

Pacific University Academic Catalog

2011 – 2012

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PACIFIC UNIVERSITY CATALOG

2011 - 2012

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INTRODUCTION

Mission of Pacific University

Preamble

Pacific is distinctive in its unique combination of qualities. It began as a Congregationalist school for orphans from the Oregon Trail, and developed into an exceptional liberal arts college. Now in its current combination of graduate teaching, graduate health programs and the undergraduate college, Pacific's focus on teaching and learning in a close mentoring environment leads to genuine transformation in students' lives. Close links between the liberal arts college and our renowned professional schools give the University a unique character. The emphasis on public service and on developing cross-disciplinary skills creates life-long learners willing to further the public good. The small size of the University provides for a friendly atmosphere, and the capacity to be flexible and open to change. Students, faculty and staff alike are drawn to Pacific by its commitment to the global community, and by its welcoming environment.

The Mission

Pacific is a nationally recognized University devoted to excellence in teaching and learning. A commitment to collaborative scholarly and creative activities promotes a vibrant academic culture. Our campus community is enriched by embracing sustainable practices; by appreciating diverse perspectives; and being dedicated to civic engagement, both locally and globally.

To bring these ambitions to life, we

- Promote a rich atmosphere of intellectual exchange, and encourage faculty and students to follow their academic interests. Teaching and Learning
- Provide opportunities for students, faculty and staff to engage in scholarship and creative activities, and to produce original work that animates and advances our disciplines. Scholarship
- Embrace sustainability, and use the University as a learning laboratory for sustainable practices. Sustainability
- Value diversity, both in culture and opinion, and encourage an attitude of openness and discovery among students, faculty and staff. Diversity
- Challenge campus members to involve themselves in the needs of their communities, whether locally or globally. Civic Engagement

*Approved by the Board of Trustees
March 7, 2009*

A Brief History

Oregon's Pacific University is one of the oldest universities in the West. The Oregon Territorial Legislature granted its original charter as the Tualatin Academy on Sept. 26, 1849. The charter predates statehood by 10 years, and was the first formal act of the territorial government.

Pacific founders were also instrumental in the 1843 vote at Champoege, which resulted in the formation of the Oregon Provisional Government, the first American government on the Pacific Coast.

The school traces its roots to a log cabin meeting house in Forest Grove where the Rev. Harvey Clark, a Congregationalist minister, and Tabitha Brown, a former teacher from Massachusetts, cared for and educated orphans of the Oregon Trail. The University issued one of the first baccalaureate degrees in the region in 1863 to Harvey W. Scott, later the editor of *The Oregonian*. Pacific's Old College Hall, built in 1850, housed the original academy and is the oldest educational building in the West.

colleges as Dartmouth, Carleton, Oberlin, Grinnell, Rollins and Pomona celebrate a tradition of more than 350 years, dating back to the establishment of higher education in America with the founding of Harvard College by Congregational pioneers on the first American frontier.

As an independent university, Pacific continues to maintain ties with the United Church of Christ Council for Higher Education. The University supports religious pluralism, and is committed to instilling a sense of values and ethics, compassion, caring and conscience in both students and programs.

Pacific awarded its first baccalaureate degree in 1863. Harvey W. Scott, recipient of the degree in education, went on to become editor of *The Oregonian*—now the state's largest daily newspaper. Scott later established himself as an influential political figure. Scott's legacy at Pacific is honored in the Harvey W. Scott building, built in 1967, which served as the University library until 2005. The academy closed in 1915 as public high schools came on the scene.

In 1945, the University expanded into the health professions through a merger with the Pacific Northwest College of Optometry. In 1995, the School of Education, now the College of Education, was established through reorganization of the professional teacher education programs that had been part of the College of Arts and Sciences. A year later, the Physician Assistant Studies program was added.

Other health professions programs were launched, including Physical Therapy in 1975, Occupational Therapy in 1984 and Professional Psychology in 1985 and Gerontology in 2010.

In 2004, the College of Health Professions was formed; consolidating all the health programs except for the College of Optometry under one umbrella. A new Health Professions Campus (HPC) opened in 2006 in Hillsboro, Ore., with community partners Tuality Healthcare, the Virginia Garcia Memorial Clinic and the City of Hillsboro. In the same year, new programs in pharmacy and dental health science were established, followed by a master's degree program in healthcare administration in 2008. In 2010 HPC2, the second building at the Health Professions campus, opened as part of a newly designated Health Education District. A new Intermodal Transit Facility, including classrooms for Portland Community College healthcare programs, parking, bicycle lockers and charging stations for electric cars, opened at the same time.

Since 2003 and the tenure of President Phil Creighton, the University has experienced the most prosperous and expansive period in its history. A \$51 million capital campaign was completed in 2006. Two residence halls, a library, an education and business building, the health campus and extensive new track, baseball, softball and soccer facilities were constructed between 2004 and 2008. The residence halls and academic buildings were all built to LEED "green building" standards, reflecting the University's commitment to sustainability. During this same time, undergraduate and graduate enrollment has increased to more than 3,300 students.

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 1972, 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, 503-352-2215. © 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:

Dental Health Science

Commission on Dental Accreditation

Education

- Teacher Standards and Practices Commission of the State of Oregon
- Degree programs are accredited by the Northwest Commission on Colleges and Universities
- National Council for Accreditation of Teacher Education (NCATE)

Music

National Association of Schools of Music

Occupational Therapy

Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.

Optometry

Accreditation Council on Optometric Education

Pharmacy

Accreditation Council on 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.)

Committee on Accreditation of the American Psychological Association

Counseling (M.A.)

Oregon Board of Counselors and Therapists meeting educational standards for becoming a Licensed Professional Counselor

Social Work

Council on Social Work Education: Accreditation Candidate

Memberships

Pacific University is a member of the National Association of Independent Colleges and Universities, the Oregon Independent Colleges Foundation, the Oregon Independent Colleges Association, 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.S. and PA Certificate, Baylor College of Medicine, 1977
B.S. Zoology, San Diego State University, 1969
NCCPA Certified with specialty certification in Surgery

Alan W. Reichow M.S.

