humanities/Fine Arts - 3 semester credits or 3 quarter credits

- May include Geography, History, Religion, Philosophy, Literature, Performance, Visual Arts, Drama

POLICIES

Licensing Requirements
Students must be successfully licensed as an intern in both Washington and Oregon in order to enroll in the School. Students are encouraged to access the Oregon Board of Pharmacy at http://www.oregon.gov/Pharmacy/index.shtml and the Washington Board of Pharmacy at http://www.doh.wa.gov/hsqa/professions/Pharmacy/default.htm.

All students must maintain an active Oregon intern license and Washington Intern Registration while enrolled at the School. A copy of this document must be provided to the Coordinator for Experiential Education, who is responsible for tracking student adherence with this policy. Revocation, expiration, or lack of said license precludes students' ability to participate in experiential activities.

Prior to the third year, students may be required to submit proof of Intern licensure to the Coordinator for Experiential Education and the Director for Experiential Education prior to beginning any rotation.

Method of Evaluation of Student Progress
Progression of students toward achievement of programmatic and block outcomes is monitored frequently using various methods of assessment. However, formal summative examinations for the purposes of communicating whether or not a student has passed a particular set of competencies are scheduled regularly throughout the academic year. In addition to the examinations scheduled throughout the academic year, students are required to take a cumulative End of Year Examination (EYE) at the conclusion of each year. The School's administration reserves the right to employ additional assessment tools within or at the conclusion of each year.

Time limits on program completion
A student may take up to five years to complete the three year Doctor of Pharmacy (PharmD) program at Pacific University. All forms of leave (voluntary withdrawals, administrative withdrawals, or leaves of absence) may be extended to a maximum of 24 months total (either consecutive months or cumulative time) with approval from the AD for Student Affairs or the AD for Academic Affairs and Assessment. A student will be dismissed from the program five years from his/her start date if he/she has not completed program requirements. At that point, the student may choose to re-apply for admission to the School.

Records of Student Performance
Pacific University School of Pharmacy uses a “Pass" /"No Pass” system of recording student achievement. The faculty of the School has set the standard of achievement for each student at 90%. Therefore, in order to receive a "Pass" (designated as "P" on the transcript), a student must achieve a score of 90% or more in each block.

Registration
A student is considered registered only after needed approvals from the School’s administration has been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University. For information about adding, dropping, or withdrawing from courses, please contact the Program Administrator.

Transfer Credits

The block method of curriculum delivery, combined with the integrated nature of the curriculum, does not easily support integration of students from more traditional programs. Pacific University School of Pharmacy will consider transfer students for admittance to advance

standing only after careful review of all available information. The School will evaluate students who wish to transfer on a case by case basis, and will include a student interview. Student prerequisites, course descriptions and syllabi from the previous institution, hours completed, transcripts, and other significant data will be used in making a decision.

Normal Load

12 credits or higher is a full-time course load; 6 credits is half-time.

Extended Learning

If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% in order to progress to the next academic year. Students who do not pass may be required to attend an in-class or an electronic review session. If a student does not successfully achieve the desired set of competencies following re-examination, the student will be required to attend an extended learning block at the end of the current semester. The student will be assessed again on those competencies. Duration, scheduling, and other requirements for all extended learning blocks will be determined by the block faculty in conjunction with the Associate Dean for Academic Affairs and Assessment and with the approval of the Dean. Extended learning blocks are considered to be part of the regular educational process and as such, the School will not charge additional fees or tuition.

Attendance at Instructional Periods, Examinations, and Extended Learning

Attendance requirements during instructional/didactic sessions are at the discretion of the block coordinator and may vary between blocks. Students should consult the syllabus for details related to attendance for each block. Attendance is required at all scheduled examinations, re-examination, and extended learning periods. Absence from scheduled examinations, re-examinations, or extended learning blocks are permitted only under the following conditions:

- Student illness when accompanied by a physician's note describing the timeframe that would qualify as excused;
- A personal emergency or emergency in the student's immediate family, such as death, hospitalization or other emergency situation as granted by the Associate Dean for Academic Affairs and Assessment on a case-by-case basis . In this case, the student must contact the block coordinator or the Associate Dean for Academic Affairs and Assessment, who shall consider the request and determine whether an excused absence is warranted; or,
- Attendance at professional meetings provided that the absence has been pre-approved at least two weeks in advance. This approval is coordinated by the Assistant Dean for Student Affairs for coursework during the first two years and by the Director for Experiential Education for all coursework during the third academic year.

If an absence from a scheduled examination or re-examination is excused, the student will be assessed at a time set by the block coordinator. Students with excused absences will be given the same examination opportunities as students who were present at the examination or re-examination. However, because the student could not participate in the group examination, the student will not be entitled to receive group points, unless arrangements have been made in advance. Working with the student, the block coordinator will arrange for the student to take the examination as soon as possible following the student's return to school. The date and time of the makeup examination will be communicated to the Associate Dean for Academic Affairs and Assessment and may or may not be scheduled for regular school hours.

If an absence from a scheduled examination is unexcused, the student will be required to attend a scheduled re-examination and pass the re-examination. If an absence from a scheduled re-examination is unexcused, the student will be required to attend a scheduled extended learning block immediately following the end of the semester (to be determined by the Associate Dean for Academic Affairs and Assessment) and be assessed on those competencies at that time.

Attendance at Experiential Activities

Attendance is required at all scheduled experiential rotations. Students are required to abide by the attendance policies outlined in the appropriate experiential manual.

Academic Standing

Good academic standing in the School of Pharmacy is defined as:

- satisfactory academic performance
- sound practice skills
- adherence to University and School rules and procedures
- behavior that leads to professional competence and positive interpersonal and professional relations

Probation

Students may be placed on probation based on failure to comply with School or University rules and procedures or inappropriate professional or ethical conduct. Students on probation will be required to meet with their academic advisor on a schedule established jointly by the student and advisor or the Student Progression Committee (SPC). The student is responsible for the development of a student action plan that outlines the expectations of the student during the probationary period.

Dismissal

If a student receives a No Pass (N) in four blocks during any semester of the P1 or P2 year, the student will be withdrawn from the program. The student's status in that case will be withdrawal "not in good academic standing" and the student may apply for re-admission through the School's Admissions Application process.

Students who receive an "N" on three extended learning blocks will be withdrawn from the program. Students who receive an "N" on one (1) or two (2) extended learning blocks, and who wish to remain enrolled in the program are required to attend the block or portion of a block covered by the examination the next time it is offered. Such students are placed on probation as a result of receiving an "N" during any extended learning blocks. Criteria for progression through the curriculum will be determined as part of the terms of probation.

In the event that the block in which the student received an "N" has been modified and/or is covered by more than one block in a revised curriculum, the Associate Dean for Academic Affairs and Assessment may require a student to complete and pass more than one block.

Students are allowed to repeat a block only once after receiving an "N" during any extended learning block. Students who receive another No Pass (N) on a re-examination that covers the material for which they are repeating will be required to withdraw from the program.

Appeals
Students wishing to appeal can find details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, in the School of Pharmacy Student Handbook, College of Health Professions Faculty Bylaws, and the University Student Handbook.

Policies and Procedures Pertaining to Professionalism
Surveys of the general public consistently rank pharmacy at the top of lists of the most trusted profession. For ourselves and for the profession of pharmacy, Pacific University School of Pharmacy is committed to instilling in our students the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of pharmacy, we intend for our graduates to uphold and maintain the level of confidence and trust the public has placed on pharmacists.

A pharmacist maintains the highest principles of moral, ethical, and legal conduct. Upon accepting admission to the School, each student agrees to abide by basic standards of honesty and academic integrity, which include but are not limited to:

- Acting with honesty and integrity in academic and professional activities. A student never represents the work of others as his/her own.
- Striving for professional competence.
- Fostering a positive environment for learning. A pharmacy student will not interfere with or undermine other students' efforts to learn.
- Respecting the knowledge, skills and values of pharmacists, instructors, and other health care professionals.
- Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals, and patients.
- Seeking treatment for any personal impairment, including substance abuse, which could adversely impact patients, instructors, health care providers or other students.
- Promoting the good of every patient in a caring, compassionate, and confidential manner.
- Protecting the confidentiality of any medical, personal, academic, financial or business information.

Violation of the Standards of Professional Conduct
The Student Progression Committee (SPC) handles discipline concerns. Violation of the Standards of Professional Conduct will be handled by the SPC and Administration of the School and, where appropriate, the State Board of Pharmacy. Violations may result in the probation, suspension, or dismissal of students from the program.

TUITION

Acceptance Deposit
After notice of acceptance, a non-refundable tuition deposit of $1000 is required of students enrolling in the School of Pharmacy.

1st Year Students

Per semester	$21,954
Per credit	$902

2nd & 3rd Year Students

Per semester	$14,636
(Summer Term, 2014, Fall Semester, 2014, Spring Semester, 2015)	
Per credit	$902

Fees

1st Year Students	
Laboratory Fees	$700
BLS and Immunization Certification	$175
E-Value Fee	$95
PPSU student fee	$105
2nd Year Students	
Laboratory Fees	$700
ACLS	$225
E-Value Fee	$95
PPSU student fee	$105
Simulation software fee	$105
3rd Year Students	
Experiential Fee	$705
E-Value Fee	$95

Additional Expenses

Additional expenses students can expect during enrollment in the School include those associated with experiential travel, books, labs, equipment, student government and living.

CALENDAR

http://www.pacificu.edu/pharmd/index.cfm

COURSES

PHRM-540 End of Year Exam (EYE)
This block includes different curricular activities to assess student learning and curricular retention in focused and major concepts that are presented during the entire P1 curriculum. 1 credit.

PHRM-556 Independent Study
See department for details. **Credits: 0.00 - 6.00**

PHRM-560 Biomedical Sciences: Biochemistry I
This block introduces protein biochemistry concepts and builds a foundation in enzyme kinetics and carbohydrate metabolism. Additional spotlights of this block are the biochemical roles of cell membranes and cell transport systems and the roles of receptors and ligands in dose response systems. 2.5 credits.

PHRM-561 Biomedical Sciences: Biochemistry II
This block introduces molecular transmission of the genetic information including DNA replication and transcription, translation, DNA repair and recombination, and regulation of gene expression. In addition, recombinant DNA techniques, the eukaryotic cell cycle and apoptosis will be discussed. The block will furthermore introduce lipid metabolism, amino acid metabolism and deficiencies. Integration of metabolic pathways will be highlighted. A few relevant topics are supplemented with clinical correlates. 2.5 credits.

PHRM-562 Phrm Sci: PD & PK Interface
This block emphasizes the routes and physiology of absorption and the molecular basis of drug action. The interface between pharmacodynamics and pharmacokinetics in the areas of drug absorption, distribution, metabolism, and elimination (ADME) is highlighted. 2.5 credits.

PHRM-563 Phrm Sci: Central Nervous System I
This block addresses the important roles the central neurotransmitters play in the Central and Autonomic Nervous System. It emphasizes basic physiology and pathophysiology principles in depression, excitatory transmission, psychosis, graded movement and memory with specific emphasis on Mood Disorders, Epilepsy, Schizophrenia, Parkinson's, and Alzheimer's disorders. The major drug classes and agents used clinically for the treatment of these disorders are introduced together with the pharmacology including: mechanism of action, drug action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. 2.5 credits.

PHRM-565 Phrm Sci: Central Nervous System II
This block emphasizes the interrelationship between physiology, pathophysiology, neurology, and medicinal chemistry in the areas of pain response, anxiety, insomnia, and ADHD. The major drug classes and agents used clinically for the treatment of these disorders are introduced together with pertinent chemical properties/structure-activity relationship, and the pharmacology including: mechanism of action, drug action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. 2.5 credits.

PHRM-568 PCR: Pulmonary, Cardio, Renal I
This block addresses the basic concepts and principles of pulmonary, cardiovascular and renal function and relates it to the underlying pathophysiology and symptomology for major disorders in these systems. 2.5 credits.

PHRM-569 PCR: Pulmonary, Cardio, Renal II
This block addresses the mechanisms of action, major side effects and risks of drug classes used for the treatment of pulmonary, cardiovascular and renal disorders. 2.5 credits.

PHRM-570 PCR: Pulmonary, Cardio, Renal III
This block addresses the medicinal chemistry of drug classes used for the treatment of pulmonary, cardiovascular and renal disorders. 2.5 credits.

PHRM-580 Phrm Sci: Gastrointestinal and Nutrition
This block delivers the basic concepts and principles of digestion and nutrition, and addresses how pathophysiological conditions play essential roles in causing constipation, diarrhea, gastroesophageal reflux disease, peptic ulcer disease, duodenal ulcer, gastrointestinal bleeding, and cirrhosis. The major drug classes and agents used clinically for the treatment of these disorders are introduced together with pertinent chemical properties/structure-activity relationship, and the pharmacology including: mechanism of action, drug action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. 2.5 credits.

PHRM-581 Phrm Sci: Endocrine & Sex Hormones
This block emphasizes the role of endocrinology and regulatory hormones in the metabolism of glucose and synthesis of thyroid and sex hormones. In addition, the pathophysiological conditions causing diabetes, thyroid and bone disorders and the mechanisms underlying contraception, infertility, and hormone replacement therapy are discussed. The major drug classes and agents used clinically for the treatment of these conditions are introduced together with pertinent chemical properties/structure-activity relationships and pharmacology including: mechanism of action, routes of administration, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. After this course, students should be able to understand and describe diabetes mellitus, the effects of steroid hormones, the mechanisms of oral contraception and hormone replacement therapy, osteoporosis and osteomalacia, and hypo- and hyperthyroidism. 2.5 credits.

PHRM-582 Phrm Sci: Hematology & Oncology
This block introduces students to the mechanisms of hematopoiesis, hemostasis, and cancer and the pathophysiology of anemia, bleeding disorders, carcinogenesis, and tumor angiogenesis are emphasized. The major drug classes and agents used clinically for the treatment of these disorders are introduced together with pertinent chemical properties/structure-activity relationship, and the pharmacology including: mechanism of action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. 2.5 credits.

PHRM-583 Phrm Sci: Immunology & Toxicology
This block builds on the basic principles of cellular and molecular immunology taught in PRHM 568 and emphasizes the pathophysiology of leukocytes and addresses the interaction and mechanisms of activation of the innate and adaptive immune systems. The major drug classes and agents used clinically for the treatment of immunologic disorders are introduced together with pertinent chemical properties/structure-activity relationships, and pharmacology including: mechanism of action, drug action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. In addition, toxicology, mechanisms of toxicity, the pharmacologic use of antidotes, and hepatology, particularly toxic responses of the liver and diagnostic indicators, are discussed. 2.5 credits.

PHRM-584 Phrm Sci: Pharmaceutics I
A study of the application of physical and chemical principles involved in the development and preparation of pharmaceutical dosage forms. The study of physicochemical factors that influence the availability and stability of a drug from a dosage form. In addition, this block trains students to develop basic compounding skills by applying their pharmaceutics and pharmaceutical calculation knowledge to prepare sterile & non-sterile solid & liquid dosage extemporaneous products. 2.5 credits.

PHRM-585 Phrm Sci: Pharmacokinetics
This block addresses patient- and drug-specific factors that influence therapeutic outcomes. In addition, basic pharmacokinetics concepts are emphasized to develop theories or equations that can be used to predict the optimum dosing interval, predict plasma and tissue concentrations, estimate possible accumulation of drugs or metabolites, explain drug interactions, and predict drug toxicity related to a dosage regimen. 2.5 credits.

PHRM-586 Phrm Sci: Infectious Diseases
This block addresses molecular biology, pharmacologic and medicinal chemistry principles in identification and treatment of infectious diseases. The major drug classes and agents used clinically for the treatment of infectious organisms are introduced together with pertinent chemical properties/structure-activity relationship, and the pharmacology including: mechanism of action, drug action, adverse effects, key differentiation factors between individual agents, contraindications, and clinically significant drug-drug and drug-disease interactions. 2.5 credits.

PHRM-587 Phrm Sci: Pharmaceutics II
A study of the application of physical and chemical principles involved in the preparation and usage of pharmaceutical dosage forms. The study of drug physicochemical factors and the dosage form that influence the bioavailability of a drug from a dosage form. In addition, this block trains students to develop basic compounding skills by applying their pharmaceutics and pharmaceutical calculation knowledge to prepare sterile & non-sterile solid & liquid dosage extemporaneous products. 3 credits.

PHRM-590 Pharmacy Practice 1
This block addresses many aspects of the pharmacy profession's daily tasks such as top 200 drugs, over-the-counter therapies, pharmacy calculations, professional communication, and uses discussion activities and the introduction of clinical cases to strengthen the learning experience. 2.5 credits.

PHRM-592 Pharmacy Practice 2
This block is a continuation of Pharmacy Practice 1 to further assist students in developing skills in top 200 drugs, over-the-counter therapies, pharmacy calculations, and professional communication. It is also closely linked to Learning Bridge assignments and IPPE 1 through discussion activities and the introduction of clinical cases to strengthen the learning experience. In addition, this block prepares students for IPPE 2 tasks and challenges by having students complete Basic Life Support training and becoming certified immunization administrators. 3.5 credits.

PHRM-594 Social & Administrative Sciences 1
This course is the first of a four semester longitudinal sequence of Social and Administrative Pharmacy. The focus of Social/Administrative Sciences is the scientific and humanistic bases for understanding and influencing interactions involving patients, medicines, caregivers, and health care systems. This integrates knowledge of pharmacy practice with knowledge from areas such as: economics, behavioral science, management science, communication, epidemiology, law, ethics, cultural competency, evidence-based medicine, leadership, informatics, patient safety and quality improvement. 2 credits.

PHRM-595 Social & Administrative Sciences 2
This course is the second of a four semester longitudinal sequence of Social and Administrative Pharmacy. The focus of Social/Administrative Sciences is the scientific and humanistic bases for understanding and influencing interactions involving patients, medicines, caregivers, and health care systems. This integrates knowledge of pharmacy practice with knowledge from areas such as: economics, behavioral science, management science, communication, epidemiology, law, ethics, cultural competency, evidence-based medicine, leadership, informatics, patient safety and quality improvement. 2 credits.

PHRM-596 IPPE Preparation
This course will help students learn essential skills in preparation for their Introductory Pharmacy Practice Experiences (IPPEs) which begin in the Spring semester. Foundational skills to be covered include topics such as counseling patients, communication with healthcare providers, professionalism, etc. As part of a service learning activity, students will also spend time at a Long Term Care facility interacting with residents. 2 credits.

PHRM-597 IPPE 1 Community
In this experiential block which occurs every other Tuesday, students spend time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles. 2 credits.

PHRM-640 End of Year Exam (EYE)
This block includes different curricular activities to assess student learning and curricular retention in focused and major concepts that are presented during the P2 curriculum. 1 credit.

PHRM-641 Clinical Sci: Intro Patient-Center Care
An integrated study of knowledge gained from second-year pre-requisites with skills obtained during IPPE courses, and applications to patient-centered pharmacy care including: using and evaluating the medical chart, understanding common laboratory values, intravenous lines, and issues related to medication administration, and continuing to build on drug information, drug literature evaluation skills, and principles of medication safety. 2.5 credits.

PHRM-642 Clinical Sci: Cardiovascular I
Application of chronic cardiovascular disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2 credits.

PHRM-643 Clinical Sci: Neurological & Psych I
Application of psychiatric and neurologic disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-644 Clinical Sci: Neurological & Psych II
Applications of pain management, substance dependence, and neurologic disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-645 Clinical Sci: Renal
Application of renal disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of related drug literature. Topical areas include: acute and chronic kidney disease and associated disease states, concepts in fluid and electrolyte management, and acid-base disorders. 2.5 credits.

PHRM-646 Clinical Sci: Endocrine
Application of endocrine disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-647 Clinical Sci: Sexual & Reproduct Health
Application of pharmacotherapy of common sexual and reproductive health issues/disorders related to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-648 Clinical Sci: Gastrointestinal
Application of gastrointestinal disorder pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-656 Independent Study
See department for details. **Credits: 0.00 - 12.00**

PHRM-680 Clinical Sci: Immunology
Application of immunologic, dermatologic, ophthalmologic, and solid organ transplantation pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of related drug literature. Additionally, select autoimmune disorders are discussed. 2.5 credits.

PHRM-681 Clinical Sci: Infectious Diseases I
Application of basic infectious diseases pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, and a review of related drug literature. 2.5 credits.

PHRM-682 Clinical Sci: Infectious Diseases II
Building on the skills gained in the first infectious diseases pharmacotherapy block, application of antimicrobial/antifungal pharmacotherapy, to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-683 Clinical Sci: Pulmonology
Application of pulmonary pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-684 Clinical Sci: Acute Care & Nutrition
Application of pharmacotherapy of agents typically encountered in acute settings and specialized nutrition therapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-685 Clinical Sci: Hematology & Oncology
Application of hematologic and oncologic pharmacotherapy to patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-686 Clinical Sci: Infectious Diseases III
Building on the skills gained in the second infectious diseases/pharmacotherapy block, application of antimicrobial, antifungal, and antiviral pharmacotherapy to infectious diseases occurring in the immunocompromised host and viral illnesses through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-687 Clinical Sci: Cardiovascular II
Building on the skills gained in the first cardiovascular diseases pharmacotherapy block, application of cardiovascular pharmacotherapy to acute and chronic patient care through an integrated study of pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, pharmacokinetics, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-688 Clinical Sci: Drug Induced Disease
The course focuses on the epidemiology, pathophysiology, and treatment of drug-induced disease. Causality assessment and differential diagnosis as it relates to clinical evaluation of adverse drugs events will be expanded upon. Pre-requisite knowledge of pharmacotherapy and disease state management will be integrated into the overall delivery of course content. Advanced concepts in clinical toxicology and management of drug overdose will also be discussed. 1 credit.

PHRM-690 Pharmacy Practice 3
Translate and reinforce didactic knowledge of pharmacotherapeutics to the application of patient-centered clinical skills in a variety of simulated patient-care settings. 3.5 credits.

PHRM-692 Pharmacy Practice 4
Continue to translate and reinforce didactic knowledge of pharmacotherapeutics to the application of patient-centered clinical skills in a variety of simulated patient-care settings. 3.5 credits.

PHRM-694 Social & Administrative Sciences 3
This course is a continuation of the four semester longitudinal sequence of Social and Administrative Pharmacy. The focus of Social/Administrative Sciences is the scientific and humanistic bases for understanding and influencing interactions involving patients, medicines, caregivers, and health care systems. This integrates knowledge of pharmacy practice with knowledge from areas such as: economics, behavioral science, management science, communication, epidemiology, law, ethics, cultural competency, evidence-based medicine, leadership, informatics, patient safety and quality improvement. 2 credits.

PHRM-695 Social & Administrative Sciences 4
This course is the summation of a four semester longitudinal sequence of Social and Administrative Pharmacy. The focus of Social/Administrative Sciences is the scientific and humanistic bases for understanding and influencing interactions involving patients, medicines, caregivers, and health care systems. This integrates knowledge of pharmacy practice with knowledge from areas such as: economics, behavioral science, management science, communication, epidemiology, law, ethics, cultural competency, evidence-based medicine, leadership, informatics, patient safety and quality improvement. 2 credits.

PHRM-696 IPPE 2 Community
In this experiential block which occurs daily, students spend additional time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles. The intent of this course is to build on the skills learned in previous IPPE community experiences. 2 credits.

PHRM-697 IPPE 3 Health System
In this experiential block which occurs daily, students spend time at a health systems pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles. 4 credits.

PHRM-698 IPPE 4 Community
In this experiential block which occurs every other Tuesday, students spend additional time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles. The intent of this course is to build on the skills learned in previous IPPE community experiences. 2 credits.

PHRM-699 APPE Preparation
Clinical application of skills and knowledge developed in the classroom to an assigned pharmacy setting within the classroom. Emphasis is placed on developing the skills necessary to prepare students for Advanced Pharmacy Practice Experiences (APPEs). These include professionalism, communication, patient consultation, patient information gathering, self-care, drug information, and disease state management. 2 credits.

PHRM-701 APPE: Advanced Community Pharmacy
The advanced community rotation affords students the opportunity to effectively participate in the patient care decision-making process. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Emphasis will be placed on disease state management initiatives. 6 credits.

PHRM-702 APPE: Health System Pharmacy
The purpose of this rotation is for students to gain professional skills in a health system pharmacy setting. The health system pharmacy rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of functional roles of health system pharmacy in providing consistent quality patient care. 6 credits.

PHRM-703 APPE: Ambulatory Care
The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. 6 credits.

PHRM-704 APPE: Internal General Medicine
The purpose of this rotation is for students to gain professional skills in an Internal General Medicine setting. The Internal General Medicine rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of internal general medicine and their ability to provide pharmaceutical care. 6 credits.

PHRM-705 APPE: Patient Care Elective
The experience may occur in any setting where the student would be providing pharmaceutical care to patients. Examples of Patient Care electives include: Advanced Community, Cardiology, Critical Care, Hematology/Oncology, Home Infusion, HIV/AIDS, Infectious Disease, Long Term Care, Nutrition, Pediatrics, Solid Organ Transplant, and Trauma Surgery. 6 credits.

PHRM-706 APPE: Patient/Non-Patient Care Elect A
Elective clerkships can be performed in non patient-care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any Advanced Community, Ambulatory, Internal Medicine or other patient care elective. 6 credits.

PHRM-707 APPE: Patient/Non-Patient Care Elect B
Elective clerkships can be performed in non patient-care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any Advanced Community, Ambulatory, Internal Medicine or other patient care elective. 6 credits.

PHRM-709 Comprehensive Curricular Review
This block provides a quick and comprehensive review of important concepts students have learned during the past three years. The comprehensive curricular review assists students in identifying strengths and weaknesses in areas that need attention and focus. This block is designed to inform students of different graduation activities and ceremonies, including a few program assessment activities. Students will receive information related to the completion of all requirements for graduation and their new role as an alumnus. 2 credits.

PHRM-711 Self-Study APPE: Review/Experiences
Students have one of three options: 1.) Self-study review of NAPLEX/MPJE, 2.) International Experience, or 3.) Additional Patient/Non-Patient Care Elective APPE. 6 credits.

PHRM-750 Hot Topics in Infectious Diseases
This elective course provides students with opportunity to discuss Infectious Disease ethical dilemmas that occur in clinical practice and explore options for future experiences. Current news stories are discussed, including outbreaks of infectious diseases, world events, and new developments or discoveries. This course will require a group presentation, class participation in lecture and debates, and reflection writing. 1 credit.

PHRM-751 Creating Professional Leaders
This elective course provides students with an opportunity to further develop their knowledge and skill set regarding leadership. The course is taught in a seminar/discussion format and will feature a variety of guest speakers. The basic structure of the course will be a one hour course introduction meeting, followed by 5 three hour gatherings scattered throughout the semester. 1 credit.

PHRM-752 Illicit Drug Use in Society
This elective course will review the common drugs of abuse and their history, the process of addiction, treatment options available for abusers, and the pharmacist's role in curtailing this process and helping patients. The class will involve group discussions based upon reading assignments, viewed videos, and questions posed by the instructor. The elective will have guest speakers who will discuss their expertise in areas relating to addiction and abuse (law enforcement, addiction counselor, Oregon Board of Pharmacy, etc). 1.5 credits.

PHRM-753 Pharmacogenetics Seminar
The focus of this elective is on individual presentations of primary scientific articles. The topic area of each presentation will be on pharmacogenetics, and additional pharmacogenetic content will be programmed, including but not limited to: review of pharmacogenetic concepts and online tools, genotyping laboratory experiment, ethical use of genetic materials discussion. 1 credit.

PHRM-754 Global Health
This elective course will focus on global health challenges and health inadequacies in third world countries. Excerpts of the television series "Rx for survival: a global health challenge" will serve as an introduction. Subsequently, selected topics will be presented and discussed in a student-driven fashion. The nature and origin of the most deadly diseases will be explored, health policies and socioeconomic factors will be investigated, and the importance of global health initiatives will be discussed. 1 credit.

PHRM-755 Advanced Management Concepts
This elective course provides students with an opportunity to develop their knowledge of selected advanced concepts in the management of pharmacy practice. Topics covered include business planning, budget forecasting, marketing and personnel management. The course is taught in a seminar format, with reading and discussion of real practice examples. Each student will complete a written project and oral presentation. 1 credit.

PHRM-756 Intro Population Pharmaceutical Care
This elective course provides students with the opportunity to view the delivery and practice of pharmaceutical care from a population-based perspective, and compare/contrast it with direct patient care. Topics covered will include, but not be limited to: Managed Care Pharmacy; Drug Information/Drug Policy; Pharmacoeconomics/Outcomes Evaluation; Public Health Pharmacy; Clinical Informatics. The course will be delivered in a discussion/seminar format and learning methods will include discussion, readings, assignments, case-based scenarios and guest speakers practicing population-based pharmaceutical care. 1 credit.

PHRM-758 Research Elective
This elective course is designed for motivated and creative students who are interested in research and research methods.The course aims to provide students with the opportunity to acquire skills and concepts inherent in both theoretical and experimental of pharmaceutical research.In addition, students are introduced to research techniques as well as research literatures. 1 credit.

PHRM-759 Independent Study
See department for details. **Credits: 0.00 - 12.00**

PHRM-760 Topics in Emergency Medicine
This elective course will provide students with the opportunity to further develop and practice their skills in the assessment and management of acutely ill and injured patients. Example topics may include: cardiac and neurological emergencies, rapid sequence intubation and airway management, procedural sedation, toxicology, illicit drugs, trauma, sepsis, and organ failure. The course will be taught in a discussion/seminar format and learning methods will include discussion, readings, journal/clinical pearls club, case-based scenarios and guest speakers who practice full time in the emergency/acute care setting. Assessment will be based upon brief quizzes, a journal presentation and assignments. 1 credit.

PHRM-761 Professional Communications
This elective course provides students who are non-native English speakers with the opportunity to improve their professional communication skills by working with a speech language pathologist on accent modification. This course will provide training in pronunciation of American English consonants and vowel sounds, melody use, speech volume and rate, nonverbal language, and strategies to facilitate effectively professional communication. The course will additionally include simulated clinical encounter exercises and practice with language used in healthcare professions. This course is open to any College of Health Professions students. Pass/No Pass. 1 credit.

PHRM-766 Special Topics
See department for course description. Credits: 1.00 - 6.00

SCHOOL OF PHYSICAL THERAPY

INTRODUCTION

The Pacific University School of Physical Therapy offers education for entry into the profession of Physical Therapy, through the entry-level Doctor of Physical Therapy degree.

It has been graduating professional physical therapists since 1977. In 1985, the degree Bachelor of Science was replaced by the Master of Science in Physical Therapy (MSPT) as the entry-level degree into the profession. In fall of 2000, this degree was replaced by the Doctor of Physical Therapy degree.

The program was fully re-accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). in April 2006.

Mission

Pacific University School of Physical Therapy provides theoretical and applied education of exceptional quality. Through service, collaboration, and evidence-based practice graduates are prepared to be ethical, autonomous, critically thinking practitioners who effectively respond to the ever-changing demands of the profession and society.

Goals

The primary goal of the School of Physical Therapy is to graduate a well-rounded and highly competent clinician ready to assume duties in the standard areas of physical therapy practice, e.g., hospital departments, outpatient clinics, private practices, and rehabilitation centers. To achieve this goal, every effort is made to offer a curriculum well balanced in the areas of orthopedic, neurologic, and general physical therapy with attention to the needs of pediatric patients, geriatric patients, and other special populations.

Threaded throughout the curriculum and emphasized in all courses are problem-solving, ethical and professional behavior, writing and speaking skills, evidence-based practice, lifelong learning and the importance of contributing to the growth and development of the profession.

The curriculum is organized so that didactic classroom learning periodically is intermixed with clinical learning. Beginning with the second semester of the first year, students spend time in the clinic every year. Thus, by the end of the program, 39 weeks are devoted to full-time clinical experiences and internships.

Accreditation

The Doctor of Physical Therapy program is accredited through June 30, 2016 by the Commission on Accreditation of Physical Therapy Education (CAPTE).

Clinical Internships

Currently, the School of Physical Therapy affiliates with 300 different clinical facilities. These include acute hospitals, outpatient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area or in Oregon, students go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California, Arizona, Montana and Minnesota. Also available are international clinical sites in Italy, opportunities for service-leaning in Nicaragua, and Medical Spanish courses in Guadalajara, Mexico. (These opportunities are available outside regularly scheduled programming and are at the student's expense.) New clinical sites are added continually in order to provide variety and quality to the students' clinical experiences.

Students are required to participate in off-campus rotations for a portion of their clinical training and can expect to spend at least two clinical internships outside of the Portland-Metro area. Students are responsible for living and transportation costs incurred during these assignments. The School of Physical Therapy reserves the right to make final decisions regarding clinical placements.

FACULTY

Kenneth W. Bush P.T., Ph.D. (1991)
Professor Physical Therapy
M.P.T. Baylor University - U.S. Army, 1975
Ph.D. University of Virginia, 1987

Nancy Cicirello P.T, Ed.D., MPH (1989)
Professor Physical Therapy
B.S. Ohio State University, 1971
M.P.H. University of North Carolina, 1985
Ed.D. Portland State University, 2005

M. Katie Farrell P.T., DSc, GCS (1998)
Professor Physical Therapy
B.S. Quinnipiac College, 1990
M.S., University of Pittsburgh, 1996
D.Sc. Rocky Mountain University, 2008

Jeremy Hilliard PT, DPT (2012
Instructor of Physical Therapy
Assistant to ACCE of Clinical Education
B.S., Seattle Pacific University, 2001
D.P.T., Pacific University, 2008

Erin Jobst P.T., Ph.D. (2005)
Associate Professor Physical Therapy
B.S. University of California Riverside, 1992
M.P.T. University of California, San Francisco, 1994
Ph.D. Oregon Health & Sciences University, 2003

John M. Medeiros P.T., Ph.D. (1988)
Distinguished University Professor
Professor Physical Therapy
B.S. Northwestern University, 1968
M.A. University of Iowa, 1974
Ph.D. University of Iowa, 1978

Robert J. Nee PT, PhD, MAppSc (2013)
Associate Professor of Physical Therapy
B.S., Boston University, 1985
MAppSc, University of South Australia, 1993
Ph.D., University of Queensland, 2012

Ron Narode Ed.D. (1998)
Assistant Professor (Part-time) Physical Therapy
B.A. University of Massachusetts, 1975
M.A.T. University of Massachusetts, 1981
Ed.D. University of Massachusetts, 1989

Verna Ourada P.T., PhD (1994)
Assistant Professor Physical Therapy
B.S. Oregon State University, 1983
B.S.P.T. University of Maryland at Baltimore, 1987
M.S. Oregon State University, 2009
PhD, Oregon State University, 2012

Rebecca A. Reisch P.T., DPT., OCS (2004)
Associate Professor Physical Therapy
Academic Clinical Coordinator of Education
B.S. University of Wyoming, 1998
M.S.P.T. Pacific University, 2001
D.P.T. Pacific University, 2002
Ph.D., Rocky Mountain University, 2014

Richard A. Rutt P.T., Ph.D., ATC/R (1993)
Professor/Director Physical Therapy
B.S. Morningside College, 1972
M.S. Texas Woman University, 1982
Ph.D. University of Virginia, 1988

Jose Reyna P.T., DPT (2011)
Instructor of Physical Therapy
B.S., Pacific University, 2003
D.P.T., Pacific University, 2009

Sheryl L. Sanders Ph.D. (1998)
Anatomy Instructor
Professor of Physical Therapy/Physician Assistant Studies
B.A. Biology, Asbury College, 1985
Ph.D. Anatomy and Neurobiology, University of Kentucky,1989
Post-doctoral Research Fellow, Oregon Primate Research Center, 1989-1996

James H. Swain P.T., M.S. (1995)
Instructor (Part-time) Physical Therapy
B.S. Seattle University, 1970
M.S. U.S. Army - Baylor University, 197

EMERITI FACULTY

Daiva A. Banaitis, Ph.D. (1981)
Distinguished University Professor
Professor, Emerita

Laurie Lundy-Ekman, Ph.D (1979)
Faculty/Professor Emerita

DOCTOR OF PHYSICAL THERAPY

DEGREE REQUIREMENTS

This is a full-time program of study that is 27 months in duration. A cohort of students enters each year in late August and courses typically are open only to students enrolled in the School of Physical Therapy.

Note: the sequencing of the following coursework may be altered at the discretion of the faculty

First Year, Fall Semester		**Credits**
DPT 500	Human Anatomy I	4
DPT 510	Clinical Biomechanics I	4
DPT 520	Rehabilitation Neuroscience I	4
DPT 530	Physical Agents and Mechanical Modalities	3
DPT 540	Patient Assessment, Intervention & Therapeutic Modalities	2
DPT 561	Foundations of the Physical Therapy Profession I	1
DPT 750	Bioethics Seminar for Physical Therapists	0.25
CHP 510	Interprofessional Competence: Theory & Practice I	0.5
Total:	**18.75**	

First Year, Spring Semester		
DPT501	Human Anatomy II	3
DPT511	Clinical Biomechanics II	4
DPT522	Rehabilitation Neuroscience II and Motor Control	3
DPT542	Principles of Therapeutic Exercise Progression and Motor Learning	3
DPT562	Foundations of the Physical Therapy Profession II	1
DPT590	Research Methods and Statistics	2
DPT595	Introduction to Evidence Based Practice	2
DPT650	Infectious, Immune and Metabolic Disorders	3
DPT750	Bioethics Seminar for Physical Therapists	0.25
DPT570	Clinical Internship I	4
CHP511	Inter-professional Competence: Theory & Practice II	0.5
Total	**25.75**	

Second Year, Fall Semester		
DPT612	Neuromuscular System: Examination & Intervention	4
DPT632	Musculoskeletal Examination & Intervention for the Spine	4
DPT652	Physiology & Pharmacology	6
DPT685	Pediatric Neuromuscular System: Examination & Interventions	3
DPT750	Bioethics Seminar for Physical Therapists	0.25
Total	**17.25**	

Second Year, Spring Semester		
DPT613	Adult Neuromuscular System: Examination & Intervention	2
DPT633	Musculoskeletal Examination & Intervention for the Extremities	3
DPT642	Clinical Internship II (6 weeks)	6
DPT646	Amputation Rehabilitation	2
DPT670	Psychological Aspects of Illness/Disability	2
DPT680	Geriatrics and Gerontology	3
DPT694	Critically Appraised Topics	2
DPT750	Bioethics Seminar for Physical Therapists	0.25
Total	**20.25**	

Third Year, Fall Semester		
DPT701	Principles of Management & Supervision for Physical Therapists	3
DPT710	Clinical Reasoning Seminar	2
DPT723	Clinical Internship III (10 Weeks)	10
DPT730	Professional Lecture Series	2

DPT740	Introduction to Medical Imaging for Physical Therapists	1
DPT750	Biomedical Ethics for Physical Therapists	1
DPT790	Evidence Based Capstone Project	1
DPT791*	Thesis	2
DPT792	Educational Strategies for Physical Therapists	2
Total	**22-23**	*may be taken in place of DPT 790

Third Year, Spring Semester (18 weeks)

DPT724	Clinical Internship IV	10
DPT725	Clinical Internship V	9
DPT790	Evidence Based Capstone Project	1
Total	**20**	

ADMISSION

Enrollment in the DPT program is limited and admission is highly selective. New classes begin in late August of each year; students may not enter the program in the middle of the year. Application procedures must be completed in December.

Applications are made through the Physical Therapy Centralized Application System (PTCAS – PTCASonline.org), and a Pacific University Supplemental Application also is required (admissions@pacificu.edu).

A limited number of applicants are invited for on-campus personal interviews. The interview is required, as it allows the selection committee to assess essential skills and traits subjectively which may not be reflected in the written application. In the interview, consideration is given to knowledge of the profession, motivation toward a career in physical therapy, the ability to think clearly and logically, poise, self-confidence, warmth and verbal expression of ideas.

Interviews usually are held in February and notification of admission commonly is made by early March.