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

Rebecca A. Reisch D.P.T. (2004)

Associate Professor of Physical Therapy
B.S. University of Wyoming, 1998
M.S.P.T. Pacific University, 2001
D.P.T. Pacific University, 2002

Lee Ann Remington O.D. (1986)

Professor of 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

Jessica Ritter Ph.D. (2007)

Associate Professor of Social Work
B.S.W., University of Texas at Austin, 1994
M.S.W., University of Texas at Austin, 1997
Ph.D., University of Texas at Austin, 2006

Sigrid Roberts Ph.D. (2007)

Assistant Professor of Pharmacy
MS Biochemistry University of Wyoming, 1988
Ph.D. University of Iowa, 1994

Hector M. Rodriguez D.O. (1999)

Associate Medical Director, Physician Assistant Studies
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

Victor M. Rodriguez Ph.D. (1996)

Associate Professor of Spanish
B.A., Universidad de Puerto Rico, 1982
M.A., Brown University, 1987
Ph.D., Brown University, 1993

Sandra Rogers Ph.D. (2003)

Associate Professor Occupational Therapy
B.S. University of Wisconsin-Milwaukee, 1984
M.S. University of Wisconsin-Madison, 1991
Ph.D. University of Wisconsin-Madison, 1997

Shawna Rohner M.S. (2008)

Instructor of Dental Health Science
A.A.S., Registered Dental Hygienist, Diablo Valley College, 1976
B.S., Eastern Washington University, 2007
M.S. Portland State University, 2010

Robert P. Rosenow Pharm.D., O.D. (1980)

Professor of Pharmacy
Pharm.D. University of the Pacific, 1976
O.D. Pacific University, 1988
B.S. Biology, University of the Pacific, 1974

Johan Rosqvist Psy.D. (2002)

Associate Professor of Professional Psychology
B.A. University of Oregon, 1993
M.A. Assumption College, 1997
Psy.D. Pacific University, 2002

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

Sean Roush OT.D. (2007)

Assistant Professor of Occupational Therapy
B.S. Pacific University, 1997
OT.D. Creighton University, 2007

Lisa J. Rowley M.S. (2005)

Program Director and Associate Professor, Dental Health Science
A.A.S. Bergen Community College, 1978
B.S. Old Dominion University, 1980
M.S. Old Dominion University, 1982
M.S. College Misericordia, 1995

Philip J. Ruder Ph.D. (1994)

Professor of Economics
B.A., Dartmouth College, 1983
M.S., University of Wisconsin, Madison, 1991
Ph.D., University of Wisconsin, Madison, 1994

Richard A. Rutt Ph.D. (1993)

Professor/Director of Physical Therapy Program
B.S. Morningside College, 1972
M.S. Texas Woman University, 1982
Ph.D. University of Virginia, 1988

Douglas J. Ryan M.S. (1983)

Professor of Computer Science
B.A., University of Northern Colorado, 1980
M.S., Colorado State University, 1983

Lori S. Rynd Ph.D. (1981)

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

Dawn Salgado Ph.D. (2011)

Assistant Professor of Psychology
B.S., Virginia Commonwealth University, 1996
M.A., Brandeis University, 1999
Ph.D., University of Rhode Island, 2007

Sheryl Sanders Ph.D. (1998)

Associate Professor of Physical Therapy/Physician Assistant Studies
Post-doctoral Research Fellow, Oregon Primate Research Center, 1989-1996
B.A. Asbury College, 1985
Ph.D. University of Kentucky, 1989

Tal Sanders M.F.A. (2008)

Scenic and Lighting Designer and Assistant of Professor Theatre
B.A., University of California, Santa Barbara
M.F.A., California Institute of the Arts

Lisa Sardinia Ph.D., J.D. (1996)

Thomas J. and Joyce Holce Professorship in Science
Associate Professor of Biology/Optomtry
B.S., Whitworth College, 1979
Ph.D., Montana State University, 1985
J.D., Hastings College of Law, 1996

Victor Savicki Ph.D. (2008)

Professor of Professional Psychology
B.A. Carroll College, 1967
M.S. University of Massachusetts, 1968
Ph.D. University of Massachusetts, 1971

Fred Scheller Ph.D.

Faculty Emeritus / Professor of Speech and Communications
B.A., Pacific University, 1943
M.A., Pacific University, 1954
Ph.D., University of Oregon, 1959

Jon Schnorr Ph.D. (2000)

Associate Professor of Biology
B.A., University of Chicago, 1990
Ph.D., University of Washington, 1997

Elizabeth (Libby) Schoene Ph.D.(2011)

Assistant Professor of Physics
B.S., Harvey Mudd College, Claremont, 2001
Ph.D., University of Oregon, 2010

David Scholnick Ph.D. (2006)

Associate Professor of Biology
B.A., University of San Diego, 1986
M.A., College of William and Mary, 1989
Ph.D., University of Colorado, 1995

Philip K. Schot Ph.D. (2001)

Associate Professor of Exercise Science
B.A., Pacific Lutheran University, 1983
M.Ed., Western Washington University, 1986
Ph.D., University of Oregon, 1991

Rebecca Schulte M.S. (2007)

Assistant Professor of Education
B.A., University of California, 1991
M.S., Portland State University, 1998

Todd Schultz Ph.D. (1996)

Professor of Psychology
B.A., Lewis and Clark College, 1985
M.A., University of California, Davis, 1987
Ph.D., University of California, Davis, 1993

Donald O. Schuman O.D.

Faculty Emeritus / Professor of Optometry
O.D., Illinois College of Optometry, 1948

Kenneth F. Schumann M.Ed. (1984)

Director of Athletics
B.S., George Fox University, 1981
M.Ed., Portland State University, 1985

Don Schweitzer Ph.D. (2008)

Assistant Professor of Social Work
B.A., Idaho State University, 2004
M.A., University of Oregon, 2005
Ph.D., Portland State University, 2011

BJ Scott Psy.D. (2008)

Assistant Professor of Professional Psychology
B.A. Western Washington University, 1998
M.S. Pacific University, 2003
Psy.D. Pacific University, 2006

Rebecca Seifert Psy.D. (2011)

Assistant Professor of Professional Psychology
B.A. University of Wisconsin, Madison, 2004
M.A. Minnesota School of Professional Psychology, 2006
Psy.D. Minnesota School of Professional Psychology, 2008

Bryce Seliger D.M.A. (2005)

Associate Professor of Music
B.M., State University of New York, 1995
M.M., Butler University, 1997
D.M.A., University of South Carolina, 2001

Richard D. Septon M.S.

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

Jeffrey Seward Ph.D. (1990)

Associate Professor of Politics and Government
B.A., University of Texas, Austin, 1969
M.A., University of Washington, 1981
Ph.D., Stanford University, 1994

Kelli B. Shaffer M.A.Ed. (2006)

Assistant Professor of Dental Health Science
B.A. Kent State University, 1991
A.A.S. Lakeland Community College, 1995
M.A.Ed. University of Phoenix, 2005

Robin L. Shallcross Ph.D. (1997)

Assistant Professor of Professional Psychology
Director, Latino Bilingual Track
B.A. Eckerd College, 1975
M.S. University of Florida, 1979
Ph.D. University of Tennessee, 1985

James Sheedy Ph.D. (2006)

Professor/Director of Optometric Research
B.S., Wayne State University, 1969
O.D., Ohio State University, 1974
M.S., Ohio State University, 1974
Ph.D., Ohio State University, 1977

Jan Shield M.F.A.

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

Miles M. Shishido Ph.D.

Faculty Emeritus, Distinguished University Professor / Professor
of Religion and Philosophy
A.B., University of Hawaii, 1947
D.B., Federated Theological Faculty, 1948
A.M., University of Chicago, 1963
Ph.D., University of Chicago, 1967

Mary Jo Simone M.S. (2008)

Assistant Professor of Education
B.S., Kent State University, 1970
M.S., University of Oregon, 1980

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

Dennis Smith O.D. (1991)

Professor of Optometry
B.S., Towson State University, 1976
O.D., Southern College of Optometry, 1981
M.S., Pacific University, 1987

Dewayne Smith M.S.Ed. (2007)

Assistant Professor of Education
B.S., Western Oregon University, 1971
M.S.Ed., Western Oregon University, 1974

John Smith O.D. (1988)

Assistant Dean and Clinical Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980

Steve R. Smith M.A. (1999)

Associate Dean for Student Academic Affairs
B.A., University of Utah, 1978
M.A., Portland State University, 1997

Shelley L. Smolnisky Ed.D. (2000)

Assistant Professor and Associate Dean, College 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

Jennifer Smythe O.D. (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

Annjanette Sommers MS (2008)

Assistant Professor of Physician Assistant Studies
M.S. and PA Certificate, Pacific University, 2004
B.S. Physical Education, Emphasis Pre-Physical Therapy,
Brigham Young University, 1999
NCCPA Certified

Michael R. Steele Ph.D.

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

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

Susan Stein DHEd (2005)

Dean and Associate Professor of Pharmacy
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

Timothy Stephens D.M.A. (1993)

Professor of Music
B.M., University of New Mexico, 1975
M.M., University of New Mexico, 1977
D.M.A., University of Colorado, 1984

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

Stephanie Stokamer Ed.D. (2011)

Director, Center for Civic Engagement
B.S., Colby Collete, Waterville, ME 1997
M.S., Portland State University 2004, 2005
Ed.D., Portland State University, expected 2011

H. Joe Story Ph.D.

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

Jennifer Strangfeld Ph.D. (2008)

Assistant Professor of Sociology
B.A., University of California, Santa Barbara, 1995
M.S., University of Oregon, 2000
Ph.D., University of Oregon, 2006

Lucrecia Suarez M.S.W. (2006)

Assistant Professor of Professional Psychology
M.S.W. Portland State University, 1992

John Suroviak M.S. (2000)

Associate Professor of Accounting
B.A., Trinity College, 1973
M.S., University of Hartford, 1976

James H. Swain M.S. (1995)

Instructor of Physical Therapy
B.S. Seattle University, 1970
M.S. U.S. Army - Baylor University, 1973

Lisa Szefel Ph.D. (2007)

Assistant Professor of History
A.B., Mount Holyoke College, 1988
M.A., University of Virginia, 1995
Ph.D., University of Rochester, 2004

Mark J. Szymanski Ph.D. (2000)

Associate Professor of Education
B.S., University of Wisconsin-Milwaukee, 1988
M.S., University of Wisconsin-Madison, 1994
Ph.D., University of Wisconsin-Madison, 1998

Tamara E. Tasker Psy.D. (2007)

Assistant Professor of Professional Psychology
Director, Clinical Psychology Student Advising
B.A. Colgate University, 1994
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

Jay C. Thomas Ph.D.(1998)

Distinguished University Professor and Assistant Dean of
Professional Psychology
B.S. Portland State University, 1998
M.A. University of Akron, 1976
Ph.D. University Akron, 1981

Tim Thompson Ph.D. (1994)

Associate Professor of English
B.A., University of South Florida, 1985
M.A., University of South Florida, 1988
Ph.D., Emory University, 1996

Karren Timmermans Ph.D. (2007)

Assistant Professor of Education
B.S., Randolph-Macon College, 1991
M.A., University of Colorado, 1997
Ph.D., University of North Carolina, 2007

Carole Timpone O.D. (1983)

Distinguished University Professor and Clinical Professor of
Optometry
B.A., Cornell University, 1974
O.D., State University of New York, 1981

Jane M. Tram Ph.D. (2006)

Assistant Professor of Professional Psychology
B.A. University of Alberta, 1997
M.A. University of Notre Dame, 1999
Ph.D. University of Notre Dame, 2004

Lily Tsang M.A. (2010)

Assistant Professor of Chinese
B.A. Soochow University, Taipei, Taiwan, 1982
M.A. University of Missouri, Columbia, 1986

Scott Tuomi D.M.A. (1990)

Professor of Music
B.M., University of Southern California, 1981
M.S.T., Portland State University, 1993
D.M.A., University of Arizona, 2002

Rebecca Twist-Schweitzer Ph.D.(2009)

Assistant Professor of Art History
B.A., Portland State University, 1995
M.A., University of Memphis, 1999
Ph.D., The Ohio State University, 2007

Enie Vaisburd M.F.A. (2008)

Assistant Professor of Media Arts
B.A., Hebrew University, 1989
M.F.A., Southern Illinois University, 1996

Mariana Valenzuela M.A. (2002)

Instructor of Spanish
B.A., New Mexico State University, 1993
M.A., New Mexico State University, 1995

Richard Van Buskirk Ph.D. (2006)