The Admissions Committee considers many factors, including:
Strength and breadth of academic record

- Evidence of work (volunteer or paid, 100 hours minimum) under the supervision of one or more professionals in the field of physical therapy. Experience at a variety of settings is preferred.
- Essay response
- Strength of letters of evaluation
- Extracurricular and community activities
- Content of application forms and the care with which they have been prepared

Prerequisites

Prior to enrollment in the professional program, students must earn a bachelor's degree from a regionally accredited college or university and have completed the below pre-professional courses. A cumulative GPA of 3.0 is required. All prerequisite courses must be completed with a grade of "C" or higher and taken on a graded basis; pass-fail courses are not acceptable. Science prerequisite courses must be for science majors and pre-professional students (e.g. pre-physical therapy, pre-med, pre-pharmacy), and must include a laboratory. Low level, non-science major courses do not meet the prerequisites. If science courses were taken more than seven years prior to application, applicants must demonstrate competency in more recent coursework. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Biological Sciences: 12 semester or 18 quarter credits

- Must include general biology sequence (Botany portion may be excluded), complete human or vertebrate anatomy, and complete human or animal physiology courses. Sequential courses combining human anatomy and physiology are acceptable. A single course combining human anatomy and physiology will not meet this requirement. All courses must include laboratory. (If taken at Pacific University: Biol 202; Biol 204; Biol 224; Biol 240.)

Chemistry: 8 semester or12 quarter credits

- Must include a standard one-year course in general chemistry. Courses must include laboratory. (If taken at Pacific University Chem 220; Chem 230.)

Physics: 8 semester or 12 quarter credits

- A standard two-semester course or the quarter system equivalent. This course need not be calculus based. All courses must include laboratory. (If taken at Pacific University; Phy 202/204 [or Phy 232/242].)

Psychology: 6 semester or 9 quarter credits

- Must include a course in general psychology. (If taken at Pacific University: Psy 150)

English/Writing: 9 semester or 12 quarter credits

- Must include one writing course beyond the introductory level. Courses taken to meet this requirement must be from an English or Writing department.

Statistics: 2 semester or 3 quarter credits

- It is recommended that statistics be taken in a department of psychology, sociology or mathematics. (If taken at Pacific: Math 207, Psy 350.)

Humanities*: 6 semester or 9 quarter credits

- In addition to English prerequisite listed above; in fine arts, philosophy, religion, English, history*, music, foreign language, speech/communications. At least three semester credits must be outside English and an introductory English composition or speech course does not meet this requirement.

Social Sciences*: 6 semester or 9 quarter credits

- In addition to psychology prerequisite listed above) in sociology, psychology, political science, economics, anthropology. At least three semester credits must be outside psychology. Note: A single course in History may be used in either Humanities or Social Sciences, but may not be used in both.

* Any courses used to satisfy this requirement must each be at least 2 semester credits or 3 quarter credits.

Pacific University Pre-Physical Therapy Program

Pacific University offers all of the pre-physical therapy course requirements for those students interested in preparing for the professional program. All pre-professional students complete bachelor degree requirements along with the pre-physical therapy requirements. Students should note that while there are advantages to completing the pre-physical therapy requirements at Pacific, doing so does not guarantee subsequent admission to the professional physical therapy program.

POLICIES

Academic Procedures

The general regulations of the University apply to all students enrolled in the physical therapy program unless otherwise specified. Other matters of academic or professional importance specific to physical therapy students, for which there are no standing provisions, may be referred to the Director of the School of Physical Therapy.

Professional and Academic Standards

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the Physical Therapy Code of Ethics, and the most current physical therapy state and federal laws governing the conduct of physical therapists. The School of Physical Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. See Sections on Academic Policies and Professional Behaviors in the current School of Physical Therapy Student Handbook.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the School of Physical Therapy and may constitute grounds for probation or removal from the School. Students must maintain good standing in the program in order to be eligible for, or continue on, any School administered scholarships.

Academic Standing

Good standing in the School of Physical Therapy is defined as: continued enrollment, satisfactory academic progress, development of sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ ethical conduct and attitudes. Students are evaluated regularly in these areas according to standards set forth in the University Catalog, the School of Physical Therapy Student Handbook, the Intern Clinical Education Manual and elsewhere.

Satisfactory academic progress is defined as: completing didactic courses with a grade of 80% (B-) or better and passing didactic courses and clinical internships graded as P/N. A student remains in good academic standing if he/she receives no more than one grade of C in a didactic course.

Students will be given regular feedback on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

A student's standing may be jeopardized by one or more of the following:

- Indications of poor academic performance
- Insufficient progress in the development of clinical skills
- Failure to comply with School rules or procedures
- Unprofessional conduct, unethical conduct, or illegal conduct
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations

Readmission
To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student's absence from Pacific to the Dean or Director of the applicable College or School.

Registration
A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University. For information about adding, dropping, or withdrawing from courses, please contact the Program Administrator.

Normal Load
12 credits or higher is a full-time course load; 6 credits is half-time.

Transfer Credit
The School of Physical Therapy does not accept transfer credit.

Grading
The School of Physical Therapy uses the following grades:

A = 95-100	C = 77-79
A- = 90-94	F = less than 77
B+ = 87-89	I = Incomplete
B = 83-86	P = Pass (equivalent to B or above)
B- = 80-82	N = No Pass

Didactic Courses use: A, A-, B+, B, B-, C, F, P, or N
Clinical internships use: P and N

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, and specifying a timeline for completion. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the School Director.

Graduation Honors
Graduate students earning a cumulative 3.50 GPA or higher will graduate With Distinction.

Progression
All first year courses must be satisfactorily completed before a student may enroll in second year courses. All second year courses must be satisfactorily completed before a student may enroll in third year courses.

In order to progress through clinical internships students must successfully complete all coursework as outlined below:

- for DPT 570: all 1st year coursework
- for DPT 642: coursework through 2nd year fall semester
- for DPT 723: coursework through 2nd year spring semester
- for DPT 724 and DPT 725: coursework through 3rd year fall semester

Clinical internships not completed secondary to personal/medical reasons will be evaluated by the faculty on an individual basis to determine whether the student will continue progression through the curriculum.

Academic Probation
Academic probation is an academic standing that indicates concern about the student's performance in the curriculum. By placing the student on academic probation, the student is notified of the faculty's concern regarding past performance. When a student is placed on academic probation, s/he remains in this academic standing for the remainder of the program.

A student is placed on academic probation following the attainment of one F or N grade in a didactic course or C grades in two didactic courses in the curriculum. If a student receives an F/N grade in a didactic or clinical course, the student is withdrawn from the program at the end of that semester in which the F/N grade was received. The student will repeat failed coursework when offered in the subsequent academic year. S/he also is informed that future performance must improve or the student risks dismissal from the program.

Dismissal
A student may be dismissed from the School of Physical Therapy for any of the following reasons:

- Receiving two F/N grades in didactic coursework
- Receiving two N grades in clinical internships
- Receiving one F/N grade in didactic coursework and one N grade in a clinical internship
- Receiving three (3) C grades in didactic coursework
- Receiving one F/N grade and two (2) C grades in didactic coursework
- In the case of flagrant and intentional violations of the Code of Academic Conduct or the Physical Therapy Code of Ethics, a student may be removed from the School without previous warning at any time in his or her academic career.

Appeals
In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. The Director's office informs the student of faculty actions.

Appeals should be filed with the Director of the School of Physical Therapy or the Executive Dean of the College of Health Professions within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Individuals convicted of a felony may not be eligible for licensing in Physical Therapy. Students are urged to contact the appropriate licensing agency for further information.
Additional Information
For details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- School of Physical Therapy Student Handbook
- School of Physical Therapy Intern Clinical Education Manual
- Physical Therapy course syllabi
- Additional resources are available in the Director's Office.

TUITION

Entry-level Doctor of Physical Therapy	
Annual	$31,982
Semester	$15,991
Part-time, per semester credit	$980
Audit, per semester hour	$450
Transition Doctor of Physical Therapy	
Per credit	$450

CALENDAR

http://www.pacificu.edu/pt/index.cfm

COURSES

DPT-500 Human Anatomy I
Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 500 encompasses upper and lower extremities, including bones, joints, muscles, nerves, blood vessels and connective tissues. 4 credits.

DPT-501 Human Anatomy II
Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 501 is a study of the back, head and neck, thorax, abdominal wall and abdominal contents. 3 credits.

DPT-510 Clinical Biomechanics I
DPT 510 and 511 are designed to provide the student with the biomechanical and histological basis for understanding normal and pathological movement. All of DPT 510 and part of DPT 511 are organized by anatomical region, and although each region is discussed as a unit, every effort is made to illustrate continuities among regions. The discussion of each region includes sections on normal biomechanics and the application of biomechanics to pathological motion. Each section incorporates units on goniometry, muscle testing, stretching, design of exercise programs and palpation. The remainder of DPT 511 covers posture, scoliosis, and gait analysis. 4 credits.

DPT-511 Clinical Biomechanics II
DPT 510 and 511 are designed to provide the student with the biomechanical and histological basis for understanding normal and pathological movement. All of DPT 510 and part of DPT 511 are organized by anatomical region, and although each region is discussed as a unit, every effort is made to illustrate continuities among regions. The discussion of each region includes sections on normal biomechanics and the application of biomechanics to pathological motion. Each section incorporates units on goniometry, muscle testing, stretching, design of exercise programs and palpation. The remainder of DPT 511 covers posture, scoliosis, and gait analysis. 4 credits.

DPT-520 Rehabilitation Neuroscience I
Introduction to clinically relevant neuroscience. Topics include: neuroanatomy, cellular and intercellular physiology, neuroplasticity, development of the nervous system, and the somatic, autonomic, and motor systems. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Students are expected to fully participate throughout the course in: group discussions of neuroscience, case reports and case studies; inquiry sessions; laboratory and computer-based experiences; and problem-based learning. 4 credits.

DPT-522 Rehab Neuroscience II & Motor Control
Continuation of Rehabilitation Neuroscience I. Topics include: peripheral nervous system, spinal region, cranial nerves, brain stem region, auditory, vestibular, and visual systems, cerebrum, blood supply to the nervous system, and the cerebrospinal fluid system. Concepts of Motor Control will be introduced. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Active learning, as described for DPT 520, continues in this course. 3 credits.

DPT-530 Physical Agents & Mechanical Modalities
A comprehensive coverage of biophysical principles, physiological effects, clinical techniques and applications with an emphasis on problem solving and clinical decision making. Topics include massage, superficial and deep heat, hydrotherapy, cryotherapy, traction, compression therapies and continuous passive motion, iontophoresis, electrical muscle stimulation, transcutaneous electrical stimulation, biofeedback and an introduction to nerve conduction velocity and electromyography. The course includes lectures, clinical skill laboratories, use of interactive audiovisual programs for clinical decision making, abstract writing and class presentations of current research in physical agents. 3 credits.

DPT-540 Patient Assess Interv Ther Modalities
This course is designed to provide the student with basic patient care and technical skills in applying, planning, and progressing exercise programs. Topics include: measurement of vital signs, the science of exercise prescription, range-of-motion, stretching, strengthening, use of various exercise equipment, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis is placed on peer collaboration and solving fundamental clinical problems, including evaluation, assessment, and treatment of functional mobility limitations. 2 credits.

DPT-542 Prin of Ther Exer Prog & Motor Learning
This course builds upon the technical skill development in designing and applying exercise programs introduced in DPT 540. Appropriate exercise program progression for patients across the lifespan in a variety of settings will be emphasized predominantly through case-based laboratory experiences. Concepts of motor learning that facilitate skill acquisition will also be introduced. This approach will reinforce therapeutic exercise as a procedural intervention to reduce disabilities, functional limitations, and impairments in a variety of patient populations. 3 credits.

DPT-561 Foundations of the PT Profession I
This course introduces the student to the history and sociology of the physical therapy profession and its role in the health care system. Additional areas of study include professionalism and professional behavior, the role of professional organizations, professional writing, learning styles, political aspects of health care, roles of other health professionals, documentation, medical terminology, and the functions of the rehabilitation team. 1 credit.

DPT-562 Foundations of the PT Profession II
Continuation of documentation, roles of other health care professionals, and professional behavior topics from DPT 561. Additional topics include professional communication, and state and federal health care legislation including HIPAA, Medicare, and licensing boards. 1 credit.

DPT-570 Clinical Internship I
These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 4 credits.

DPT-590 Research Methods and Statistics
An introduction to the research process. Includes research design, ethical and legal considerations, hypothesis testing, review of statistical analysis and critical reviews of published research. 2 credits.

DPT-595 Intro to Evidence Based Practice (EBP)
The course will consist of an introduction to evidence based concepts and evaluation of current research literature. There will be presentations by various faculty on EBP topics. Students will critically appraise and write a paper on a research article dealing with a diagnostic test and a paper dealing with therapy. 2 credits.

DPT-612 Neuromuscular Sys Exam/Intervention
Clinical application of observation skills for an individual's motor function within environmental contexts and treatment intervention when a motor dysfunction exists will be explored. Examination skills will focus on development of movement analysis for motor control dysfunction across the life-span. The International Classification of Functioning, Disability and Health (ICF, WHO, 2002) will be used as the framework with emphasis placed on participation in meaningful contexts. Documentation, goal writing, and measurement of outcomes will be incorporated. Clinical decision making will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals. Interventions presented will include remediation, compensation, facilitation, motor learning, and entry-level decision making regarding orthotics for patients presenting with neurologic impairments. Laboratory components will focus on identifying typical motor development and abilities across the lifespan and application of examination of and interventions for patients presenting with cerebral vascular accident, traumatic brain injury, and vestibular and balance disturbances. 4 credits.

DPT-613 Neuromuscular System Exam/Interv II
This course will focus on the specific health conditions/pathologies of acquired spinal cord injury (SCI) and progressive neurological conditions. Examination and interventions for these populations will be structured within the ICF framework. In addition, students will gain entry-level competencies in client-centered orthotic and wheelchair prescription/acquisition with an emphasis on facilitation of independent mobility participation and/or positioning and support regardless of age. Understanding and identifying issues of environmental accessibility will also be incorporated into total patient evaluation. Collaboration with health professional colleagues in occupational therapy and speech and language pathology will be introduced. 2 credits.

DPT-632 Musculoskeletal Exam/Int for Spine
This course covers etiology, pathology, examination and intervention related to conditions of the TMJ, cervical, thoracic, lumbar and pelvic regions of the body. Examination schema will be presented in a regional approach, and will include relevant procedures to screen for medical disease. Intervention techniques will include passive movement, neural tissue mobilization, therapeutic exercise, muscle energy and other clinical techniques. Physical therapy intervention will be directed at resolution of specific impairments and functional limitations, but will also address contributing factors and prophylaxis. 4 credits.

DPT-633 Musc Exam/Intv for Extremities
An in-depth study of musculoskeletal impairments and functional limitations of children and adults. The course includes pathology, medical evaluation and physical therapy examination. Students will also plan and execute therapeutic interventions. The course consists of lecture, laboratory practice, student research, student presentations and problem solving activities. The course is organized by anatomic region. DPT 630 covers the upper and lower extremities. 3 credits.

DPT-642 Clinical Internship II
These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 6 credits.

DPT-646 Amputation Rehabilitation
This course examines amputation rehabilitation from prior to the amputation surgery through gait and balance training for those people who are appropriate for prosthetic limbs. Topics covered include incidence and etiology, post-operative care, pre-prosthetic care, gait and balance training, functional mobility, and prosthetic componentry. Both upper and lower extremity amputations will be discussed, as well as considerations for working with pediatric patients. Also included is a discussion on footcare for those with diabetes. 2 credits.

DPT-650 Infect Immune & Metabl Dz
This course examines basic cellular and molecular processes that underlie many of the diagnoses encountered as physical therapists. General concepts of pathology are presented with a focus on the pathophysiology and medical conditions of selected organ systems. This course includes the study of inflammation/ immunology, infectious diseases and metabolism. The definition, incidence, etiology, pathogenesis and clinical manifestations are discussed for the most common medical conditions related to each system. Standard medical therapies are discussed, including pharmacological and surgical interventions. An emphasis is placed upon differential screening and recognition of medical complications that require precautions or represent contraindications to physical therapy treatment. In addition this course is designed to provide skills related to medical screening through physical examination and evaluation. 3 credits.

DPT-652 Physiology & Pharmacology
This course focuses on application of physiologic principles to the development and maintenance of optimal human function and efficient movement. Cardiovascular, respiratory, muscle, endocrine, genitourinary, gastrointestinal, and integumentary systems are covered. The definition, incidence, etiology, pathogenesis, and clinical manifestations for the most common medical conditions related to each system are discussed. The course presents the integration of medical (surgical and pharmacological) and physical therapy management of medical disorders. Evaluations and functional treatment plans to improve performance in healthy individuals as well as individuals with varied chronic diseases are emphasized. Pharmacology principles, factors affecting pharmacokinetics, and pharmacodynamics are covered; specific drug classes and their effect on rehabilitation are emphasized. Direct interventions including patient instruction, therapeutic exercise, wound healing modalities and debridement methods, functional training, and community integration are considered and practiced, when indicated. Throughout the course, emphasis is placed upon differential screening and recognition of medical complications that require precautions or represent contraindications to physical therapy interventions. Physical exams and direct interventions for pulmonary, cardiac, and integumentary systems will be practiced in laboratory sessions. 6 credits.

DPT-665 Collaborative Professional Education
This course will develop skills for collaboration and communication within a team of service providers, collaboration with families with diverse cultural and linguistic backgrounds, services to children and youth with significant and multiple disabilities, and support for success of these children and youth within inclusive environments and the general education curriculum. Course participants, representing five different disciplines and specialty areas, will work together in teams to develop and complete a community-based, action research project.

DPT-670 Psych Aspects of Illness/Disability
This course presents a survey of emotional, behavioral and social effects of injury, illness or disability on patients, their families and other interpersonal relationships. The interpersonal relationship between health professional and patient is emphasized. Clinical experiences are used as illustrations of theoretical material. 2 credits.

DPT-680 Geriatrics and Gerontology
This course is an introduction to the issues facing older persons in the areas of health, health care policy and sociocultural expectations. It addresses the issues surrounding the burgeoning aging population; the common pathologies and impairments that are associated with the over 65 population in the context of normal vs. usual aging of the cardiopulmonary, musculoskeletal, neuromuscular and integumentary systems; and documentation and reimbursement in the Medicare system. Discussions will include the benefits of exercise in prevention of and rehabilitation from functional limitations; home assessment, housing options and community resources; communication and education with the elderly; restraint use issues; and the issues surrounding elder abuse. Students will also critique many of the functional assessment tools used with this population. 3 credits.

DPT-685 Pediatric Neuromuscular: Exam & Interv
Introduction to typical development of children, with a focus on motor development in the context of changing environments across the age span, and within the cultural considerations of childhood and family. Developmental disability diagnoses associated with impaired motor function from congenital or acquired disorders of the central nervous system or genetic abnormalities in infancy, childhood, and adolescence will be presented. Students will gain an appreciation for age appropriate developmental assessments, standardized instruments, and functional means to evaluate children with disabilities in various settings. Pediatric public school practice will be discussed and an appreciation for working with families and educators will be modeled. 3 credits.

DPT-694 Critically Appraised Topics
Students will work in small groups with a faculty advisor to develop a clinical question relating to diagnosis or treatment and answering that question with a critically appraised paper (CAT) using not more than 3 articles. The CAT will be presented to the class and faculty during the semester. 1 credit.

DPT-695 Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. It does not replace any required course. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) may be taken over the entire program. 1 credit.

DPT-701 Principles Mgt & Supervision for PTs
An in-depth study of service operations management at the organizational and clinical department level is discussed. A focus on the full financial cycle from resource planning and budgeting through reimbursement is emphasized. Basic services of facilities operation and record keeping as well as case management and consulting are addressed. The physical therapist's role as a leader for personal development as well as a human resource manager is discussed. Students learn the process of program and service line development, implementation, marketing, and outcome management. Current regulatory, legal, and policy and procedures that impact practice management are also presented. 3 credits.

DPT-710 Clinical Reasoning Seminar
This course provides students with the opportunity to integrate their skills for evaluation, planning, and revision of interventions. Live and videotaped demonstrations of examinations and evaluations are presented in class. Small groups of students perform an examination of a patient, justify the tests and measurements performed, perform an evaluation (make clinical judgments), establish a diagnosis and prognosis for the patient, plan therapeutic interventions, and develop a plan for outcomes assessment. The students present the case to an audience of physical therapy students and interested people from the community. Pass/No Pass. 2 credits.

DPT-723 Clinical Internship III
These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 10 credits.

DPT-724 Clinical Internship IV
These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 10 credits.

DPT-725 Clinical Internship V
These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 9 credits.

DPT-730 Professional Lecture Series
A series of lectures, demonstrations, or workshops focusing on specialties and other areas germane to the practice of physical therapy. Examples of topics included are hand orthotics, clinical education, woman's health issues, professional communication, and industrial/ occupational health. Topics will be presented by faculty and other clinical experts. Pass/No Pass. 2 credits.

DPT-740 Intro to Medical Imaging for PTs
The course includes basic principles of radiology and develops a systematic approach to viewing radiographs. The course is interactive in that students will participate in viewing and describing radiographs and discussing findings with the members of the class. An introduction to Magnetic Resonance Imaging (MRI) is also included. Pass/No Pass. 1 credit.

DPT-750 Bioethics Seminar for PTs
Identification and analysis of ethical issues facing physical therapists in their relationships with patients, peers, the healthcare community, and society as a whole. Pass/No Pass. 2 credits.

DPT-790 Evidence Based Capstone Project
Students will use evidence-based principles to develop a clinical question dealing with diagnosis or treatment. Working individually, students will conduct a complete literature review or two smaller reviews using 8-12 (total) research articles. The clinical question will be answered with a written Critically Appraised Topic (CAT) that will be presented with either a platform or a poster presentation to the School of Physical Therapy in the spring of the final year. Pass/No Pass. 1-2 credits.

DPT-791 Thesis
Completion of thesis based on an examination of clinical or professional problem using research methodology appropriate to the subject matter. Presented with platform or poster presentation to SPT in spring of the final year. May be completed in place of DPT 790. Pass/No Pass. 2 credits.

DPT-792 Education Strategies for PTs
Educational strategies for designing and teaching in clinical, community, and academic settings. Learning theory is emphasized with a focus on applications in instruction related to physical therapy. Students select topics to teach to each other, offering constructive critique and support. 2 credits.

PDPT-610 Professional Self Assessment I & II
A process of critical reflection on daily clinical practice. Structure is provided by the APTA and AAOMPT Descriptions of Advanced Clinical Practice guides for various specialty areas. The outcome is the composition of goals that, upon completion, will improve the participant's clinical performance. These goals will address issues not covered in other courses within the curriculum, and will be stated in language that describes measurable criteria for achievement. Official acceptance to the Transition DPT program is a prerequisite. 1 credit.

PDPT-611 Professional Self Assessment III
The completion of the three-part process of Professional Self Assessment. The student must submit a summary of achievement of the goals developed in PDPT 610, with discussion of how the process has contributed to the clinician's professional development. Prerequisite PDPT 610. 1 credit.

PDPT-620 Movement Science
Critical examination of the topics of motor control and motor learning. Introduces theories of motor control, including information processing, control loops, and motor programming. Motor learning includes analysis of common assumptions and research evidence regarding motor learning, inquiry into the teaching, practice, and memory variables that affect learning outcomes, and methods to optimize motor learning. Practical application, particularly to patient populations, is stressed. 3 credits.

PDPT-630 Issues in Health Care & Policy
Examination of various aspects of health care policy and important professional issues relating to physical therapy practice. Addresses various reimbursement models across practice settings relating to Medicare and managed care. Studies reimbursement methodologies, ethics, legal issues, fraud and abuse, and specific issues related to daily practice (practice acts, supervision requirements, etc.). 4 credits.

PDPT-640 Medical Screening - Upper Quadrant
Studies non-musculoskeletal pathologies from a regional approach rather than by organ system. This approach integrates with standard evaluation procedures used by clinicians and provides the framework for an efficient and comprehensive screening process. Addresses atypical signs and symptoms that may arouse suspicions of a non- musculoskeletal pathology. Lecture and lab. 3 credits.

PDPT-641 Medical Screening - Lower Quadrant
Studies non-musculoskeletal pathologies from a regional approach rather than by organ system. This approach integrates with standard evaluation procedures used by clinicians and provides the framework for an efficient and comprehensive screening process. Addresses **atypical signs and symptoms that may arouse suspicions of a non- musculoskeletal pathology. Lecture and lab. 3 credits.**

PDPT-650 Educ Strategies for Physical Therapy
Instructional design and methods for physical therapy curriculum in academic, clinical and community settings. Learning theory is emphasized with a focus on applications in instruction. 3 credits.

PDPT-700 Evidence Based Practice / Research
Enables the participant to establish a foundation for evidence-based practice. Develops and refines skills in the implementation of EBP strategies. 4 credits.

PDPT-710 Clinical Reasoning
Focus on various aspects of clinical reasoning by physical therapists including strategies that differentiate expert from novice clinicians. Participants will further develop skills for analyzing and facilitating their own clinical reasoning as well the clinical reasoning processes of peers, novice clinicians, and students. 4 credits.

PDPT-711 Clinical Skills for the Cervical Spine
Courses provide an introduction or review of basic manual therapy skills for addressing musculoskeletal disorders in the spine. The Australian Approach to manual therapy serves as the foundation for utilizing clinical reasoning and evidence-based practice concepts during patient management. Discusses how the biopsychosocial nature of spine pain impacts examination and intervention. 2 credits.

PDPT-712 Clinical Skills for the Lumbar Spine
Courses provide an introduction or review of basic manual therapy skills for addressing musculoskeletal disorders in the spine. The Australian Approach to manual therapy serves as the foundation for utilizing clinical reasoning and evidence-based practice concepts during patient management. Discusses how the biopsychosocial nature of spine pain impacts examination and intervention. 2 credits.

PDPT-720 Clinical Project I
The initial semester when the participant develops a proposal for the project, completes an initial draft of the literature review and research methods, and submits the proposal to the appropriate Institutional Review Board. 2 credits. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite.

PDPT-721 Clinical Project II
The interim semester of the capstone project. During this phase the student completes a first draft of the entire project. PDPT 720 Clinical Project - Part 1 is a prerequisite. 1-2 credits. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite. Credits: 1.00 - 2.00

PDPT-722 Clinical Project III
The final semester of the capstone project. The participant completes final revisions of the project and presents to faculty and/or peers. PDPT 721 Clinical Project - Part II is a prerequisite. 1-2 credits. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite.

PDPT-723 Clinical Project - Colloquium
Provides and extended timeframe to complete Parts I, II or III of the Clinical Project. No credit. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite.

PDPT-730 Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. 1-4 credits.

PDPT-790 NAIOMT Level II
Upper Quadrant, Lower Quadrant develops a detailed biomechanical assessment and mobilization/ manipulation techniques to the spine and extremities with the rationale for manual therapy. 4 credits. This course may substitute for PDPT 710 Clinical Reasoning.

PDPT-791 NAIOMT Level III
Upper Quadrant, Lower Quadrant is an integration of information generated from the assessment, and illustration of how dysfunction remote from the symptomatic source may be causal or contributory. Advanced biomechanical assessment, mobilization/ manipulation and stabilization techniques, and extremity joint advanced techniques are taught. 3 credits. In combination with PDPT 730 Independent Study this course may substitute for PDPT 640/641 Medical Screening upper Quarter and Lower Quarter.

PDPT-792 NAIOMT Level IV
Advanced spinal techniques; rationale and application. 3 credits. NAIOMT faculty. In combination with PDPT 791 NAIOMY Level III this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter.

PDPT-793 Kaiser Mentorship (3 Months)
Full time program which includes 100 hours of clinical course work, 55 hours of 1:1 supervision and small group tutorials, and 26 hours per week of patient care. Clinical course content includes: 1) theory and terminology of orthopedic manual physical therapy, 2) manual therapy examination, assessment, treatment selection and progression, 3) differential diagnosis, 4) principles of patient management, including exercise and self- management, 5) practical examinations. 4 credits. Kaiser faculty. This course may substitute for PDPT 710 Clinical Reasoning.

PDPT-794 Kaiser Adv Fellowship (6 Months)
Full time program which includes 270 hours of clinical course work, 130 hours of 1:1 clinical mentoring and small group tutorials, and 26 hours per week of patient care. Course content includes: 1) advanced methods of examination, assessment and treatment, 2) advanced differential diagnosis and clinical reasoning concepts, 3) anatomy, biomechanics, and medical lecture, 4) review and critique of the literature, 5) teaching and consulting, 6) completion of a community-teaching project, 7) practical examinations. 3-month Mentorship a prerequisite. 8 credits. Kaiser Faculty. This course may substitute for PDPT 640 Medical Screening Upper Quadrant, PDPT 641 Medical Screening Lower Quadrant, and 2 credits toward PDPT 720 Clinical Project.

PDPT-795 NAIOMT Clinical Residency
A minimum of 440 hours of supervised clinical residency hours and clinical tutorials with NAIOMT-registered clinical residency instructors. Residency hours occur at instructional Levels II, III and IV. 2 credits. This course may contribute 2 hours toward PDPT 720 Clinical Project.

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

INTRODUCTION

The Physician Assistant (PA) is a respected member of the health care team who works interdependently with his or her supervising physician to provide diagnostic and therapeutic patient care in a variety of medical settings.

Physician assistants are trained to take comprehensive medical histories, perform complete physical examinations, order and interpret diagnostic tests, diagnose illnesses, develop treatment plans, assist in surgery, and perform minor procedures. In addition, PAs promote preventive health care and advocate for patient participation in health care decisions.

Employment opportunities for physician assistants exist in Oregon, the Pacific Northwest and throughout the United States. The Physician Assistant is ranked as one of the top 10 careers in growth potential by the U.S. Department of Labor through 2018. PAs practice in primary and specialty care at a variety of settings such as community clinics, private practice, medical groups, hospitals, managed care organizations, prisons and other government agencies. In addition to clinical practice, physician assistants may advance into positions in research, academics, public health, health care administration and education.

Mission

The School of Physician Assistant Studies prepares and mentors students within an innovative curriculum to provide quality care for a diverse global community focusing on primary care for underserved and rural populations.

Values

The faculty, staff, students and alumni of the School of Physician Assistant Studies:

- advocate for the highest quality of care for all patients
- respect the social, emotional and spiritual needs of the individual
- value the diversity of all cultures, people and lifestyles
- support the patient's right to participate in all healthcare decisions
- promote the interprofessional team approach to achieving healthcare equity within communities
- honor professionalism through respectful interactions
- foster a culture for peer mentoring and relationship building
- encourage lifelong learning through the application of evidence based concepts
- embrace innovations in education and technology
- maintain a commitment to self-awareness and well being
- commit to the advancement of the profession through participation in professional, legislative and community outreach activities
- respond to the global needs for community based practice and international education

Educational Goals

The School of Physician Assistant Studies provides a comprehensive curriculum utilizing innovative, alternative, and traditional formats in a dynamic learning environment. The focus of the School is driven by the needs of the local and global community with a strong commitment to multilingual, multicultural, and gender-equitable learning.

The curriculum of the school is designed to provide the necessary training and education for graduates to function as a physician assistant, pass the Physician Assistant National Certification Examination (PANCE) and gain successful employment. The expected graduate competencies are:

- Take medical histories, perform physical examinations, formulate differential diagnoses and record findings
- Select, perform and interpret routine diagnostic tests
- Develop, update and utilize the medical record
- Formulate an appropriate diagnosis
- Develop and implement treatment plans
- Recognize and assess common emergency problems
- Perform procedures common to primary and emergency care
- Make appropriate referrals to specialists
- Seek physician consultation in situations beyond the PA's scope of knowledge
- Demonstrate effective oral and written communication skills
- Integrate cultural sensitivity into individualized interaction with patients
- Provide patient education, counseling and health risk appraisal
- Evaluate, counsel and refer for psychosocial problems
- Access current medical information through the utilization of existing and emerging technologies
- Integrate the principles of evidence based clinical practice
- Apply ethical principles to clinical decision making and professional behavior
- Understand the role of the Physician Assistant in the health care team

Facilities

The School of Physician Assistant Studies is located within the Tuality Health and Education District in downtown Hillsboro, Oregon. Classrooms are located in Creighton Hall, Pacific University College of Health Professions. The School has affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians. Clinical rotation placements are driven by the school's focus on the underserved communities and are located locally, throughout the Pacific Northwest, nationally and internationally.

Accreditation

The School of Physician Assistant Studies has received full accreditation from the Accreditation Review Commission on Education for the Physician Assistant through September 2017. Graduates from an ARC-PA accredited school are eligible to sit for the Physician Assistant National Certification Examination (PANCE).

Master of Science in Physician Assistant Studies

The Master of Science in Physician Assistant Studies is designed to provide a comprehensive training school based in primary care that combines didactic course work with clinical experiences to enable the graduates to work in a variety of practice settings. The graduate project provides an opportunity to integrate evidenced based principles while preparing the graduate to be a critically-thinking clinician who can effectively respond to the ever-changing demands of the health care system.

FACULTY

Charles J. Bentz, MD, FACP (1997)
Medical Director
Professor
Fellowship, General Internal Medicine, OHSU 1993
Internship, Residency Internal Medicine, OHSU 1991
M.D. Medical College of Wisconsin, 1988
B.A. Franciscan University of Steubenville

Saje Davis-Risen, PA-C, MS (2011)
Director of Global Education
Assistant Professor
M.S. and PA Certificate, Pacific University, 2006
B.S., Western Michigan University, 1992

James Ferguson, PA-C, MPH (2008)
Director of Rural Medical Education
Assistant Professor
Distinguished Fellow, American Academy of Physician Assistants, 2008
PA Certificate, Wake Forest University, School of Medicine, Physician Assistant School, 1990
M.P.H. University of Massachusetts-Amherst, 2010
B.S. Excelsior College, 2002
Indian Health Service, Injury Prevention Specialist, Epidemiology Fellowship, 2004-2005
NCCPA Certified; specialty certifications, Primary Care &Surgery

Eric Foote, PA-C, MS (2011)
Academic Faculty
Assistant Professor
M.S. and PA Certificate, Pacific University, 2008
B.S., Pacific University, 2007
NCCPA Certified

Lydia Jackson, PA-C, MHS (2013)
Co-Faculty Virginia Garcia Memorial Health Center
Assistant Professor
M.H.S in Physician Assistant Studies and PA Certificate, Duke University, 2008
B.A. in Biology, Colorado College, 2003
NCCPA Certified

David Keene, PA-C, MPAS (2011)
Director of Clinical Education
Assistant Professor
M.P.A.S., University of Nebraska, 2011
B.H.S., University of Kentucky, 1994
NCCPA Certified

Mark Pedemonte, MD (2005)
Coordinator of Student Affairs
Associate Professor
Anesthesiology Residency, Boston University, 1986
M.D. Creighton University, 1978
Internship, Highland General Hospital, 1976
B.S. Creighton University, 1974

Hector M. Rodriguez, DO (1999)
Associate Medical Director
Professor
B.S. Florida International University 1976
Certified Manual Therapist, Institute of Graduate Health Sciences, 1983
D.O. Southeastern University of Health Sciences, College of Osteopathic Medicine, 1990
Internship, Family Medicine, Humana Hospital, Pembroke Pines, FL, 1991
Internship/Residency, St. Vincent Hospital and Medical Center, Portland, OR, 1994

Sheryl Sanders, Ph.D. (1998)
Anatomy Instructor
Professor
Post-doctoral Research Fellow, Oregon Primate Research Center, 1989-1996
Ph.D. Anatomy and Neurobiology, University of Kentucky,1989
B.A. Biology, Asbury College, 1985

Annjanette Sommers PA-C, MS (2008)
Academic Faculty
Assistant Professor
M.S. and PA Certificate, Pacific University, 2004
B.S. Physical Education, Emphasis Pre-Physical Therapy, Brigham Young University, 1999
NCCPA Certified

Mary Von, PA-C, DHEd (2002)
Interim Director, School of Physician Assistant Studies/Associate Professor
Distinguished Fellow, American Academy of Physician Assistants, 2008
DHEd, AT Still University of Health Sciences, 2010
M.S. Arizona School of Health Sciences, 2002
P.A. Certificate, University of Washington Medex PA School, 1995
NCCPA Certified

Duc Vo, MD (2012)
Academic Faculty
Assistant Professor
Fellow American Academy of Pediatrics
Board Certified Pediatrics
Board Certified - Internal Medicine

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

DEGREE REQUIREMENTS

The program is 28 months full-time, divided into two phases over seven consecutive semesters.
Phase I: Didactic Year (13 months) on campus
Phase II: Clinical /Project Year (15 months) at sites throughout Oregon, surrounding states and internationally

Total Credits: 131

PHASE I DIDACTIC PHASE

Summer Term (14 weeks, 18 semester credits)		**Credits**
PA 510	Current Topics in the PA Profession	2
PA 530	Clinical History	3
PA 553	Fundamentals of Clinical Medicine	6
PA 554	Fundamentals of Anatomy	1
PA 556	CM Genetics	1
PA 581	CM Infection and Immunology	3
PA 595	Introduction to Evidence Based Healthcare	2

TOTAL 18 credits

Fall Semester (17 weeks, 24.5 semester credits)		
CHP 510	Interprofessional Competence: Theory & Practice I	0.5
PA 520	CM Behavioral Medicine	3
PA 557	CM Geriatrics	1
PA 558	Fundamentals of Anatomy II	1
PA 571	CM Nephrology	3
PA 577	CM Endocrinology	3
PA 582	CM Dermatology, Eye, ENT	3
PA 583	CM Pulmonology Medicine	3
PA 585	CM Cardiology, ECG	4
PA 586	CM Gastroenterology	3

TOTAL 24.5 credits

Spring Semester (16 weeks, 20.5 semester credits)		
CHP 511	Interprofessional Competence: Theory & Practice II	0.5
PA 559	Fundamentals of Anatomy III	1
PA 576	CM Hematology, Oncology	3
PA 587	CM Men’s Health	1
PA 590	CM Neurology	4
PA 591	CM Musculoskeletal	4
PA 592	CM Women's Health	4
PA 593	CM Pediatric Medicine	3

TOTAL 20.5 credits

PHASE I TOTAL 64 credits

PHASE II CLINICAL ROTATIONS PHASE

Summer Term (16 weeks, 16 semester credits))

PA 596	CM Emergency Medicine	4
PA 597	CM Surgery, Hospital Care	3
PA 599	CM Whole Patient	3
Rotation 1 (6 week Rotation)*		6

TOTAL 16 credits

Fall Semester (20 weeks, 20 semester credits)

Rotation 2 (6 week Rotation)*	6
PA 665 Professional Practice Seminar I (one week)	1
Rotation 3 (6 week Rotation)*	6
Rotation 4 (6 week Rotation/Project)*	6
PA 666 Professional Practice Seminar II (one week)	1

TOTAL 20 credits

Spring Semester (19 weeks, 19 semester credits)

Rotation 5 (6 week Rotation/Project)*	6
Rotation 6 (6 week Rotation/Project)*	6
Rotation 7 (6 week Rotation/Project)*	6
PA 667 Professional Practice Seminar III (one week)	1

TOTAL 19 credits

Final Summer Term (13 weeks, 13 semester credits)

Rotation 8 (6 week Rotation)*	6
Rotation 9 (6 week Rotation)*	6
PA 668 Professional Practice Seminar IV (one week)	1

TOTAL 13 credits

Note: Each student must complete the following rotations:

- PA 630 Family Medicine 12 weeks
- PA 631 Internal Medicine 6 weeks
- PA 633 Inpatient Medicine 6 weeks
- PA 634 Surgery 6 weeks
- PA 636 Emergency Medicine 6 weeks
- PA 637 Community Medicine 6 weeks
- PA 639 Primary Care Focus 6 weeks
- PA 696 Graduate Project (6 semester credits) completed during fall or spring semester

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PHASE II TOTAL 68 credits

The Clinical Medicine module series is a comprehensive and integrated approach to learning medicine by organ systems. There is a strong emphasis on critical thinking, problem solving, case-based learning and evidence based clinical practice. Clinical medicine modules will include the:

- Advanced study of human anatomy with laboratory sessions on cadaver prosections and selected dissection opportunities
- Advanced study of human physiology with clinical applications
- Study of the etiology and pathophysiology of disease states
- Performance of history and physical examinations with attention to charting and developing a differential diagnosis. Practice on other students and participation at local clinics.
- Overview of the selection, use, and interpretation of results of laboratory and diagnostic studies
- Study of disease states including the epidemiology, history, physical examination, diagnostic evaluation, differential diagnosis, management, and prognosis
- Recognition of behavioral medicine issues on disease states commonly seen in the medical setting
- Pharmacological principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types.
- Identification and initiation of treatment for emergencies

- Comparison of the clinical presentation and management of disease states in the geriatric population vs. the general population
- Preventive health care, patient education, and health maintenance recommendations
- Application of the principles of evidence based clinical practice

To graduate, students must pass all required course work at the proscribed assessment level during both phases of the program (didactic and clinical).