Associate Professor of Environmental Studies
B.A., Colorado College, 1988
M.A., University of California, Davis, 1997
Ph.D., University of California, Davis, 2001

Floris G.H. Van de Ven D.P.T (2006)

Instructor of Physical Therapy
B.S. SAFA School of Physical Therapy, 1979
M.H.A. Chapman University, 1999
D.P.T. Pacific University, 2004

Robert Van Dyk Ph.D. (1994)

Professor of Politics and Government
B.A., Duke University, 1986
M.A., University of Washington, 1989
Ph.D., University of Washington, 1995

Lara Vesta M.F.A. (2008)

Assistant Professor of English
B.A., Southern Oregon University, Ashland, OR, 1997
M.F.A., Pacific University, Forest Grove, OR, 2007

Ty Vo PharmD (2006)

Assistant Professor of Pharmacy
BS General Science Oregon State University, 2001
PharmD Oregon State University, 2005

Mary Von DHEd (2002)

Academic Coordinator and Associate Professor of Physician
Assistant Studies
Distinguished Fellow, American Academy of Physician
Assistants, 2008
DHEd, Nova Southeastern College, 2010
M.S. Arizona School of Health Sciences, 2002
P.A. Certificate, University of Washington Medex PA Program, 1995
NCCPA Certified
Specialty Certification in Migraine and Headache Management,
Lifestyle Counseling

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

Doyle Walls M.A. (1989)

Professor of English
B.A., Wayland University, 1975
M.A., Baylor University, 1979

Shelley Washburn (2005)

Program Director, Master of Fine Arts in Writing
B.A. Portland State University 1973
M.A.T., Lewis and Clark College, 1984

Holly Hetrick Weger Psy.D. (2007)

Assistant Professor of Professional Psychology
B.A. Gonzaga University, 2000
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

Marcus Welsh M.A. (1997)

Assistant Professor of Spanish
B.A., Pacific University, 1997
M.A., University of Arizona, 2002

Don C. West O.D.

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

John A. White, Jr. Ph.D. (1992)

Director, School of Occupational Therapy
Professor Occupational Therapy
B.S. Wofford College, 1974
B.S. Medical University of South Carolina, 1978
M.A. University of Southern California, 1992
Ph.D. University of Southern California, 1999

Jaye Cee Whitehead Ph.D. (2007)

Assistant Professor of Sociology
B.A., Pacific University, 2000
M.A., University of California, Berkeley, 2003
Ph.D., University of California, Berkeley, 2007

Richard V. Whiteley Jr. Ph.D. (1986)

Professor of Chemistry
B.S., California State University, Long Beach, 1974
Ph.D., University of Nebraska, 1978

Dave Widen M.B.A (2011)

Assistant Professor of Healthcare Administration
B.S. Washington State University (1969)
M.B.A. Portland State University

Christopher Wilkes Ph.D. (1996)

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

Alyson Williams Ph.D. (2005)

Associate Professor of Professional Psychology
B.A. University of Wisconsin, 1996
M.A. Boston College, 1999
Ph.D. Indiana University, 2004

Chadd C. Williams Ph.D. (2006)

Assistant Professor of Computer Science
B.S., West Virginia University, Morgantown, 1998
M.S., University of Maryland, College Park, 2002
Ph.D., University of Maryland, College Park, 2006

Brett Windsor MPA (2008)

Assistant Professor of Physical Therapy
B.S. Curtin University, 1994
M.P.A. Portland State University, 2009

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

Shun-Nan Yang Ph.D. (2007)

Assistant Professor of Optometry
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 O.D. (1998)

Associate Professor of Optometry
B.S., University of Calgary, 1990
O.D., Pacific University, 1996
Teaching Fellow, Pacific University, 1996-97

Stephen G. Zahm Ph.D. (1982)

Professor of Professional Psychology
B.A. University of California, Berkeley 1965
M.A. California State College, Los Angeles, 1969
Ph.D. University of Portland, 1973

Anita Zijdemans-Boudreau Ph.D. (2006)

Assistant Professor of Education
B.Ed., York University, Canada, 1992
M.A., University of Toronto, 2000
Ph.D., University of Toronto, 2005

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.

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 BoxerOnline. In addition, upon request the Registrar's Office provides each student with an Academic Program Evaluation, which shows progress towards fulfilling academic requirements.

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 within individual program sections, student handbooks, and policy manuals. Please see College-specific sections for more information.

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.

<u>2011-2012 Degree conferral dates</u>	<u>Applications due</u>
August 13	June 15
August 31	June 15
September 30	June 15
January 31	October 15
May 19	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 an informal 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 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.

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 by the end of the first semester attended, a Records 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 record.

Adding a Course

Students may add a semester-long course through the 10th day of a 14-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 14-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. In exceptional circumstances, a student may request an Administrative Withdrawal after the Withdrawal deadline. See the Vice President of Student Affairs for more information.

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 wishing to withdraw from all classes must schedule an exit interview with the office of the Vice President for Student Affairs to discuss options and/or initiate the formal withdrawal process. 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 Vice President for Student Affairs, 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 the Student Handbook and 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 Vice President for Student Affairs, 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 transcripts through the Registrar's Office. In accordance with Family Educational Rights and Privacy Act guidelines, students must provide signed requests for transcripts.

Policy Exceptions

Students may seek exceptions to College requirements or policies in extraordinary circumstances, upon consultation with their advisors, by petitioning the appropriate College or Program committee.

POLICIES ON TUITION & FEES

BUSINESS PHILOSOPHY AND POLICIES

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 and payment plan selected. 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.

Orientation Expenses

The College of Arts and Sciences charges an "orientation fee" to all new students. Please see the Tuition and Fees section of the College of Arts and Sciences for the amount.

Insurance

All registered students enrolled in one (1) or more credit hours 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, 2011 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://www.academichealthplans.com/pacificu/2011-2012/waiverProcess.php>.

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.

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.

TUITION AND FEE PAYMENT OPTIONS

Payment Plan Options

I. Semester Plan

Pay in full before the beginning of each semester. For 2011-2012, payments are due:

Fall/Winter August 15, 2011
Winter January 5, 2012* (for students entering Winter term)
Spring January 15, 2012
Summer May 15, 2012

* Arts and Sciences students enrolled full-time in Fall or Spring semesters are not charged tuition for Winter term. Arts and Sciences 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, from the homepage of BoxerOnline, select the "Payment Plan" tab found at the top of the page and follow the prompts. The cost is \$30 per semester. Using your email, our payment plan system will notify you anytime your installments increase or decrease. 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, 2011
Spring: December 15, 2011, January 15, February 15, and March 15, 2012
Summer: April 30, May 15, June 15, and July 15, 2012

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, 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, cashiers 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.