Students are strongly encouraged to not work while enrolled. Students are required to attend all program-related activities and will not be granted an excused absence for work obligations.

Requirements for Clinical Rotations and Research Project:

- Students are required to participate in off-campus activities throughout the program and are expected to arrange for their own transportation to classes and clinical sites
- Students should expect to spend several of the clinical rotations outside the Portland area and are expected to make and fund their own travel and housing arrangements
- Students should anticipate additional travel and housing costs during the clinical year based on their individual rotation schedules (average $2,000./semester)
- The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding clinical rotation assignments
- Electronic study is incorporated and students are expected to communicate electronically with faculty and classmates during clinical placements
- Students are expected to develop a clinical project with assistance of their PA faculty advisor and the Clinical Project Coordinator
- The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding approval of the clinical project.

Rural Health Care Track (current students only)
Pacific University graduates are more than twice as likely to work in rural areas or medically underserved communities than their counterparts nationally. In support of its students and in the spirit of its mission to provide primary health care to the underserved, the Pacific University School of Physician Assistant Studies has developed the Rural Health Care Track (RHCT).
During their first year, physician assistant students will be invited to apply to be a member of the RHCT. The RHCT is designed to better prepare students who plan to work in rural locations, particularly in Oregon and Hawaii. The RHCT students will be selected through a separate admission process which will include an application and an in-person interview to evaluate the applicant's commitment to practicing in an underserved community.

RHCT students' interest in rural medicine will be nurtured through several structured opportunities during their physician assistant education. During the didactic phase of the curriculum, the RHCT cohort will participate in additional small group sessions to better prepare them to work in a rural setting. In the clinical phase, the RHCT students will complete their 12-week family medicine rotation and up to 2 additional 6-week rotations in a rural community. The students will live in the rural community and will be encouraged to be actively involved in the community during their stay. RHCT students will also complete a graduate project which focuses on a rural health or rural community topic.

Two elective courses are required in this track.

- PA 578 Rural Health Care Seminar I (1 credit)
- PA 579 Rural Health Care Seminar II (1 credit)

ADMISSION

Applicants must apply online through the Central Application Service for Physician Assistants (CASPA), at CASPAonline.org. All application materials, including official transcripts of all college work, must be verified by CASPA by September 1.

Pacific University's Supplemental Application, at www.pacificu.edu/admissions/applications/index.cfm, also is required; deadline for the submission of the Supplemental Application is September 5th.. Pacific accepts no responsibility for delays in receiving application materials from CASPA and the application materials received are considered the complete and final application.

Requirements for Admission
Admission is highly selective and enrollment is limited. Admission is offered only into the first year; transfer students are not accepted.

Also required are:

- A minimum of 1,000 hours of direct (hands-on) patient care/health care experience in a position of responsibility is required of all applicants. Shadow experience with a PA, MD, DO or NP may count towards the requirement, but will not fulfill the requirement completely. All clinical hours must be completed by the application submission deadline.

The Admissions Committee considers the following factors in the selection process:

- Strength and breadth of academic record
- Type and depth of prior healthcare experience
- Strength of letters of evaluation.
- Content of application forms and care with which they have been completed
- Quality of writing ability as demonstrated by personal narrative submitted with the applications and completed on the day of the interview
- Understanding of the physician assistant profession
- Commitment to, and involvement with community service activities
- Strength of on-campus personal interview
- School compatibility

Based on the review of the application by the Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and strongly contributes to the admission decision. It allows the Admissions Committee to assess skills which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a physician assistant, ability to think clearly and logically, self-confidence, professionalism, problem solving, cultural sensitivity and verbal expression of ideas.

English Language Proficiency
For applicants whose first language is other than English, official Scores from the Test of English as a Foreign Language (TOEFL) are required to be submitted to CASPA. The School of Physician Assistant Studies requires a minimum TOEFL score of: 600 paper-based, 250 computer-based or 100 internet-based.

Hawaii Outreach Program
Pacific University has a long-standing history with students from Hawaii and that relationship extends to our School of Physician Assistant Studies. We are committed to addressing the Physician Assistant workforce issues in Hawaii.

The Hawaii Outreach program is both an admissions advantage and a clinical rotation advantage. Applicants meeting all minimum criteria required by the School will be granted an on-campus interview. While this does not guarantee admission, it is an acknowledgment of our dedication to Hawaiian students and their needs.
Students from Hawaii admitted to the School will complete the didactic year in Hillsboro, Oregon, with the rest of the incoming class. Students in the Hawaii Outreach program may be able to complete the majority of their rotations in Hawaii. Pacific University continually seeks out rotation sites in Hawaii that provide students with quality experiences and networking opportunities.

There is no separate application for the Hawaii Outreach program. Students initially are identified through their permanent address, current address, state residency or state of birth on their CASPA Application, and their stated commitment on the Supplemental Application to return to Hawaii following graduation to work as a PA. Please contact Graduate Admissions if you have any questions.

Veterans Outreach Program (Veteran applicants only)
The School of Physician Assistant Studies has a long-standing history of supporting veterans to become physician assistants. Two programs exist to assist veterans to become PAs, the Veterans Outreach program and the Bachelor's Degree Completion option.

The Veterans Outreach program is an admissions advantage. The top 5 veteran applicants who meet all minimum admission criteria will be granted an on campus interview. While this does not guarantee admission, it is an acknowledgment of our dedication to veterans and their needs.
We provide a Master's level curriculum but it is possible to gain admission without a prior bachelor's degree. The Bachelor's Degree Completion Option initially was designed for veterans, and now is an option for all students. The School acknowledges veterans' non-traditional route to the PA progression and is excited to offer the option for those who will benefit from this additional opportunity.
There is no separate application for the Veterans Outreach or Bachelor's Degree Completion Programs. Students initially are identified through their CASPA and Supplemental Application. Please contact Graduate Admissions if you have any questions.

Prerequisites
A Bachelor's degree typically is required by the start of the program. If a Bachelor's degree will not be obtained prior to matriculation, please see section below. Applicants must complete all prerequisite courses prior to May 1 of the year of enrollment. Prerequisite courses must be completed with a grade of "C" or higher and must be taken on a graded basis. Courses taken pass/fail will not be accepted (except "pass/fail curriculum" universities). The CASPA calculated Biology, Chemistry and Physics GPA and the last 45 credits GPA both must be above a 2.75.

Science prerequisite courses must be for science majors and include laboratory as indicated below. Lower division non-science major courses will be reviewed on a case by case basis. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries is the responsibility of the student. The school does not grant advanced standing.

Biological Sciences - 11 semester credits

- Human Anatomy (one course with lab)
- Human Physiology (one course with lab)
  A year-long combined series of A&P, done within 7 years of matriculation, also will meet the requirement
- Microbiology or Bacteriology

Chemistry - 11 semester credits

- Organic Chemistry or Biochemistry (one course, no lab)
- Two other Chemistry courses with lab

Statistics - 3 semester credits

- Course must be taken in the department of psychology, sociology, statistics, or math

Psychology or Sociology - 3 semester credits (one course)

- Any Psychology or Sociology course

BACHELOR OF SCIENCE IN HEALTH STUDIES

Students entering the M.S. program without a bachelor's degree may earn a Bachelor of Science in Health Studies upon successful completion of the first year of the Master of Science.

DEGREE REQUIREMENTS

Current enrollment in the School of Physician Assistant Studies and successful completion of the first two semesters.

ADMISSION

Students must be admitted to the School of Physician Assistant Studies and have completed 86 semester hours of transfer credit that includes all of the prerequisites. In addition to the prerequisite coursework, applicants must have completed, at a minimum, the following undergraduate credits:

Arts/Humanities - 8 semester credits

- Courses must be taken in a department of art, music, theater, humanities, history, philosophy, religion, literature, speech or communication.

Writing – 3 semester credits

- Course must be a writing or English composition course.

Contact Graduate Admissions for more information (gradadmissions@pacificu.edu).

POLICIES

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the American Academy of Physician Assistant (AAPA) Code of Ethics and the School of Physician Assistant Studies. The School reserves the right to define professional competence and behavior, to establish standards of excellence, and to continuously evaluate students in regard to them.

Academic/Professional Performance Reviews may be initiated by faculty, clinical preceptors, tutoring director or academic advisors. The goal of these reviews is to establish Action Plans that are clear, explicit and designed to guide the student's improvement in specifically identified areas.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed during each phase of the program. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to adhere to school policies, academic and professional standards or an Action Plan may result in dismissal.

Final decisions by the School may be appealed to the College of Health Professions (CHP) Appeals Board for the following reasons only: the student can demonstrate that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the

decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. Decisions of the CHP Appeals Board may be appealed to the University Appeals Board.

Details of the professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, are available for review in the following documents:

- School of Physician Assistant Studies Policies
- Student Clinical Manual
- The University Student Handbook

Prior to beginning the clinical phase of the program, all students are required to undergo a criminal background check and drug urine screen at the student's expense. Felony convictions, among other violations, may jeopardize the student's ability to participate in clinical rotations or to obtain a license after graduation. Prospective students are encouraged to contact their State licensing board with questions. Students may also be required to undergo drug screenings or additional criminal background checks prior to a clinical rotation at the discretion of the clinical site.

Student's progress through the curriculum is monitored on an ongoing and regular basis through assessments, skills testing, and faculty and preceptor evaluations. Summative evaluations must be completed in a satisfactory manner for students to progress to the next phase of the program. Students are required to complete the didactic and clinical curriculum within 40 months from their start date. Students with extenuating circumstances may petition the School Director for consideration of longer timeframes.

Registration
A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University.

For information about adding, dropping, or withdrawing from courses, please contact the School Director.

Grading
All courses are graded Pass/No Pass based on the achievement of at least 80% of the total possible score for all assessments, skills and rotations.

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, as well as a timeline. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the School Director.

Transfer Credit
The School of Physician Assistant Studies does not accept transfer credit.

Normal Load
12 credits or higher is a full-time course load; 6 credits is considered half-time.

Readmission
To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student's absence from Pacific to the School Director.

Grade Changes
Once a course grade has been submitted, it is considered final and may be changed only in the case of recording, posting, or computation errors. Faculty members submit Grade Change Request forms to the School Director for approval

TUITION

Annual (Summer Term 2013, Fall Semester 2013, Spring Semester 2014)	$35,071

For the clinical and didactic year of the program, students who are enrolled for 9 or more credits are charged the full-time per semester tuition. Students taking fewer than 9 credits per semester are charged the per credit rate.

Second year students (clinical/project phase) must plan for additional costs for travel and housing estimated at $2000/semester.

Additional Fees

Required Medical Equipment	$1,1359.88
Required Background Check and Urine Screen (per year)	$100.00
Required ACLS Certification	$165

CALENDAR

http://www.pacificu.edu/pa/index.cfm

COURSES

PA-510 Current Topics in the PA Profession
Overview of the healthcare delivery system including public health, health policy, cultural issues, international healthcare, alternative medicine, introduction to problem based learning and current roles of physician assistants. Summer Phase I. 2 credits.

PA-520 CM: Behavioral Medicine
Psychiatric conditions, counseling and communication skills, substance abuse, culture, ethnicity, and health-related behavior with an emphasis on creating a competency in the diagnosis, treatment, management and referral of psychiatric conditions. Spring Phase I. 3 credits.

PA-530 Clinical History
Introduction to obtaining and documenting an appropriate medical history. The medical record as a legal document will be discussed. Review of patient confidentiality will be emphasized. Practice on other students and participation at local clinics. Summer Phase I. 3 credits.

PA-553 Fundamentals of Clinical Medicine
Study of physiological systems and/or organs with application to clinical situations, principles of nutrition and introduction to pharmacology. Summer Phase I. 6 credits.

PA-554 Fundamentals of Anatomy
Introductory study of gross and histological structure of the human body. Introduction into musculoskeletal, nervous, cardiovascular and lymphatic systems. 1 credit.

PA-556 CM: Genetics
Study of the basic concepts of genetics, genetic testing and social, legal, and ethical implications of genetic testing. Summer Phase I. 1 credit.

PA-557 CM: Geriatrics
Study of the unique physiologic, emotional and social aspects of the aging patient. Spring Phase I. 1 credit.

PA-558 Fundamentals of Anatomy II
Continuation of PA 554. Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, nervous, and cardiopulmonary systems, and visceral structures. Laboratory prosection experiences, as well as selected dissection opportunities, to accompany lecture material. Prerequisite: PA 554. 1 credit.

PA-559 Fundamentals of Anatomy III
Continuation of PA 558. Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, nervous, and cardiopulmonary systems, and visceral structures. Laboratory prosection experiences, as well as selected dissection opportunities, to accompany lecture material. Prerequisite: PA 558. 1 credit.

PA-571 CM: Nephrology
A comprehensive and integrated approach to learning nephrology. Fall Phase I. 3 credits.

PA-576 CM: Hematology & Oncology
A comprehensive and integrated approach to learning hematology and oncology. Fall Phase I. 3 credits.

PA-577 CM: Endocrinology
A comprehensive and integrated approach to learning endocrinology. Fall Phase I. 3 credits.

PA-578 Rural Health Care Seminar I
Innovative approach to learning about issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities. Elective. 1 credit.

PA-579 Rural Health Care Seminar II
Ongoing study of issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities. Elective. 1 credit.

PA-581 CM: Infection & Immunology
A comprehensive and integrated approach to learning infectious disease and immunology. Summer Phase I. 3 credits.

PA-582 CM: Dermatology Eye ENT
A comprehensive and integrated approach to learning dermatology, ophthalmology, and otolaryngology. Fall Phase I. 3 credits.

PA-583 CM: Pulmonology
A comprehensive and integrated approach to pulmonary medicine. Fall Phase I. 3 credits.

PA-585 CM: Cardiology & ECG
A comprehensive and integrated approach to cardiology and electrocardiogram. Fall Phase I. 4 credits.

PA-586 CM: Gastroenterology
A comprehensive and integrated approach to learning gastroenterology. Fall Phase I. 3 credits.

PA-587 CM: Men's Health
A comprehensive and integrated approach to learning men's health. Spring Phase I. 1 credit.

PA-590 CM: Neurology
A comprehensive and integrated approach to learning neurology. Spring Phase I. 4 credits.

PA-591 CM: Musculoskeletal
A comprehensive and integrated approach to orthopedics and rheumatology. Clinical skill sessions on splinting. Spring Phase I. 4 credits.

PA-592 CM: Women's Health
A comprehensive and integrated approach to learning women's health. Spring Phase I. 4 credits.

PA-593 CM: Pediatric Medicine
A comprehensive and integrated approach to learning pediatric medicine. Spring Phase I. 3 credits.

PA-595 Intro to Evidence Based Healthcare
Introduction to review of medical literature and principles of evidence-based health care. Summer Phase I. 2 credits.

PA-596 CM: Emergency Medicine
A comprehensive and integrated approach to learning emergency medicine. ACLS certification. Spring Phase I. 4 credits.

PA-597 CM: Surgery Hospital Care
A comprehensive and integrated approach to learning surgery and inpatient medicine. Clinical skill sessions on suturing, IVs, sterile technique, gowning/gloving. Spring Phase I. 3 credits.

PA-599 Whole Patient
A comprehensive and integrated approach to the whole patient in preparation for transition from the didactic phase to clinical rotations. Summer Phase II. 3 credit.

PA-630 Family Medicine Rotation
Clinical rotation for 12 weeks in a family practice setting, preferably in a rural or community setting to include the care of adults, women and children. Phase II. 6 - 12 credits.

PA-631 Internal Medicine Rotation
Clinical rotation for 6 weeks in an internal medicine practice setting. Phase II. 6 credits.

PA-633 Inpatient Medicine Rotation
Clinical rotation for 6 weeks in an in-patient setting including required readings in medicine practice. Phase II. 6 credits.

PA-634 Surgery Rotation
Clinical rotation for 6 weeks in a surgical practice with an emphasis on operative experiences. Phase II. 6 credits.

PA-636 Emergency Medicine Rotation
Clinical rotation for 6 weeks in an emergency department, urgent care or trauma care setting. Phase II. 6 credits.

PA-637 Community Medicine Rotation
Clinical rotation for 6 weeks in a community medicine setting such as a prison, health department, family planning/STD clinic, community mental health or other community based practices. Phase II. 6 credits.

PA-639 Primary Care Rotation
Clinical rotation for 6 weeks in family medicine, pediatrics or women's healthcare. Phase II. 6 credits.

PA-656 Independent Study A
Independent Study. See department for details. Credits: 1.00 - 20.00

PA-658 Independent Study B
Independent Study. See department for details. Credits: 1.00 - 20.00

PA-665 Professional Practice Seminar I
One-week seminar course dealing with professional practice issues, journal club, ethics, diversity. Summer Phase II. 1 credit.

PA-666 Professional Practice Seminar II
One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. Fall Phase II. 1 credit.

PA-667 Professional Practice Seminar III
One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. Spring Phase II. 1 credit.

PA-668 Professional Practice Seminar IV
One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. Spring Phase II. 1 credit.

PA-696 Clinical Graduate Project
Student conducts a clinical project followed by on-site presentation of results to PA faculty and other PA students with a final written paper of publishable quality or poster presentation. Professional practice issues seminars and journal club. Summer Phase II. 6 credits.

SCHOOL OF PROFESSIONAL PSYCHOLOGY

SPP MISSION: *Striving for excellence, the faculty at Pacific University's School of Professional Psychology prepares psychological professionals who foster collaborative relationships, have inquiring minds, create meaningful change, and dedicate themselves to models of health and well-being that support diversity and social justice.*

INTRODUCTION

The School of Professional Psychology at Pacific University educates empirically-informed psychological professionals who may choose research, practice, or other health or organizational service careers. SPP is an academic community that fosters collaborative inquiry, encouraging faculty and students to work together on program development, clinical research, and governance. Programs and individuals at SPP emphasize and are committed to psychologically-informed work that is relevant to diverse populations at the individual, family, group, and community levels.

The School of Professional Psychology, as part of the College of Health Professions, complements Pacific University's traditional liberal arts and sciences undergraduate offerings. The distinctive interprofessional learning environment, coupled with SPP's emphasis on diversity, community involvement, and practical applications, creates a unique learning opportunity in the Pacific Northwest. The School of Professional Psychology offers seven degrees:

- Doctor of Psychology in Clinical Psychology (PsyD)
- Doctor of Philosophy in Clinical Psychology (PhD)
- Master of Science in Clinical Psychology (open only to students in the PhD program)
- Master of Arts in Clinical Psychology (open only to students in the PsyD program)
- Master of Arts in Counseling Psychology (admission discontinued after Fall 2013 cohort)
- Master of Arts in Applied Psychological Science (APS)
- Master of Science in Applied Psychological Science

The School of Professional Psychology prepares students for mastery and success in a rapidly evolving, demanding profession. Clinical and applied psychology require a solid grounding in the science of psychology, a keen sense of ethics, strong interpersonal and research skills, and the ability to work in a variety of professional roles with clients and communities of a diverse range of backgrounds.

SPP provides a comprehensive and integrated educational experience that offers an extensive psychological knowledge base and fosters the development of applied clinical and research competence. SPP curricula are designed to build and integrate the many components and aspects of psychological practice. SPP emphasizes community involvement and flexible, diversity-appropriate, practical applications of scientific psychology. Depending upon the program or area of emphasis, students learn how to apply and contribute to knowledge of human behavior to resolve problems and improve conditions. The PsyD Program in Clinical Psychology follows a *practitioner-scholar* model of professional education, with coursework reflecting the latest empirical findings in the field. The program presents students with a broad range of theoretical perspectives and exposes them to assessment, intervention, research/evaluation, consultation/education, and management/supervision. The PhD Program in Clinical Psychology adheres to a *scientist-practitioner* model. Students are trained to integrate the science and practice of psychology by completing specific requirements in didactic instruction, original applied empirical research, and experiential clinical practicum placements. PhD Program graduates are capable of functioning as scientists and practitioners, trained with a particular emphasis on research and academics. The goal of the Master's Program in Applied Psychological Science is to foster learning of and competence in skills necessary for responsible and ethical professional practice in a variety of contexts and settings.

SPP orients students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services for diverse populations. SPP recognizes that individual experiences and personal values of each practitioner are central to effective and socially responsible practice. Faculty members strive to promote development and integration of professional competence, social justice, and humanitarian values. SPP programs are responsive to the real needs of many diverse peoples in a rapidly changing society; to that end, faculty, staff, and students maintain close connections with the communities they serve.

SPP's curriculum provides students with a solid foundation for psychological practice and continuing professional growth. Graduates have the knowledge and skills to provide psychological services to individuals, groups, and the community in a variety of contexts. They are encouraged to seek out new and innovative professional roles. Doctoral graduates are prepared to enter the post-doctoral licensing process; The APS program is designed to prepare students for employment as non-licensed professionals or for further training in psychology at the doctoral level.

Full-time faculty in SPP are committed to a range of applications of psychology. Part-time faculty include practicing professional psychologists and specialists in relevant areas of academic psychology. In addition to teaching and developing students' skills, faculty function as models for the ideals of professional behavior and service to the public.

Accreditation

All SPP programs are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Additionally, the PsyD Program in Clinical Psychology has been accredited by the American Psychological Association (APA)* since 1990. The Master's program in counseling psychology has been approved by the Oregon Board of Licensed Professional Counselors & Therapists since 2000**. SPP enrolled its first cohort of students into the new PhD Program in Clinical Psychology in Fall 2013. In accordance with APA policy, that program is not eligible to apply for accreditation until a sufficient number of students has matriculated at each level of the program, including candidacy status (see the APA Commission on Accreditation website for further details: http://www.apa.org/ed/accreditation). As soon as the program reaches eligibility to initiate the accreditation process, program faculty will do so. SPP is enrolling a first cohort of students to begin the MA/MS Program in Applied Psychological Science in Fall 2014.

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, N.E.
Washington, DC, 20002-4242
Tel: (202) 336-5979
email: apaaccred@apa.org

**Oregon Board of Licensed Professional Counselors and Therapists
3218 Pringle Rd. SE, Suite 250
Salem, OR 97302-6312
Tel: (503) 378-5499
email: lpc.lmft@state.or.us

Facilities/Clinics and External Opportunities

The School of Professional Psychology is housed on the College of Health Professions Campus in Hillsboro, Oregon.

SPP maintains the Pacific Psychology Clinic, a multi-site training clinic that provide opportunities for supervised clinical experiences to practicum, clinical fieldwork, and internship students in the doctoral programs. Services are rendered by students under the supervision of experienced, licensed psychologists. A wide range of psychological services are made available to the community. During the 2014/15 academic year clinic services will expand to include primary care.

The Pacific Psychology Clinic (PPC) has two clinical sites, one in Hillsboro and one in Portland. Both clinics offer effective interventions for treating anxiety, anger, depression, trauma, loss and grief, relationship problems, self-esteem problems, and parent-child problems, as well as cognitive and personality assessment, neuropsychological and vocational assessment, individual therapy, marital and family therapy, group therapy, and consultation. The Hillsboro site provides services in Spanish and English. The Hillsboro and Portland PPC sites are easily accessible via mass transit through the MAX light rail system.

SPP students also benefit from over 70 community placement sites for clinical practica located throughout the Portland metropolitan area and nearby communities. These external opportunities to gain clinical experience exist for students in the doctoral and master's programs. Settings where students have been placed include community mental health centers, hospitals, residential and day treatment facilities, and many others.

Clinical PsyD and PhD Internships

To obtain the Doctor of Psychology or the Doctor of Philosophy degree, each student must complete an internship at sites throughout the United States and Canada. Internships are obtained through a competitive, national application process that is administered independently of SPP. SPP students have been very successfully placed in hospitals, university counseling centers, mental health centers, and other institutional settings.

FULL-TIME FACULTY

Jennifer R. Antick, Ph.D. (2000)
Professor Professional Psychology
Director, Health Psychology Track
B.A. Chapman University, 1987
M.A. Chapman University, 1990
Ph.D. University of Southern Mississippi, 1995

Genevieve L. Y. Arnaut, Psy.D., Ph.D. (2002)
Professor Professional Psychology
Director, Clinical Training
M.S. Virginia Polytechnic Institute & State University, 1983
Psy.D. Pacific University, 1999
Ph.D. Polytechnic Institute & State University, 1986

Christiane Brems, Ph.D., ABPP (2012)
Professor and Dean, Professional Psychology
B.A. Oklahoma State University, 1982
M.S. Oklahoma State University, 1984
Ph.D. Oklahoma State University, 1987

Sarah Bowen, Ph.D. (2014)
Assistant Professor Professional Psychology
BA, University of Washington, 2001
PhD, University of Washington, 2008

Lisa Roberts Christiansen, Psy.D. (2004)
Associate Professor Professional Psychology
Director, Counseling Psychology Program
B.A. Willamette University, 1995
M.S. Pacific University, 1998
Psy.D. Pacific University, 2001

Michael S. Christopher, Ph.D. (2006)
Associate Professor Professional Psychology
B.A. Loyola College in Maryland, 1996
M.A. Loyola College in Maryland, 2000
Ph.D. University of South Dakota, 2004

Michael S. Daniel, Ph.D. (2000)
Professor Professional Psychology
Director, Neuropsychology Track
B.A. Harding University, 1980
M.S. Memphis State University, 1983
Ph.D. Memphis State University, 1986

Shawn E. Davis, Ph.D. (2006)
Associate Professor Professional Psychology
Director, APS Program
B.S. Texas A&M University, 1995
M.A. Stephen F. Austin State University, 1999
Ph.D. University of Houston, 2002

Laura A. Edwards-Leeper, Ph.D. (2012)
Assistant Professor Professional Psychology
B.A. Lewis & Clark College, 1997
M.A. Bowling Green State University, 2001
Ph.D. Bowling Green State University, 2004

Katherine A. Elder, Ph.D. (2010)
Associate Professor Professional Psychology
B.A. University of Wisconsin, 1993
M.A. Wesleyan University, 1995
Ph.D. University of Colorado, 2003

Jon E. Frew, Ph.D., ABPP (2002)
Professor Professional Psychology
Director, Organizational/Consulting Psychology Track
B.S. Gannon University, 1970
M.A. Gannon University, 1973
M.Ed. Gannon University, 1975
Ph.D. Kent State University, 1982

Irina Gelman, Psy.D. (2013)
Assistant Professor Professional Psychology
Associate Director, Pacific Psychology Clinics
B.S. University of Florida, 2003
M.S. Nova Southeastern University, 2009
Psy.D. Nova Southeastern University, 2012

Michelle R. Guyton, Ph.D., ABPP (2005)
Associate Professor Professional Psychology
Director, Forensic Track
B.S. Sam Houston State University, 1996
M.A. Sam Houston State University, 1998
Ph.D. University of Utah, 2005

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Assistant Professor Professional Psychology
B.S. University of Mary Washington, 2001
M.S. Illinois State University, 2005
Ph.D. University of Massachusetts, 2010

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Laurea di dottore, University of Florence, Italy, 1985
Ph.D., University of British Columbia, Vancouver, BC, 2003

Sandra Y. Jenkins, Ph.D. (1989)
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Director, Human Diversity
B.A. Michigan State University, 1968
M.A. Michigan State University, 1977
Ph.D. University of Oregon, 1985

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B.A. University of California at Santa Barbara 1977
M.A.,University of California at Santa Barbara, 1982
Ph.D.,University of California at Santa Barbara 1985

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B.A. Bates College, 1993
Ph.D. State University of New York, 2001

Theresa Lafavor, Ph.D. (2014)
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BA, Smith College, 2001
PhD, University of Minnesota, 2012

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B.A. University of North Carolina, 1970
Ph.D. University of Minnesota, 1974

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B.S. State University of New York at Albany, 2000
M.S. State University of New York at Albany, 2003
Ph.D. State University of New York at Albany, 2007

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Director, Child/Adolescent Track
B.A. University of Notre Dame, 1990
M.A. Arizona State University, 1993
Ph.D. Arizona State University, 1997

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B.S. Virginia Polytechnic Inst. & State University, 1996
M.S. University of Memphis, 2000
Ph.D. University of Memphis, 2003

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B.A. University of New Orleans, 1987
M.A. West Virginia University, 1990
Ph.D. West Virginia University, 1993

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B.A. University of Redlands, 1989
M.A. Seattle University, 1993
Ph.D. Pacific Graduate School of Psychology, Palo Alto, 1999

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B.A. Western Washington University, 1998
M.S. Pacific University, 2003
Psy.D. Pacific University, 2006

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B.A. Eckerd College, 1975
M.S. University of Florida, 1979
Ph.D. University of Tennessee, 1985

Tamara E. Tasker, Psy.D. (2007)
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Director, Academics
B.A. Colgate University, 1994
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

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Director, Clinical Training Counseling Psychology Program
B.A. University of Alberta, 1997
M.A. University of Notre Dame, 1999
Ph.D. University of Notre Dame, 2004

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Professor Professional Psychology
Director, Ph.D. Program Clinical Psychology
B.S. University of California, Davis,1982
M.A., San Diego State University, 1986
M.A. University of Colorado, Boulder, 1989
Ph.D. University of Colorado, Boulder, 1992

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B.S. Universidad Latina de Costa Rica, 2003
M.S. University of Idaho, 2006
Ph.D. University of Alaska, 2013

FACULTY EMERITI

Donald K. Fromme, Ph.D. (1992)
Faculty Emeritus/Professor Professional Psychology
B.M., Boston University, 1961
Ph.D. University of Iowa, 1966

Michel Hersen, Ph.D., ABPP (1997)
Professor and Dean Emeritus/Professional Psychology
B.A. Queens College, 1961
M.A. Hofstra University, 1963
Ph.D. State University of New York at Buffalo, 1966

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B.S. University of Illinois, 1969
M.A. University of Maryland, 1975
Ph.D. Counseling Psychology, University of Maryland, 1978

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSYD)

Pacific University's School of Professional Psychology PsyD Program in Clinical Psychology requires five years of full-time study and clinical work leading to the Doctor of Psychology (PsyD) degree.

The cutting-edge curriculum emphasizes the development of critical thinking and lifelong learning as well as the knowledge and skills necessary for competent, successful, and ethical practice. Students are exposed to a broad, flexible model of practice including new service delivery models, which reflect changing needs and opportunities for professional psychologists. Included is careful attention to the business and administrative aspects of the profession. Graduates are prepared to enter the process of licensure as doctoral level psychologists. They are employed in a very wide variety of clinical and institutional settings in addition to independent and consultative practice.

TRACKS

Although it is the purpose of the curriculum to provide a generalist education, students may choose to focus elective course work and some of their clinical experience in areas of emphasis in professional psychology. Tracks within the generalist program provide students with a way to cluster their training through a defined curriculum, programs of research, and clinical practica that solidify core knowledge in the various areas of concentration. Tracks include:

- Neuropsychology
- Child and Adolescent Psychology
- Forensic Psychology
- Health Psychology
- Latino- Bilingual Psychology

Application for most tracks takes place during the first year of study. Some tracks accept applications from advanced students.

CURRICULAR COMPONENTS

Coursework and Practica
The first four years of study for full-time students consist of required courses, elective courses, and practica.

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse presenting problems and populations, and to prepare for more substantial responsibilities required during internship. Practicum training is a prerequisite to internship. Each student completes 6 terms (24 credits) of practica. The practicum experience includes a minimum of 500 training hours per year, of which approximately 50% (and ideally 75%) are spent in direct service; the remainder is dedicated to supervision, training activities, and administrative or clerical duties. Training entails integration of theoretical knowledge through its application in clinical practice. The experience includes supervised practice in the application of professional psychological competencies with a range of client populations, age groups, problems and service settings. Practicum training takes place at the Pacific Psychology Clinics in Hillsboro and Portland, and numerous community placements. Practicum experience begins in the first semester of the second year.

Diversity Training
The School of Professional Psychology sponsors an annual Diversity Day that is attended by the entire school. The day offers academic, scholarly, experiential and social activities. A group of faculty and students are responsible for planning each year's activities. Students in SPP's doctoral programs must attend two Diversity Day events as a non-credit degree requirement, although they may choose to attend more than two.

Interprofessional Training.
All first year students take a two-semester course (0.50 credits per semester) in interprofessional clinical concepts. This course is administered by the College of Health Professions and includes a public service component.

Dissertation
As evidence of scholarly competence, students complete a major work that represents an original contribution to research or practice in professional psychology. In keeping with the practitioner-scholar model of the PsyD Program in Clinical Psychology, dissertations are not confined to experimental study designs, but may utilize a variety of formats. Students begin work on the dissertation project in their 2nd year. The completed dissertation is defended in a public oral examination. The dissertation requirement typically is fulfilled after advancement to doctoral candidacy and before the internship.

Internship
The Clinical Psychology Internship is the capstone of the doctoral programs. It is among the last major tasks undertaken by the student prior to graduation and represents a significant commitment of time and effort. The internship begins after practicum training is completed, after advancement to doctoral candidacy, and after defense of the dissertation proposal.

The internship provides an opportunity to use and refine clinical skills and knowledge developed during the course of the program as well as to consolidate a professional identity.

Internship placements exist in a variety of outpatient or inpatient settings throughout the United States and Canada. Internship training must occur at an approved site, and all internship settings used by students must be funded, meet APPIC criteria, and be approved by the Director of Clinical Training prior to formal application. Approved internship settings include all American Psychological Association (APA) and Canadian Psychological Association (CPA) accredited sites, and all sites listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Directory, as well as other selected sites that have been specifically approved by SPP. Most internship applications are due in November, December, or January, and offers are made in February for placements that begin the following Fall.

DEGREE REQUIREMENTS

Students entering the program with an approved Master's degree may request transfer of credit for certain coursework. See the PsyD Student Handbook for further details.

Students entering the PsyD Program in Clinical Psychology without an approved Master's degree must complete requirements for the Master of Arts in Clinical Psychology before they may take the competency examination, defend their dissertation, or apply for internship. The Master of Arts in Clinical Psychology and Doctor of Psychology degrees typically can be completed in five years of full-time study, with four years devoted to coursework and practicum and one year designated for the internship. Students earn the M.A. upon completion of the 65 credits designated for this degree.

- 137 credits
- Completion of required and elective courses (see below)
- Completion of M.A. in Clinical Psychology
- Successful completion of three terms each of Practicum I and Practicum II (24 credits total), with a minimum of 16 hours of clinical work per week
- A minimum of 1,500 training hours of internship (either full-time supervised clinical experience for one calendar year, or a comparable half-time supervised clinical experience for two consecutive years)
- Successful defense and approval of a dissertation
- Attendance at two Diversity Day events
- Successfully complete the Interprofessional Competence sequence
- Attend at least four Interprofessional Case Conferences

The Generalist Doctoral Curriculum

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs. For those students who pursue a track in addition to generalist training, there will be some modifications of the overall curriculum.

Fundamental Coursework (11 credits)
GPSY725 Basic Clinical Skills (3cr)*
GPSY735 Clinical Skills Lab (1 cr)*
GPSY729 Treatment Planning & Interventions (3 cr)*
GPSY739 Treatment Planning & Interventions Lab (1 cr)*
GPSY775 Professional Communication (3 cr) *

Breadth of Scientific Psychology (18 credits)
GPSY720 Psychometrics (3 cr) *
GPSY800 History & Systems (3 cr)*
GPSY802 Advanced Lifespan Psychology (3 cr)*
GPSY807 Cognitive/Affective Bases of Behavior (3 cr)*
GPSY811 Biological Bases of Behavior (3 cr)*
GPSY813 Individual/Social Bases of Behavior (3 cr)*

Human Diversity Sequence (7 credits)
GPSY814 Human Diversity (3 cr)*
GPSY819 Human Diversity Lab (1 cr)*
Approved Human Diversity Elective (3 cr)
2 non-credit Diversity Day events

Assessment Sequence (10 credits)
GPSY820 Psychopathology & Diagnostic Process (3 cr)*
GPSY821 Cognitive Assessment (3 cr)*
GPSY822 Personality Assessment (3 cr)*
GPSY833 Assessment Lab (1 cr)*

Health Service Sequence (10 credits)
CHP510/511 Interprofessional Competence (0.5 credits x 2 terms = 1 credit)*
GPSY847 Treatment of Chemical Dependency (3 cr)
GPSY850 Health Psychology (3 cr)
GPSY851 Psychopharmacology (3 cr)

Professional Sequence (12 credits)
GPSY831 Clinical Supervision (3 cr)
GPSY870 Ethics & Professional Issues (3 cr)*
GPSY876 Business of Psychology (3 cr)
GPSY879 Professional Roles (3 cr)
4 non-credit Interprofessional Case Conferences

Research Sequence (21 credits)
GPSY880 Statistics & Research Design I (3 cr)*
GPSY881 Statistics & Research Design II (3 cr)*
Approved Research Elective (3 cr)
GPSY864-869 Dissertation I-VI (2 credits x 6 terms =12 cr)

Supervised Clinical Experience (30 credits)
GPSY887 Practicum I (4 credits x 3 terms)*
GPSY888 Practicum II (4 credits x 3 terms)
GPSY890 Internship (2 credits x 3 terms)

Free Electives (18 credits)

TOTAL credits required: 137
*Credits required for the M.A. degree: 65

Examinations

- Clinical Competency Examination
- Dissertation Defense

ADMISSION

The PsyD Program in Clinical Psychology seeks students who evince both academic aptitude and personal qualities that will enable them to develop personally and professionally into effective psychologists (e.g., the ability to accept feedback and think critically). Students of all ages and social backgrounds have been successful in our programs. Although granting a master's degree on the path to the doctorate, the PsyD Program is intended and designed for students who seek to obtain the doctorate as the terminal degree.

Applications for the PsyD Program in Clinical Psychology are considered for Fall term entry only. The deadline for application is in early January. To request materials, select your program of interest at the "Program Admissions" page: http://www.pacificu.edu/spp/admissions/index.cfm. A personal interview is required for all finalists who apply to the program.

For questions about the admissions process or to make an appointment for a campus visit, contact gradadmissions@pacificu.edu.

Prerequisites

- A bachelor's degree from a regionally accredited college or university. A grade point average (GPA) of at least 3.4 during the last 2 years is desirable.
- The General Graduate Record Examination (GRE) taken within 5 years of application. Desirable minimum scores are a total of 1100 for the verbal and quantitative portions of the general exam (in the 150s for both verbal and quantitative with the new scoring). Analytic Writing scores should be at least at the 50th percentile (4.0 or higher with the new scoring).

- A strong undergraduate background in psychology. Applicants do not need to have majored in psychology.
    - One math-based statistics course is required.
    - Abnormal Psychology is required.
- In addition, 2 of the following 6 courses are required as preparation for work at the graduate level:
    - Introduction to Psychology
    - Personality Theory
    - Developmental Psychology
    - Experimental Psychology
    - Physiological Psychology
    - Social Psychology

Applicants may be admitted with pre-requisite courses in progress. All prerequisite courses must be completed with passing grades of "B" or higher before an admitted student can matriculate into the program, however.

Applicants may further demonstrate their knowledge by submitting scores for the optional Psychology Subject test of the GRE. Note that this portion of the GRE is administered only by paper exam. It should be taken no later than October for results to be available by the application deadline.
Applicants applying with a Master's Degree may request to transfer in coursework meeting certain requirements (see Student Handbook for more details). Certain PsyD course requirements may be adjusted based upon Master's training; however time to completion is not expected to change.