Pay by Phone: Discontinued

Because providing the highest level of security and privacy for your credit card information is important to us this service has been discontinued. Students and parents are encouraged to use BoxerOnline to make secured payments.

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 of the University in need of temporary financial assistance. To qualify for this loan, a student cannot be delinquent or in default on his/her Business Office account and must be able to demonstrate a means of repaying the loan within the current semester. Loans are available for up to \$2,000. Students may have more than one loan but may not have more than \$2,000 outstanding at any time. Failure to repay the loan on the agreed-upon repayment schedule will cancel the student's privilege to borrow further from the short-term loan program for the remainder of the academic year. Apply for a short-term loan with the Business Office. The loan processing fee is \$10.

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

GENERAL INFORMATION

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 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 or 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, 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 decreases 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 enroll 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 usually 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 $\frac{3}{4}$ -time, and 6 credits per term if enrolled $\frac{1}{2}$ -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.

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 Hygiene: 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.

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 2.7 or higher GPA each term, and maintain a 2.7 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, Psy.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.

Professional Psychology, M.A.: 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.

For all programs except the four 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 they will be placed on **Financial Aid Probation** and must submit an appeal for continued funding to the Financial Aid Office. Students whose appeals are approved who then fail to complete all satisfactory academic progress requirements for two consecutive terms will become ineligible for further financial aid until they have completed one term at their own expense.

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 note for 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 are placed on **Financial Aid Probation** and 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 eligible for financial aid for the following term.

Special note for 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 will be placed on **Financial Aid Probation** and 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 eligible for financial aid for the following term.

Special note for 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 are placed on **Financial Aid Probation** and 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 eligible for financial aid for the following term.

Special note for 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 are placed on **Financial Aid Probation** and 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 eligible for financial aid for the following term.

FINANCIAL AID PROGRAMS

GRANTS & SCHOLARSHIPS

Endowed and Restricted Scholarships

Donor-provided funds awarded to selected students who meet the qualifications specified by the donors. 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 \$4,000 per year for up to four years. 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 COLLEGE OF ARTS AND SCIENCES STUDENTS

Academic Scholarships

Founders, Honors, Presidential, Trustee, and University Scholarships -- \$15,000 to \$6,000 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

\$5,000 to \$1,000 annually for up to four years of full-time enrollment awarded to successful participants in the Pacesetter competition.

Tabitha Brown Inspiration Awards

Institutional funds awarded to entering undergraduates based on their admission applications and their federally defined need. Awards are renewable; award amounts vary.

Boxer Spirit Scholarships

Institutional funds awarded to continuing undergraduates based on the quality of a required essay and their federally defined need. Awards are for one year only; award amounts vary.

Tom McCall Scholarships

Up to \$2,500 annually, renewable for a second year, for selected students who show and 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 of UCC clergy members. Awards are equal to 50% of the cost of full-time tuition.

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 successfully in Music, Forensics, Theatre, and Dance in the spring prior to their entry to the University, and who continue to meet program participation requirements. Award amounts vary.

Federal Pell Grants

Federal funds awarded to undergraduate students with the lowest Expected Family Contributions (EFCs). Award amounts vary.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Federal funds awarded to the Federal Pell Grant recipients who demonstrate the highest federally defined need. Award amounts vary.

Oregon Opportunity Grant

State funds awarded to eligible undergraduate students who are Oregon residents. Eligibility is determined according to a formula that considers student, family, and available federal resources. Award amounts vary.

OPPORTUNITIES FOR GRADUATE and PROFESSIONAL PROGRAMS STUDENTS**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 based on their federally defined need, costs, and fund availability. 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 meet a portion of the student's federally defined need and do not accrue interest while recipients are enrolled at least half-time and for a six-month grace period following their enrollment. When these loans enter repayment after the grace period ends they accrue interest at a fixed rate assigned based on the student's academic program and on the academic year for which the loans were disbursed.

Federal Direct Unsubsidized Loans are available regardless of the student's federally defined need. These loans begin accruing interest at a fixed 6.8% rate 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; Doctoral students in the College of Optometry, the School of Pharmacy, and the School of Professional Psychology, as well as Master of Healthcare Administration students, are eligible for additional amounts. Students can borrow up to \$8,500 in subsidized loan each year; the additional \$12,000 for most students, as well as the higher amounts available to certain health professions students, will be unsubsidized.

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 at a fixed 7.9% rate 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 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 at a fixed 7.9% rate 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 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 for up to the entire cost of attendance minus financial aid received. Interest rates are usually variable, and 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.

Pacific Work-Study

Institutional funds awarded to on a funds-available basis to undergraduate students in the College of Arts and Sciences who do not have financial "need." Recipients typically work 10 to 20 hours per week on campus.

VETERANS' EDUCATIONAL BENEFITS

The Associate Registrar is the certifying official for all veterans' benefits for students. Prior to the start of classes, eligible students should contact the Registrar's Office to make arrangements. Please contact the Registrar's Office for more information about Veteran's benefits and the Yellow Ribbon program.

UNIVERSITY SERVICES AND RESOURCES

STUDENT LIFE DIVISION

Vice President for Student Affairs/Dean of Students

The Vice President for Student Affairs/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, Pacific Outback, 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 and lectures, an outdoor and off-campus program (Pacific Outback) and a variety of student groups and clubs. The Milky Way is the location of numerous activities, concerts, movies, and Pacific Outback. In addition, the University sponsors a variety of student activities aimed at providing diverse opportunities. These include activities such as a traditional Hawaiian Luau, Founder's Week, and Wassail, a traditional holiday celebration.

Professional Programs

In addition, the professional Colleges and Schools facilitate programs with specific relevance to their disciplines. Student organizations within the professional schools sponsor events, conduct social and academic support programs, and provide links to professional organizations outside the University.

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 physical or learning related, 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. 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.