Equivalence of Counseling Psychology Courses and Clinical Psychology Courses

The Counseling Psychology program, housed within the School of Professional Psychology, offers courses that are considered the equivalent of certain clinical psychology courses. Students who complete the Master of Arts in Counseling Psychology and are admitted to the PsyD Program in Clinical Psychology will be allowed to use certain Counseling Psychology courses toward fulfilling the PsyD requirements.

Additional Requirements for International Applicants

The Test of English as a Foreign Language (TOEFL) is required for those for whom English is not the native language. Minimum score for paper test is 600; computer test, 250, internet test 100.

Applicants who attended a non-US or non-Canadian college, university, or graduate school must provide a course-by-course evaluation of all international college and university transcripts. Several third party organizations provide this service; WES (World Education Services – www.wes.org) is preferred by Pacific. The credentials evaluation must be received in our Admissions office by the application deadline to ensure consideration of your application.

POLICIES SPECIFIC TO THE DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM

Scheduling the Defense
The final dissertation defense may not be scheduled or conducted until successful completion of the competency examination. Students must earn a passing grade (A or B) in GPSY 866 Dissertation III (i.e., defend the dissertation proposal successfully) before being approved to apply for internship

Students should be advised that it is very difficult to complete the dissertation requirement during a full-time internship. Students who are planning to take a full-time internship are advised to plan on completing their dissertation, including the public oral defense, prior to embarking on their internship.

Internships

Students may be recommended for internship upon:
- satisfactory completion of the M.A. degree requirements (not applicable to students admitted with an approved master's degree)
- satisfactory completion of Practicum I and Practicum II
- successful passing of the Clinical Competency Examination
- successful defense of the dissertation proposal
- "Outstanding", "satisfactory" or "acceptable with concerns" standing in the program. Students who are on probation or warning will not be approved to apply for internships.

Advancement to Candidacy for the PsyD Degree
Advancement to candidacy signifies that the student is ready for doctoral-level clinical training. To be advanced to candidacy for the PsyD degree, students must have successfully completed:

- All master's degree course requirements
- 1 year of practicum training
- Dissertation proposal defense

Clinical Competency Examination
Students must sign up to take the competency examination no later than the academic year prior to the internship. The competency examination must be successfully completed before applying for internship and for graduation.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Available to PsyD students only

DEGREE REQUIREMENTS

Students must be enrolled in the PsyD Program in Clinical Psychology and must meet all prerequisite course requirements that were in effect at the time of initial enrollment. The MA is earned while studying for the PsyD degree and is not designed as a stand-alone program.

Students must earn a minimum of 65 credits while in good standing. These credits must include, in addition to any required prerequisites, the following:

- GPSY 887: Three terms of Practicum I (12 credits)
- GPSY 725 & 735: Basic Clinical Skills (course and lab, 4 credits)
- GPSY 729 & 739: Treatment Planning & Interventions (course and lab, 4 credits)
- GPSY 820: Psychopathology and Diagnostic Process (3 credits)
- GPSY 821 & 822: Cognitive Assessment & Personality Assessment (6 credits)
- GPSY 833: Assessment Lab (1 credit)
- GPSY 814 & 819: Human Diversity (course and lab, 4 credits)
- GPSY 870: Ethics and Professional Issues (3 credits)
- GPSY 775: Professional Communication (3 credits)
- GPSY 720: Psychometrics (3 credits)
- GPSY 800: History & Systems (3 credits)
- GPSY 802: Advanced Lifespan Psychology (3 credits)
- GPSY 807: Cognitive/Affective Bases of Behavior (3 credits)
- GPSY 811: Biological Bases of Behavior (3 credits)
- GPSY 813: Individual/Social Bases of Behavior (3 credits)
- GPSY 880 & 881: Statistics & Research Design I & II (6 credits)
- CHP 510 & 511: Interprofessional Competence: Theory & Practice (1 credit total)

All requirements must be completed within three (3) years of matriculation.

Students must complete the requirements for the MA degree before they take the competency examination or apply for internship.

It is the student's responsibility to apply for the degree with the Registrar's Office upon anticipation of completion of requirements by the end of the academic term. Specific deadlines apply; see the beginning of this catalog for details.

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (PHD)

The PhD Program in Clinical Psychology at Pacific University adheres to a *scientist-practitioner* model. Students are trained to integrate the science and practice of psychology by completing specific requirements in didactic instruction, empirical research, and experiential practica. Graduates are capable of functioning as scientists and practitioners, but are trained with a particular emphasis on research and academic aspects of psychology. Consistent with the *essential competencies* identified by the American Psychological Association with regard to innovative psychological practices that meet future needs of clients and communities, students are trained to administer programs and evaluate outcomes, to develop innovative interventions, to be competent supervisors and consultants, and to function effectively in integrated healthcare settings. Although the program is generalist in breadth, students receive training in research and clinical aspects of integrative and integrated healthcare, including training in the research and practice of mindfulness and neurobehavioral factors associated with psychological concerns.

CURRICULAR COMPONENTS

Overview

The curriculum plan emanates from the primary goal of the PhD Program in Clinical Psychology, which is to produce graduates who contribute to the scientific base of clinical psychology, are skilled in creating, researching, and implementing evidence-based practices across diverse populations, and are prepared to function as 21st century clinical psychologists.

Practica

Each student is required to complete a minimum of two years of clinical practicum training. Each practicum experience includes 500 training hours per year, including provision of direct clinical services (e.g., assessment and psychotherapy), supervision, and other clinically relevant experiences. Training helps students integrate theoretical knowledge and research activity with clinical application, and supervised practice experience with a range of client populations and clinical problems will be gained. The PhD Program in Clinical Psychology emphasizes evidenced-based practice, and students gain didactic and experientially-based training in these techniques. As a *scientist-practitioner* program, the course of study trains students to integrate research interests with clinical work. This process is navigated through close mentorship guidance from a primary advisor.

Interprofessional Training

All first year students take a two-semester course (0.50 credits per semester) in interprofessional clinical concepts. This course is administered by the College of Health Professions and includes a public service component.

Research

In the scientist-practitioner model, research training is an integral part of the education of clinical psychologists. In addition to the master's project and dissertation, clinical students are expected to be involved in research activity under the direction of a faculty member during each semester in residence. Clinical psychology Ph.D. students are expected to present their research at scientific meetings and to submit their research for publication. These research endeavors are an important part of graduate training and professional development.

Diversity Training

The School of Professional Psychology sponsors an annual Diversity Day that is attended by the entire school. The day offers academic, scholarly, experiential and social activities. A group of faculty and students are responsible for planning each year's activities. Students in SPP's doctoral programs must attend two Diversity Day events as a non-credit degree requirement, although they may choose to attend more than two.

Internship

The clinical psychology internship is the culminating experience of the PhD Program in Clinical Psychology. It is among the last major tasks undertaken by students prior to graduation and represents a significant commitment of time and effort. The internship provides opportunity to use and refine clinical skills and knowledge and to consolidate one's professional identity.

The internship requires either full-time supervised clinical experience for one calendar year or a comparable halftime supervised clinical experience for two consecutive years. Internship training must occur at a site that is APA or CPA accredited or meets Association of Psychology Postdoctoral and Internship Center (APPIC) criteria. Students apply for internships through the APPIC match procedure.

DEGREE REQUIREMENTS

Students entering the PhD Program in Clinical Psychology without an approved master's degree must complete requirements for the Master of Science (MS) in Clinical Psychology within two years of starting the PhD program. The MS and PhD degrees can be completed in five years of full-time study, with four years devoted to coursework and practicum and one year designated for pre-doctoral internship. Students earn the MS upon completion of the 72 credits designated for this degree, including a thesis. Some students entering the clinical psychology PhD program at Pacific University may have completed a master's degree at another institution. If the master's degree program did not require an empirical thesis, students must complete a thesis in our program (and, as result, a second master's degree). If the master's degree program required an empirical thesis, the thesis requirement in this program may be waived if the following criteria are met:

1. The thesis was part of a master's degree in psychology or a closely related field.
2. The project utilized rigorous quantitative or qualitative research methodology (as opposed to a literature review or term paper).
3. Following a review by the student's major advisor and the program director, the final document is determined to be comparable to our program's thesis requirement.

Students may transfer a maximum of 15 semester credits of graduate coursework and 12 credits of thesis work toward the Ph.D. Program requirements. It is possible, but not guaranteed, that a student who enters the program with an approved thesis and relevant coursework could complete requirements for the PhD in four years of full-time study, with three years devoted to coursework and practicum and one year designated for the pre-doctoral internship. Upon matriculation, such a course of study would require approval of the PhD faculty, in consultation with the Director of Academics and Director of Clinical Training.

The degree requirements emanate from the primary goals of the PhD Program in Clinical Psychology. The program ensures that graduates have obtained the full range of training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists. Requirements in the program include the following:

- Successful proposal and defense of thesis research
- Successful proposal and defense of dissertation research
- Successful completion of the Comprehensive Competency portfolio
- Successful completion of a 1,500 hour pre-doctoral internship
- Coursework: Students must complete, with a grade of B or better, 24 required courses (for a total of 61 credits), 24 credits of Practicum, 12 credits of thesis, 18 credits of dissertation, 6 credits of pre-doctoral internship, and 2 credits of electives. Students must accumulate a minimum of 123 credits to graduate and must have completed all required coursework. The following are required courses for the clinical psychology Ph.D. program:

Breadth of Scientific Psychology (18 cr):

GPSY 800 History & Systems (3 cr)
GPSY 802 Advanced Lifespan Psychology (3 cr)
GPSY 807 Cognitive/Affective Bases of Behavior (3 cr)
GPSY 811 Biological Bases of Behavior (3 cr)
GPSY 813 Individual/Social Bases of Behavior (3 cr)
GPSY 951 Neuropsychopharmacology (3 cr)

Diagnostics and Assessment (9 cr):

GPSY 921 Clinical Assessment I (3 cr)
GPSY 922 Clinical Assessment II (3 cr)
GPSY 820 Psychopathology & Diagnostic Process (3)

Theoretical Bases of Practice (7 cr):

GPSY 725 Basic Clinical Skills (3 cr)
GPSY 735 Clinical Skills Lab (1)
GPSY 722 Evidence-Based Practice (3 cr)

Health Service and Professional Development (16-17 cr):

GPSY 870 Ethics & Professional Issues (3 cr)
GPSY 873 Supervision Practicum (1 cr)
CHP 510/511 Interprofessional Competence: Theory & Practice I & II (1 cr total)
GPSY 902 Self-Care & the Science and Practice of Mindfulness (3 cr)
GPSY 940 Role of Psychologist in Integrated Healthcare (3 cr)
GPSY 863 Program Evaluation (3 cr)
CHP Elective (2 cr)
GPSY 990 Seminar in Teaching of Psychology (1 cr; only required when student is the instructor of record for a course)

Research Methods and Data Analysis (39 cr):

GPSY 980 Advanced Statistics in Psychology I (3 cr)
GPSY 981 Advanced Statistics in Psychology II (3 cr)
GPSY 982 Research Design & Methodology (3 cr)
GPSY 920 Thesis (12 cr)
GPSY 970 Dissertation (18 cr)

Practice of Psychology (30 cr):

GPSY 887 Practicum I (4 cr x 3 terms)
GPSY 888 Practicum II (4 cr x 3 terms)
GPSY 890 Internship (2 cr x 3 terms)

Individual Differences/Human Diversity (4 cr):

GPSY 814 Human Diversity (3 cr)
GPSY 819 Human Diversity Lab (1 cr)

*Please note that students enrolled in the PhD program have a number of potential elective courses to choose from; however, Ph.D. students do **not** specialize in one of the five tracks outlined in the PsyD program section.

ADMISSION

Ideal candidates for the Ph.D. program will have experience in research (e.g., as a research assistant, honors or masters theses, etc.), a passion for applying research methods to clinical topics and issues, and interests that match the research activities of our faculty. We seek students with both the academic aptitude and personal qualities that will enable them to develop personally and professionally into effective psychologists.

The application deadline for the once-per-year fall admission is in January. Applications received after the deadline may be considered. **A personal interview is required for all finalists who apply to the program.**

Requirements for Admission

- Satisfactory Completion of a Bachelor's Degree (GPA of at least 3.3 is desirable)
- A strong undergraduate background in psychology. Applicants do not need to have majored in psychology; however, they are required to have taken and passed the following three courses with a grade of B or better:
    - One course in a math-based statistics course.
    - A psychology methodology course.
    - Abnormal Psychology.
- The following courses are recommended as preparation for work at the Ph.D. level:
    - Introduction to Psychology
    - Personality Theory
    - Developmental Psychology
    - Experimental Psychology
    - Physiological Psychology
    - Social Psychology

Applicants may be admitted with pre-requisite courses in progress. All prerequisite courses must be completed with passing grades of “B” or higher before an admitted student can matriculate into the program, however.

- General Graduate Record Examination
    - All applicants, even those with a Master's degree, must submit GRE scores.
    - The General Graduate Record Examination (GRE) must be taken within 5 years prior to application.
    - The school code for Pacific University is R4601; there is no department code.
    - The Psychology Subject Test is not required.
- Other Required Materials
- Official transcripts from all previous institutions attended
- CV
- Ph.D. applicant evaluation forms and letters of recommendation from three references
- Completed essay questions from the application packet
- Completed GPA calculations from the application packet

International Students

- The Test of English as a Foreign Language (TOEFL) is required for those for whom English is not the native language. Minimum score for paper test is 600; computer test, 250, internet test 100.
- If you attended a non-US or non-Canadian college, university, or graduate school, a course-by-course evaluation of your international college and university transcripts is required. Several third party organizations provide this service to international students, but we prefer WES (World Education Services). The credentials evaluation must be received in our Admissions office by the application deadline to ensure consideration of your application.

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

Available to PhD students only

Students must be enrolled in the PhD Program in Clinical Psychology and must meet all prerequisite course requirements that were in effect at the time of initial enrollment. The MS is earned while studying for the PhD degree and is not designed as a stand-alone program. Students interested in completing their education with a master’s degree should apply to the Applied Psychological Science Master’s program.

DEGREE REQUIREMENTS

The following courses are required for the MS degree. Students must earn a minimum of 72 credits while in good standing. Typically, they will comprise the first two years of the PhD program curriculum.

GPSY 725	Basic Clinical Skills (3 cr)
GPSY 735	Clinical Skills Lab (1)
GPSY 722	Evidence-Based Practice (3 cr)
GPSY 800	History & Systems (3 cr)
GPSY 802	Advanced Lifespan Psychology (3 cr)
GPSY 807	Cognitive/Affective Bases of Behavior (3 cr)
GPSY 811	Biological Bases of Behavior (3 cr)
GPSY 813	Individual/Social Bases of Behavior (3 cr)
GPSY 814	Human Diversity (3 cr)
GPSY 819	Human Diversity Lab (1 cr)
GPSY 921	Clinical Assessment I (3 cr)
GPSY 922	Clinical Assessment II (3 cr)
GPSY 820	Psychopathology & Diagnostic Process (3)
GPSY 870	Ethics & Professional Issues (3 cr)
GPSY 980	Advanced Statistics in Psychology I (3 cr)
GPSY 981	Advanced Statistics in Psychology II (3 cr)
GPSY 982	Research Design & Methodology (3 cr)
GPSY 887	Practicum I (4 cr x 3 terms)
GPSY 920	Thesis (12 cr)
CHP 510/511	Interprofessional Competence: Theory & Practice I & II (1 cr total)

All requirements must be completed within 3 years of initial enrollment.

It is the student's responsibility to apply for the degree with the Registrar's Office upon anticipation of completion of requirements by the end of the academic term. Specific deadlines apply; see the beginning of this catalog for details.

MASTER OF ARTS / SCIENCE IN APPLIED PSYCHOLOGICAL SCIENCE

Overview of the Applied Psychological Science Program

The goal of the Master's Program in Applied Psychological Science is to foster learning of and competence in skills necessary to function as a responsible and ethical professional within various settings. In two years, students will gain expertise regarding the influence of biological, social, emotional, cognitive, and behavioral factors on psychological phenomena. Emphasis is placed on the development of a strong theoretical foundation and on statistical and methodological skills that can be employed in a number of applied settings.

This program is designed to prepare students for employment as non-licensed professionals or for further training in psychology at the doctoral level. The program may prepare students to work in clinical settings that seek qualified mental health professionals who do not require a license to perform the work. Graduates will have the flexibility to work in many different positions, for example: Employment counselor, Psychiatric technician, Research analyst, Group home coordinator, Market researcher, and more. Students with a Master's degree are often preferred for both employment and in application for doctoral degrees.

DEGREE REQUIREMENTS

The APS program offers four specialties that allow students to emphasize coursework leading to their desired careers in psychology: Psychological Research, Health Service Psychology, Organizational Consulting, and Clinical Psychology. These specialties share a common core of classes and are augmented by a set of specialty-specific courses and open elective offerings for each.

In addition to enhancing employment opportunities for students to work in applied settings at the Masters level, all specialties are designed specifically to prepare graduates for competitive applications for doctoral programs in psychology. All specialties will help students prepare for doctoral study by offering them an excellent array of what are considered the foundational science and practice courses in psychology as defined by the American Psychological Association. A master's degree is often an important step toward strengthening an application to a doctoral degree program in psychology - programs that are highly competitive and thus, are eager to recruit students with proven graduate education credentials.

Students within the Psychological Research and Organizational Consulting specialties will earn a Master of Science (MS) degree upon completion of the program requirements. Students within the Clinical Psychology and Health Service Psychology specialties will indicate at the end of their first semester which practical option they will follow, practicum or thesis. Those students who select the thesis option will earn a Master of Science (MS) degree upon completion of the program requirements. Students who select the practicum option will earn a Master of Arts (MA) degree upon completion of the program requirements.

Common Core Classes (34 Credits)

GPSY 811	Biological Bases of Behavior	3 Credits
GPSY 807	Cognitive / Affective Bases of Behavior	3 Credits
GPSY 813	Individual / Social Bases of Behavior	3 Credits
GPSY 800	History and Systems	3 Credits
GPSY 802	Advanced Lifespan Psychology	3 Credits
GPSY 814	Human Diversity	3 Credits
GPSY 720	Psychometrics	3 Credits
GPSY 581	Statistics I	3 Credits
GPSY 582	Statistics II	3 Credits
GPSY 580	Research Methods	3 Credits
GPSY 870	Ethics and Professional Issues*	3 Credits
CHP 510/511	Interprofessional Course	.5 Credits x 2 Terms

* Not taken by students within the Organizational Consulting Specialty

Additional required courses for the Psychological Research Specialty (32 Credits)

GPSY 863	Program Evaluation	3 Credits
GPSY 583	Research Lab	1 Credit x 2 Terms
GPSY 680	Thesis	4 Credits x 3 Terms

Students within the Psychological Research Specialty must also select one of the following Statistics electives:

GPSY 661	Advanced Multivariate Statistics	3 Credits
GPSY 662	Small N and Nonparametric Analyses	3 Credits
GPSY 663	Multi-Level Models	3 Credits
GPSY 666	Structural Equation Modeling	3 Credits

Students within the Psychological Research Specialty must also select one of the following Research Methods electives:

GPSY 883	Qualitative Research Methods	3 Credits
GPSY 884	Meta-Analysis	3 Credits

Students within the Psychological Research Specialty will also select nine (9) credits of free elective classes to bring their total required number of credit hours to 66.

Additional required courses for the Health Service Psychology Specialty (31 Credits)

GPSY 850	Health Psychology	3 Credits
GPSY 858	Brief Psychotherapies	3 Credits
GPSY 847	Treatment of Chemical Dependency	3 Credits
GPSY 725	Basic Clinical Skills	3 Credits
GPSY 735	Basic Clinical Skills Lab	1 Credit
GPSY 820	Psychopathology and Diagnostic Process	3 Credits
GPSY 687	Practicum (Practicum option students only)	4 Credits x 3 Terms
GPSY 680	Thesis (Thesis option students only)	4 Credits x 3 Terms

Additional required courses for the Clinical Psychology Specialty (32 Credits)

GPSY 725	Basic Clinical Skills	3 Credits
GPSY 735	Basic Clinical Skills Lab	1 Credit
GPSY 820	Psychopathology and Diagnostic Process	3 Credits
GPSY 722	Evidence-Based Practice	3 Credits
GPSY 723	Evidence-Based Practice Lab	1 Credit
GPSY 687	Practicum (Practicum option students only)	4 Credits x 3 Terms
GPSY 680	Thesis (Thesis option students only)	4 Credits x 3 Terms

Students within Clinical Psychology Specialty will also select nine (9) credits of free elective classes to bring their total required number of credit hours to 66.

Additional required courses for the Organizational Consulting Specialty (35 Credits)

GPSY 570	Organizational Behavior Theory	3 Credits
GPSY 571	The Practice of Organizational Consulting	3 Credits
GPSY 572	Leadership Development and Organizational Culture	3 Credits
GPSY 573	Legal, Ethical, and Practical Aspects of Consulting	3 Credits
GPSY 670	Organizational Assessment and Evaluation	3 Credits
GPSY 671	Organizational Interventions	3 Credits
GPSY 672	Team and Group Development	3 Credits
GPSY 688	Organizational Fieldwork	2 Credits x 3 Terms
GPSY 681	Organizational Fieldwork Practice Sample	1 Credit x 2 Terms
GPSY 863	Program Evaluation	3 Credits

Students within the Organizational Consulting Specialty will also select one free elective course (3 credits) to bring their total required number of credit hours to 66.

Practicum

A minimum 500 hour practicum in the second year is required for students in the Clinical and Health Service specialties (MA Option). This practicum may be served in a variety of settings, including sites that emphasize children or adolescents, adults and geriatric clients, employee assistance programs, as well as those offering a mix of all ages, issues, and cultures.

Organizational Fieldwork

Upon completion of appropriate prerequisite courses (generally within the first year of the program), students within the Organizational Consulting specialty are required to be placed at an Organizational Fieldwork site within the community. This fieldwork may be served in locations including small and large-scale organizational settings.

ADMISSION

Applications for the Master of Science in Applied Psychological Science are considered for Fall term entry only. The deadline for application is April 15. Applications received after the deadline are considered on a space-available basis. To request materials, select your program of interest at the "Program Admissions" page: http://www.pacificu.edu/spp/admissions/index.cfm.

For questions about the admissions process or to make an appointment for a campus visit, contact gradadmissions@pacificu.edu.

Prerequisites

A bachelor's degree from a regionally accredited college or university is required. A cumulative grade point average of 3.0 on a four-point scale is desired. Those with less than a 3.0 undergraduate GPA but show other evidence of high potential are encouraged to apply. (Applicants may demonstrate their academic potential by taking the optional Graduate Record Exam.)

In addition, students must have passed with a "C" or better a college-level Introductory Psychology Course and a Statistics course.

Recommended Courses:

- Psychology, particularly physiological psychology, social psychology, cognition, learning, personality theory, research methods and psychometrics
- Applicants may be admitted with prerequisite courses in progress. However, all prerequisite courses must be completed with passing grades of "C" or higher before matriculation into the program.
- Applicants are strongly encouraged to have some experience in a mental health, human services, or organizational setting, human resources, or a research environment.

Students who do not have the requisite GPA's, scores, or background but who show exceptional promise will be considered.

Additional Requirements for International Applicants

The Test of English as a Foreign Language (TOEFL) is required for those for whom English is not the native language. Minimum score for paper test is 600; computer test, 250, Internet test 100.

Applicants who attended a non-US or non-Canadian college, university, or graduate school must provide a course-by-course evaluation of all international college and university transcripts. Several third party organizations provide this service; WES (World Education Services – www.wes.org) is preferred by Pacific. The credentials evaluation must be received in our Admissions office by the application deadline to ensure consideration of your application.

Transfer of Credits

Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An "A" grade must have been achieved and the course instructor and the Director of Academics must determine that the content of the course (based on syllabus documentation) was appropriate through review of the Transfer of Credit Application. A maximum of 12 credits may be transferred from other schools provided these were earned after award of a bachelor's degree from an accredited program and within the four years immediately preceding matriculation to the School. Prior clinical experience and thesis work are not transferable for credit to the APS program.

POLICIES SPECIFIC TO THE MASTER OF ARTS/MASTER OF SCIENCE PROGRAM IN APPLIED PSYCHOLICAL SCIENCE

The APS Program is designed so that students will complete the required 65-66 credits (depending upon specialization) in two years. All requirements for the APS Program must be completed within four years of enrollment.

SCHOOL OF PROFESSIONAL PSYCHOLOGY POLICIES

Conduct

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current ethical guidelines and standards published by the American Psychological Association (APA), and the state and federal laws governing the conduct of psychologists. The School reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students with regard to those standards.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students must maintain good standing in the program to be eligible for, or continued on, any School administered scholarships or assistantships.

A student's academic standing may be jeopardized by any of the following:

- Indications of poor academic performance,
- Evidence of behavior that may hinder professional competence or interpersonal or professional relations,
- Insufficient progress in the development of clinical skills,
- Failure to comply with School rules or procedures, or
- Unprofessional conduct, unethical conduct, or illegal conduct.

Criminal background checks are required by the University upon matriculation into the program. This screening is required to determine the student's qualification to provide services, takes place after admission and deposit, and is at the student's expense. Felony convictions, among other violations, may jeopardize the student's ability to participate in clinical practica or to obtain a license after graduation. Prospective students are encouraged to contact their State/Provincial licensing board with questions. A criminal record may disqualify a previously admitted student. Students may also be required to undergo drug screenings or additional criminal background checks prior to a clinical practicum at the discretion of the clinical site. It is the student's responsibility to discuss any concerns with the Director of Clinical Training.

Academic Standing

Good academic standing in the School of Professional Psychology is defined as continued enrollment, satisfactory academic progress, appropriate interpersonal functioning, sound clinical skills, and appropriate professional/ethical conduct and attitudes. Students are evaluated at least annually.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such feedback, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in removal from the School.

Faculty will evaluate academic performance, clinical skills, research progress, and professional development and behaviors demonstrated in the educational environment and in clinical performance according to standards set forth in the University Catalog, the SPP Student Handbook, the Ethical Principles of Psychologists and Code of Conduct, and elsewhere.

In the case of flagrant and intentional violations of the Code of Academic Conduct, or the Ethical Principles of Psychologists and Code of Conduct a student may be removed from the School without previous warning at any time in his or her academic career.

Appeals

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that:

- there was an error in the procedure used by the faculty,
- there is new evidence sufficient to alter the decision, or
- the sanction imposed was not appropriate to the severity of the violation of professional or academic standards.

Details of professional and academic standards, evaluations procedures, and the appeals process are available in the Professional Programs Catalog, the University Student Handbook, the PsyD, PhD, and MA/MS in Applied Psychological Science Student Handbooks, and additional resources available from the school's administrative office.

Student Advisement

Upon enrollment in the program an academic advisor is assigned to each student. This person, a member of the full-time faculty, works closely with the student to provide continuity and coherence throughout the student's program. The advisor provides guidance on the educational plan and general coursework and program requirements. PsyD and PhD students work with advisors throughout the program, including the thesis, competency examination, dissertation, and internship. MA/MS students meet with their advisors on a periodic basis, or when necessary. Advising may encompass academic and professional concerns and opportunities, career questions, and other topics. Students may select a different advisor than the one assigned.

Grading

Courses, Practicum I, Practicum II, Clinical Fieldwork, Thesis, and Dissertation are graded with a letter grade and supplementary comments from the instructor. Grades used are A, B, C, and F. Students must earn “B” or better in program requirements in to continue in the program. Internship and Laboratories are graded on a Pass/No Pass basis. X is used for continuing courses; the X will turn into P or N when the course is completed.

Incomplete Grades

An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, as well as the timeline. After submission of the work, the instructor completes a Grade Change form and submits it to the Director of Academics for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar’s office.

Registration Changes

Changes in course registration (cancellations, additions, or changes in credits or audit/credit status) may be made during the first two weeks of Fall and Spring semesters. (Refer to the Student Handbook for deadlines for Summer term.) Refund of tuition will be according to the University refund policy.

Withdrawal from Courses

Students may drop a semester-long course through the 10th day of a 15-week semester without having the course appear on the transcript. After this point, and through the 10th week of the semester, students may withdraw from a course and a “W” is posted on the transcript. Withdrawals after the 10th week normally are not permitted unless approved by the Director of Academics.

Requests for changes in registration after the second week of class must be in writing and have the approval of the Director of Academics. See the program-specific Student Handbook for further details. (Refer to the Student Handbook for deadlines for Summer term.)

Continuous Enrollment/Leave of Absence

A formal leave of absence must be requested by petition for any term a student does not enroll. Students are allowed three total (consecutive or non-consecutive) leaves of absence during their matriculation. The time-to-completion deadlines for degrees (e.g., 4 years for APS, 8 years for PsyD) do not change with a leave of absence. Students with a break in enrollment of more than three consecutive terms are considered to be withdrawn from the program.

Catalog Year and Readmission

The catalog in effect at the time of a student's initial enrollment indicates the specific requirements for that student. Students leaving the program for 3 consecutive terms or more must apply for readmission to return, and would re-enter the program under the requirements in effect at the time of readmission.

A brief Application for Readmission form is available in the Program Office. This, along with official transcripts from all colleges attended during the absence from Pacific must be submitted to the Program Director (PsyD, PhD, or MA/MS program).

Time to Complete Degree

PsyD and PhD students must complete all degree requirements within 8 years of enrollment. Students entering with aan approved Master's Degree and transferred Thesis requirement have 7 years from matriculation to complete PhD degree requirements.

Students must complete all degree requirements for the Master of Arts/Master of Science in Clinical Psychology within 3 years of initial enrollment. All requirements for the Master of Arts/Master of Science degree in Applied Psychological Science must be completed within four years of initial enrollment.

Academic Year

The academic year, comprised of two 15-week semesters and one 12-week term, begins in late August and continues through July. Required courses are typically offered one time per year; elective courses may be offered alternate years. Both clinical and required courses continue through the Summer term.

Transfer Credit

Students may apply to transfer credits earned for graduate work in psychology taken at a regionally accredited college or university after the awarding of the bachelor's degree if the course is equivalent to a course in the program of matriculation. The instructor of the equivalent course and the Director of Academics will evaluate the syllabus documentation to determine whether credit will be awarded. An "A" grade must have been earned; in no case will credit be given for work that has not been graded or formally evaluated. In cases of courses graded on a Pass/No Pass system, course performance will be carefully evaluated.

For the PsyD Program a maximum of 21 course credits may be transferred. For the PhD Program, 15 credits of coursework may be transferred, and 12 credits of Thesis may be transferred, for a total of 27 credits. All credits must have been taken within the four years immediately preceding admission to the School. For the Master's in Applied Psychological Science Program, the same requirements apply, but a maximum of 12 credits may be transferred.

Practicum and internship credits are not transferable, and the Thesis may be transferred in the PhD program with approval.

Credit Load

Full-time enrollment is defined as 9-18.5 hours per term. Students must maintain a minimum enrollment of six credits per term. Permission by petition is required for enrollment of fewer than six credits except for dissertation and internship enrollment. Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment. A leave of absence must be requested, by petition, if a student does not maintain continuous enrollment.

Part-time study is discouraged. Part-time students should be aware that completing program requirements while maintaining full-time employment during the whole course of study would be extremely difficult.

TUITION & FEES

Tuition for students in the PsyD and PhD programs

Annual:	$30,927
Fall Semester 2014, Spring Semester 2015, & Summer Term 2015	
Semester:	$10,309
Part-time, per credit:	$937

Tuition for students in the Master of Arts (Counseling Psychology) and MA/MS (APS) programs

Fall Semester 2014, Spring Semester 2015 & Summer Term 2015	
Annual	$22,962
Semester	$7,654
Part-time, per credit	$930

Students enrolled for 9-18.5 credits are charged full-time tuition. Students enrolled for more than 18.5 credits are charged the full-time rate plus the per credit rate for each credit over 18.5. Students enrolled in fewer than 9 credits are charged the per credit rate.

Program Fees

Clinical Programs one-time fees

Clinical Competency Examination Fee:	$75
Dissertation Fee:	$75

All Program Annual Fee

E*Value database:	$150

FINANCIAL AID

Graduate Assistantships

Outstanding applicants to the MA/MS (APS) and PsyD Programs may be offered Graduate Assistantships with admission. These positions offer an opportunity to work directly with a full-time faculty member of the School. A payment of $3,000 per year is offered.

Teaching Assistantships

Returning students in the PsyD and PhD Programs in Clinical Psychology and in the MA/MS Program in Applied Psychological Science may apply for positions to assist course instructors in preparation of course materials and in facilitation of course mastery by students. A payment of $1,200 per course is offered.

Research Assistantships

All students in their first and second year in the PhD Program in Clinical Psychology receive Research Assistantships of $5,000 per year. Students are assigned to a faculty member who oversees the assistantship, and for whom they work up to 7 hours per week during the 11-month academic year. This award is contingent upon maintaining good academic standing and doing quality work as judged by the respective faculty member.

Service Scholarships

Applicants to the PsyD Program in Clinical Psychology may apply for multi-year Service Scholarships, which are awarded at the time of formal notification of admission. These scholarships are initially typically in the amount of $3,000-$4,000 per year and are for a 3-year period. Returning students may apply for 1-year Service Scholarships.

CALENDAR

http://www.pacificu.edu/spp/academic-calendar.cfm

COURSES

CPSY-500 Accelerated General Psychology

Serves as an accelerated introduction to the field of psychology. The content includes those areas most needed by a prospective graduate student in counseling psychology, including: scientific methods in psychology, learning theories, memory and cognition, neuroanatomy and psychophysiology, motivation and emotion, personality and psychopathology. Other topics may be covered at the discretion of the instructor. The course also includes an introduction to reading and writing psychological literature and the analysis of psychological phenomena. Credit may not be used to fulfill degree requirements. 4 credits.

CPSY-501 Human Growth and Development

Considers development and socialization across the lifespan. Particular attention is accorded to how developmental issues at varying levels impact the counseling process. 3 credits.

CPSY-502 Assessment of Individuals
Taken in conjunction with CPSY 505. Theory and practice of various aspects of the process of assessing clinical problems. Information is covered regarding intake interviewing, structured interviewing, and diagnosis and treatment planning. Additionally, course involves a description of a variety of strategies (self-report, observational, objective) used in evaluating individuals. 3 credits.

CPSY-503 Professional Orientation
Considers standards of counseling practice, ethical and professional issues, mental health statutes, interaction with other helping professions, referrals, and consultation. Discussion of the role of managed care, social and political factors impacting on practice. 3 credits.

CPSY-504 Interviewing and Counseling Skills
Taken in conjunction with CPSY 506. Introduction to communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, non-judgmental attitude, reflecting, facilitation of client self-exploration, behavior monitoring, interpretation, and extracting relevant clinical information. Role playing will be used extensively as a teaching tool. 3 credits.

CPSY-505 Individual Assessment Lab
Taken in conjunction with CPSY 502. Assessment of Individuals, except with consent of instructor. Provides an opportunity for students to implement assessment strategies learned in Assessment of Individuals. Emphasis is placed on experiential learning opportunities and constructive feedback regarding assessment skills. Pass/No Pass. 1 credit.

CPSY-506 Interviewing & Counseling Skills Lab
Taken in conjunction with CPSY 504. Practical experience in using interviewing and counseling skills. Taken concurrently with CPSY 504 Interviewing and Counseling Skills, except with consent of instructor. Pass/No Pass. 1 credit.

CPSY-510 Social & Cultural Foundations
Examines social and cultural determinants of behavior, with particular relevance to the counseling process. Also considers services and service-delivery to underserved populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. 3 credits.

CPSY-512 Helping Relationships
Introduction to the development, maintenance, and termination of the therapeutic relationship. Basic counseling skills such as listening, empathy, observation, and therapist self-care will be addressed. 3 credits.

CPSY-521 Research Methods
Considers scientific method, hypothesis generation, experimental and quasi-experimental design, single subject designs, reliability, and validity. Emphasis is on how research methods relate to accountability in practice. Both quantitative and qualitative approaches will be covered. 3 credits.

CPSY-531 Career & Lifestyle Development
Evaluates theoretical underpinnings of career and lifestyle choice. Examines the complexities of career and lifestyle methods to guide clients in making choices. Development issues across the career span including early socialization, mentoring, role changes, and values across cultures are included. 3 credits.

CPSY-535 Group Dynamics
Considers group counseling approaches and models; issues of group issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to specific goals and counseling methods to facilitate group cohesion and growth. 3 credits.

CPSY-541 Psychoactive Substances
Introduces psychopharmacology of legal and illegal substances, assessment and treatment of abuse. 3 credits.

CPSY-550 Intro to Professional Participation
Minimum of 20 hours per semester volunteer experience in a facility or program approved by advisor. Repeated three times, normally in the first year. Pass/No Pass. 1 credit.

CPSY-555 Special Topics/Independent Study
See department for details. **Credits: 1.00 - 12.00**

CPSY-564 Child Roles & Contexts
Covers the impact of child and adolescent interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, school, and peers. Positive approaches to behavioral counseling for children and families, and consultation with schools. 3 credits.

CPSY-565 Adult Roles & Contexts
Covers the impact of adult interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, couples, caregiving. Positive approaches to behavioral counseling for adults, families, and couples are emphasized. 3 credits.

CPSY-571 Organizational Behavior I
Organizational Psychology. Considers the theory of organizational systems, organizational design, technology, motivation, leadership, culture and climate, and social relationships. 3 credits.

CPSY-572 Organizational Behavior II
Individual Problems and Interventions. Identifying and changing individual performance problems in organizations. Includes performance appraisal and feedback, training, performance management and engineering, disabilities, job design, stress reduction, and other practices. 3 credits.

CPSY-573 Organizational Behavior III
Organizational Problems and Interventions. Working with entire organizational units to change culture, attitudes, norms, and other factors to make organizations more productive and better places to work. 3 credits.

CPSY-580 Theory Evidence-Based Counseling: Child
Covers theoretical models underlying evidence-based practices in counseling with children and adolescents. Primary emphasis is on behavioral, cognitive-behavioral, and family theories of assessment and treatment. 3 credits.

CPSY-581 Theory Evidence-Based Counseling: Adult
Covers theoretical models underlying evidence-based practices in counseling with adults. Primary emphasis is on behavioral, cognitive-behavioral, and mindfulness-based theories of assessment and treatment. 3 credits.

CPSY-582 Applied Evidence-Based Counseling: Child
Specific emphasis on assessment and evidence-based treatment of children and adolescents. Course material covers a wide variety of child and adolescent disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits.

CPSY-583 Applied Evidence-Based Counseling: Adult
Specific emphasis on assessment and evidence-based treatment of adults and older adults. Course material covers a wide variety of adult disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits.

CPSY-590 Internship
Total of 600 hours, across the three practica in preparation for supervised practice post-masters graduation. Of the 600 hours, approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of practica are served in agencies approved by the Director of the Program in consultation with the Coordinator of Clinical Training at SPP. The primary objective is to enable the student to practice, under supervision, counseling and assessment skills, with a variety of populations. Pass/No Pass. 5 credits.

CPSY-591 Organizational Fieldwork
Total of 100 hours across two trimesters engaged in an organizational consulting assignment approved by the faculty teaching Organizational Behavior II. Required for Organizational Behavior students only. May be taken for credit twice. 1 credit.

CPSY-592 Evidence Based Practice Project
Preparation and presentation of a detailed study of a client counseled by the student. The study is conducted at the practicum site and the report is prepared according to a standard format used by the program. The final product is evaluated by the faculty and successful completion is required for graduation. Must be taken 3 times. Pass/No Pass. 1 credit.

CPSY-595 Research Participation
See department for details. Credits: 1.00 - 12.00

GPSY-570 Organizational Behavior Theory
Introduction to the basics of organizational behavior theory. Topics covered will include motivation, job satisfaction, leadership, politics, and culture. APS and PsyD only. 3 credits.

GPSY-571 Practice of Organizational Consulting
Topics covered in this class will be the stages of a consulting process, ethical issues, and levels of intervention and process consultation. Business topics such as budgeting, contracting, and logistical aspects will be emphasized. Prerequisite: GPSY 570. APS and PsyD only. 3 credits.