Multicultural Services

The Office of Multicultural Services is designed to assist students in dealing with issues concerning the multiplicity of cultures on the Pacific University campus. Spreading cultural awareness and understanding, integrating students from all cultures into the campus community, and celebrating diversity are the main concerns of this office. Students with questions, concerns, or suggestions for topics dealing with multicultural issues are encouraged to visit the office in McCormick Hall or contact the Dean of Students.

Oasis (Relaxation Room)

Visit Oasis, an opportunity for students 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 enjoying light therapy, or using the latest biofeedback technology to help alleviate stress and/or anxiety. Oasis is located in the small alcove of the Health Center waiting area on the Forest Grove campus. Reservations are subject to availability, and it is recommended that you schedule appointments as far in advance as possible by calling the Student Counseling Center at 503-352-2191.

Office of Transfer Student Services (College of Arts and Sciences)

The Pacific University Office of Transfer Student Services (OTSS) is open to assist College of Arts and Sciences 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 the Pacific Information Center (PIC) located in the University Center.

Pacific University Bookstore

The Pacific University Bookstore, managed by Barnes and Noble College Booksellers and located adjacent to campus at 2032 Pacific Avenue, carries all required texts and supplies for course work. The bookstore stocks both new and used textbooks and buys back

textbooks throughout the term. It also offers a great selection of trade books in both fiction and non-fiction. In addition, the bookstore offers a variety of university emblematic apparel, office supplies, greeting cards and gifts.

Pacific Information Center (PIC)

The Pacific Information Center, commonly referred to as the PIC, provides 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. Computer terminals are provided outside the PIC for students to access the Web and their accounts.

Student Counseling Center

The Student Counseling Center offers confidential individual and couples psychotherapy, mental health consultation, and crisis services to enrolled Pacific University Students. (Eugene and MFA students do not pay the student health and counseling fees and are therefore ineligible for services) 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 the noon hour on weekdays, 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 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, CASSS and PPC (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.

College of Arts and Sciences

The College of Arts and Sciences Student Senate (CASSS) 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. CASSS oversees clubs and organizations, distributes scholarships for travel courses, sponsors major speakers, concerts and events, and maintains active communication with the President and Dean of Students about policies, procedures and programs.

Graduate/Professional Programs

The Professional Programs Council (PPC) has representatives from every graduate/professional program located on the Hillsboro and Forest Grove campuses. This graduate/professional student group meets regularly and fosters a rich dynamic of student interaction both in and out of the classroom. PPC 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. PPC will eventually change its name to the Interprofessional Programs Student Senate (IPSS) to better reflect the group's complementary association with CASSS, the College of Arts and Sciences Student Senate.

Student Health Center

The Student Health Center (SHC) provides confidential health care services to all enrolled students (except students in the MFA or Eugene programs), regardless of insurance coverage. The SHC is staffed by licensed Nurse Practitioners, Certified Medical Assistants a Medical Receptionist and an Administrative Director. The SHC provides treatment of acute illness and injuries including colds, flu, bronchitis, urinary infections, eye infections, acne, headaches, sprains, etc. The SHC also provides treatment of stable chronic illness on a case by case basis including hypertension, asthma, depression, and anxiety. Health maintenance services include physicals, yearly women's health exams, family planning, sexual health services and immunizations. The SHC does not charge an office visit fee and costs are low for in office labs, immunizations, birth control and medications. Services are provided on the campus in Forest Grove and at the Health Professions Campus in Hillsboro. More information is available at www.pacificu.edu/healthcenter.

HOUSING

On-Campus Housing (Arts and Sciences undergraduates 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 six 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 they will uphold standards of community living. All students are expected to 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 grounds for disciplinary action. If a student is asked to leave the residence halls for disciplinary reasons, room and board fees will not be refunded.

Students are responsible for abiding by all residence halls or apartment policies. A more detailed description of hall policies and protocols are available in the Residence Hall handbook.

New students receive housing information over the summer. New students applying for space in Vandervelden Court, Burlingham Hall or Gilbert Hall must submit a non-refundable \$100 housing application fee. 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 three traditional residence halls (Clark, Walter, and McCormick) each have lounges, storage areas, and card-operated 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.

Undergraduate students are required to live on campus unless they:

- have graduated from high school at least two years prior to matriculation;
- are married or are the parent of a dependent child;
- are 21 years of age; or
- live full-time with their parent(s) or legal guardians.

Note: Criteria #2 and #4 require a residency waiver form on file, available through the Student Life Office.

Apartment-style Residence Halls

Vandervelden Court, Burlingham Hall and Gilbert Hall offer apartment-style living in two, four and six-bedroom suites with cooking facilities in most units. These co-ed facilities are designed primarily for junior and senior undergraduate students and offer more independent living.

Off-Campus Housing

The Housing and Residence Life Office, located in the University Center, provides students with resources to assist them in locating housing off campus.

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 NAFA: 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.

Greg Bradley, Baseball Coach
Sharon Rissmiller, Women's Basketball Coach
Tim Cleary, Men's Basketball Coach
Tim Boyce, Men's and Women's Cross Country and Track & Field Coach
Keith Buckley, Football Coach
Richard Warren, Men's and Women's Golf Coach
Wynne Lobel, Women's Lacrosse Coach

Jim Brazeau, Men's Soccer Coach
Morgan Crabtree, Women's Soccer Coach
Tim Hill, Softball Coach
Alec Webster, Men's and Women's Swimming Coach
Sarah A. Ansbury, Women's Tennis Coach
Brian Jackson, Men's Tennis Coach
Lena Chan, Volleyball Coach
Severin Walsh, Men's and Women's Wrestling Coach

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.

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, can check out computer and audiovisual equipment to students, and can 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).

The Writing Resource Center

The Writing Resource Center provides a friendly, non-judgmental environment where students can receive free one-on-one help with their written assignments. In a writing session with a consultant, students may discuss their papers at any point in the writing process, from brainstorming ideas or clarifying the points within their essays to finding strategies for improving organization, grammar, and punctuation. The Writing Resource Center also provides a collection of reference materials, style manuals, writing strategy handouts, two student computers with a printer and a casual place to sit, read, and write. Operating Hours: Sun—Thurs. 12-3pm and 7-10pm. Location: UC 104

The Math and Science Tutoring Center

The Math and Science Tutoring Center is located in Strain 220. Evening hours are Sunday through Thursday.