GPSY-572 Leadership Development & Org Culture
Topics emphasize the following: theories of leadership development; leadership change and strategies for consulting; theories of culture development; organizational change, change strategies, and impact upon culture. Prerequisite: GPSY 570. APS and PsyD only. 3 credits.

GPSY-573 Consulting: Legal Ethic Practical
Topics covered in this class include an emphasis on ethical and professional standards of practice in psychology. Special emphasis will be given to legal and ethical guidelines as they pertain to organizational consulting. Prerequisite: GPSY 570 and GPSY 571. APS and PsyD only. 3 credits.

GPSY-580 Research Methods
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between- and within-groups), single subject experiments, group experimental designs, and non-experimental designs (correlational research and case studies). Validity issues in research (internal and external) and research ethics are emphasized throughout. Emphasis will be placed on determining the most appropriate research design in a variety of settings (e.g., research lab, school, organization/business, etc.). APS only. 3 credits.

GPSY-581 Statistics I
This first course in the sequence focuses on basic statistical techniques as applied to design and interpretation of experimental and observational research, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, chi-square, and non-parametric versions of standard parametric tests. This course includes the use of statistical computer software. Emphasis will be placed on the application of statistical techniques with data from a variety of settings (e.g., research lab, school, organization/business, etc.). Prerequisite: GPSY 580. APS only. 3 credits.

GPSY-582 Statistics II
This second course in the sequence focuses on review of traditional topics in correlation and regression analyses, including model comparison strategies, evaluation of model assumptions, testing mediation and moderation hypotheses, working with categorical variables, general linear modeling, and logistic regression. This course includes the use of statistical computer software. Emphasis will be placed on the application of statistical techniques with data from a variety of settings (e.g., research lab, school, organization/business, etc.). Prerequisite: GPSY 581. APS only. 3 credits.

GPSY-583 Research Lab
This course provides the opportunity to begin working on your thesis project. Using the skills students acquired in Research Methods and are developing in the statistics sequence, they will begin working on their thesis by identifying a research question, conducting a literature review, and generating research hypotheses. This lab will also provide the opportunity for students to receive feedback from the course instructor and peers to help them refine their research question and hypotheses. Prerequisite: GPSY 580. Pass/No Pass. 1 credit.

GPSY-670 Organizational Assessment & Evaluation
Topics include an overview of commonly utilized assessment and evaluation techniques as they apply to organizations. Special consideration will be given to appropriate techniques as they apply to the evaluation of diverse individuals and organizations. Prerequisite: GPSY 570 and GPSY 571. APS and PsyD only. 3 credits.

GPSY-671 Organizational Interventions
Identifying and changing individual performance problems in organizations. Includes performance appraisal and feedback, training, performance management and engineering, disabilities, job design, stress reduction, and other practices. Prerequisite: GPSY 570, GPSY 571, and GPSY 573. APS and PsyD only. 3 credits.

GPSY-672 Team & Group Development
This course will examine the process of team building within organizational settings. Students will apply concepts from small group dynamics and related areas of psychology and management to actual teams in the workplace. The aim of the course is to develop the skills to analyze group/team dynamics and design interventions to improve a team's performance. This course will be taught through a combination of lecture/discussion and experiential methods. Prerequisite: GPSY 570, GPSY 571, GPSY 572, and GPSY 671. APS and PsyD only. 3 credits.

GPSY-680 Master's Thesis
Students complete a scholarly project supervised by a faculty member. Students are expected to select a topic and seek IRB approval (if required) by the end of the first term of thesis enrollment, collect data and continue writing process during the second term, and submit and revise thesis section drafts, to be defended by the end of the third term. Students take three terms of thesis credit for a total of 12 credits. Prerequisite: GPSY 580, GPSY 581, and GPSY 582. APS only. Pass/No Pass. 4 credits.

GPSY-681 Organizational Fieldwork Practice Sample
Over the course of completing Organizational Fieldwork (GPSY 691), students will be required to write and submit to core faculty a comprehensive practice sample, the final step in this placement. Prerequisite: GPSY 570, GPSY 571, GPSY 572, and GPSY 573. Corequisite: GPSY 691. APS only. Pass/No Pass. 1 credit.

GPSY-690 Practicum Experience
Across 3 terms of practica a minimum of 500 hours, of which approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of practica are served in agencies approved by the Director of the Program in consultation with the Coordinator of Clinical Training at SPP. APS only. 4 credits.

GPSY-691 Organizational Fieldwork
Students will conduct consultation work with various organizations, particularly non-profits, to assist their functioning, and to gain valuable experience working with clients outside the clinical realm. Students will receive supervision on an ongoing basis throughout each project. Prerequisite: GPSY 570, GPSY 571, GPSY 572, and GPSY 573. APS only. 2 credits.

GPSY-720 Psychometrics
Psychological measurement, including strategies of test construction, reliability, validity and issues in prediction of behavior. APS and PsyD only. 3 credits.

GPSY-722 Evidence Based Practice
This course prepares students to work with diverse individuals across the lifespan from a local clinical scientist perspective. Collaborative goal setting, treatment planning, and outcome assessment are emphasized within a culturally responsive and scientific framework. Systems of intervention based in current literature and with empirical support will be reviewed. Students will practice treatment planning, outcome assessment, and intervention skills in the co-requisite laboratory GPSY 723. Prerequisite: GPSY 725 and GPSY 735. Corequisite: GPSY 723. APS and PhD only. 3 credits.

GPSY-723 Evidence Based Practice Lab
Taken together with GPSY 722, this laboratory offers students the opportunity to practice collaborative treatment planning, outcome assessment, and evidence based intervention skills within an experiential setting. Culturally responsive and scientific approaches across the lifespan will be emphasized. Corequisite: GPSY 722. APS only. Pass/No Pass. 1 credit.

GPSY-725 Basic Clinical Skills
Introduction of communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, non-judgmental attitude, importance of values, assertiveness, and effective interviewing. Corequisite: GPSY 735. 3 credits.

GPSY-729 Treatment Planning & Interventions
Treatment planning and evidence-based interventions across the lifespan; various theoretical orientations will be presented; treatment outcome studies and evidence-based treatments from childhood through older adulthood will be covered. Prerequisite: GPSY 725, GPSY 735, and GPSY 820. Corequisite: GPSY 739. PsyD only. 3 credits.

GPSY-735 Basic Clinical Skills Lab
Three hours per week of skills practice. Corequisite: GPSY 725. Pass/No Pass. 1 credit.

GPSY-739 Treatment Planning & Interventions Lab
Three hours per week of skills practice; practical experience in using treatment planning and intervention skills. Prerequisite: GPSY 725, GPSY 735, and GPSY 820. Corequisite: GPSY 729. PsyD only. Pass/No Pass. 1 credit.

GPSY-740 Advanced Clinical Skills Review
A review and appraisal of students' clinical skills in preparation for the practicum experience including the areas of interviewing and assessment, treatment planning, intervention and documentation. Prerequisite: Director of Academics permission needed to use this course in place of GPSY 725/735 and 729/739. Instructor's consent required. 3 credits.

GPSY-745 Basic Clinical Skills Lab: Bilingual
Three hours per week of skills practice. The lab will focus upon bilingual skill building as it relates to working with clients. Corequisite: GPSY 725, 735. Pass/No Pass. 1 credit.

GPSY-749 Tx Plan & Intervention Lab: Bilingual
Three hours per week of skills practice, as applied to the Latino population; practical experience in using treatment planning and intervention skills. Prerequisite: GPSY 725, GPSY 735, and GPSY 820. Corequisite: GPSY 729 and GPSY 739. PsyD only. Pass/No Pass. 1 credit.

GPSY-775 Professional Communication
Coverage of use of various formulas of professional communication, including electronic forms, letters, reports, etc., and APA style, scholarly writing, manuscript and report preparation, and presentation skills. 3 credits.

GPSY-780 Master's Thesis
Students complete a scholarly project supervised by a faculty member. Students are expected to select a topic and submit a proposal by the end of the first term of thesis enrollment, submit and revise thesis section drafts during the second term, and complete and defend the thesis by the end of the third term. Students generally take three terms of thesis credit for a total of 6 credits. Prerequisite: GPSY 775, GPSY 870, GPSY 880, and GPSY 881. Pass/No Pass. 1-2 credits.

GPSY-791 Clinical Fieldwork: Secondary
Supervised clinical fieldwork (15 or fewer hours per week on average) by special arrangement. This experience is secondary to a Practicum I, Practicum II or Primary Clinical Fieldwork placement. May occur independently from a primary placement. Prerequisite: GPSY 887 Credits: 0.5 – 3

GPSY-800 History and Systems
A review of the history and systems of psychology, including philosophy of science and contemporary models of applied psychological science. 3 credits.

GPSY-802 Advanced Life Span Psychology
Overview of theories and research in life-span development. Principles and determinants of development from conception to death, including sensory-motor, cognitive, social, emotional aspects. 3 credits.

GPSY-807 Cognitive/Affective Bases of Behavior
This course is designed to provide a foundation for understanding the cognitive determinants of human behavior and the relationship between thinking and feeling. Areas of focus will include theories and research in information processing, attention, memory, reasoning and decision making, and the unique role of affect in each. 3 credits.

GPSY-811 Biological Bases of Behavior
Biological aspects of human behavior, including affect and motivation, from the perspectives of historical development, current theory and research, and applications. 3 credits.

GPSY-813 Indiv/Social Bases of Behavior
Human behavior as reciprocal relations between the person and the social environment, from the perspectives of historical development, current theory and research, and applications. 3 credits.

GPSY-814 Human Diversity
Presents a framework for a psychology of human diversity, then considers philosophical and paradigmatic principles and applications to practice and research. Human diversity is defined broadly, to include sexual orientation, gender, race/ethnicity, age, disability, and other sources of diversity. Corequisite: GPSY 819. 3 credits.

GPSY-815 Psychology of Gender
Gender differences in development. Effects of sex role and power role and power on clinical training and practice. Prerequisite: GPSY 814; GPSY 721 or GPSY 816; and GPSY 819. 3 credits.

GPSY-817 Child & Adolescent Interventions
Examines the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with children and families. Short term, long term, and intermittent approaches are considered in the context of accountability. Prerequisite: GPSY 721. 3 credits.

GPSY-818 Group Interventions
Examines contemporary group interventions with adults. Short term, long term, and intermittent approaches are considered in the context of accountability. Prerequisite: GPSY 721 or GPSY 816. 3 credits.

GPSY-819 Human Diversity Laboratory
Three hours per week of skills practice, consciousness raising and community participation. Corequisite: GPSY 814. Pass/No Pass. 1 credit.

GPSY-820 Psychopathology & Diagnostic Process
Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature. 3 credits.

GPSY-821 Cognitive Assessment
Preparatory course in clinical assessment with emphasis on theory, administration, scoring and interpretation. Demonstration, practice, and test report writing. Prerequisite: GPSY 720. 3 credits.

GPSY-822 Personality Assessment
Development and theory of objective personality tests. Emphasis on MMPI-2 and PAI interpretation, with example cases, practice profiles and test report writing. Prerequisite: GPSY 720 and GPSY 821. 3 credits.

GPSY-823 Projective Assessment
Survey of projective measures. Theory, administration, scoring, and interpretation of Rorschach (Comprehensive System). Examples and practice, report writing. Prerequisite: GPSY 720, GPSY 821, and GPSY 822. 3 credits.

GPSY-824 Neuropsychological Assessment
Discussion of central nervous system disorders. Demonstration and practice in the administration, scoring and interpretation of tests of central nervous system functions. Emphasis on preparation of comprehensive psychological reports. Prerequisite: GPSY 720, GPSY 811, and GPSY 821. Corequisite: GPSY 834. 3 credits.

GPSY-825 Psychodynamic Psychotherapy
Theory and practice of psychodynamic therapy approaches, emphasizing psychoanalysis. Historical development and contemporary applications. Discussion of case material and dynamic process techniques. Prerequisite: GPSY 721 or GPSY 816. 3 credits.

GPSY-826 Cognitive Behavior Therapy
Survey of theory and practice. Behavioral assessment and treatment of a variety of common clinical problems. Emphasis on more recent cognitive behavior therapy approaches. Prerequisite: GPSY 721 or GPSY 816. 3 credits.

GPSY-829 LGBT Psychotherapy
This course examines the biological, social, and cultural foundations of gender, gender identity, gender role, and sexual orientation; the impact of prejudice, heterosexism, and homophobia; and the relevant diagnostic and mental health issues involved with sexual minorities. Prerequisite: GPSY 813, GPSY 814, GPSY 816 or GPSY 721, and GPSY 819. 3 credits.

GPSY-830 Cross-Cultural Psychology
Cross-cultural competence, services and service- delivery to underserved and minority populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. Examines the use of traditional therapies and explores the importance of religion and spirituality in a therapeutic context. Prerequisite: GPSY 814; GPSY 721 or GPSY 816; and GPSY 819. 3 credits.

GPSY-831 Clinical Supervision
Systems involved in supervision and their influences upon the supervisory relationship; various modes and styles of clinical supervision; and issues in the theory, practice and research of clinical supervision. 3 credits.

GPSY-832 Multicultural Assessment
Discussion of psychopathology and neuropsychological assessment of diverse groups, including ethnicity minorities, non-English speaking clients, and individuals with motor or perceptual disabilities. Demonstration and practice in administration, scoring, and interpretation of tests of psychopathology and cognitive functioning. Emphasis on the communication and application of findings, with particular emphasis on the expression and meaning of disorders across cultures. Prerequisite: GPSY 720, GPSY 811, GPSY 814, GPSY 819, GPSY 821, GPSY 822, GPSY 824, and GPSY 834. 3 credits.

GPSY-833 Assessment Lab
Three hours per week of administration and scoring practice. Prerequisite: GPSY 720. Corequisite: GPSY 821. Pass/No Pass. 1 credit.

GPSY-834 Neuropsychological Assessment Lab
Administration and scoring of a neuropsychological test battery is demonstrated in weekly lab sessions during the first four weeks of the term. For the remainder of the term, students administer two complete neuropsychological test batteries to volunteers and score them. These test protocols are submitted to and reviewed by the teaching assistant who provides feedback about test administration and scoring. Prerequisite: GPSY 720, GPSY 811, and GPSY 821. Corequisite: GPSY 824. Pass/No Pass. 1 credit.

GPSY-835 Juvenile Forensic Psychology
This course will provide the student with an overview of juvenile forensic psychology. The major emphasis will be on discussing various psychological evaluations for the legal system, including child custody, child abuse/neglect matters, and juvenile evaluations. In addition, the course will discuss testifying and ethical issues related to forensic work. 3 credits.

GPSY-836 Adult Forensic Psychology
Major areas in criminal and civil law are reviewed. Special topics within each domain that involve psychological decision making explored (e.g., insanity, dangerousness, psychological injury). Professional practice issues addressed. 3 credits.

GPSY-840 Correctional Psychology
The purpose of this course is to provide a framework for understanding practicing clinical psychology in a correctional setting and guidance to how to manage the ethical and legal-clinical conflicts inherent in these systems. Further, the course will review core areas in correctional psychology related to complex psychopathology, treatment modalities, and populations likely to be encountered. Students will become versed in the varied issues facing psychologists working in correctional psychology in order to better serve and study within this environment. Prerequisite: GPSY 820, GPSY 821, and GPSY 822. 3 credits.

GPSY-841 Assessment of Children
Overview of major disorders of childhood and of assessment techniques, including evaluation methods for cognitive, personality, and adaptive functioning. Prerequisite: GPSY 820, and GPSY 822 or GPSY 922. PsyD and PhD only. 3 credits.

GPSY-843 Human Sexuality and Clinical Issues
Clinical issues in sexual behavior: emphasis on contemporary issues, assessment and treatment of sexual dysfunction and disorder, and inclusion of client sexuality in clinical practice. 3 credits.

GPSY-845 Family Therapy
Exploration of contemporary approaches to understanding and working with family problems, including communication, systems theory and structural methods. Prerequisite: GPSY 817 and GPSY 820. APS and PsyD only. 3 credits.

GPSY-846 Child Psychopathology & Interviewing
Overview of the major theories and current research related to the development of psychological disorders of childhood and adolescence. Applied basic interviewing skills to the diagnostic process with children and adolescents. 3 credits.

GPSY-847 Treatment of Chemical Dependency
Current theory and practice in assessment and treatment of chemical dependency. Topics include acute and chronic drug effects, relapse prevention, effects of chemical dependency on the family system, and denial and developmental arrest as core features of chemical dependency. 3 credits.

GPSY-848 Social/Cultural Bases Latina/o MH
The purpose of this course is to help students increase their understanding of the Latino community. This course covers the social context, culture, and history of Latino communities living in the U.S. Emphasis is on Latino values, approaches to health and wellness, the interconnection of family, extended family, and community, and the essential role spirituality and Latino specific healing play in Latino mental health. This knowledge base will then contribute to the development of solid foundation for working with the Latino community in practicum training settings, research experiences, community-based practices, and further study in Latino clinical psychology. Prerequisite: GPSY 820. 3 credits.

GPSY-849 Clinical Interventions with Latina/os
This course is designed to provide students with a foundation for their professional work with the Latino community as a clinical psychologist. The class will focus on increasing theoretical knowledge about Latino psychology and applying this knowledge to clinical practice. This class will help students develop skills to work from a culturally-informed model with the Latino community through developing cross-cultural counseling skills, addressing cultural diversity and values, and providing specific evidence based practices to address commonly presented issues in outpatient mental health settings and integrated health care settings. It will also help increase students' self-awareness of personal values and biases. Prerequisite: GPSY 820. 3 credits.

GPSY-850 Health Psychology
Theory and practice of working with medical disabilities and in medical service settings. 3 credits.

GPSY-851 Psychopharmacology
Psychotropic medications, their uses and general effects. Behavioral effects of medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. Prerequisite: GPSY 811 and GPSY 820. 3 credits.

GPSY-852 Clinical Geropsychology
An introduction to principles of diagnosis, assessment and treatment in geropsychology including ethical, conceptual, and methodological issues. Prerequisite: GPSY 721 or GPSY 816; GPSY 820; and GPSY 821. 3 credits.

GPSY-853 Mindfulness-Based Interventions
An introduction to the concept of mindfulness meditation, its historical context, its contemporary scientific status, and application of mindfulness practices in clinical interventions. 3 credits.

GPSY-855 Gestalt Therapy
Theory and practical application of Gestalt therapy. Practical demonstrations and role playing. Prerequisite: GPSY 721 or GPSY 816. 3 credits.

GPSY-856 Child Treatment Seminar I
The first of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Instructor consent required. Prerequisite: GPSY 817. 2 credits.

GPSY-857 Child Treatment Seminar II
The second of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Prerequisite: GPSY 817, GPSY 841, and GPSY 846. 1 credit.

GPSY-858 Brief Psychotherapies
History and development of brief therapy approaches. Emphasis on techniques, selection criteria, outcome evaluation, and issues in time-limited treatment. Prerequisite: GPSY-721 or GPSY 816. 3 credits.

GPSY-859 Holistic Theory & Practice
This course overviews integral psychology and yoga philosophy as foundational theories to guide holistic clinical conceptualization and practice for psychologists in health service settings. It reviews conceptualizations as grounded in comprehensive, culturally competent diagnosis, etiology, prognosis, and treatment plans, each adapted to the unique individual and collective circumstances of the client or community of interest. Clinical practices are selected or developed to acknowledge that clients or communities are complex organisms with individual and collective subjective experiences and objective realities that combine to influence developmental trajectories, physical and biological realties, social structures and expectation, relational choices and priorities, and values-based meaning. Pass/No Pass. 1 credit.

GPSY-863 Program Evaluation
Program evaluation strategies and techniques. Needs assessment, goal clarification, outcome and activity evaluation; management information systems, accountability. Applied student projects. Prerequisite: GPSY 582, GPSY 881, or GPSY 981. 3 credits.

GPSY-864 Dissertation Seminar I
Students will be guided through the beginning of the research process as they begin to formulate research questions that will be the basis of their dissertation proposals. Students will work with their dissertation advisors as they identify a problem or phenomena of interest, begin an initial review of the literature, locate gaps in prior research, and start to formulate research goals and hypotheses. Prerequisite: GPSY 880 and GPSY 881. 2 credits.

GPSY-865 Dissertation Seminar II
Students will continue to develop and refine their research goals and hypotheses as they complete their dissertation proposals. Students will work with their dissertation advisors as they develop the literature review for their investigations, describe the methodologies necessary, and identify the analysis strategies for their projects. Prerequisite: GPSY 864. 2 credits.

GPSY-866 Dissertation Seminar III
Students will complete and obtain final approval from their dissertation advisors of their literature review, proposed methodology, and proposed analysis strategy. Further, students must pass an oral defense of their dissertation proposals. After the successful defense of their proposals, students will work with their dissertation advisors to make arrangements to begin their investigations, which may require obtaining approval from the Institutional Review Board before data collection may begin. Prerequisite: GPSY 865. 2 credits.

GPSY-867 Dissertation Seminar IV
Students will begin the data collection process only after substantiating that approval (or exemption) from the Institutional Review Board has been obtained. Students will work with their dissertation advisors to effectively manage the data that are collected, as well as analyze the data to answer their proposed research questions. Students will also continue developing the written dissertation, which may include adding to and refining the literature review; editing the method section to reflect the characteristics of the obtained sample as well as be in the past tense; and begin writing the results section. Prerequisite: GPSY 866. 2 credits.

GPSY-868 Dissertation Seminar V
Students will complete data collection, data analyses, and with guidance from their dissertation advisors they will begin to make interpretations and inferences based on their data. Students will continue to write and make edits to their dissertation , while also finishing the results and discussion sections. Prerequisite: GPSY 867. 2 credits.

GPSY-869 Dissertation Seminar VI
Students will complete and obtain final approval from their dissertation advisors of their literature review, method, results, and discussion sections. Further, students must pass an oral defense of their dissertation research, which is open to members of the community to attend. After the successful defense of their projects, students will work with their dissertation advisors to make arrangements to disseminate the research findings (e.g., presentation, publication, etc.). Prerequisite: GPSY 868. 2 credits.

GPSY-870 Ethics & Professional Issues
Emphasis on knowledge of APA Ethical Principles: standards of professional practice and state mental health statutes and application to case examples. Awareness of social, political and professional issues currently affecting professional practice and implications for the future. 3 credits.

GPSY-876 Business of Psychology
Covers the basic financial, business, and legal issues surrounding practice as a psychologist; including financial management, legal forms of organization (proprietor, partnerships, corporation), planning, budgeting, and organizing, information management, quality control, contract negotiation and credentialing, third party systems and managed care. The variety of roles and venues of practice are considered including private and group practice, public and private agencies, and institutions. 3 credits.

GPSY-879 Professional Roles
This course provides an overview of, and opportunity to practice and integrate, selected core competencies for doctoral level professional psychologists. Emphasis will be on leadership/management, consultation, education, clinical supervision, and other aspects of professional development. Prerequisite: GPSY 870 and 3 terms (12 credits) of GPSY 887. PsyD only. 3 credits.

GPSY-880 Statistics & Research Design I
This two-course series follows the logical progression of a research project, from hypothesis development, experimental design, to statistical methodology, including univariate and multivariate statistics. Students will gain experience using computer applications to analyze data, as well as writing up APA style results. The class also focuses on ethical issues that arise during the research process, as well as incorporating diversity perspectives into research methodology. 3 credits.

GPSY-881 Statistics & Research Design II
This two-course series follows the logical progression of a research project, from hypothesis development, experimental design, to statistical methodology, including univariate and multivariate statistics. Students will gain experience using computer applications to analyze data, as well as writing up APA style results. The class also focuses on ethical issues that arise during the research process, as well as incorporating diversity perspectives into research methodology. Prerequisite: GPSY 880. 3 credits.

GPSY-882 Dissertation
Examination of a professional problem by means of literature search, conceptualization, use of data and written exposition, including a variety of methods. Students generally take 4 terms of 3 credits each, for a total of 12 credits. Prerequisite: GPSY 775. Pass/No Pass. 1 or 3 credits.

GPSY-883 Qualitative Research Methods
Overview of the major types of qualitative research, for collecting and analyzing data, and for applying standards of rigor to qualitative research. Prerequisite: GPSY 880 and GPSY 881. 3 credits.

GPSY-884 Meta-analysis
Meta-analysis is a statistical technique that allows a researcher or practitioner to perform a quantitative literature review, rather than a more conventional qualitative review. This course will offer both an introduction to meta-analysis and a chance to gain practical experience in doing a meta-analysis from start to finish. The course will cover basic and advanced meta-analytic statistics and students will apply those techniques by conducting a class project using statistical software. Prerequisite: GPSY 880 and GPSY 881. 3 credits.

GPSY-885 Single-Subject Research Methods
This course will provide students with an overview of single-subject designs (SSDs) in preparation of using these designs in scholarly work. Specifically, students will learn what the major considerations and procedures are when using SSDs, the pros and cons of different designs, and issues in data evaluation. In addition, students will learn how SSDs may be applied in clinical practice to increase clinicians' ability to utilize repeated measures in the evaluation of intervention effectiveness. Prerequisite: GPSY 880 and GPSY 881. 3 credits.

GPSY-887 Practicum I
A minimum of 500 training hours of which at least 50%, and ideally 75%, are in direct service and the remainder in supervision/training activities and administrative/clerical duties related to the above. The three terms of practica are served in the Pacific Psychology Clinic. Prerequisite: PsyD students-[GPSY 725, GPSY 727, GPSY 735, and GPSY 737; or GPSY 740] and GPSY 820, GPSY 821, GPSY 822, and GPSY 870; PhD students-GPSY 722, GPSY 725, GPSY 735, GPSY 820, GPSY 870, GPSY 902, GPSY 921, and GPSY 922. 4 credits.

GPSY-888 Practicum II
A minimum of 500 training hours of which at least 50%, and ideally 75%, are in direct service and the remainder in supervision/training activities and administrative/clerical duties related to the above. Practicum II training is available in the Pacific Psychology Clinic or in other approved agencies with the agreement of the Director of Clinical Training. Prerequisite: 12 credits of GPSY 887. 4 credits.

GPSY-889 Clinical Consultation
This course provides consultation to students who are currently seeing patients for psychotherapy. The instructor will provide theory-based support to students in a variety of ways. Students will present cases, provide feedback to other students, and examine client, therapist, and relationship issues. This consultation experience will support the student's clinical work with their assigned supervisor. Prerequisite: GPSY 887 (may be taken concurrently). May be taken up to three times for elective credit toward the PsyD degree. Pass/No Pass. 1 credit.

GPSY-890 Internship
A minimum of one year full-time or two years half- time of 1500 hours of supervised clinical experience in a facility approved by the faculty, covering a range of activities in psychological assessment and intervention with a variety of clients. Participation in program administration, development of supervisory skills and opportunity for interdisciplinary collaboration. Prerequisite: Clinical Competency Examination passed, dissertation proposal passed, GPSY 887, and GPSY 888. Pass/No Pass. 1-2 credits.

GPSY-891 Clinical Fieldwork: Primary
Supervised clinical fieldwork (16 or more hours per week on average) by special arrangement. This experience is a primary placement. May be supplemented with a secondary clinical fieldwork (GPSY 791).Prerequisite: GPSY 887 Credits: 0.5 - 4

GPSY-892 Organizational Fieldwork
Students will conduct consultation work with various organizations, particularly non-profits, to assist their functioning, and to gain valuable experience working with clients outside the clinical realm. Students will receive supervision on an ongoing basis throughout each project. Instructor's consent required. Pass/No Pass. 1-2 credits.

GPSY-894 Independent Study
Independent Study enables the student to pursue specialized, unique, elective interests that are not part of the regular curriculum. It supplements curriculum offerings at the same level of difficulty and sophistication as regular courses. The amount of effort per credit hour should generally be comparable to that of classroom credit hours. Not to be used as an alternative to the required courses or for supervised clinical experience. No more than two credits of Independent Study is allowed in a term and no more than five credits of Independent Study may be applied to the elective credits required for graduation. Independent study contract required. 1-2 credits.

GPSY-899 Special Topic
A specialized topic in professional psychology explored in depth. Students may re-enroll for credit only when different topics are covered. 1-3 credits.

GPSY-902 Self-Care Sci & Practice of Mindfulness
Experiential and didactic introduction to mindfulness and related mind-body practices. Students participate in a mindfulness-based training program with an emphasis on personal self-care, and receive classroom instruction in contemporary research issues in mindfulness. 3 credits.

GPSY-920 Master's Thesis
Students complete a scholarly project supervised by a faculty member. Students take a total of 12 credits. Prerequisite: Ph.D. students only. Instructor's consent required. Pass/No Pass. 1-6 credits.

GPSY-921 Clinical Assessment I: Foundations
Covers foundational testing issues, including test and psychometric theory, culture and diversity influences, and ecological validity. Covers administration techniques and introduces basic cognitive instruments relevant to a health care setting. Enrollment limited to Ph.D. students. 3 credits.

GPSY-922 Clinical Assessment II: Application
Introduction to basic cognitive / neuropsychological measures, tests of specific domains (e.g., attention, memory, language, executive funcitons), screening measures, and personality and functional assessment. Emphasis is on measures common to health care settings. Prerequisite: GPSY 921. Enrollment limited to Ph.D. students. 3 credits.

GPSY-930 Evidence-Based Therapies: Child & Adol
Specific emphasis on evidence-based treatment of children and adolescents, including behavioral, cognitive-behavioral, and mindfulness-based treatments. Course material covers a wide variety of child and adolescent disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits.

GPSY-931 Evidence-Based Therapies With Adults
Specific emphasis on evidence-based treatments of adults and older adults, including behavioral, cognitive-behavioral, and mindfulness-based treatments. Course material covers treatment of a wide variety of adult disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits.

GPSY-940 Psychologist in Integrated Healthcare
Examination of the role of the psychologist in the research and clinical aspects of integrated healthcare. Students receive training in evaluating and support existing programs to make mental and behavioral health services an integral part of care in primary care and other health care services. 3 credits.

GPSY-950 Program Evaluation and Administration
Program evaluation and administration strategies and techniques. Needs assessment, goal clarification, outcome and activity evaluation; management information systems, accountability. All students gain experience in completing an external grant application. 3 credits.

GPSY-951 Neuropsychopharmacology
Psychotropic medications, their uses, and general effects are reviewed, as well as biological mechanisms, pharmacodynamics, and pharmacokinetics. Additional topics include behavioral effects of medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. 3 credits.

GPSY-970 Dissertation
Examination of a professional problem by means of literature search, conceptualization, use of data and written exposition, including a variety of methods. Students take a total of 18 credits. Prerequisite: GPSY 920 and open to Ph.D. students only. Instructor's consent required. Pass/No Pass. 1-8 credits.

GPSY-980 Advanced Statistics in Psychology I
This first course in the sequence focuses on basic statistical techniques as applied to design and interpretation of experimental and observational research, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, and chi-square, and includes the use of statistical computer software. 3 credits.

GPSY-981 Advanced Statistics in Psychology II
This second course in the sequence focuses on review of traditional topics in correlation and regression analyses, including model comparison strategies, evaluation of model assumptions, testing mediation and moderation hypotheses, working with categorical variables, general linear modeling, and logistic regression. Includes the use of statistical computer software. Prerequisite: GPSY 980. 3 credits.

GPSY-982 Research Design & Method
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, and non-experimental designs (correlational research, case studies). Validity issues in research (internal and external) and research ethics are emphasized throughout. 3 credits.

GPSY-990 Seminar in Teaching of Psychology
Instruction in topics such as syllabus and lecture preparation, lecture styles, and text selection. Students also receive ongoing supervision of their teaching. Students must be the instructor of record for a course to enroll and Instructor approval is required. 1 credit.

MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM

INTRODUCTION

The Pacific University Athletic Training Education Program offers education for entry into the profession of Athletic Training, through the entry-level Master of Science in Athletic Training degree.

Mission
Pacific University's Athletic Training Education Program is dedicated to preparing students to become leaders in innovative athletic training practice for a diverse community.

Goals
The primary goals of the Athletic Training Education Program are to graduate collaborative, highly competent, athlete -centered healthcare professionals who are ready to assume duties in the standard areas of athletic training practice, e.g., high school/collegiate/professional sports teams, sports medicine clinics, industrial centers, and hospital settings and to develop new practice settings.

Values
We embrace the values enacted by the College of Health Profession:

- Diversity of people and ideas
- Ethical and professional principles
- Health equality
- Professional and Public Advocacy
- Community Health and Wellness

Accreditation
The program is pursuing accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

Clinical Internships
Currently, the Athletic Training Education Program affiliates with numerous different clinical facilities. These include high school and collegiate athletic training clinics, hospitals, orthopedic physician offices, outpatient clinics, and private practices. A majority of the clinical internships are located in the Portland area (Multnomah, Washington, Clackamas counties), Salem, and Vancouver (WA). New clinical sites are added continually in order to provide variety and quality to the students' clinical experiences.

FACULTY

Kenneth W. Bush P.T., Ph.D. (1991)
Professor Physical Therapy
M.P.T. Baylor University - U.S. Army, 1975
Ph.D. University of Virginia, 1987

Jeffery K. Kawaguchi, P.T., Ph.D., ATC (2014)
Assistant Director, Athletic Training
B.S., Washington State University, 1987
B.S.P.T, Northwestern University, 1988
M.Ed, University of Virginia, 2002
Ph.D., University of Virginia, 2003

Linda McIntosh ATC/R, MS (2013)
Assistant Professor Athletic Training
Clinical Education Coordinator
B.S. University of Oregon, 1972
M.S. University of Oregon, 1986

Bobby Nijjar, B.Sc., M.Sc., Ed.D., RD
Assistant Professor
B.Sc. University of British Columbia, 1998
M.Sc. D'Youville College, 2001
Ed.D. University of British Columbia, 2010

Richard A. Rutt P.T., Ph.D., ATC/R (1993)
Professor/Director Physical Therapy
Director Program in Athletic Training
B.S. Morningside College, 1972
M.S. Texas Woman University, 1982
Ph.D. University of Virginia, 1988

Tamarra Tasker, Psy.D.
Assistant Professor Professional Psychology
B.A. Colgate University, 1994
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

MASTER OF SCIENCE in ATHLETIC TRAINING

DEGREE REQUIREMENTS

This is a full-time program of study that is 18 months in duration. A cohort of students enters each year in late August and courses typically are open only to students enrolled in the Athletic Training Education Program.

Note: the sequencing of the following coursework may be altered at the discretion of the faculty

Year 1, Semester 1 (18.5 credits)		**Credits**
AT 500	Evaluation and Treatment of Orthopedic and Athletic Injuries: Lower Quadrant	7
AT 510	Physical Agents and Mechanical Modalities	3
AT 520	Sports Psychology	4
AT 530	Prevention of Sports Injuries I	2
AT 540	Clinical Internship I	2
CHP 510	Interprofessional Competence: Theory & Practice I	0.5

Year 1, Semester 2 (19.5 credits)		**Credits**
AT 501	Evaluation and Treatment of Orthopedic and Athletic Injuries: Upper Quadrant	7
AT 550	Research Methods and Statistics	2
AT 560	Introduction to Evidence-Based Practice	2
AT 570	Sports Nutrition	4
AT 531	Prevention of Sports Injuries II	2
AT 541	Clinical Internship II	2
CHP 511	Interprofessional Competence: Theory & Practice II	0.5

Year 2, Semester 1 (14 credits)		**Credits**
AT 600	General Medical Conditions	5
AT 610	Introduction to Medical Imaging	1
AT 660	Critically-Appraised Topics	1
AT 640	Clinical Internship III	8

Year 2, Semester 2 (14 credits)		**Credits**
AT 620	Administration in Healthcare and Athletic Training Settings	2
AT 650	Professionalism in Athletic Training	1
AT 670	Training and Conditioning Athletes and Physically Active Individuals	2
AT 641	Clinical Internship IV	9

ADMISSION

Enrollment in the Athletic Training Education Program is limited and admission is highly selective. New classes begin in late August of each year; students may not enter the program in the middle of the year. Applications are accepted with priority given to students who submit by March 31st. Applications will be accepted after that date until the program is full.

Applications are available online on the Pacific University athletic training webpage: www.pacificu.edu/athletictraining/.

The Admissions Committee considers many factors, including:

- Strength and breadth of academic record (last 45 credits GPA must be 2.75 or higher)
- Evidence of work (volunteer or paid, 50 hours minimum) under the supervision of one or more professionals in the field of athletic training. Experience at a variety of settings is preferred.
- Strength of letters of evaluation
- Extracurricular and community activities
- Content of application forms and the care with which they have been prepared

Prerequisites
Prior to enrollment in the professional program, students must earn a bachelor's degree from a regionally accredited college or university and have completed the below pre-professional courses. All prerequisite courses must be completed with a grade of "C" or higher and taken on a graded basis; pass-fail courses are not acceptable. Science prerequisite courses must be for science majors and pre-professional students (e.g. pre-physical therapy, pre-med, pre-pharmacy, pre-athletic training), and must include a laboratory. Low level, non-science major courses do not meet the prerequisites. If science courses were taken more than seven years prior to application, applicants must

demonstrate competency in more recent coursework. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Prerequisite Coursework
Biological Science | 8 semester credits (12 quarter credits)

- Human Anatomy
- Human Physiology

Exercise Science | 12 semester credits (18 quarter credits)

- Exercise Physiology
- Biomechanics
- Nutrition (or) Health & Wellness

Psychology | 4 semester credits (6 quarter credits)

- General Psychology (or) Sport Psychology
- Statistics | 4 semester credits (6 quarter credits)
- General Statistics (or) Behavioral Statistics (or) Social Statistics

Preparation through the College of Arts & Sciences
The College of Arts & Sciences offers two ways to prepare for this professional program. A major in Exercise Science can provide a solid foundation for the Master of Science in Athletic Training. In addition, a 3/2 program exists that allows highly qualified students to begin the AT program in their 4th year and complete both degrees in 5 years, rather than in 6 as would be the case if they took these two programs separately. Please note that, while there are advantages to completing pre-athletic training requirements at Pacific, doing so does not guarantee subsequent admission to the athletic training education program. See page 153 for more information.

POLICIES

Academic Procedures
The general regulations of the University apply to all students enrolled in the athletic training education program unless otherwise specified. Other matters of academic or professional importance specific to athletic training students, for which there are no standing provisions, may be referred to the Director of the Athletic Training Education Program.

Professional and Academic Standards
Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the Athletic Training Education Program Code of Ethics, and the most current physical therapy state and federal laws governing the conduct of athletic trainers. The Athletic Training Education Program reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. See Sections on Academic Policies and Professional Behaviors in the current Athletic Training Education Program Student Handbook.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the Athletic Training Education Program and may constitute grounds for probation or removal from the School. Students must maintain good standing in the program in order to be eligible for, or continue on, any School administered scholarships.

Academic Standing
Good standing in the Athletic Training Education Program is defined as: continued enrollment, satisfactory academic progress, development of sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ ethical conduct and attitudes. Students are evaluated regularly in these areas according to standards set forth in the University Catalog, the Athletic Training Education Program Student Handbook, the Intern Clinical Education Manual and elsewhere.

Satisfactory academic progress is defined as: completing didactic courses with a grade of 80% (B-) or better and passing didactic courses and clinical internships graded as P/N. A student remains in good academic standing if he/she receives no more than one grade of C in a didactic course.

Students will be given regular feedback on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

A student's standing may be jeopardized by one or more of the following:

- Indications of poor academic performance
- Insufficient progress in the development of clinical skills
- Failure to comply with School rules or procedures
- Unprofessional conduct, unethical conduct, or illegal conduct
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations

Readmission
To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student's absence from Pacific to the Dean or Director of the applicable College or School.

Registration
A student is considered registered only after needed approvals from faculty advisors and instructors have been obtained and classes have been entered into the computer registration system. The University reserves the right to cancel or restrict the registration of students who are delinquent in meeting their financial obligations to the University. For information about adding, dropping, or withdrawing from courses, please contact the Program Administrator.

Normal Load
12 credits or higher is a full-time course load; 6 credits is half-time.

Transfer Credit
The Athletic Training Education Program does not accept transfer credit.

Grading
The Athletic Training Education Program uses the following grades:

A = 95-100	C = 77-79
A- = 90-94	F = less than 77
B+ = 87-89	I = Incomplete
B = 83-86	P = Pass (equivalent to B or above)
B- = 80-82	N = No Pass

Didactic Courses use: A, A-, B+, B, B-, C, F, P, or N
Clinical internships use: P and N

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, as well as the timeline. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the Program Director.

Graduation Honors
Graduate students earning a cumulative 3.50 GPA or higher will graduate With Distinction.

Progression
All first year courses must be satisfactorily completed before a student may enroll in second year courses.

Clinical internships not completed secondary to personal/medical reasons will be evaluated by the faculty on an individual basis to determine whether the student will continue progression through the curriculum.

Academic Probation
Academic probation is an academic standing that indicates concern about the student's performance in the curriculum. By placing the student on academic probation, the student is notified of the faculty's concern regarding past performance. When a student is placed on academic probation, s/he remains in this academic standing for the remainder of the program.

A student is placed on academic probation following the attainment of one F or N grade in a didactic course or C grades in two didactic courses in the curriculum. If a student receives an F/N grade in a didactic or clinical course, the student is withdrawn from the program at the end of that semester in which the F/N grade was received. The student will repeat failed coursework when offered in the subsequent academic year. S/he also is informed that future performance must improve or the student risks dismissal from the program.

Dismissal
A student may be dismissed from the Athletic Training Education Program for any of the following reasons:

- Receiving two F/N grades in didactic coursework
- Receiving two N grades in clinical internships
- Receiving one F/N grade in didactic coursework and one N grade in a clinical internship
- Receiving three (3) C grades in didactic coursework
- Receiving one F/N grade and two (2) C grades in didactic coursework
- In the case of flagrant and intentional violations of the Code of Academic Conduct or the Athletic Training Education Program Code of Ethics, a student may be removed from the School without previous warning at any time in his or her academic career.

Appeals
In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. The Director's office informs the student of faculty actions.

Appeals should be filed with the Director of the Athletic Training Education Program or the Executive Dean of the College of Health Professions within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Individuals convicted of a felony may not be eligible for licensing/registration in Athletic Training. Students are urged to contact the appropriate regulatory agency for further information.

Additional Information
For details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- Athletic Training Education Student Handbook
- Athletic Training course syllabi
- Additional resources are available in the Director's Office.

TUITION

Annual	$24,960
Semester	$12,480
Part-time, per semester credit	$800
Audit, per semester hour	$450

CALENDAR

http://www.pacificu.edu/pt/index.cfm

COURSES

AT-500 Orthopedics: Lower Quadrant
This course prepares the student athletic trainer to evaluate and treat athletic injuries of the lower quadrant (LQ) and common LQ orthopedic conditions of physically active individuals. Prerequisite: Admission to the Athletic Training program. 7 credits.

AT-501 Orthopedics: Upper Quadrant
This course prepares the student athletic trainer to evaluate and treat athletic injuries of the upper quadrant (UQ) and common UQ orthopedic conditions of physically active individuals. Prerequisite: Admission to the Athletic Training program. 7 credits.

AT-510 Physical Agents & Mechanical Modalities
A comprehensive coverage of biophysical principles, physiological effects, clinical techniques and applications of modalities with an emphasis on problem solving and clinical decision making. Prerequisite: Admission to the Athletic Training program. 3 credits.

AT-520 Sports Psychology
This course will introduce the student athletic trainer to the psychosocial domains associated with athletic participation. Concepts presented include psychological response to injury, stress, anxiety, motivation, personality, mental preparation, counseling, communication, and the grieving process. Prerequisite: Admission to the Athletic Training program. 4 credits.

AT-530 Prevention Sport Injuries I
This course will prepare the student athletic trainer to provide immediate care to the acutely injured athlete and to implement appropriate prevention strategies that may reduce an athlete's risk of injury. Prerequisite: Admission to the Athletic Training program. 2 credits.

AT-531 Prevention Sport Injuries II
This course continues the student's preparation to provide immediate care to the acutely injured athlete and to implement appropriate prevention strategies that may reduce an athlete's risk of injury. Prerequisite: AT 530. 2 credits.

AT-540 Clinical Internship I
Student athletic trainer will intern with a supervised athletic trainer for a minimum of 80 hours performing skills learned during Fall Session I. Prerequisite: Admission to the Athletic Training program. Pass/No Pass. 2 credits.

AT-541 Clinical Internship II
Student athletic trainer will intern with a supervised athletic trainer for a minimum of 80 hours performing skills learned during the Fall and Spring Sessions during the first year of the program. Prerequisite: AT 540. Pass/No Pass. 2 credits.

AT-550 Research Methods & Statistics
An introduction to the research process. Includes research design, ethical and legal considerations, hypothesis testing, review of statistical analysis and critical reviews of published research. Prerequisite: Admission to the Athletic Training program. 2 credits.

AT-560 Introduction to Evidence-Based Practice
The course will consist of an introduction to evidence based concepts and evaluation of current research literature. There will be presentations by various faculty on EBP topics. Students will critically appraise and write a paper on a research article dealing with a diagnostic test and a paper dealing with an intervention. Prerequisite: Admission to the Athletic Training program. Pass/No Pass. 2 credits.

AT-570 Sports Nutrition
This course presents the role of nutrition in human performance and health maintenance. Concepts presented include baseline nutritional recommendations, dietary needs per sport performance (pre-, post-, and regular meals), physiological interaction, role of nutrition in mental health, the consumption of supplements, and the consumption of vitamins/minerals. Prerequisite: Admission to the Athletic Training program. 4 credits.

AT-600 General Medical Conditions
This course prepares the student athletic trainer to be able to identify and/or recognize athletes and physically active individuals who present with non-orthopedic medical conditions. Indications for treatment and/or referral for medical conditions of (but not limited to) the nervous system, urinary/reproductive system, cardiovascular/respiratory system, digestive system, endocrine system, and the integumentary system will be covered. 5 credits.

AT-610 Introduction to Medical Imaging
The course includes basic principles of radiology and develops a systematic approach to viewing radiographs. The course is interactive in that students will participate in viewing and describing radiographs and discussing findings with the members of the class. An introduction to Magnetic Resonance Imaging (MRI) is also included. Pass/No Pass. 1 credit.

AT-620 Admin in Athletic Training Settings
This course will present business and administrative facets to the delivery of healthcare in traditional athletic training settings and other healthcare settings that serve athletes and/or physically active individuals. 2 credits.

AT-640 Clinical Internship III
Students will be able to perform the skills learned during Year I and Fall Semester II, integrating previous clinical experiences and didactic coursework as the student athletic trainer assumes greater clinical responsibilities. A minimum of 320 supervised hours must be completed during the third clinical internship, with a majority of the hours supervised by a certified athletic trainer. Pass/No Pass. 8 credits.

AT-641 Clinical Internship IV
Students will be able to perform the skills learned during Spring Session II, integrating previous clinical experiences and didactic coursework as the student athletic trainer assumes greater clinical responsibilities. A minimum of 360 supervised hours must be completed during the fourth clinical internship, with a majority of the hours supervised by a certified athletic trainer. Pass/No Pass. 8 credits.

AT-650 Professionalism in Athletic Training
This course will identify the professional behaviors and responsibilities of the certified athletic trainer. The role of the certified athletic trainer in the delivery of healthcare, the moral and ethical responsibilities required when providing care and the role of the ATC as a member of the healthcare team will be discussed. 1 credit.

AT-660 Critically Appraised Topics
Students will work in small groups with a faculty advisor to develop a clinical question relating to diagnosis or treatment and answering that question with a critically appraised paper (CAT) using not more than 3 articles. The CAT will be presented to the class and faculty during the semester. Pass/No Pass. 1 credit.

AT-670 T&C Athletes & Phys Active
This course will prepare the student to design and implement strength and conditioning training programs for athletes and physically active people. 2 credits.

COLLEGE OF OPTOMETRY

INTRODUCTION

Mission Statement

Pacific University College of Optometry prepares engaged learners to be highly competent practitioners, optometric leaders and vision scientists through a diverse education while advancing professional and ethical eye care, scholarship, and service to the community.

Values

Because a part of our mission is to mentor our students into the optometric community, the College of Optometry values:

- Didactic and clinical preparation in a supportive learning and patient care setting
- An educational experience that conveys multicultural competence, coupled with an enhanced awareness and appreciation of a diverse and changing society
- An intellectual community that supports collegiality, integrity, scientific inquiry, mutual cooperation, and respect
- A life-long professional relationship with our alumni

Goals and Objectives

Goal 1: Pacific University College of Optometry will provide diverse educational opportunities in a supportive setting that allow students to acquire a firm foundation in the basic and clinical sciences, together with optometric clinical and interprofessional experiences that prepare students for the practice of optometry.

Goal 2: Graduates of Pacific University College of Optometry consistently will demonstrate high levels of professional competency including the ability to critically analyze information.

Goal 3: Faculty and students at Pacific University College of Optometry consistently will demonstrate professional and ethical behaviors.

Goal 4: Pacific University College of Optometry will provide service to our alumni and to the public and health care communities.

Goal 5: Pacific University College of Optometry will be active in research and scholarship in vision science and health care.

Clinical Facilities

Students participate in patient care at College Clinics located throughout the metropolitan area. Each clinic is designed to meet the individual needs of the communities in which they are located, and each one offers a unique learning experience for the student.

Pacific EyeClinic Forest Grove is located on the Pacific University Campus and offers primary eye care and specialty eye care services to the residents of western Washington County. Referral services provided at the Forest Grove clinic include the areas of medical eye care and ocular disease, contact lenses, pediatrics, vision therapy, occupational vision, learning disabilities, and low vision.

Pacific EyeClinic Portland is located in the heart of downtown Portland and provides students an opportunity to broaden the clinical optometry experience in a large urban community health care environment. The Portland clinic provides both primary care and the specialty referral services found in Forest Grove. In addition, the Pediatric/Strabismus Referral Center located within the Portland clinic focuses on all aspects of pediatric, strabismus, neuro-optometry, and binocular vision care including surgical and non-surgical intervention. Students work with pediatric ophthalmology and have opportunities to observe surgical care at the Oregon Health Sciences University Hospital, also located in Portland.

Pacific EyeClinic Cornelius is located in the Virginia Garcia Memorial Health Center. It emphasizes providing comprehensive eye care to migrant and seasonal farm workers and others who face barriers to healthcare. This clinical experience focuses on primary full-scope eye care delivery to a predominately Hispanic population. Here, interns work closely with other health care providers in management of a variety of both systemic and ocular based disease processes.

Pacific EyeClinic Hillsboro is conveniently located on the Pacific University Health Professions campus; right on the MAX light rail line in a city with many high tech companies and rapid residential growth. This clinic delivers full-scope primary eye care to Hillsboro and the surrounding communities. Other services provided at the Hillsboro Clinic include Contact Lens Clinic and the assessment and management of ocular disease, neurologic, and systemic health issues.

Pacific EyeClinic Beaverton Is located in the “Round” in Beaverton, directly off the MAX light rail line. This clinic, which is the first of its kind, specializes in diagnosing and managing the eye and health related symptoms related to viewing 3D electronic displays. The Sports Performance Clinic in Beaverton has a working relationship with NIKE, providing opportunity to evaluate, remediate, and enhance the visual performance for athletes of all levels. This clinic also delivers full-scope primary care eye care.

Through a cooperative effort with the Northwest Lions Foundation for Sight & Hearing and the Washington State School for the Blind, Pacific EyeClinic offers a Low Vision Clinic located on the Blind School's campus in Vancouver, Washington provides a unique clinical opportunity. This is a rehabilitative clinic that emphasizes treatment for visually challenged patients.

In addition to the six clinics, the college has an extensive community outreach program. The college boasts a fleet of 2 fully equipped and functional mobile vision clinics that are used to provide vision screenings as well as full-service care at schools, daycare centers, senior citizen centers, correctional institutions, migrant labor camps, and businesses throughout the region. The College strives continually to enhance the clinical experience for students while providing quality eye and vision services to the community. Under the direct supervision of the attending doctor, interns in the college clinics are able to assist in the diagnosis and treatment of vision and eye disorders. In our eyewear centers, Pacific EyeTrends, American Board of Opticianry-certified opticians instruct students in the proper fitting and dispensing of eyewear. Professional office staff at each center assist interns with the administrative details of practice management.

The College affiliates with more than 100 preceptors throughout the US and at select locations in Canada, Europe and Asia. Preceptorship rotations are a much anticipated, highly rewarding and exciting part of the program. Students have an opportunity to customize their fourth year program by choosing sites that meet their individual interests and career goals.

Sites currently meeting the standards of the College preceptorship program include:

Action Eye Care/Stonewall Vision Center, Canada
Air Force Academy Hospital, Colorado
Albert Lea Clinic - Mayo Health System, Minnesota
Alderwood Vision Therapy Center, Washington
Andrews Air Force Base - Optometry, Maryland
Bandon Vision Center, Oregon
Barnet Dulaney Perkins Eye Center - Mesa, Arizona
Bascom Palmer Eye Institute, Florida
Capitol Vision Care, Canada
Cheyenne VAMC, Wyoming
Coastal Eye Care, LLC, Washington
Columbia Crest Eye Care, Washington
Davis Eye Care, Illinois
Dixie Eye Care, Utah
Dr. Barry Leonard & Associates, California
Dr. Cornetta & Associates, Virginia
Drs. Bateman & Johnson, Optometrists, Colorado
Drs. Koenig & Robertson Optometry, Nevada
Edmonds, Husz & Pemberton Eye Center, Arizona
Elemental Eyecare, Oregon
Eugene Optometrists, Oregon
Eye Care Associates of Nevada
Eye Care Group, Oregon
Eye Foundation of Utah
Eye Institute of Utah
Eyecare Associates PC - Fargo, North Dakota
Eyes of Arizona
Factoria Eye Clinic, Washington
Family Optometry - Chandler, Arizona
Family Vision Care, Canada
Fort Belvoir, Virginia
Fort Richardson, Alaska
Fremont Vision Clinic, Wyoming
Fresno VAMC, California
Gillette Optometric Clinic PC, Wyoming
Gimbel Eye Center, Canada
Hellerstein & Brenner Vision Center PC, Colorado
Hickam Air Force Clinic, Hawaii
Hillsboro VAMC, Oregon
Hollingshead Eye Center, Idaho
Honolulu VAMC, Hawaii
Hoopes Vision, Utah
Hope Clinic, Washington
Icon Lasik and Image Center, Colorado
IHS - Bethel, Alaska
IHS - Blackfeet Community Hospital, Montana
IHS - Chemawa, Oregon
IHS - Fort Hall, Idaho
IHS - Fort Washakie - Wind River, Wyoming
IHS - Northeastern Tribal Health Center, Oklahoma
IHS – Norton Sound Health Corporation Eye Clinic, Alaska
IHS - Pawnee, Oklahoma
IHS - Santa Fe, New Mexico
IHS - White Earth Health Center, Minnesota
IHS - Yakima Indian Health Center, Washington
Image Optometry, Canada
IRIS Ophthalmology Clinic, Canada
Jensen Optometrists, Iowa
Jonathan M. Wainwright Memorial VAMC, Washington
Kaiser Health Plan - Northwest, Oregon
Kaiser - Honolulu, Hawaii
Kohake, Deutscher & Associates, Kansas
Landstuhl Army Regional Medical Center, Germany
Lebanon VAMC Eye Clinic, Pennsylvania
Lexington VAMC, Kentucky
Luke Air Force Base, Arizona
Madigan Army Medical Center, Washington
Malmstrom Air Force Clinic, Montana
Minot Air Force Hospital, North Dakota
Mount Ogden Eye Center, Utah
Nationwide Vision Medical Center, Arizona
Naval Medical Center, Optometry Dept., California
Nevada Eye consultants, Nevada
Northwest Eyecare Professionals, Oregon
Northwest Pediatric Eye Care, Washington
Oak Harbor Naval Hospital, Washington
Omni Eye Services of Atlanta, Georgia
Ophthalmic Consultants of Connecticut, Connecticut
Optometric Vision Development Center, California
Orion Eye, Oregon
Patrick Air Force Base, Florida
PCLI - Bellevue, Washington
PCLI – Olympia / Retina & Macula, Washington
PCLI – Portland, Oregon
Portland VA Medical Centers, Oregon
Puget Sound Health VA Care System, Washington
Richlin Eye Associates, California
Roseburg VAMC, Oregon
Salt Lake VAMC, Utah
Sierra Nevada Health Care System VAMC, Nevada
Spivack Vision Clinic, Colorado
Spokane VAMC, Washington
St. Croix Vision Center, Minnesota
Stuttgart Eye Clinic, Germany
Tayani Eye, California
Teplick Custom Vision, Oregon
The Koetting Associates, Missouri
Travis Air Force Base Optometry Clinic, California
Tyndall Air Force Hospital, Florida
USNH Okinawa, Japan
VAMC Eastern Colorado Healthcare System, Colorado
Vancouver VA Medical Center, Washington
Virginia Eye Consultants, Virginia
Whistler Eye “Clinic, Canada
White City VAMC, Oregon
Will Vision & Laser Center, Washington
Youngsan Optometry Clinic, South Korea

FACULTY

Mark Andre A.S., C.M. (2004)
Associate Professor Optometry
A.S., Pima College, 1977
C.M., Marquette University, 1984

Craig Bowen B.S., O.D. (1989)
Assistant Professor (Part-time) Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986

Ryan Bulson, O.D. (2010)
Assistant Professor Optometry
B.S., State University of New York, 2005
M.S., State University of New York, 2005
O.D., State University of New York, 2009
Residency in Hospital Based Primary Care Optometry, Portland VAMC, 2010

James J. Butler Ph.D. (2004)
Professor Physics/Optometry
B.S., Eastern Oregon University, 1994
M.S., Lehigh University, 1996
Ph.D., Lehigh University, 2000

Patrick Caroline C.O.T. (1996)
Associate Professor Optometry
C.O.T., University of Minnesota, 1978

Karl Citek B.A., M.S., O.D., Ph.D. (1994)
Professor Optometry
B.A., Columbia University, 1984
M.S., State University of New York, 1990
O.D., State University of New York, 1993
Ph.D., State University of New York, 1994

Bradley Coffey B.S., O.D. (1982)
Professor Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Scott Cooper B.S., O.D., M.Ed. (1992)
Professor Optometry
B.S., South Dakota State University, 1986
O.D., Pacific University, 1990
Teaching Fellow, Pacific University, 1990-92
M.Ed., Pacific University, 1993

Jennifer Coyle B.S., O.D., M.S. (1994)
Professor and Dean College of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1993
Residency in Contact Lenses,
Pacific University, 1994
M.S., Pacific University, 2000

Elizabeth Davis B.S., O.D. (1998)
Assistant Professor (Part-time) Optometry
B.S., Pacific University, 1993
O.D., Pacific University, 1996
Teaching Fellow, Pacific University, 1996-98

Andrew M. C. Dawes Ph.D. (2008)
Associate Professor Physics/Optometry
B.A., Physics, Whitman College, Walla Walla, WA 2002
M.A., Duke University, Durham, NC 2005
Ph.D., Physics, Duke University, Durham, NC 2008

Tracy Doll B.S., O.D. (2008)
Assistant Professor Optometry
B.S., Pacific University, 2003
O.D., Pacific University, 2006
Residency in Primary Care, Portland Veterans Affairs Medical Center, 2007

Kenneth Eakland B.S., O.D. (1984)
Professor Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

Dina Erickson B.S., O.D. (2000)
Associate Professor Optometry
B.S., Lewis and Clark College, 1989
O.D., Southern California College of Optometry, 1994
Residency In Hospital Based Optometry,
San Francisco VAMC, 1995

Graham Erickson B.S., O.D. (1998)
Professor Optometry
B.S., Pacific University, 1988
O.D., Pacific University, 1990
Residency in Pediatric Optometry and Vision Therapy,
Southern California College of Optometry, 1991

Denise Goodwin B.S., O.D. (2001)
Professor Optometry
B.S., Pacific University, 1996
O.D., Pacific University, 1998
Teaching Fellow, Pacific University, 1998-99

Stephen Hall Ph.D. (2000)
Associate Professor Physics/Optometry
B.S., Worcester Polytechnic Institute, 1988
Sc., M., Brown University, 1991
Ph.D., Brown University, 1995

Ami Halvorson, O.D. (2010)
Clinic Director
Assistant Professor Optometry
B.S., Boise State University, 2002
O.D., Pacific University, 2007
Residency in Primary Eye Care, Portland VAMC, 2010

John R. Hayes B.A., M.A., Ph.D. (2007)
Professor Optometry
B.A., College of Wooster, 1970
M.A., The Ohio State University, 1972
Ph.D., The Ohio State University, 1996

Fraser Horn B.S., O.D. (2005)
Associate Dean for Academic Programs
Associate Professor Optometry
B.S., Pacific University, 2000
O.D., Pacific University, 2004
Residency in Primary Care and Ocular Disease,
Perry Point VAMC, 2005

Beth Kinoshita B.S., O.D. (2006)
Clinic Director
Associate Professor Optometry
B.S., University of California at Santa Barbara, 1998
O.D., Southern California College of Optometry, 2002
Residency in Contact Lenses, Pacific University, 2006

Len V. Koh B.S., Ph.D., O.D. (2007)
Associate Professor Optometry
B.S., University of Toronto, 1995
Ph.D., University of Toronto, 2005
O.D., New England College of Optometry, 2006
Residency in Primary Care, Pennsylvania College of Optometry, 2007

James Kundart B.A., B.S., M.Ed., O.D. (2005)
Associate Professor Optometry
B.A., B.S., Pennsylvania State University, 1993
M.Ed, Pacific University, 1999
O.D., Pacific University, 1999
Residency in Vision Therapy and Rehabilitation, State University of New York, 2000

Matthew Lampa B.S., O.D. (2007)
Associate Professor Optometry
B.S., Pacific University, 2003
O.D., Pacific University, 2006
Residency in Cornea and Contact Lens, Pacific University, 2007

Hannu Laukkanen B.S., B.S., O.D., M.Ed. (1986)
Clinical Professor Optometry
B.S., University of Oregon, 1974
B.S., Pacific University, 1983
O.D., Pacific University, 1984
Teaching Fellow, Pacific University, 1984-86
M.Ed., Pacific University, 1994

Nada Lingel B.S., O.D., M.S. (1982)
Distinguished University Professor
Professor Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981
M.S., Pacific University, 1988
Residency in Hospital Based Optometry,
Albuquerque VAMC, 1993

Susan Littlefield B.S., O.D. (2005)
Director of Community Outreach / Clinic Director
Associate Professor Optometry
B.S., North Dakota State University, 1990
O.D., Pacific University, 1994
Teaching Fellow, Pacific University, 1995

Richard London B.A., M.A., O.D. (1997)
Professor Optometry
B.A., Rutgers University, 1970
M.A., Brandeis University, 1972
O.D., New England College of Optometry, 1978
Residency in Children's Vision, Southern California College of Optometry 1979

Blair Lonsberry B.S., M.S., O.D., M.Ed. (2005)
Clinic Director
Professor Optometry
B.S., University of Manitoba, 1990
M.S., University of Manitoba, 1993
O.D., University of Waterloo, 1996
Residency in Primary Care, Illinois Eye Institute, 1997
M.Ed, Memorial University, Canada, 2005

John P. Lowery B.S., O.D., M.Ed. (1997)
Professor Optometry
B.S., University of California, 1988
O.D., Pacific University, 1993
M.Ed., Pacific University, 1996

Sarah Martin B.S., O.D. (2013)
Assistant Director of Community Outreach
Assistant Professor Optometry
B.S., California Polytechnic University of Pomona (2002)
O.D. New England College of Optometry (2007)

Scott Pike B.S., O.D. (1994)
Assistant Professor Optometry
B.S., Pacific University, 1968
O.D., Pacific University, 1970

Lisa Sardinia Ph.D., J.D. (1996)
Associate Professor Biology/Optometry
B.S., Whitworth College, 1979
Ph.D., Montana State University, 1985
J.D., Hastings College of Law, 1996

James Sheedy B.S., O.D., M.S., Ph.D. (2006)
Professor/Director of Vision Performance Institute
B.S., Wayne State University, 1969
O.D., Ohio State University, 1974
M.S., Ohio State University, 1974
Ph.D., Ohio State University, 1977

Dennis Smith B.S., O.D., M.S. (1991)
Professor Optometry
B.S., Towson State University, 1976
O.D., Southern College of Optometry, 1981
M.S., Pacific University, 1987

Carole Timpone B.A., O.D. (1983)
Associate Dean of Clinical Programs
Distinguished University Professor; Clinical Professor Optometry
B.A., Cornell University, 1974
O.D., State University of New York, 1981

Yu-Chi Tai B.A., M.A., Ph.D. (2013)
Associate Professor Optometry/Director of MS in Vision Science
B.A., National Chengchi University, 1990
M.A., National Chengchi University, 1993
Ph.D., University of Illinois at Urbana-Champaign, 2004
Postdoctoral in Vision Science & Optometry, The Ohio State University, 2006

Shun-Nan Yang B.A., M.A., Ph.D. (2007)
Assistant Professor Optometry/ Director of Vision Performance Institute Research
B.A., National Chaiyi Normal University, Taiwan, 1987
M.A., National Cheng-chi University, Taipei, Taiwan, 1996
Ph.D., University of Illinois at Urbana-Champaign, 2002

Lorne Yudcovitch B.S., O.D., M.S. (1998)
Professor Optometry
B.S., University of Calgary, 1990
O.D., Pacific University, 1996
M.S., Pacific University 1997
Teaching Fellow, Pacific University, 1996-97

FACULTY EMERITI

Willard B. Bleything
Faculty Emeritus/Distinguished University Professor of Public Health and Optometry
Director of Graduate and International Programs
B.S., Pacific University, 1951
O.D., Pacific University, 1952
M.S., Pacific University, 1954

Jane B. Carmichael
Faculty Emeritus/Associate Professor of Optometry
B.A., Mississippi State, 1936
O.D., Southern College of Optometry, 1945

Alfred Furie
Faculty Emeritus/Professor of Optometry
B.S., Pacific University, 1958
O.D., Pacific University, 1960

Leonard Levine
Faculty Emeritus/Distinguished University Professor of Physiology and Pharmacology
B.S., Rutgers University, 1950
Ph.D., Columbia University, 1959

Nira Levine
Faculty Emeritus/Director of Student Services, Professor of Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed. D., University of Virginia, 1969

Alan W. Reichow
Faculty Emeritus/Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1981
Teaching Fellow, Pacific University, 1981-86
M.S., Pacific University, 1992

Lee Ann Remington B.S., B.S., O.D., M.S. (1986)
Professor Optometry
B.S., College of Great Falls, 1981
B.S., Pacific University, 1983
O.D., Pacific University, 1984
Teaching Fellow, Pacific University, 1984-86
M.S., Pacific University, 1992

Niles Roth
Faculty Emeritus/Professor of Physiological Optics & Optometry
B.S., University of California, 1955
M.Opt., University of California, 1956
Ph.D., University of California, 1961

Richard D. Septon
Faculty Emeritus/Professor of Optometry
B.A., Concordia College, 1956
O.D., Pacific University, 1960
M.S., Indiana University, 1968

John A. Smith
Faculty Emeritus/Professor of Optometry
B.S. Pacific University, 1978
O.D. Pacific University, 1980

Don C. West
Faculty Emeritus/Professor of Optometry
O.D., Southern College of Optometry, 1949
B.S., Pacific University, 1961

Diane P. Yolton
Faculty Emeritus/Professor of Optometry
B.S., University of Wisconsin, 1966
M.S., University of Texas, 1969
Ph.D., University of Texas, 1974
O.D., Pacific University, 1986
Fellowship, Pacific Cataract and Laser Institute, 1990-91

Robert L. Yolton
Faculty Emeritus/Professor of Psychophysiology
B.S., University of Wisconsin, 1965
M.A., California State University, 1966
Ph.D., University of Texas, 1975
O.D., Massachusetts College of Optometry, 1975

PROGRAMS

The College provides learning opportunities and instruction embracing the full scope of contemporary optometric science. Students are prepared to enter the modern health care system with a high level of competence and self-assurance. They are encouraged to respect public health issues. They are expected to uphold high ethical standards. They are called upon to make a commitment to serving their communities and profession.

The College supports educational programs which culminate in the awarding of the:

- Doctor of Optometry Degree (O.D.)
- Bachelor of Science in Visual Science (B.S.)
- Master of Science in Vision Science (M.S.)
- Master of Education in Visual Function in Learning (M.Ed.)
- Certificate of successful completion in a post-doctoral Residency

In addition, the College of Optometry offers continuing education courses to licensed practitioners and others with interest in the profession. Programs are held on campus, in various communities across the U.S. and Canada, and on-line. Programs range from one-hour lectures to week-long conferences to on-line certification courses. Information is available online at http://www.pacificu.edu/optometry/ce/index.cfm.

Most optometry graduates enter private practice after taking the examinations of the National Board of Examiners in Optometry and one or more state board examinations. Practice opportunities are continually increasing because of the country's expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry, federal and civil service agencies. A critical need exists for optometrists with advanced academic training in physiological optics, the natural and behavioral sciences, and clinical optometry for teaching and research. While optometry is already a specialized field, many optometrists pursue special professional interests. Among these are vision therapy and orthoptics, contact lenses, low vision and visual rehabilitation, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Graduate and Professional Students at the College of Optometry. In addition, the College maintains a web page that lists practice opportunities. Career information also is available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141, from local and state optometric associations, and from the Association of Schools & Colleges of Optometry, http://www.opted.org.

DOCTOR OF OPTOMETRY (O.D.)

DEGREE REQUIREMENTS

The curriculum for the Doctor of Optometry degree program is broad in scope while emphasizing areas of traditional strength and uniqueness within the profession. The faculty members of the College of Optometry recognize the value and importance of active learning in the classroom, wherein students are active participants in their learning. The goals of incorporating active learning techniques are to enhance the retention of material beyond individual classes, the development of problem-solving skills, enthusiasm for learning, and motivation for life-long study. While the courses in the curriculum are listed in a traditional lecture and laboratory format, active learning is an element in both the classrooms and laboratories.

Requirements for the O.D. degree include completion of pre-optometry requirements, a bachelor's degree, and satisfactory completion of the optometry core requirements. None of the core courses may be challenged for credit by examination. The bachelor's degree can be earned while enrolled in the O.D. program.

FIRST PROFESSIONAL YEAR

Prerequisites: admission to the entering optometry class or obtain approval from the course instructor and the Associate Dean for Academic Programs

Fall Semester		**Credits**
OPT 500	Basic Science for Optometry with Laboratory	2.5
OPT 501	Geometric and Physical Optics I with Laboratory	3.0
OPT 516	Patient Care I	0.5
OPT 532	Anatomy of the Visual System with Laboratory	3.0
OPT 535	Functional Neuroanatomy and Neurobiology	3.0
OPT 540	Essentials of Medical Pharmacology I	1.0
OPT 546	Clinical Procedures I with Laboratory	2.5
OPT 562	Behavioral Optometric Science with Laboratory	4.0
OPT 568	Practice Management I	1.0

Spring Semester

OPT 502	Geometric and Physical Optics II with Laboratory	3.0
OPT 503	Physiological Optics I with Laboratory	4.0
OPT 517	Patient Care II	0.5
OPT 531	Ocular Anatomy, Physiology and Biochemistry with Lab	3.0
OPT 533	Ocular Disease I with Laboratory	3.0
OPT 537	Systemic Diseases and Medications I	3.0
OPT 541	Essentials of Medical Pharmacology II	1.0
OPT 547	Clinical Procedures II with Laboratory	2.5
OPT 560	Evidence Based Optometry	1.0

SECOND PROFESSIONAL YEAR

Prerequisites: advancement to the second year by the faculty or obtain approval from the course instructor and the Associate Dean for Academic Programs

Fall Semester

OPT 601	Ophthalmic Optics	3.0
OPT 616	Theory and Methods of Refraction	3.0
OPT 620	Patient Care III	0.5
OPT 631	Ocular Disease II with Laboratory	3.0
OPT 637	Systemic Diseases and Medications II	3.0
OPT 640	Essentials of Medical Pharmacology III	1.0
OPT 646	Clinical Procedures III with Laboratory	2.0
OPT 647	Ophthalmic Dispensing Procedures with Lab	2.0
OPT 662	Visual Information Processing and Perception	4.0
OPT 668	Practice Management II	1.0

Spring Semester

OPT 615	Vision Therapy for Binocular and Oculomotor Dysfunction with Lab	4.0
OPT 617	Optometric Case Analysis	4.0
OPT 618	Theory and Practice of Spherical Rigid and Soft Contact Lenses with Lab	3.0
OPT 621	Patient Care IV	0.5
OPT 633	Ocular Disease III with Laboratory	4.0
OPT 638	Systemic Diseases and Medications III with Lab	2.0
OPT 648	Clinical Procedures IV with Laboratory	4.0

THIRD PROFESSIONAL YEAR

Prerequisites: students must have completed satisfactorily all course work in the first two years of the curriculum and be advanced to the third year by the faculty. Exceptions to this policy must be approved by the course instructor and the Associate Dean for Academic Programs. Clinic courses also require the approval of the Associate Dean for Clinical Programs.

Summer Term (14 weeks)

OPT 701	Physiological Optics II	3.0
OPT 703	Patient Care Seminar I	0.5
OPT 714	Pediatric and Developmental Optometry	3.0
OPT 715	Patient Care V	1.5
OPT 7XX	Specialty Patient Care **	1.5
OPT 716	Theory and Practice of Specialty Contact Lenses with Lab	3.5
OPT 759	Geriatric Optometry	1.0
OPT 768	Practice Management III	1.0
Elective(s) *		

Fall Semester

OPT 704	Patient Care Seminar II	0.5
OPT 718	Advanced Optometric Case Analysis with Laboratory	2.0
OPT 722	Patient Care VI	1.5
OPT 7XX	Specialty Patient Care **	1.5
OPT 725	Assessment and Management of Strabismus and Amblyopia with Lab	4.0
OPT 728	Assessment and Management of the Partially Sighted Patient	2.0
OPT 733	Ocular Disease IV with Laboratory	3.0

OPT 736	Clinical Rounds ***	
OPT 762	Communication in Optometric Practice with Lab	2.0
Elective(s)*		

Spring Semester

OPT 705	Patient Care Seminar III	0.5
OPT 723	Patient Care VII	1.5
OPT 7XX	Specialty Patient Care **	1.5
OPT 727	Evaluation and Management of Patients with Perceptual Problems with Lab	2.0
OPT 735	Applied Ocular Therapeutics	1.0
OPT 736	Clinical Rounds ***	0.5
OPT 749	Refractive Surgery	1.5
OPT 761	Public Health Optometry	2.0
OPT 763	Environmental, Occupational and Recreational Vision	2.0
OPT 769	Practice Management IV	1.0
Elective(s)*		

Students are required to complete a minimum of three elective credits prior to graduation. These electives may be chosen from those offered by the College of Optometry. Alternatively, with prior authorization, it may be possible to substitute courses taken:

- as an independent study;
- at Pacific University outside of the College of Optometry; or,
- at other institutions with credits transferable to Pacific University (the costs of any courses taken at other institutions are the responsibility of individual students).

* Students are required to take at least 3 credits of electives.
** Students will rotate through each Specialty Patient Care (OPT 770 Pediatric/Binocular Vision, 771 Contact Lens, and 772 Ocular Disease and Specialty Testing and Low Vision) during the third year.
*** Students are required to take one semester of 736, either fall or spring.

FOURTH PROFESSIONAL YEAR

OPT 806 Patient Care VIII 11 credits

Interns will provide supervised and direct patient care in various specialty tracks within Pacific University affiliated eye and vision care centers (Tracks 1-4) or in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site (Track 5). Students may apply toward graduation one of the tracks numbered 1-4 a maximum of one time.

Track 1: Ocular Disease with emphasis in Contact Lens - Rotation in the Ocular Disease and Special Testing and Contact Lens specialty clinics, including the clinical assessment and management of patients with ocular diseases, and management of cosmetic and therapeutic specialty contact lens prescribing.

Track 2: Ocular Disease with emphasis in Low Vision - Rotation in the Ocular Disease and Special Testing and Low Vision clinics, including the clinical assessment and management of patients with ocular diseases and management of patients with low vision rehabilitation needs. Rotation also includes a half day of contact lens service per week..

Track 3: Vision Therapy, Pediatrics, Neuro-Optometry - Rotation in the Binocular Vision/Vision Therapy and Pediatric clinics including supervised clinical management of patients requiring vision therapy. Weekly experience in the Pediatric and Strabismus Referral Center (PSRC) and Neuro-Optometry services with related exposure to co-management principles. Rotation also includes a half day of contact lens service per week.

Track 4: Vision Therapy and Pediatrics - Rotation in the Binocular Vision/Vision Therapy and Pediatric clinics including supervised clinical management of patients requiring vision therapy. Unique exposure in the Beaverton 3D Performance Clinic.

Track 5: Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site.

OPT 807	Patient Care IX*	11 credits
OPT 808	Patient Care X*	11 credits
OPT 809	Patient Care XI*	11 credits
OPT 827	Web-Based Clinical Rounds	0.5 credit

*The course descriptions for OPT 807, OPT 808 and OPT 809 are identical to that of OPT 806.

Course requirements are subject to change, and do not constitute a contract between an applicant or a student and Pacific University. When changes are made, a revised curriculum is made available to students advising them of the new requirements. Options for extenuating circumstances and for a smooth transition to the new requirements will be provided.

Required and elective courses may be given at various locations and times, and the student is expected to bear the costs to attend. Many factors enter into class scheduling and, as a result, elective courses listed may not be available while others, not yet listed, are available.

Every attempt is made to assign schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence in the assigning of lecture, laboratory, and elective times.

Bachelor's Degree
Students must earn a bachelor's degree prior to qualifying for the Doctor of Optometry degree. In many cases, the bachelor's degree is earned prior to applying for admission to the College of Optometry. In other cases, the bachelor's degree is completed while the student is enrolled in the College of Optometry, through Pacific University's Bachelor of Science degree with a major in Visual Science. All requirements for the bachelor's degree must be completed by the beginning of the third professional year (see below for specific requirements).

Some students attending institutions with pre-professional programs plan a program of study to include pre-optometry requirements plus the bachelor's degree requirements for that institution. In the case where Pacific University's professional courses in optometry are used to satisfy another institution's graduation requirements, written notice of such an arrangement is required.

Off-campus Rotations
All students are required to participate in off-campus rotations for a portion of their clinical training. Living and transportation costs incurred during these assignments are borne by the student. Every attempt is made to assign clinic schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence.

Promotion
In order to be promoted unconditionally in the College of Optometry from the first to the second year and from the second to the third year, a student must receive a grade of "C" or better in all courses and be recommended for promotion by the faculty. All unsatisfactory grades require remediation in a timely manner, and remediation must occur according to specific written plans.

For promotion from the third to the fourth year, students must satisfactorily complete all courses in the first, second, and third years of the curriculum, have been awarded a bachelor's degree, and be recommended for promotion by the faculty. The status of students failing to meet these requirements is determined by the College's Academic and Professional Standards Committee (see Academic and Professional Standards).

Degree Conferral
A candidate for the degree of Doctor of Optometry must satisfactorily complete the curriculum and all requirements prescribed by the faculty of the College of Optometry. The faculty formally will vote on all candidates to recommend the awarding of the degree of Doctor of Optometry. This recommendation is made to the Dean for transmittal to the President of Pacific University for final consideration by the Board of Trustees.

Eligible candidates must apply for the degree by January 15 for May degree conferral. All students receiving degrees are required to participate in the May Commencement ceremony. The degree is conferred With Distinction upon graduates who have maintained a grade point average of 3.5 or higher in the professional curriculum and have received no substandard or failing grades in the professional didactic and clinical curriculum.

Other Requirements
Candidates for the Doctor of Optometry degree generally are required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no fewer than 9 credits per semester during the first three years and no fewer than 11 credits per session during the fourth year.

All core courses required for the Doctor of Optometry degree should be completed successfully while the degree candidate is a matriculated student at the Pacific University College of Optometry. Courses taken elsewhere, or taken while the degree candidate is not matriculated at Pacific University, may be difficult to substitute for core courses.