Advising Center

The Advising Center partners with faculty academic advisors to meet the advising needs of our students. It assists students to connect their career and life goals to their academic experience, to assist in their selection of major areas of study, to teach students about degree requirements, and to help them to navigate campus resources and policies. The center is located in Bates House.

www.pacificu.edu/as/advising_center/ or 503-352-2246.

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. 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 Master 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 Associate Registrar is the certifying official for all veterans' benefits for students. Prior to the start of classes, eligible students should contact the Registrar's Office to make arrangements. Contact the Registrar's Office for more information about Veteran's benefits and the Yellow Ribbon program.

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COLLEGE OF ARTS AND SCIENCES

INTRODUCTION

The College offers Bachelor of Arts and Bachelor of Science degrees, as well as a Master of Fine Arts in Writing.

UNDERGRADUATE PROGRAMS

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. Pacific University's 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 PROGRAM

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.

FACULTY

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Professor of History
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B.A., Universidad de Puerto Rico, 1982
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B.M., MacPhail College of Music, 1942
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of Physics
B.A., The John Hopkins University, 1962
M.S., University of New Mexico, 1964
Ph.D., University of New Mexico, 1967

George A. Harshbarger

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

Leigh Hunt Jr.

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

William T. Jordan

Faculty Emeritus Professor of Chemistry
B.A., Portland State University, 1964
M.A., Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

Marshall M. Lee

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

Leonard Levine

Faculty Emeritus, Distinguished University Professor / 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

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

N. Charles O'Connor

Faculty Emeritus / Professor of Accounting
B.S., University of Northern Colorado, 1972
M.A., University of Iowa, 1976

W. Steve Prince

Faculty Emeritus / Professor of English
B.A., University of California, Santa Barbara, 1950
Ph.D., Yale University, 1954

Fred Scheller

Faculty Emeritus / Professor of Speech and Communications
B.A., Pacific University, 1943
M.A., Pacific University, 1954
Ph.D., University of Oregon, 1959

Jan Shield

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

Miles M. Shishido

Faculty Emeritus, Distinguished University Professor / Professor
of Religion and Philosophy
A.B., University of Hawaii, 1947
D.B., Federated Theological Faculty, 1948
A.M., University of Chicago, 1963
Ph.D., University of Chicago, 1967

Seth Singleton

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

Michael R. Steele

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, 1975

Byron D. Steiger

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

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

H. Joe Story

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

DEGREE REQUIREMENTS

Curricular Goals

Every graduate of the College of Arts and Sciences 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

Pacific University offers the Bachelor of Arts degree and the Bachelor of Science degree. Students may earn only one bachelor's degree at the College of Arts and Sciences.

The faculty of the College of Arts and Sciences has established the College's degree requirements in order to ensure that each student accomplishes these curricular goals.

BACHELOR OF ARTS

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 (4 credits)

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 (4 credits)

ENGW 201 Expository Writing or ENGW 202 Writing About Disability

ENGW 201 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. (It is anticipated that students who have had two years of high school study in a single language would be placed in a 102-level course.) 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 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)
- write an 8-10 page final essay that engages in a substantial way, and demonstrates mastery of, several texts used in the course in a manner that is intended to be summative and reflective of the term, while demonstrating the ability to read, to think, and to write critically

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 CE-designated course (2 or more credits) or project

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
- share the results of the project 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 complete 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 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 selected 1-credit ensembles), or 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 Religions
REL 240	Topics in Comparative Religion
PSJ 101	Intro to Peace and Social Justice Studies
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
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 141	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 related courses. Students must complete two focal studies.

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
- To synthesize information and modes of inquiry from more than one field of study
- To transfer learning from one field of study to issues raised in another field

A focal study is a set of three related courses. Each student 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 and at least 10 credits
- among all of a student's focal studies courses, 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, 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

There are many different focal studies to choose from. They are listed in the next section of the catalog, entitled Focal Studies.

K. Senior Capstone (2 or more credits)

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

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. 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.

30 of the last 40 credits counted toward a Pacific University degree 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 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 Dean of 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.

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.

VIII. 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.

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

I. Core and Other Requirements

Candidates must meet all requirements for the Bachelor of Arts degree, listed above.

II. Major Declaration

Candidates must satisfy requirements for a major or a minor from the School of Natural Sciences (except for Environmental Studies) or a major in Psychology with two additional science laboratory courses.

FOCAL STUDIES

A focal study is a set of three related courses. Each student 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 and at least 10 credits
- among all of a student's focal studies courses, 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, 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, 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 303	Mentoring in Languages	2 credits
WORL 304	Mentoring in 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

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
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
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 class	4 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
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

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 141	Permaculture Design I	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

Second Cluster (complete 1 course):

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
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
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
SOC 217/GSS 217	Gender and Sexuality	4 credits
THEA 110	Acting I	2 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	4 credits
BA 105	Finance for Daily Decisions	2 credits
BA 201	Accounting Principles	4 credits
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

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 Religion	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 141	Permaculture Design I	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	4 credits
SOC 101	Introduction to Sociology	4 credits
SOC 309/GSS 309	Families	4 credits
SOCWK 300	Micro Social Work Practice	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):

ARTHI 273	Art and Architecture of China	4 credits
ARTHI 274	Art and Architecture of Japan	4 credits
HUM 306	Latino Fiction	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		
Any 200-level ARTST course		
DANC 301	Choreography I	4 credits
MEDA 250	Elements of Production	4 credits
MUS 110	Music Notation and Songwriting	4 credits
THEA 110	Acting I: Fundamentals	2 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 140/REL 140	Introduction to Comparative Religions	4 credits
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 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 they are titled as below. Request approval from the Focal Studies Advisor, Gretchen Potter. 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
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
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
CHIN 201	Intermediate Chinese	4 credits
OR		
FREN 201	Intermediate French	4 credits
OR		
GER 201	Intermediate German	4 credits
OR		
JAPN 201	Intermediate Japanese	4 credits
OR		
SPAN 201	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
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 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, 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
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
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):

HUM 339	History of Science	4 credits
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
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
EXIP 429	Advanced Psychosocial Aspects of Health	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
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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

26. The Creative Process**Description:**

These classes center on the inter-influential relationships between 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
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

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):

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 Activism	4 credits
MEDA 302	Documentary Studies and Practice	4 credits
SOCWK 301	Macro Social Work Practice	4 credits
THEA 385/ENV 385	Eco-Theatre: Community & Performance	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
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 141	Permaculture I	4 credits
PHY 202	Introductory Physics I	4 credits
PHY 232	General Physics I: Workshop Physics I	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
SOCWK 301	Macro Social Work Practice	4 credits
THEA 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 141	Permaculture I	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):

ENV 141	Permaculture Design I	4 credits
ENV 334	Permaculture Design II	4 credits
EXIP 429	Advanced Psychosocial Aspects of Health	4 credits
PHIL 307/DS 307	Ethics, Medicine, and Healthcare	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, Gretchen Potter.