In addition to letter grades, the following grades are used:

- P = equivalent to C or above
- HP = equivalent to B work that is consistently above proficiency standards in patient care
- H = equivalent to A work that is demonstrated by exemplary achievements in patient care

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. The instructor and student should agree upon a timeline for the completion of all work; in general, it is expected that all course requirements be completed by the end of the following semester.

Once a grade has been submitted to the Registrar it is changed only in the case of recording errors. Faculty members submit Grade Change forms to the Associate Dean for approval.

National Board of Examiners in Optometry Policy
Candidates for the National Boards of Examiners in Optometry from our institution are required to release their scores to Pacific University College of Optometry. Scores will be used solely for program assessment.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

Satisfactory Academic Progress (SAP) is used to define successful completion of coursework to maintain eligibility for student financial aid. It is the College's responsibility, per Federal regulations, to establish, publish and apply standards to monitor students' progress toward completion of their degree. If a student fails to meet these standards, they will be placed on financial aid warning, suspension or probation (defined below). These financial aid classifications are separate and distinct from a student's academic standing within the College. For students to maintain their financial aid eligibility, they must meet the SAP standards below.

Qualitative Standard:	The College of Optometry requires a student to maintain a minimum 2.0 term and cumulative GPA to remain eligible for financial aid.
Quantitative Standard:	The College of Optometry requires a student to progress through the program at a pace that guarantees completion within a maximum of 6 years.

- **Financial Aid Good Standing**
  Student has a term and cumulative GPA of 2.0 or higher and student is on pace to graduate within 6 year maximum time frame limit.
- **Financial Aid Warning**
  Student's term and/or cumulative GPA dropped below a 2.0 and student is on pace to graduate within 6 year maximum time frame limit. A student is able to receive financial aid while on financial aid warning status, but must meet SAP standards during that term of enrollment to remain eligible for subsequent financial aid.
- **Financial Aid Suspension**
  Student did not meet SAP standards while on Financial Aid Warning or Financial Aid Probation status, or it is determined that the student will not be able to graduate within the 6 year maximum time frame limit, or a student on Financial Aid Academic Plan status fails to follow the plan. Student is not eligible to receive financial aid while on Financial Aid Suspension.
- **Financial Aid Probation**
  This status is only granted upon the approval of a Financial Aid SAP Appeal. Such appeals are made to and acted upon by the University Financial Aid Office. Students may receive financial aid for one term but must meet SAP standards by the end of that term to remain eligible for subsequent financial aid.
- **Financial Aid Probation with Academic Plan**
  Student fails to meet SAP standards for the term in which the student is on Financial Aid Probation. This status is only granted upon the approval of a Financial Aid SAP Appeal with the condition the student follows an academic plan. The student is eligible to receive financial aid as long as the student continues to follow that academic plan.

ADMISSION

Enrollment in the College of Optometry is limited and admission is selective, and the majority of those admitted have completed four years of college. All pre-optometry course requirements must be completed before beginning the program. The College of Optometry actively seeks qualified multicultural students to increase the number of practitioners who are qualified, but currently underrepresented, in the profession.

In making decisions, the Optometry Admissions Committee considers the following factors:

- Strength and breadth of academic record
- Optometry Admission Test (OAT) scores
- Excellence of essay responses
- Quality of observational experiences (minimum of 30 hours at the time of application), preferably in several different types of practice settings, each under the supervision of an optometrist
- Content, thoroughness, and the care with which the application forms have been prepared, including both the OptomCAS Universal application and Pacific's supplemental application
- The quantity and quality of community service, honors, and extracurricular activities
- Strength of letters of recommendation.
- Mastery of the on-campus personal interview

Selected applicants are invited for an on-campus personal interview. The interview is required, and scheduled by Graduate Admissions. It allows the Admissions Committee to assess essential skills and traits that may not be reflected in the application. In the interview, consideration is given to motivation toward a career in optometry, effective verbal expression of ideas, knowledge of the profession, and self-confidence. The on-campus interview also includes a brief impromptu writing exercise that allows the Committee to evaluate the applicants' skills in succinctly and effectively expressing themselves in writing.

New classes begin with the fall semester each year; mid-year matriculation is not permitted. Applications are accepted starting July 1 for fall enrollment of the following year. Applicants are notified once an admission decision is reached.

Course Prerequisites
All prerequisite courses must be completed with a grade of "C" or higher (grades of "C-" or lower are not acceptable). Where possible, all courses should be those intended for science majors. All science prerequisites must include a laboratory component. A maximum of 8 semester credits of AP or IB credit can be used toward the prerequisite requirements for applicants with qualifying scores.

Pacific University College of Optometry accepts online prerequisite coursework for no more than 8 semester credits or two courses; whichever is less. If taking online science prerequisite courses, it is required that labs are physical, not virtual. Online courses in Microbiology and Biochemistry with online labs will be considered. Online prerequisite courses will only be considered from regionally accredited colleges or universities. Online coursework unrelated to prerequisite requirements is not subject to these restrictions.

The following pre-requisite courses must have been completed within the last 7 years: Anatomy, Physiology, Microbiology, Organic Chemistry, Biochemistry (if applicable) and General Physics.

In-depth experience in the sciences within the last 7 years may be able to be substituted for expired coursework on a case-by-case basis. Examples include applicants pursuing a doctoral degree in the sciences whose general science pre-requisites were completed more than 7 years ago. Optometric or ophthalmic experience may not be substituted for expired courses.

Biological Sciences: 12 semester credits

- A course in microbiology
- A complete course in human or comparative vertebrate anatomy (with coverage of human systems)
- A complete course in human or animal physiology
- A two-semester course (or the quarter equivalent) combining both human anatomy and physiology is acceptable

All courses must include a laboratory.

Chemistry: 12 semester credits

- A standard two-semester course in general chemistry, and either two semesters (three quarters) of a complete course sequence in organic chemistry or one semester (two quarters) of organic chemistry combined with one semester (one quarter) of biochemistry
- A one-semester (two quarters) survey course in organic chemistry is accepted. All courses must include laboratory
- A course in biochemistry is strongly recommended

General Physics: 8 semester credits

- A standard two-semester course or the quarter system equivalent. Need not be calculus based

All courses must include laboratory.

Mathematics: 3 semester credits

- A course in analytic geometry or calculus

Statistics: 3 semester credits

- Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable. Business and Economics courses will not meet this requirement.

General Psychology: 3 semester credits
English: 6 semester credits

- Two courses that have been taken from the Department of English or Writing are required (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement. Writing intensive courses from other departments like Philosophy or Religion are not acceptable unless designated as writing intensive on your official transcript.

English Language Proficiency Policy
A satisfactory command of the English language is required for admission to Pacific University. All students whose first language is not English must meet the English language proficiency requirement prior to admission. This requirement applies to all applicants, including resident aliens and citizens. Requiring valid proof of English language proficiency is a mandate of the College of Optometry; thus, only the College can approve exceptions.

Valid Proof of English Language Proficiency

- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific Institutional TOEFL, or the International English Language Testing System (IELTS) exam
- Test scores are valid for two (2) years after the test date
- Test scores more than two (2) years old will be considered if the score exceeded the minimum requirement and you have maintained continuous residency in the United States since the exam date

- Completion of a bachelor's, master, doctoral, or professional degree at an accredited college or university where English is the only language of instruction. Individuals who are in the process of earning a bachelor's degree from an accredited institution can be admitted.

Minimum Test Score Requirements

TOEFL			IELTS
Paper-based	Computer-based	Internet-based	
600 overall Minimum per section: 54-55 reading 55 listening 55 structure/written expression	250 overall Minimum per section: 21 reading 22 listening 22 structure/writing	100 overall minimum per section: 20 reading 21 listening 22 writing 22 speaking	7.0 overall Minimum sub scores per section: 7.0

Invalid Proof of English Language Proficiency

- Test score less than Pacific University's minimum requirement
- Test score more than two years old (unless the score exceeded the minimum requirement and you have maintained continuous residency in the United States since the exam date.)
- Institutional TOEFL scores from any school except Pacific University
- Completion of an English as a Second Language (ESL) program at any school
- Completion of English, writing or literature courses at any college or university
- An associate's degree from a community college in the United States

Application Procedures

New classes begin with the fall semester each year and mid-year matriculation is not permitted.

Applications are accepted starting July 1 for fall enrollment of the following year. Early completion and submission of the application may enhance the prospects for admission, given the current "rolling admissions" process. Applicants are notified with a final admission decision 2-3 weeks after participating in the on-campus interview.

- Complete the OptomCAS Universal Application (available online at www.optomcas.org). Select Pacific University as one of the schools to which you would like to apply.
- Complete Pacific's Supplemental Application (available online at www.pacificu.edu/optometry)
- Take the Optometry Admission Test (OAT). An applicant's most recent set of OAT scores must be no earlier than two years (24 months) prior to the opening of the current OptomCas sessions in order to be valid. Test information is available from:

  Optometry Admission Testing Program
  211 East Chicago Avenue 6th Floor
  Chicago, IL 60611
  1-800-232-2159
  http://www.opted.org/

  Because of OAT registration deadlines, applicants are encouraged to schedule their OAT early.

Criminal Background Check

Upon acceptance and prior to matriculation, students will undergo a criminal background check (CBC). A criminal background check is a condition of matriculation into the program. Legal offenses that are reflected in a criminal background check may preclude a student's ability to enroll in the program or to participate in a rotation which would be a prerequisite to completion of the program. Because each jurisdiction has control over licensure of optometrists, Pacific University is unable to provide its students with legal advice concerning license restrictions for any given jurisdiction related to results of a criminal background check. Thus, mere admission into Pacific University's College of Optometry, is not to be interpreted as assurance of acceptance into a required rotation or likelihood of subsequent licensure. For this reason, students who have been convicted of legal offenses are advised to obtain independent legal advice concerning related licensing issues.

Reapplication Procedures

For applicants who weren't offered admission, and apply in a subsequent year, a new application packet should be submitted that includes OptomCAS and Pacific's supplemental application. Additional observational experience is strongly recommended. Re-applicants need not retake the Optometry Admission Test if their scores are still valid, but may do so to try to increase their scores.

Admission for Transfer Students

Individuals interested in transferring to the College of Optometry (e.g., graduates of international optometry, ophthalmology or medical programs, transfer students, students resuming studies, and other non-traditional placements) should contact Graduate Admissions (gradadmissions@pacificu.edu) for more information on application procedures and deadlines.

The Doctor of Optometry degree from Pacific University reflects the curriculum as a whole. This includes the content and sequence of the program of study. Upon acceptance into the program, the Associate Dean for Academic Programs will develop a proposed curriculum for the transfer student. In order to develop a proposed curriculum, the student typically will be required to provide information in addition to the usual credentials for admission, such as a catalog from the original optometric program, course descriptions, course syllabi, etc. Substitutions based on previous course work will be considered and specific courses may be waived; however, the curriculum as a whole will remain in synch with the standard Doctor of Optometry program. Thus, the program for transfer students spans three and one half to four years. Students admitted in this program with prior optometric clinical experience will be required to complete at least two clinical rotations in the fourth year. This will include an initial rotation through the College of Optometry's internal clinics and one external rotation as determined by the Associate Dean for Clinical Programs. Additional clinical rotations may be required based on the student's academic and clinical performance.

BACHELOR OF SCIENCE IN VISUAL SCIENCE

The program in Visual Science is available only to students who have been admitted to the College of Optometry who do not have a bachelor's degree. Prior to starting at the College of Optometry, students must have completed at least 90 semester credits of coursework. They also must meet other general degree requirements for the Bachelor of Science degree with a major in Visual Science.

DEGREE REQUIREMENTS

124 semester credits, including:

Natural Sciences

35 semester credits taken from at least two of the following disciplines:

- biology
- chemistry
- mathematics
- physics

Social Sciences

12 semester credits taken from at least two of the following disciplines:

- anthropology
- business
- cultural studies
- economics
- geography
- history
- political sciences
- psychology
- sociology

Humanities

12 semester credits taken from at least two of the following disciplines:

- art
- English
- history
- humanities
- languages
- music
- philosophy
- religion
- speech
- theater

Professional Courses In Optometric Science

Successful completion of all coursework taken during the first year of the standard curriculum while enrolled in the College of Optometry.

ADMISSION

Further information about the degree and how to pursue it may be obtained from Graduate Admissions (gradadmissions@pacificu.edu).

MASTER OF SCIENCE IN VISION SCIENCE

The College of Optometry offers a Master of Science (MS) degree. It engages students in advanced study and research of the visual system. The MS degree is designed to prepare a student for advanced opportunities in academic, corporate, and other professional settings.

Vision science is a broad and growing field. It encompasses numerous disciplines such as anatomy, physiology, psychophysics, optics, neuroanatomy, pathology, eye movements, perception, and color vision among others. The MS degree program provides the student with a broad understanding of vision science and also an in depth knowledge of a particular area within the field. Each student will work with a faculty advisor to complete a thesis based upon original research. Faculty of the College of Optometry have expertise in numerous fields including contact lenses, ocular disease, binocular vision, sports vision, vision performance, and low vision among others. The MS degree program offers the student a rich variety of specialty areas within vision science, enables the student to develop expertise within a certain division of vision science, and prepares the student to perform independent research.

CURRICULUM

In general, the MS degree program is designed so that a typical student would require 2 years (including 2 summers), or 6 semesters, of study to complete the degree requirements. In recognition of the extensive education that optometry graduates receive in vision science, students may be able to complete the MS requirements with 1 year (3 semesters) of study if they have received an O.D. degree from an Accreditation Council on Optometric Education (ACOE) accredited program. Students currently matriculated in the Pacific University College of Optometry may be able to complete the MS requirements concurrent with the OD degree or with 1 year (3 semesters) of study in addition to their OD degree. In any case, however, the amount of time required to meet the requirements for graduation can vary depending upon the circumstances.

STUDENT FUNDING

Students are responsible for payment of tuition and other expenses. Tuition is charged on a per credit basis. In some cases, research or other funds may be available to support graduate students. Application and acceptance into the MS degree program is independent from the availability of student financial support. Any available funds to support graduate students are subject to the requirements placed upon those funds by the funding source and generally not under the control or influence of the Vision Science Graduate (VSG) Committee. If funding is from a research grant or contract, then the faculty member serving as principal investigator usually makes decisions about all personnel supported by the grant. The Committee can alert students to potential funding opportunities.

ADMISSION REQUIREMENTS

The degree requirements for admission are flexible in order to accommodate students who come to vision science from a variety of backgrounds. A bachelor's degree (or equivalent) is required, and this should include coursework appropriate to the division of vision science in which the student wishes to pursue research.

UNDERGRADUATE PREREQUISITES

All prerequisite courses, as listed below, have to be acquired through traditional classroom teaching (web-based instruction is not acceptable) and must be completed with a grade of “C” or higher (grades of “C-” or lower are not acceptable). Where possible, all courses should be those intended for science majors. All science prerequisites (Biology, Physics, and Chemistry) must include a laboratory.

- General Biology: a standard two-semester course or the quarter system equivalent of one year of study.
- General Physics: a standard two-semester course or the quarter system equivalent of one year of study. Need not be calculus based.
- Chemistry: a standard two-semester course or the quarter system equivalent of one year of study.
- Mathematics: a standard one-semester (3 semester credits or 4 quarter credits) course in calculus.
- Statistics: one semester or the quarter system equivalent. Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable. Business and Economics courses will not meet this requirement.

Applicants currently enrolled in Pacific University College of Optometry, or with an OD degree from an ACOE-accredited program, will automatically qualify as meeting these undergraduate prerequisites. International applicants with a Bachelor’s degree in optometry or an advanced degree (Bachelor’s degree or higher) in a discipline related to clinical optometry may be considered, after review of the student application by the VSG Committee, as meeting the above-listed requirements.

English Language Proficiency Policy

A satisfactory command of the English language is required for admission to Pacific University. All students whose first language is not English must meet the English language proficiency requirement prior to admission. This requirement applies to all applicants, including resident aliens and citizens.

Requiring valid proof of English language proficiency is a mandate of the College of Optometry. Thus, only the College can approve any exceptions.

Valid Proof of English Language Proficiency

There are two ways to show the required English language proficiency:

1. Achieving satisfactory official test score on the International Test of English as a Foreign Language (TOEFL), the Pacific Institutional TOEFL, or the International English Language Testing System (IELTS) exam.
    - Test scores are valid for 2 years after the test date. Test score more than two years old will be considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the United States since the exam date.
    - The minimum test score requirements are:

TOEFL			IELTS
Paper-based	Computer-based	Internet-based	
550 overall Minimum per section: 52 reading 52 listening 52 structure/written expression	213 overall Minimum per section: 19 reading 18 listening 20 structure/writing	80 overall minimum per section: 17 reading 17 listening 14 writing 15 speaking	6.0 overall Minimum sub scores per section: 6.0

2. Have a bachelor's degree or higher completed in an English-based institute:
    - Completion of a bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the only language of instruction.
    - Individuals who are in the process of earning a bachelor's degree from an accredited institution may be admitted.

Invalid proof of English language proficiency

- Test score less than Pacific's minimum requirement;
- Test score more than two years old (unless you have lived in the United States since the exam date);
- Institutional TOEFL score from any school except Pacific;
- Completion of an English as a Second Language (ESL) program at any school;
- Successful completion of English, writing, or literature courses at any college or university;
- An associate's degree from a community college in the United States.

Conditional Admission

Students whose academic qualifications are sufficient but who need further language training may be given conditional admission, with unconditional admission granted upon reaching a score of 550 (paper-based TOEFL) or equivalent by matriculation into the program.

APPLICATION PROCEDURES

Application Deadlines

- Applications to the Graduate Program in Vision Science are accepted from September 1 through March 15. Early application will be reviewed and an interview will be arranged within one month upon receiving the document.
- Students who are currently enrolled in Pacific University Doctor of Optometry Program can apply for the dual OD/MS degrees. The application deadline is December 1 for the 2nd year OD students and April 1 for the 1st year OD students.
- The VSG Committee may choose to accept applications at other times.

Applicants should contact the Office of Admissions for more information on application procedures, deadlines and to request an application.

Required Application Materials

- Completed Application Form
- Curriculum Vitae or Resume
- Application Essay
- Two letters of recommendation, at least one from an instructor
- $40 application fee1
- Official Transcripts from all colleges and universities attended*
- Doctor of Optometry Course Catalogue/class syllabi with cumulative GPA at 3.0 or better and qualified for Oregon optometry license**
- Proof of English Proficiency as outlined above***

- International Credentials Evaluation upon request***

*Waived for current students or alumni of Pacific University College of Optometry
** For graduates of ACOE accredited optometry colleges
***For graduates of international colleges and universities

The VSG Committee will make the final decisions on the waiver and conditions of any application requirements.

Selection Process

- The VSG Committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria:
  - Depth and breadth of undergraduate preparation
  - Strength of recommendations
  - Written communication skills as assessed in the application essay
  - Result of the interview
- Based on the criteria described above, selected applicants are invited for an interview either on campus or through telecommunication.
- The VSG Committee makes recommendations for acceptance into the program to the Dean of the College of Optometry.
- Applicants will receive official notification of their status within 4 weeks of the application deadline.
- Students admitted into the MS degree program at Pacific University must satisfactorily complete a criminal background check prior to the start of classes in the first semester of the program.

DEGREE REQUIREMENTS

Satisfactory Coursework:

- A minimum of 41 semester hours of graduate credits earned from the curriculum of the MS degree program is required.
- Graduate students are required to maintain a cumulative grade point average (GPA) of 3.0 or better in coursework, starting from the end of the second semester, and must make satisfactory progress toward their degree. Substandard performance will be handled according to the College's Academic and Professional Standards Manual. All other regulations and policies related to professional and academic standards described elsewhere in the College of Optometry section in the university catalog also pertain to students in the graduate Program.
- A maximum of one third of the total course workload may be exempted based on prior satisfactory equivalent course work. At least 27 of the 41 credit hours must be earned at Pacific University. Exceptions can only be made with approval from the VSG Committee.
- Exemption or substitution of the required courses may be applied after approval from both the student's advisor and the course instructor(s).
- Course exemption and substitution does not apply to elective courses.
- The VSG Committee has pre-approved lists of courses for exemption or substitution under specified circumstances.
  - See 'Pre-approved Exempted Courses for Post-OD Students' later in this document.
  - See 'Pre-approved Substitute Courses for OD/MS concurrent students.
  - See a list of selective required courses overlapped between OD and VSG programs that can be earned concurrently.

A written thesis with an oral qualifying examination:

- The thesis must be written in a format according to the written thesis guideline and the completed written thesis must pass the oral examination of a Master's thesis committee.

All work submitted for the MS degree (including coursework, transferred credits, thesis, examinations, etc.) must be completed within a period of seven years from the date of matriculation. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the MS program curriculum.

Coursework

Students must complete coursework that closely mirrors the curriculum listed below. In all, students must complete at least 41 semester credits with a minimum of 37 required credits and 4 elective credits (including Thesis Research).

Required Courses

Course No	Name of the course	Credits
Opt 501	Geometric & Physical Optics I with Laboratory	3
Opt 502	Geometric & Physical Optics II with Laboratory	3

Opt 503	Physiological Optics I with Laboratory	4
Opt 531	Ocular Anatomy Physiology and Biochemistry with Laboratory	3
Opt 532	Anatomy of the Visual System with Laboratory	3
Opt 662	Visual Information Processing & Perception	4
Opt 701	Physiological Optics II	3
Opt 911	Vision Science Seminar I	2
Opt 912	Vision Science Seminar II	2
Opt 913	Vision Science Seminar III	2
Opt 914	Discussion of Optometric Clinical Care	1*
Opt 915	Practice of Clinical Skills	1*
Opt 991	Research and Data Analysis Methods Part I	2
Opt 992	Research and Data Analysis Methods Part II	2
Opt 995	Thesis Research	2**

* Can be repeated three times.

** Can be repeated multiple times.

Elective courses

Students must have the approval of their advisor and the course instructor before taking an elective course.

Course No	Name of the course	Credits
Opt 725	Strabismus & Amblyopia with Lab	4
Opt 743	Neurorehabilitative Optometry	2
Opt 744	Vision Problems Relate to Learning	3
Opt 746	Sports and Recreational Vision	2
Opt 763	Environmental, Occupational and Recreational Vision	2
Opt 901	Seminar in New Ophthalmic Instrumentation and materials	1
Opt 906	Seminar in Public Health	1
Opt 907	Seminar in Electrodiagnostics	1
Opt 908	Seminar in Neuro-rehabilitation	1
Opt 909	Seminar in Color Vision	1
Opt 910	Seminar in Ophthalmic Optics	1
Opt 916	Seminar in Functional Vision and Pediatrics	1
Opt 917	Seminar in Visual-Motor Function	1
Opt 918	Seminar in Contact Lenses	1
Opt 919	Seminar in Environmental Vision	1
Opt 925	Seminar in Strabismus & Amblyopia with Lab	1
Opt 931	Seminar in Visual System Structure, Function, and Biochemistry	1
Opt 932	Seminar in Ophthalmic/Systemic Disease	1
Opt 934	Seminar in Ocular manifestations of neurological diseases	1
Opt 943	Seminar in Neurorehabilitative Optometry	1
Opt 944	Seminar in Vision Problems Relate to Learning	1
Opt 946	Seminar in Sports and Recreational Vision	1

Opt 956	Independent Study	1*
Opt 961	Seminar in Visual Information Processing	1
Opt 962	Seminar in Presentation Methods in the Health Professions	1
Opt 969	Seminar in International Optometry	1
Opt 970	Teaching Experience	1**
Opt 979	Focused Studies	2***

Note:

* Provision of Opt 956 is dependent upon the approval of the student's academic advisor, and can be repeated multiple times.

** Provision of Opt 970 is offered when it has been determined that a particular student has already completed an equivalent course and/or some other relevant special circumstances are present. It can be repeated multiple times.

*** Provision of Opt 979 is dependent upon the approval of the instructor, and can be repeated multiple times.

Course Exemption and Course Substitution

Based on the student's prior programs of study, individual areas of interest, and any memorandum of understanding between the transfer program and Pacific University, the MS degree program may allow exemption or substitution of some required courses, based on previous coursework or professional experiences. However, course exemption or substitution is limited to the required courses and does not apply to elective courses.

Courses exemption

The following lists the rules for course exemption based on transfer of previously earned graduate credits.

- To be considered for course exemption, the course credit(s) earned earlier must:
  - be based on documentation of comparable graduate level coursework at an accredited academic institution,
  - be completed within the last five years, and
  - be with a grade of B or better (credit graded as "pass" or "fail" cannot be considered for transfer).
- The course exemption request should be:
  - initiated by the student,
  - approved by the student's academic or thesis adviser,
  - submitted in writing, along with the original course syllabus and an official transcript with course grade, to the director of the graduate program for Academic and Professional Standards committee review and forwarding eligible requests to the instructor responsible for the course.
- All course exemption must be approved by the course instructor(s).
  - The instructor may use any appropriate evaluative method in deciding on whether to grant the request of exemption.
  - If the instructor finds that the student has sufficient educational background or successfully passes a test or an evaluation administered by the instructor, the instructor shall transmit his/her recommendation in writing to director of the graduate program and the Associate Dean of Academic Program.
- Course exemption reduces the number of courses a student must take, and therefore the tuition for the course that is waived; however, the grade of the exempted course will not be included in the calculation of the GPA.
- Ordinarily no more than a third of the minimum total credit hours for graduation can be exempted. The exception to this policy is the pre-approved post-OD exempted courses.

Pre-approved Exempted Courses for Post-OD Students

The VSG Committee has pre-approved the following required courses as exempted for students with an OD degree from an ACOE accredited program, provided that the courses were completed within the last five years. The exempted courses will not be counted toward the student's GPA.

Doctor of Optometry Program Course	Credits
Opt 501: Geometric & Physical Optics I	3
Opt 502: Geometric & Physical Optics II	3
Opt 503: Physiological Optics I with lab	4
Opt 531: Ocular Anatomy, Physiology and Biochemistry with Lab	3
Opt 532: Anatomy of the visual System with Lab	3
Opt 662: Visual Information Processing and perception	4
Opt 701: Physiological Optics II	3
Opt 914: Discussion of Optometric Clinical Care	1
Opt 915: Practice of Clinical Skills	1

Substitution of the Required Courses

With extensive academic or professional experiences, students may petition to substitute a required course with an elective course. Supporting documentation of such achievement may include, but is not limited to, relevant academic transcripts, a detailed job description or evidence of an appropriate license or certification. Course substitution does not reduce the total number of credit hours; however, it enables students to add electives that meet their specific goals and interests. All course substitutions need approval of the advisor and the course instructor.

Pre-approved Substitute Courses for OD/MS Students

The VSG Committee has pre-approved the following required course being substituted with equivalent courses for students currently matriculated at Pacific University or an ACOE accredited program. Substitution will only be allowed if students have successfully completed the approved courses with a minimum grade of "B" or its equivalent and must be arranged in coordination with the course instructor.

Doctor of Optometry Program Course	Substituted MS course
Opt 620: Patient Care III (0.5 credit) and Opt 621: Patient Care IV (0.5 credit)	Opt 914 (1 credit)
Opt 722: Patient Care VI (1.5 credits)	Opt 915 (1 credit)

Courses accepted for both OD and MS degrees for OD/MS Concurrent Students

Overlapping courses between OD and MS degree programs will be accepted for degree requirements only if the grade is “B” or better for each course listed below.

Doctor of Optometry Program Course	Credits
Opt 501: Geometric & Physical Optics I	3
Opt 502: Geometric & Physical Optics II	3
Opt 503: Physiological Optics I with lab	4
Opt 531: Ocular Anatomy, Physiology and Biochemistry with Lab	3
Opt 532: Anatomy of the visual System with Lab	3
Opt 662: Visual Information Processing and perception	4
Opt 701: Physiological Optics II	3

Thesis Research

Upon admission to the program, the VSG Committee will assign an academic advisor to help the student prepare a proposed program of study until a research advisor is selected and reported to the Director of the graduate program.

With assistance from the VSG Committee or the Director of the VSG program, the student will identify a faculty advisor appropriate to the area(s) of interest by the end of the first year. This faculty member may or may not be the same as the initial academic advisor. When this faculty member agrees to become the research advisor, the student must notify in writing the Director of the VSG program.

The research advisor will become the academic advisor and serve as the chair of the Master’s Thesis Committee for that student with the following responsibilities:

- Finalize the student’s plan of study,
- Evaluate his/her academic performance,
- Oversee the student’s thesis proposal,
- Provide guidance on the student’s thesis,
- Supervise thesis progress and preparation of oral thesis defense examination,
- Submit the result of the thesis examination to the director of the graduate program, and
- Ensure that all degree requirements are met for graduation.

Thesis proposal

- All MS candidates must submit a proposal for a significant original research project. The proposal should be submitted to the Director of the VSG Program before a student registers for the course of Opt 995 Thesis Project. Students may alternatively submit a proposal for a comprehensive and in-depth topical review thesis.
- In the thesis proposal, the student should specify his/her research hypotheses and include adequate literature background to support the hypotheses or the need for research.
- As soon as the Master’s thesis committee is formed, the proposal should be submitted to the Master’s thesis committee for review. It is advised that the thesis proposal should be submitted for review no later than the end of the fourth semester after matriculation.

Master’s Thesis Committee

- The student will discuss with his/her research advisor to form a Master’s thesis committee prior to the commencement of research.
- The Master’s thesis committee must have a minimum of 3 members: two of whom must be Pacific University faculty members, other members may be faculty from other institute or non-faculty experts in the subject matter.

- The Master's thesis committee provides academic guidance for the student in conducting the thesis project and additional support for the student's overall professional development.
- The Master's Thesis committee will comprise the membership of the examination committee for the student's final thesis defense.
- Each faculty member may serve only on a limited number of thesis committees to ensure that he/she can provide the appropriate attention to each student.

Thesis preparation, oral defense, and thesis deposit

- The written thesis must be based upon original scholarly research. Either as an original empirical research or an in-depth review of a topic, it must contribute new knowledge to the scientific community.
- A successful defense of the thesis, presented in written and oral form to the Master's Thesis Committee, is required for graduation. The written thesis must be suitable, perhaps in condensed form (see the recommended format), for publication. Presentation of the project at local and national meetings is strongly encouraged.
- Prior to the application of thesis defense, the research advisor needs to determine if the research is sufficient, all courses on the plan of study have been taken, and the thesis draft is in satisfactory condition for defense.
- The Master's Thesis Committee must be given sufficient time to review and approve the thesis for defense prior to the defense, preferred two weeks before the intended defense date.
- Candidates for the MS degree need to submit the thesis to his/her Master's Thesis Committee, no later than six weeks prior to the intended graduation date with copies of the thesis prepared in accordance with the formal requirements.
- Upon completion of the thesis defense, the student will be excused while the Master's Thesis Committee determines the outcome of the defense (Pass or Fail). The student will be notified immediately following the thesis defense. The chair of the Master's Committee will provide written notification of the defense outcome to the student and to the director of the graduate program.
- Passing the thesis defense requires unanimous committee agreement. The advisory committee may elect to pass the student with conditions such as recommending minor changes to their thesis. If so, the required changes must be made before a final written approval is given by the Master's Thesis Committee. Non-approval of a thesis may be appealed by the student to the Dean of the College of Optometry and to the Provost, or elect to defend again at least 30 days after the initial thesis defense. When approved by the Master's Thesis Committee and prior to conferring the degree, the student shall deliver to each of the Master's Thesis Committee members, the director of the graduate program, and the University Library a softcopy (an electronic file) of the thesis with a scanned signature page signed by all members of the Master's Thesis Committee before departing the program.

POLICIES AND PROCEDURES FOR MS STUDENTS

Application for Graduation

The student must submit an application for graduation with the Registrar office no later than January 15 for the student to be eligible to receive the degree at the spring commencement.

Master thesis defense and thesis submission must be completed prior to the intended graduation, with copies of the thesis prepared in accordance with the formal requirements. The student should notify the advisor and the director of the graduate program while submitting approved thesis to the University Library. Failure to do so may result in delay of graduation.

Full-time and part-time status

Five and three credits per semester are considered full- and part-time course loads, respectively.

Academic Standard

Graduate students are required to maintain a cumulative grade point average (GPA) of 3.0 in coursework, starting from the end of the second semester, and must make satisfactory progress toward their degree. Substandard performance will be handled according to the College's Academic and Professional Standards Manual. All other regulations and policies related to professional and academic standards described elsewhere in the College of Optometry section in the university catalog also pertain to students in the graduate program. These standards relate to academic performance, course attendance, professional behavior, grades and other matters. Violations of these standards can result in the student being placed on warning or probation, or dismissal from the program.

Length of study

All work required for MS graduation must be completed within a period of seven years from the date of matriculation.

MASTER OF EDUCATION IN VISUAL FUNCTION IN LEARNING

The MED/VFL program, offered and administered by the Pacific University College of Education in cooperation with the College of Optometry, enables optometrists to specialize in visual problems as they relate to reading and the learning process of children. Candidates must hold or be working toward the professional terminal degree in optometry. Further information is in the MED/VFL section of this catalog under the College of Education.

POST-GRADUATE RESIDENCY EDUCATION

Opportunities in post-graduate education include residency programs that lead to a certificate of completion. Residency programs are designed to prepare individuals for careers in optometric education, research, and clinical positions requiring specialty training or clinical management. The following programs are affiliated with the Pacific University College of Optometry:

Residency in Cornea and Contact Lens
Pacific University and Associated Clinics, Forest Grove and Portland, Oregon

Residency in Ocular Disease / Refractive and Ocular Surgery
Eye Care Associates of Nevada, Reno and Las Vegas, Nevada

Residency in Pediatric Optometry / Vision Therapy / Rehabilitation
Bright Eyes Vision Clinic, Otsego and Minnetonka, Minnesota

Residency in Primary Eye Care Optometry / Refractive and Surgical Co-Management
Jonathan M. Wainwright Memorial Veterans Administration Medical Center,
Walla Walla, Washington

Residency in Primary Eye Care Optometry
Lebanon Veterans Administration Medical Center, Lebanon, Pennsylvania

Residency in Primary Eye Care Optometry
Portland Veterans Administration Medical Center, Portland, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Roseburg Veterans Affairs Healthcare System, Roseburg, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Spokane Veterans Administration Medical Center, Spokane, Washington

Residency in Primary Eye Care / Geriatric Optometry
Veterans Administration Puget Sound Healthcare System, American Lake Division, Tacoma, Washington

Residency in Vision Therapy & Rehabilitation
Vision Northwest, Federal Way, Washington

Residency in Vision Therapy & Rehabilitation / Pediatric Optometry
Pacific University and Associated Clinics, Forest Grove and Portland, Oregon

Residency in Cornea and Contact Lens
Sponsor: Pacific University College of Optometry, Forest Grove, Oregon

Mission: The mission of the Pacific University College of Optometry Cornea and Contact Lens Residency Program is to prepare qualified graduates of optometry for careers in contact lens education, independent practice, clinical research or a combination thereof by providing advanced practical experience and academic teaching exposure with an emphasis in contact lenses and anterior segment conditions.

Program Goals:

- Provide opportunities for in-depth clinical experience specializing in contact lenses and anterior segment conditions.
- To encourage the resident to develop as a specialist by serving as a consulting/attending doctor for optometry interns.
- To offer experience in didactic and laboratory contact lens education.
- To encourage the resident's pursuit of scholarly activity.
- Stimulate a commitment of service in the resident.

Residency in Ocular Disease / Refractive and Ocular Surgery
Sponsor: Eye Care Associates of Nevada, Reno & Las Vegas, Nevada

Mission: The program is designed to enhance the clinical skills necessary to diagnose and manage visually impaired patients whose visual loss emanates from various ocular and systemic disease processes. Eye Care Associates' main emphasis is on cataract and refractive surgery. The patient population is referred by local optometrists and medical doctors. Optometric/ophthalmologic medical/surgical co-

management care is stressed. The program develops the communication skills necessary to interact with referring optometrists and other health care professionals.

Program Goals:

- To improve the resident's proficiency and competency in the care of visually impaired patients through management of a wide variety of cases involving medical and surgical eye care.
- To develop experience and proficiency of the resident in managing visually impaired patients whose visual loss emanates from various ocular and systemic disease processes.
- To develop the resident's understanding of optometric/ophthalmologic medical /surgical co-management of visually impaired patients.
- To develop the resident's understanding in triaging secondary and tertiary care of the patient with ocular and/or systemic disease processes.
- To develop the resident's ability to function as a primary care member of the health care team through participation in a multidisciplinary health care delivery system.
- To develop the resident's ability to recognize and participate in the treatment plan of ocular disease and systemic disease manifested in the visual system through appropriate interaction with experienced optometric and ophthalmological practitioners.
- To develop the resident's understanding of practice management within private optometric practices.
- To prepare optometrists for careers in multidisciplinary optometric/ophthalmological care of medical/surgical patients.
- To develop the resident's experience and proficiency in managing pre- and post-operative LASIK, LTK intrastromal corneal rings, clear lensectomy refractive surgical procedures.

Residency in Pediatric Optometry / Vision Therapy / Rehabilitation
Sponsor: Bright Eyes Vision Clinic

Mission: The Vision Therapy and Rehabilitation Optometry Residency Program at Bright Eyes Vision Clinic provides qualified graduate optometrists with advanced clinical experience in the management of vision disorders through both modeling and direct patient contact including cases amblyopia/strabismus, acquired brain injury, developmental delays and vision related learning difficulties. These experiences will facilitate the resident's development into an exceptional clinician offering specialized skills in optometric care for vision rehabilitation patients and persons with binocular and developmental vision impairment.

Program Goals:

- Enhance the resident's examination skills in vision rehabilitation
- Strengthen the resident's expertise in the diagnosis and management of vision problems in binocular, perceptual vision and vision rehabilitation.
- Expand the resident's knowledge in managing patients with acquired brain injury and developmental delays.
- Expand the resident's knowledge of binocular and perceptual vision problems
- Develop the resident's communication skills that are required for successful provision of services in vision rehabilitation.
- Develop the resident's understanding of the business and accounting aspects of successful management of a practice devoted to children, rehabilitation, and vision therapy.
- Develop the resident's skill in presenting topics to fellow professionals.
- Instill in the resident an appreciation of the importance of scholarly activity.

Residency in Primary Eye Care / Refractive & Surgical Co-Management
Sponsor: Department of Veterans Affairs Medical Center Jonathan M. Wainwright Memorial VA Medical Center, Walla Walla, Washington/ Pacific Cataract and Laser Institute (PCLI) Kennewick, Washington

Mission: This unique residency program brings together the rich clinical experiences of a full scope therapeutics primary eyecare clinic located in the Jonathan M. Wainwright Memorial Veterans Affairs Medical Center of Walla Walla, with Pacific Northwest's premier surgical co-management system at Pacific Cataract and Laser Institute's modern surgicenter in Kennewick, Washington. This one year optometric residency gives real-life, hands-on exposure to all topical and oral therapeutic agents, procedures including fluorescein angiography and ophthalmic surgery, as well as surgical co-management of cataract, oculoplastics, glaucoma, retina, and refractive surgery. The resident becomes an integral member of the healthcare team, with multidisciplinary experiences in internal medicine, radiology and neuro-imaging, laboratory medicine, and specialty clinics. Scholarly activities include case conferences and journal review, opportunities to lecture to nursing students, medical staff and others, clinical teaching of optometry interns, and creation of a publishable quality case report for presentation at the annual Northwest Optometry Resident's Conference. Walla Walla serves as a hub for eastern Washington and Oregon, and north-central Idaho for medical care, education and services. Three colleges in the community offer a range of opportunities for lifelong education and social opportunities.

Program Goals:

- Strengthen resident's primary care management skills.
- Enhance resident's capacity to provide outstanding care to geriatric patients.
- Integrate resident as a member of the multidisciplinary team.

- Increase knowledge and skill in co-management of medical-surgical eye conditions.
- Stimulate in the resident an appreciation for scholarly activity and life-long learning.
- Instill in the resident the fundamentals of continuous quality improvement in healthcare organizations.

Residencies in Primary Eye Care
Sponsor: Department of Veterans Affairs Medical Center, Portland, Oregon and Lebanon, Pennsylvania

Mission: These Primary Eye Care Optometric Residencies are a one-year post-doctoral training program sponsored by the Department of Veterans Affairs Medical Center (VAMC) in Portland, Oregon, and is affiliated with Pacific University College of Optometry in Forest Grove, Oregon. These residency programs offers qualified Doctors of Optometry an educational opportunity for exceptional and broad-based development as an optometric practitioner. Primary eye and vision care experiences include, but are not limited to, ocular disease management, binocular vision, contact lenses, and low vision. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated, and full utilization of the medical center and University's resources will be encouraged. Residents will also develop clinical didactic teaching skills.

Program Goals:
- Enhance the primary eye and vision care assessment and the management skills of the residents through significant broad-based clinical experience.
- Foster the resident's active participation as members of an interdisciplinary health care team.
- Develop the resident's skills as educators.
- Encourage the resident's pursuit of scholarly activities.

Residencies in Primary Eye Care / Geriatric Optometry
Sponsor: Department of Veterans Affairs Medical Center, Roseburg, Oregon, Spokane, Washington and Tacoma, Washington.

Mission: These Primary Eye Care/Geriatric Optometry Residencies are each a one-year post-doctoral training program sponsored by the VA Health Care System. These residency programs offer qualified Doctors of Optometry an educational opportunity to treat an exceptional outpatient veteran population. Primary eye and vision care experiences include, but are not limited to, ocular disease management, low vision, and limited binocular vision and contact lenses. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated and full utilization of the medical center and University's resources will be encouraged. Residents will develop clinical and didactic teaching skills.

Program Goals:
- Enhance the primary eye and vision care assessment and the management skills of the residents through significant and broad-based clinical experience.
- Foster the residents' active participation as a member of an interdisciplinary health care team.
- Develop the residents' skills as an educator.
- Encourage the residents' pursuit of scholarly activities.
- Provide excellent facility and administrative support to maximize the resident's environment for learning.

Residency in Vision Therapy & Rehabilitation
Sponsor: Vision Northwest, Federal Way, Washington

Mission: This program provides optometrists with advanced clinical experience in the management of vision disorders through both modeling and direct patient contact including cases amblyopia/strabismus, acquired brain injury, developmental delays and vision related learning difficulties. These experiences will facilitate the resident's development into an exceptional clinician offering specialized skills in optometric care for vision rehabilitation patients, persons with binocular and developmental vision impairments and those with vision related learning difficulties in reading, spelling and mathematics.

Program Goals:
- Enhance the resident's examination skills in vision rehabilitation.
- Strengthen the resident's expertise in the diagnosis and management of vision problems in binocular, perceptual vision and vision rehabilitation.
- Expand the resident's knowledge in managing patients with acquired brain injury and developmental delays.
- Expand the resident's knowledge of binocular and perceptual vision problems.
- Develop the resident's communication skills that are required for successful provision of services in vision rehabilitation.
- Develop the resident's understanding of the business and accounting aspects of successful management of a practice devoted to children, rehabilitation, and vision therapy.
- Develop the resident's skill in presenting topics to fellow professionals
- Instill in the resident an appreciation of the importance of scholarly activity.

Residency in Vision Therapy & Rehabilitation / Pediatric Optometry
Sponsor and Educational Affiliate: Pacific University College of Optometry, Forest Grove, Oregon

Mission: The mission of the Pacific University College of Optometry Vision Therapy & Rehabilitation / Pediatric Optometry Residency is to prepare optometrists for professional excellence by providing advanced clinical experience and academic teaching exposure in vision therapy and vision rehabilitation, do-management of strabismus, vision therapy in a primary care setting, and pediatric optometry.

Program Goals:

- To provide opportunities for in-depth clinical experience specializing in vision therapy, vision rehabilitation, co-management of strabismus and pediatrics.
- To offer experience in didactic and laboratory Vision Therapy and Pediatrics education.
- To encourage the resident's pursuit of scholarly activity.
- To stimulate a commitment to service in the resident.

Application Procedures: Post-Graduate Residency Education

Application deadline is February 1. Most programs begin July 1. All candidates requesting positions are required to process through the Optometry Residency Match (ORMatch).

Applicants must submit:

- A completed application for the specific residency, including essays.
- Current curriculum vitae
- Examination scores from the National Board of Examiners in Optometry
- Three letters of recommendation from full-time clinical faculty members
- Evidence of eligibility for state licensure may vary by state
- Other supporting documents are useful, such as copies of publications, thesis or research papers.

The applicant should be available for a formal interview with the residency committee. Individual residency programs may have additional eligibility criteria.

POLICIES

CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

Academic and Professional Standards

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, sound clinical ability, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these areas. Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the College of Optometry Guidelines for Professional Behavior, the Optometric Code of Ethics, and the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. Agreement to abide by the policies and procedures of the University and the College is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the College of Optometry and may constitute grounds for probation or dismissal from the College. Students must maintain good standing in the program in order to be eligible for, or continued on, any College administered scholarships.

A student's academic standing and continued enrollment may be jeopardized by one or more of the following:

- Indications of poor academic performance;
- Insufficient progress in the development of clinical skills;
- Failure to comply with College policies or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct;
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Guidelines for Professional Behavior

Students in the College of Optometry are expected to learn and practice appropriate professional behavior, as delineated below, while enrolled in the program and in preparation for a lifetime of community service. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the College. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and/or fraud, is considered unprofessional and will not be tolerated.

Attitude
Students are expected to possess personal qualities depicting honesty, dedication, responsibility, and strong ethical values; demonstrate attitudes depicting compassion and a positive outlook; and demonstrate an understanding and sensitivity for cultural differences and diversity. Students are expected to treat faculty, patients, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Attendance
Students are expected to attend all lectures, labs, and clinics unless excused by the instructor. Grades can be lowered by unexcused absences.

Ability to work independently
Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.

Ability to work with others
Students are expected to cooperate, participate, share information, and show respect for colleagues.

Appearance
Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress. The clinic dress code must be adhered to any time the student is in a clinic area and patients are expected to be present.

Citizenship
Students are expected to serve humankind, displaying those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and, exemplify good citizenship in all social and community interactions. They must conform with all city, state, and federal laws and regulations, and should expect to be held accountable for their actions. Individuals convicted of a misdemeanor or felony may not be eligible for licensing in optometry. Students are urged to contact the appropriate licensing agency for further information.

University Rules and Policies
Students are expected to follow all guidelines set forth by Pacific University concerning smoking, alcohol use on campus, parking, etc.

Optometry Code of Ethics

It shall be the ideal, the resolve and the duty of the members of the profession of optometry*:

- To keep the visual welfare of the patient uppermost at all times
- To promote, in every possible way, better care of the visual needs of mankind
- To enhance continuously their educational and technical proficiency to the end that their patients shall receive the benefits of all acknowledged improvements in visual care
- To see that no person shall lack for visual care, regardless of financial status
- To advise the patient whenever consultation with an optometric colleague or reference for other professional care seems advisable
- To hold in professional confidence all information concerning a patient and to use such data only for the benefit of the patient
- To conduct themselves as exemplary citizens
- To maintain their offices and their practices in keeping with professional standards
- To promote and maintain cordial and unselfish relationships with members of their own profession and of other professions for the exchange of information to the advantage of mankind.

*Modified from the Code of Ethics of the American Optometric Association.

Demonstrated deficiency in any of these qualities will be considered as evidence that a student is not suited to a professional career in optometry and, thus, constitutes adequate cause for discipline, including possible dismissal. Additional student conduct guidelines and regulations are outlined in the University's Code of Conduct and the student handbook.

Specific policies and procedures pertaining to Student Academic Standing for the College of Optometry can be found in the Academic and Professional Standards Committee Policies and Procedures Manual. The program-specific policies and procedures in this manual reflect the standards of the optometric profession. The content of this manual is discussed with each class at the program orientation presented by the Deans at the beginning of each academic year. In addition, a copy of this manual is provided to each first year optometry student.

The following policies and procedures are covered in this manual:

- Description of Governance Section on Academic and Professional Standards Committee
- Standard Operating Procedures
- Code of Academic and Professional Conduct
- Guidelines for Professional Behavior
- Optometric Code of Ethics

- Course Attendance
- Grading Policy
- Instructor Responsibilities
- Professional Standing
- Reporting a Behavioral or Professional Conduct Concern
- Violations of the Code of Academic and Professional Conduct
- Hearing for Allegation of Code Violations
- Academic Performance Review
- Midterm Review Policies
- End of Term Review Policies
- Satisfactory Academic Progress Standards for Financial Aid Recipients
- Incomplete grades
- Substandard Grades
- Academic Standing
- Academic Warning
- Academic Probation
- Consideration for Dismissal
- Mandatory Academic Leave
- Appealing APS Decisions to the Dean
- Hardship Leave of Absence
- Withdrawal from Program
- Academic Standards for Transfer Students

Incomplete Grades
An instructor may issue a grade of Incomplete (I) only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Prior to submitting an Incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission of all remaining work, as well as the timeline. After submission of the work, the instructor completes a Grade Change form and submits it to the School Director for approval; the form then is processed by the Registrar.

If agreed-upon work is not completed and no grade change submitted by the deadline (and an extension has not been granted), when the Incomplete expires the grade becomes an F or N. Faculty may request an extension of an Incomplete (before the expiration date of the Incomplete) by notifying the Registrar's office.

Questions regarding this policy should be directed to the Registrar or the Associate Dean for Academic Programs.

TUITION

O.D. Program

Annual:	$ 35,784
• 1st- & 2nd-Year students, per semester:	$ 17,892
3rd- Year students, per semester (Summer 2014, Fall 2014 and Spring 2015):	$11,928
4th- Year students, per rotation (x4: May, 2014; Aug, 2014; Nov, 2014; Feb, 2015):	$ 8,946
Per-credit:	
Part time, per credit (one credit courses and overloads)	$ 1,178
Audit, per credit hour:	$450

Students enrolled for 9-23 credits are charged the full-time per semester/session tuition. Students taking 8 or fewer hours per semester/session are charged the per-credit fee. Students enrolled in more than 23 credits are charged the full-time tuition, plus the part-time per semester credit charge for each credit above 23.

M.S. Programs

Per credit, MS students:	$1,178
Per credit, MS students (900 – level courses only):	$786
Per credit, OD/MS students:	$ 589
Per credit, OD/MedVFL students (50% of College of Education tuition):	$340

CALENDAR

http://www.pacificu.edu/optometry/index.cfm

COURSES

OPT-500 Basic Science for Optometry
Principles of genetics, general biochemistry, microbiology, and immunology; and their application to ocular diseases. 2.5 credits.

OPT-500L Lab-Basic Science for Optometry
Case studies and laboratory designed to supplement lecture material from OPT 500. 0 credits.

OPT-501 Geometric and Physical Optics I
The first of a two-semester sequence that provides an introduction to optics. Topics in the sequence include electromagnetic waves, propagation of light, vergence, prisms, lenses (thin, thick, and spherocylindrical), mirrors, stops and pupils, aberrations, optical energy, absorption, interference, diffraction, and polarization. Emphasis is placed on applications such as lens models of the eye, optical instruments, fiber optics, antireflection coatings, and resolution. 3 credits.

OPT-501L Lab-Geometric and Physical Optics I
Laboratory designed to supplement the lecture material from OPT 501. 0 credits.

OPT-502 Geometric and Physical Optics II
The second of a two-semester sequence continuing from OPT 501. 3 credits.

OPT-502L Lab-Geometric and Physical Optics II
Laboratory designed to supplement the lecture material from OPT 502. 0 credits.

OPT-503 Physiological Optics I
Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 4 credits.

OPT-503L Lab - Physiological Optics I
Laboratory designed to supplement lecture material from OPT 503. 0 credits.

OPT-516 Patient Care I
Orientation to the optometric profession and the College's clinical curriculum. Includes observation and participation in clinical care. 0.5 credits.

OPT-517 Patient Care II
Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 0.5 credits.

OPT-531 Ocular Anat Phys and Biochem
The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. Laboratory topics are coordinated with the lecture material. 3 credits.

OPT-531L Lab-Ocular Anat Phys Biochem
Laboratory designed to supplement lecture material from OPT 531. 0 credits.

OPT-532 Anatomy of the Visual System
Anatomy, histology, and physiology of the orbit, extraocular muscles, and lacrimal system. Ocular circulation and sensory, motor, and autonomic innervation of the visual system; visual pathways and visual field defects, pupillary innervation and pupil defects. Laboratory topics are coordinated with the lecture material. 3 credits.

OPT-532L Lab-Anatomy of the Visual System
Laboratory designed to supplement lecture material from OPT 532. 0 credits.

OPT-533 Ocular Disease I
Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of the eyelids, conjunctiva, cornea, and lacrimal gland. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits.

OPT-533L Lab-Ocular Disease I
Laboratory designed to supplement lecture material from OPT 533. 0 credits.

OPT-535 Functional Neuroanatomy and Neurobiology
Gross and microscopic anatomy of the brain and spinal cord. Vasculature, blood-brain barriers, and cerebrospinal fluid. Principles of signaling. Central control mechanisms. Neurology of the oculo-rotary muscles. Vestibular and cerebellar functions. Neuropathology and its effect on visual fields. Neuropharmacology. 3 credits.

OPT-537 Systemic Diseases and Medications I
This course is the first semester of a two-semester course that covers the etiology, pathophysiology, diagnosis, and management (including pharmaceutical) of the major disorders and diseases affecting the body. The course will include discussions on inflammatory disorders, endocrine disorders, renal disease, rheumatologic disorders, oncology, hematology, cardiovascular disease, pulmonary disorders, neurologic disorders, headaches, psychiatric disorders, GI and liver disorders, infectious disorders, dermatology, urgent care, and domestic violence. 3 credits

OPT-540 Essentials of Medical Pharmacology I
The objective of the course is to teach students essential concepts in medical pharmacology including ocular pharmacology. Foundation of pharmacology is the emphasis in the first part of course. Drug absorption, distribution, metabolism and elimination are discussed in addition to mechanisms of drug action. Introduction to autonomic nervous system and its pharmacology is also covered. Selected agents and classes of agents are studied in detail. 1 credit.

OPT-541 Essentials of Medical Pharmacology II
The objective of the course is to teach students essential concepts in medical pharmacology including ocular pharmacology. Systemic pharmacology is the emphasis of the second part of course. Central nervous system, cardiovascular system, respiratory system, and more are discussed with relation to pharmacology. Selected agents and classes of agents are studied in detail. 1 credit.

OPT-546 Clinical Procedures I
Clinical optometric instrumentation and skills including case history, visual acuity measurement entrance skill testing, external ocular examination, and basic visual field assessment. 2.5 credits.

OPT-546L Lab-Clinical Procedures I
Laboratory designed to supplement lecture material from OPT 546. 0 credits.

OPT-547 Clinical Procedures II
Clinical optometric instrumentation and skills including retinoscopy, biomicroscopy and direct ophthalmoscopy. 2.5 credits.

OPT-547L Lab-Clinical Procedures II
Laboratory designed to supplement lecture material from OPT 547. 0 credits.

OPT-556 Independent Study
Independent Study in OPT. Credits: 1.00 - 9.00

OPT-560 Evidence-Based Optometry
Understanding and evaluating scientific and health care literature. Development of critical thinking skills related to evidence-based optometric care. 1 credit.

OPT-562 Behavioral Optometric Science
Basic concepts of behavioral vision care, evolution of prescription criteria, visual adaptive processes, psychophysical bases of optometric evaluation, attention and vision, techniques of optometric research. Epidemiology of relevant ocular and visual anomalies. 4 credits.

OPT-562L Lab-Behavioral Optometric Science
Laboratory designed to supplement lecture material from OPT 562. 0 credits.

OPT-568 Optometry Practice Management I
The effect of personal finances on a doctor's future. Personal and professional goal setting and personal marketing. 1 credit.

OPT-601 Ophthalmic Optics
Principles of the design, function, and clinical utilization of spectacles. This includes the physical and optical properties of ophthalmic lenses such as lens materials, spheres, cylinders, prisms, multifocal lenses, aberrations, magnification, and tints and coatings. Frame materials, types, and specifications, mounting lenses in frames, fitting and ordering, and manufacturing methods are taught. Patient vision correction, comfort, cosmesis, and eye protection are emphasized, as well as application of standards, regulatory agency requirements, and professional liability. 3 credits.

OPT-615 Vision Therapy
Principles and methods of modifying visual performance through improvement of eye movements, accommodation and convergence abilities, and unification. Hand-eye-body performance, and form and space perceptions are studied. Types of cases requiring vision therapy are considered with emphasis on remediation of general binocular dysfunction. 4 credits.

OPT-615L Lab-Vision Therapy
Laboratory designed to supplement lecture material from OPT 720. 0 credits.

OPT-616 Theory and Methods of Refraction
The distribution of refractive status through the life span; signs, symptoms, clinical significance, and management of refractive anomalies; principles underlying routine objective and subjective clinical measurement of refractive status, accommodation, and convergence. Epidemiology of relevant ocular and visual anomalies. 3 credits.

OPT-617 Optometric Case Analysis
Basic methods for analyzing data from and prescribing for non-diseased binocular patients; basic considerations in the management of vertical imbalances and presbyopia; the underlying assumptions and use of the physiological optics model of analysis and functional analysis; the role of formalized analysis systems within the broad framework of examination/diagnosis/treatment /prognosis. Epidemiology of relevant ocular and visual anomalies. 4 credits.

OPT-618 Spherical Rigid Soft Cntct Lns
Principles of rigid and soft contact lens optics, patient evaluation, lens selection, lens fitting, care systems, and basic follow-up for spherical contact lenses used to correct refractive errors. 3 credits.

OPT-618L Lab-Spherical Contact Lenses
Laboratory designed to supplement lecture material for OPT 618. 0 credits.

OPT-620 Patient Care III
Orientation to advanced patient care settings within optometry. Includes participation in screenings and observation and participation in clinical care. 0.5 credits.

OPT-620L Clinic-Patient Care III
Clinical experience designed to supplement lecture material from OPT 620. 0 credits.

OPT-621 Patient Care IV
Participation in specific aspects of the clinical program. Includes observation and participation in clinical care, patient care in the dispensary, and certification in cardio-pulmonary resuscitation (CPR). 0.5 credits.

OPT-621L Clinic-Patient Care IV
Clinical experience designed to supplement lecture material from OPT 621. 0 credits.

OPT-631 Ocular Disease II
A continuation of epidemiology, symptoms, signs, diagnosis, treatment and management of diseases and trauma of the cornea, episclera, sclera, anterior uvea, ciliary body and crystalline lens. Introduction to posterior segment diseases with an emphasis on the retina. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits.

OPT-631L Lab-Anterior Segment Diseases II
Laboratory designed to supplement lecture material from OPT 631. 0 credits.

OPT-633 Ocular Disease III
Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of, and trauma to, the choroid, retina, macula, vitreous, optic nerve and visual pathway, including glaucoma and visual field anomalies. Laboratory includes techniques for detection, assessment, and treatment of ocular diseases associated with, and trauma to, these structures of the eye. 4 credits.

OPT-633L Lab-Ocular Disease III
Laboratory designed to supplement lecture material from OPT 633. 0 credits.

OPT-637 Systemic Diseases and Medications II
This course is the second semester of a two-semester course that covers the etiology, pathophysiology, diagnosis, and management (including pharmaceutical) of the major disorders and diseases affecting the body. 3 credits.

OPT-638 Systemic Diseases and Medications III
This course is designed to teach students how to perform those components of the physical exam that will help diagnose the underlying systemic causes of ocular disease. Students are taught and then expected to perform evaluations of the head, neck and throat;

cardiovascular; pulmonary; and, neurologic systems in a guided lab. Hands-on instruction in providing intramuscular, intravenous and periocular injections is included as well as biopsy techniques and wound closure with sutures. 2 credits.

OPT-638L Lab-Systemic Diseases III
Laboratory designed to supplement lecture material from OPT 638. 0 credits.

OPT-640 Essentials of Medical Pharmacology III
The objective of the course is to teach students essential concepts in medical pharmacology including ocular pharmacology. Ocular pharmacology is the emphasis of the third part of the course. Selected agents and classes of agents are studied in detail with a focus on the management of ocular disease. 1 credit.

OPT-646 Clinical Procedures III
Skills required for clinical optometry including keratometry, human eye retinoscopy, refraction and the analytical examination. Laboratory sessions supplement lecture materials through practice of procedures. 2 credits.

OPT-646L Lab-Clinical Procedures III
Laboratory designed to supplement lecture material from OPT 646. 0 credits.

OPT-647 Ophthalmic Dispensing Proc
Introduction to Ophthalmic Dispensing. Design, ordering, verification, and dispensing of ophthalmic materials. Familiarization with lens identification, specification, edging, and measurements. Frame styling, measurement, alignment, adjustments to the face, and repair. Optical laboratory and ophthalmic dispensary function and procedures. 2 credits.

OPT-647L Lab-Ophthalmic Dispensing Proc
Laboratory designed to supplement lecture material from OPT 647. 0 credits.

OPT-648 Clinical Procedures IV
Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, case history, cycloplegic refraction, supplemental testing, and writing referral letters. Laboratory sessions supplement lecture materials through practice of procedures. 4 credits.

OPT-648L Lab-Clinical Procedures IV
Laboratory designed to supplement lecture material from OPT 648. 0 credits.

OPT-656 Independent Study
Independent Study **Credits: 1.00 - 12.00**

OPT-662 Visual Info Process Perception
Analysis of anatomy and electrophysiology of single neurons in the visual system and how these neurons code and transmit visual information. Human detection, acuity, pattern, color, and binocular vision and their electrophysiological correlates are studied by considering single neuron mechanisms. 4 credits.

OPT-668 Optometry Practice Management II
Patient and professional communication. Medical dispensing and its value to patients and the practice. 1 credit.

OPT-701 Physiological Optics II
Normal and abnormal oculomotor relationships, specifically fixations, saccades, pursuits, optokinetic and vestibular eye movements. Includes coverage of nystagmus, pharmacological and systemic disease effects on ocular motility. 3 credits.

OPT-702 Nutritional Optometry
In-depth examination of the role of clinical nutrition in ocular health and neuro-physiology. Emphasis on the role of micro- and macronutrients in both the prevention and exacerbation of ocular disease and visual dysfunction. 1 credit.

OPT-703 Patient Care Seminar I
Lecture seminar reviews current cases emphasizing problem solving methods in the delivery of patient care. Pass/No Pass. 0.5 credit.

OPT-704 Patient Care Seminar II
Lecture seminar reviews current cases emphasizing problem solving methods in the delivery of patient care. Pass/No Pass. 0.5 credit.

OPT-705 Patient Care Seminar III
Lecture seminar reviews current cases emphasizing problem solving methods in the delivery of patient care. Pass/No Pass. 0.5 credit.

OPT-706 Optometric Mgmt of Ocular Emergencies
What to do, how to do, who to call, when and where to refer, when you are on-call or alone at 4PM on Fridays and have a patient with sudden vision loss, sudden onset of diplopia, acute "painful" red eye, ocular trauma or foreign bodies? Differentiate true ocular emergencies from urgencies and manage such encounters calmly and proficiently. 1 credit.

OPT-707 Pediatric Ocular Disease & Disorders
This course will cover the ocular and systemic consequences of the major classes of diseases that affect the pediatric visual system, including effects on ocular adnexa, anterior segment, posterior segment, pathways and visual cortex. 1 credit.

OPT-708 Interprofessional Care
This elective will prepare students for interprofessional care employing a truly blended course, that will combine participation in twice a month face-to-face class discussions, flexible online modules, and clinical interprofessional experience. Optometry students will attend Saturday Interprofessional Diabetes Clinics once per month to work collaboratively with clinical faculty and students from the College of Health Professions Physical and Occupational Therapy, Psychology, Dental, Pharmacy, and Physician Assistant clinical faculty and students in the evaluation and management of patients with diabetes. Cases and principles of interprofessional care and practice will be presented and applied to actual patients, preparing students for contemporary and future trends in healthcare delivery. Pass/No Pass. 2 credits.

OPT-714 Pediatric & Developmental Optometry
Vision as part of the total development of the human being; the interrelationship between visual abilities and other modalities and functions. Normal development of ocular and visual function from birth to adult. Age-appropriate tests for evaluating the vision of children and those with developmental challenges. Epidemiology of relevant ocular and visual anomalies, and prescribing guidelines for modifying and enhancing visual performance of children, including medical management and contact lenses. 3 credits.

OPT-714L Lab-Pediatric Developmental Optometry
Laboratory designed to supplement the lecture material from OPT 714. 0 credits.

OPT-715 Patient Care V
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem solving methods in the delivery of patient care. 1.5 credits.

OPT-716 Specialty Contact Lenses
Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management aspects of contact lenses. 3.5 credits.

OPT-716L Lab-Specialty Contact Lenses
Laboratory designed to supplement lecture material from OPT 716. 0 credits.

OPT-718 Advanced Optometric Case Analysis
Integration of various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. 2 credits.

OPT-722 Patient Care VI
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. Prerequisite: OPT 715. 1.5 credits.

OPT-723 Patient Care VII
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. Prerequisite: OPT 722. 1.5 credits.

OPT-725 Strabismus and Amblyopia
Clinical management of strabismus and amblyopia with emphasis on primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Vision therapy techniques, lenses, prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. 4 credits.

OPT-725L Lab-Strabismus and Amblyopia
Laboratory designed to supplement lecture material from OPT 725. 0 credits.

OPT-727 Patients with Perceptual Problems
Observation and participation in evaluations and therapy appropriate for patients having perceptual problems associated with learning disabilities, traumatic brain injury, stroke and developmental abnormalities. Procedures for guiding and modifying visual performance and

co-management strategies. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 2 credits.

OPT-727L Lab-Perceptual Problems
Laboratory designed to supplement lecture material from OPT 727. 0 credits.

OPT-728 The Partially Sighted Patient
Clinical management of visual problems of the partially-sighted patient. Examination and treatment of the low vision patient. Prescription of conventional spectacles, telescopic and microscopic spectacles, television readers, special magnifying devices, and non-optical devices. 2 credits.

OPT-729 Partially Sighted Patient Sem
This elective course will provide hands-on experience with the devices and assessment techniques discussed in OPT 728 Assessment and Management of the Partially Sighted Patient. 1 credit.

OPT-733 Ocular Disease IV
Advanced concepts in glaucoma, diabetes, neuro-ophthalmology and retinal disease including macular abnormalities, retinal detachment and vascular disease. Laboratory includes refinement of techniques for evaluation of the optic nerve and retina such as scleral indentation and three mirror fundus evaluations. In addition, methods of evaluation and documentation such as extended ophthalmoscopy, ocular photography and scanning lasers are included. 3 credits.

OPT-733L Lab-Ocular Disease Patients
Laboratory designed to supplement lecture material from OPT 733. 0 credits.

OPT-734 Ocular Manifest of Neurologic Disease
Diagnosis of important neurologic diseases that disrupt the visual system. This elective's particular emphasis will be on increasing the clinician's suspicion that a neurologic dysfunction underlies the ocular manifestation in order to efficiently initiate patient co-management. Common entities such as pupils, lids, headaches, and functional vision loss will be examined in great detail as well as ocular and behavioral manifestations of regional brain dysfunction and other conditions that provide clinical challenges. 2 credits.

OPT-735 Applied Ocular Therapeutics
The use of medications in the treatment of ocular disease, including adnexal, anterior segment, and posterior segment disorders. Emphasis is placed on the clinical thinking process for determining the most appropriate management of a particular disease, emphasizing the therapeutic drug or drugs for effective treatment. 1 credit.

OPT-736 Clinical Rounds
An interactive seminar course utilizing clinical cases presentations and a literature review to illustrate the evaluation and management of ocular disorders. 0.5 credits.

OPT-740 Seminar in Contact Lenses
This elective course offers a detailed review of a wide range of modern innovations emerging in the contact lens industry. Advanced technologies including new lens designs for the presbyope, semi-scleral GP lenses, custom soft contact lenses and advanced hybrid lens designs. Special emphasis on the use of orthokeratology lenses in the contemporary optometric practice. 2 credits.

OPT-743 Neurorehabilitative Optometry
This elective course teaches the principal aspects of acquired brain injury. Discussions on the pathophysiology of neurological impairment; examination techniques, including neurological assessment; ocular and systemic health; treatment options. Strategies for team management including obtaining hospital privileges and co-managing patients with other health care professionals. 2 credits.

OPT-744 Vision Problems and Learning
This elective course focuses on the role of vision in relation to educational, psychological, and speech and hearing performance. Diagnosis, remediation and management of learning disability patients with emphasis on reading problems. Interrelationship between achievement level, IQ, personality test results and optometric findings such as eye movements, perception and visual processing, refractive status and accommodative-convergence function. Observation of instruction of children with learning disorders. Comparison of visual and classroom performance. 3 credits.

OPT-746 Sports and Recreational Vision
The theory and practice of sports vision is presented in detail. The course emphasizes exploration of the research base supporting sports vision services, analysis of visual and environmental task demands in sports, evaluation procedures for athletes, and optometric intervention approaches. Strategies for practice development are discussed. The emphasis of the lab portion will be integration of didactic information with instrumentation used in sports vision. 2 credits.

OPT-746L Lab-Sports & Recreational Vision
Laboratory designed to supplement lecture material from OPT 746. 0 credits.

OPT-749 Refractive Surgery
This course provides an overview of surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management of postoperative complications. The roles of optometry in the invasive correction of refractive error. 1.5 credits.

OPT-752 Basic Spanish for Optometry
This elective course teaches the Spanish language essential for conducting an optometric examination. Prerequisite: Minimum 1 year beginning/conversational Spanish or consent of instructor. 1 credit.

OPT-755 Special Topics
Credits: 1.00 - 6.00

OPT-756 Independent Study
Credits: 1.00 - 6.00

OPT-757 Ophthalmic Imaging
This elective course teaches techniques associated with capturing ophthalmic images. Use of non-mydriatic fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 credit.

OPT-758 Genomics in Eye Care
Genetics focuses on the effect of single genes in disease, whereas genomics attempts to examine the interactions of multiple genes and environmental factors underlying the pathophysiological processes. Numerous common disorders affecting the eyes (e.g. diabetes, glaucoma, macular degeneration) are widely accepted to involve multiple genes. This elective will introduce and discuss several applicable topics of genomic medicine for eye care professionals. 1 credit.

OPT-759 Geriatric Optometry
Geriatric optometry focuses on the prevention, diagnosis and treatment of visual problems in the elderly. The course covers various topics on providing effective vision care for seniors. It also serves as a solid foundation for further training in clinics. The course is delivered via blended learning using both online and face-to-face learning activities. 1 credit.

OPT-761 Public Health Optometry
Public health philosophy and concepts. Biostatistics/epidemiology. Health economics and planning. Social aspects of health and federal/ state role in health care. Contemporary health care developments. The evolving role of optometry in community health. 2 credits.

OPT-762 Communication in Opt Practice
The theory and practice of doctor-to-patient communication is presented, emphasizing methods to augment skills in patient interviewing (case history), patient management, case presentation and consultation, and staff communication. Verbal, nonverbal, and written communication issues are discussed. Students will participate in peer and self-evaluation, observation and participation in simulated patient communication scenarios, and the utilization of video recordings to analyze strengths and weaknesses in patient communication. Communications issues unique to specific patient populations will also be discussed in order to improve understanding and management of these patients. 2 credits.

OPT-762L Lab-Comm in Optometric Practice
Laboratory designed to supplement lecture material for OPT 762. 0 credits.

OPT-763 Environ Occup Rec Vision
The interface between human and the environment with emphasis on optometric concerns. Industrial, occupational, and recreational demands on vision; methods of evaluation. Radiation and selective absorption. Illumination. Eye hazards, blindness, and compensation. Motorist, pilot and VDT operator vision. Vision ergonomics and protective equipment. 2 credits.

OPT-765 Seminar in Multidisc Service
This elective course focuses on the role visual factors play in learning disability diagnosis and remediation. Drawing upon the disciplines of education, psychology, speech pathology and optometry, experience is gained in diagnosis, therapy, and case management within a multidisciplinary setting. 1 credit.

OPT-768 Opt Practice Management III
Ethics of optometric practice. Multidisciplinary; third party insurance plans. Coding & billing. Uses and economics of technology. Co-management and communication. 1 credit.

OPT-769 Opt Practice Management IV
Management and legal aspects of optometric practice. Practice development and establishing a practice. Specialty practice economics. Staff management, business resources & liabilities. 1 credit.

OPT-770 Third Year Peds/Binocular Vision Service
Supervised optometric clinical management emphasizing vision therapy for pediatric, adolescent, and adult patients who present with conditions related to vision development, binocular vision, eye movement, visual information processing, and vision rehabilitation in Pacific University affiliated eye and vision care centers. Pass/No Pass. 1.5 credits.

OPT-771 Third Year Contact Lens Service
Supervised optometric clinical management of patients wearing or desiring to wear contact lenses for cosmetic or therapeutic applications in Pacific University affiliated eye and vision care centers. Pass/No Pass. 1.5 credits.

OPT-772 Third Year ODST/Low Vision Service
Supervised optometric clinical assessment and management of patients with ocular disease, highlighting the use of special testing procedures and management of patients requiring low vision care and devices in Pacific University affiliated eye and vision care centers. Pass/No Pass. 1.5 credits.

OPT-777 CSI: Optometry (Clinic Sci Integration)
A small group, interactive, case-based, problem oriented course which encourages refinement of clinical reasoning and decision making skills in a wide variety of diagnostic and management aspects of individual patient care. Designed to improve integration of knowledge and skills learned in the basic and clinical sciences, as well as the use of evidence based resources, the course will begin with faculty directed learning and move towards self-directed learning as it proceeds. 2 credits.

OPT-791 Thesis: Orientation & Planning
The first elective course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non- experimental study. Didactic presentations relative to research design are an integral part of the course. 1 credit.

OPT-792 Optometric Thesis: Completion
A continuation of OPT 791. Requirements include the completion of a thesis proposal, approved by a faculty advisor. Prerequisite: OPT 791. 2 credits.

OPT-806 Patient Care VIII
Interns will provide supervised and direct patient care in various specialty tracks within Pacific University affiliated eye and vision care centers (Tracks 1-4) or in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site (Track 5). Students may apply toward graduation one of the tracks numbered 1-4 a maximum of one time. Descriptions of all 5 tracks can be found in the Doctor of Optometry Degree Requirement section of the catalog. Pass/No Pass. 11.00 credits.

OPT-807 Patient Care IX
Interns will provide supervised and direct patient care in various specialty tracks within Pacific University affiliated eye and vision care centers (Tracks 1-4) or in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site (Track 5). Students may apply toward graduation one of the tracks numbered 1-4 a maximum of one time. Descriptions of all 5 tracks can be found in the Doctor of Optometry Degree Requirement section of the catalog. Pass/No Pass. 11.00 credits.

OPT-808 Patient Care X
Interns will provide supervised and direct patient care in various specialty tracks within Pacific University affiliated eye and vision care centers (Tracks 1-4) or in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site (Track 5). Students may apply toward graduation one of the tracks numbered 1-4 a maximum of one time. Descriptions of all 5 tracks can be found in the Doctor of Optometry Degree Requirement section of the catalog. Pass/No Pass. 11.00 credits.

OPT-809 Patient Care XI
Interns will provide supervised and direct patient care in various specialty tracks within Pacific University affiliated eye and vision care centers (Tracks 1-4) or in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site (Track 5). Students may apply toward graduation one of the tracks numbered 1-4 a maximum of one time. Descriptions of all 5 tracks can be found in the Doctor of Optometry Degree Requirement section of the catalog. Pass/No Pass. 11.00 credits.

OPT-827 Web-Based Clinical Rounds
On-line, evidence-based discussions, supported by cited Web-based and library referenced literature, utilizing student presented patient cases from external preceptorship sites that illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing disorders. 0.5 credits.

OPT-836 Seminar in Opt Practice Management
This course is designed to reinforce the basic knowledge of finance, financial planning and practice financial analysis. The focus is primarily at the practical level of practice/business life. Students completing the course will gain skills in reading financial information including balance sheets, profit & loss statements, cash flow statements. They will learn how to assess the financial health of a practice through targeted benchmarks and trend analysis. An overview of contracts, employment agreements, partnership agreements are included. The purpose of the course is to "feed" students' information and documentation in a timely manner as they transition from school into practice. 1 credit.

OPT-856 Independent Study Credits: 0.50 - 15.00

OPT-901 Sem New Ophthal Instrum & Mat
Review of current literature on new ophthalmic instrumentation and materials. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on instrumentation and materials will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-906 Seminar in Public Health
Review of current literature on issues related to public health. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on public health topics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-907 Seminar in Electrodiagnostics
Review of current literature on electrodiagnostic testing and their indications. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on electrodiagnostics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-908 Seminar in Neuro-Rehabilitation
Review of current literature on neuro-rehabilitation. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on neuro-rehabilitation will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-909 Seminar in Color Vision
Review of current literature on color vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on color vision will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-910 Seminar in Ophthalmic Optics
Review of current literature on ophthalmic optics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on ophthalmic optics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-911 Vision Science Seminar I
Review of fundamental concepts in vision science. May include directed study. Pass/No Pass. 2 credits.

OPT-912 Vision Science Seminar II
Discussion of important topics and new developments in the various areas of vision science. Pass/No Pass. 2 credits.

OPT-913 Vision Science Seminar III
Examination of current issues in various topics in vision science. Emphasis is on the optometric perspective, but integrates psychological, physiological and neurological perspectives. Pass/No Pass. 2 credits.

OPT-914 Discussion of Optometric Clinical Care
Observation of optometric clinical practice and discussions of patient care. May be repeated for credit, with a maximum of 3 credits applicable toward the degree. Pass/No Pass. 1 credit.

OPT-915 Practice of Clinical Skills
Practice and development of diagnostic skills and therapeutic methods in vision care. Students will work with simulated patients under supervision of the class instructor. May be repeated for credit, with a maximum of 3 credits applicable toward the degree. Pass/No Pass. 1 credit.

OPT-916 Seminar Functional Vision & Pediatrics
Review of current literature on functional vision and pediatrics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on functional vision and pediatrics will be given by faculty members and invited guests. May be repeated for credit, with a maximum of 4 credits applicable toward the degree. 1-3 credits.

OPT-917 Sem in Visual-Motor Function
Review of current literature on visual-motor function. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on visual-motor function will be given by faculty members and invited guests. May be repeated for credit, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-918 Seminar in Contact Lenses
Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-919 Seminar in Environmental Vision
Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-925 Seminar in Strabismus & Amblyopia
Review of current literature on strabismus and amblyopia. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on strabismus and amblyopia will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-930 Survival Skills in Graduate School
Graduate School requires a great deal of discipline and hard work. However, the rewards of becoming a new scholar are tremendous. The goal of the course is help students oriented correctly before diving into the program. Students will acquire information and advice from professors, research supervisors, supervisors in different administrative departments what Vision Science Graduate Program is about. Students will learn to set appropriate expectations, whether to join study groups, how to form networks with peer students, find good mentor(s), learn good time management skills, find and work with advisors, and how to acquire meaningful research experiences. Pass/No Pass. 1 credit.

OPT-931 Seminar Visual Sys Str Function & Bioch
Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-932 Seminar in Ophthalmic/Systemic Disease
Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-956 Independent Study
Coursework not covered by regular courses and arranged as independent study with an instructor. An independent study contract is required to register. Credit hours are assigned by the instructor. 1-12 credits.

OPT-961 Seminar Visual Info Processing
Review of current literature on information flow and analysis in the visual system. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on information processing will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-962 Sem in Presentation Meths in Hlth Profs
Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-969 Seminar in International Optometry
Review of the comparative education base of optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-970 Teaching Experience
Participate in the teaching of a course or laboratory. Arranged with individual faculty members. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-979 Focused Studies
Review of current literature on issues related to a specific topical area within visual science not covered within a currently offered MS elective seminar. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations in the topical area will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-991 Research & Data Analysis Methods I
Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits.

OPT-992 Research & Data Analysis Methods II
Continuation of research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits.

OPT-995 Thesis Research
Conducting a research project under the guidance of a faculty advisor. May be repeated, with an unlimited number of credits applicable toward the degree. 2 credits.