BIOL 160	ST: Humans and Microbes	4 credits
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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
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
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
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
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
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 312	Social Interaction	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 141	Permaculture Design I	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	4 credits
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 in modern America 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

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):

BIOL 170	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
HUM 339	History 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 141	Permaculture Design I	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	4 credits
REL 240/ANTH 240	Topics in Comparative Religion	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 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
HUM 339	History of Science	4 credits
OR		
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):

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

*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, Gretchen Potter.

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

PSY 252	BIOPSY I: Introduction to Neuroscience	4 credits
OR		
PSY 314	Memory and Mind	4 credits
OR		
PSY 315	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
ENGL 421	The Romantic Period	4 credits
OR		
ENGL 422	The Victorian Period	4 credits
OR		
ENGL 423	19th Century American Literature	4 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
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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

MAJORS AND PROGRAMS

Anthropology-Sociology

Adam Rafalovich, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Jessica Ritter, Don Schweitzer, Jaye Cee Whitehead, Chris Wilkes

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, and Comparative Religion.

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

Requirements for the Major and Minor

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.

ANTH-195 Independent Study

See department for details. Independent study contract required.

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-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.

ANTH-275 Internship

See department for details. Internship contract required.

ANTH-295 Independent Study

See department for details. Independent study contract required.

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-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: ANTH 201, ANTH 202, or SOC 313. 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-355 Special Topics

See department for course description. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140, or REL 140.

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.

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.

ANTH-475 Internship

See department for details. Internship contract required.

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

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.

It also is appropriate for students interested in a career in the high-tech industry and for those planning further work in a specialty via a joint B.S. or B.S./M.S. program in engineering and other technical fields. 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. In most cases, joint B.S. or B.S./M.S. programs have requirements beyond those of the Applied Science major. Any student interested in such a program should carefully review its requirements and consult with a faculty member in the appropriate science department.

Applied Science: Requirements for the Major

Two minors from among the following:

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

One of the following:

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

One of the following:

CS 150	Introduction to Computer Science I	4 credits
CS 130 and CS 232	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 School of Natural Sciences 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
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COURSES

SCI-155 Special Topics

See department for course description.

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-255 Special Topics

See department for course description.

SCI-355 Special Topics

See department for course description.

SCI-455 Special Topics

See department for course description.

SCI-475 Internship

See department for details. Internship contract required.

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.

Art

Jim Flory, Chair; Doug Anderson, Patricia Cheyne, Junko Iijima, Terry O'Day, Rebecca Twist-Schweitzer

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 program at Pacific University is equipped to provide students with a strong conceptual base, expressive direction, and instruction in artistic processes and techniques. Through the visual and tactile nature of art, the faculty tries to integrate the consciousness of personal expression into every liberal arts and professional student. The art program 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 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. Pacific University also offers specialized classes through a cooperative program with Oregon School of Arts and Crafts. For further information please contact the Art Department.

The Art faculty plants the seeds of artistic growth for all students through its offerings of concentrated singular and sequence course work. We expect students to use the studio facilities on their own for at least two hours for every one hour of class instruction. In addition, advanced art students may work on directed study under individualized contracts where creative projects in the studio and internships are developed.

Expanding the human dimensions in Art continues to lead our graduates into various careers in art, as arts directors, teachers, or in preparation for graduate school. The program also seeks to provide art experience for application to problem-solving, use of leisure time, and therapy. We look forward to your participation in our program.

Students planning to teach in public schools should consult with the College of Education.

The Art Department at Pacific University seeks to prepare students for:

- lifelong interest, appreciation and understanding of art
- a life of creative involvement in expressive and technical artistic processes
- being literate in the language of art - reading, writing, speaking related to the expressive processes and terminology
- expanding ability to critique creative projects and artistic works by one's self and others
- broadening the awareness of art history and cultural heritage
- using artistic 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 research and projects
- discovering the relationships among the arts, other academic disciplines, and the world
- undertaking graduate study in art with a focus on two- or three-dimensional artistic work
- pursuing expressive directions for individual creative growth, as well as careers in art

Studio Art

Students wishing to graduate with a B.A. in Studio Art must successfully complete the 2 semester studio production/seminar series. This series includes the opportunity for mentored individualized study and culminates in a presentation of an original body of work in gallery, lecture, and portfolio formats. The studio production series will normally be taken in the spring of the Junior year and fall of the Senior year. Senior Show must be taken in the spring of the graduation year. Students wishing to register for the studio production series will be required to submit a portfolio for review by the Art department faculty. It is highly recommended that students see the Art department chair for further information on major requirements upon registering as an art major. Student 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.

Studio Art: Requirements for the Major

ARTST 110	Basic Design	4 credits
One of the following:		4 credits
ARTST 210	Drawing 1	
ARTST 203 and 204	Introductory Drawing and Drawing in Location	
ARTHI 270 and 271	Western Art I / II	8 credits
ARTHI 372 or 382	Art History (choose one)	4 credits
ARTST 497	Studio Production II	4 credits
ARTST 498	Senior Show/Seminar	4 credits
Additional Studio courses (with a minimum of 8 upper-division credits)		20 credits

TOTAL: 48 credits

Art History: Requirements for the Minor

ARTHI 270	Western Art I	4 credits
ARTHI 271	Western Art II	4 credits
ARTHI 372	Contemporary Art	4 credits
ARTHI 382	Special Topics in Art History	4 credits
ARTST 110	Basic Design	4 credits
Electives: Any additional art history course		4 credits

TOTAL: 24 credits

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.

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 or Observational Drawing I	4 credits
ARTST 310 or 311	Drawing II 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

Studio Art: Requirements for the Minor

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

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.

ARTHI-255 Special Topics

See department for course description.

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-273 Art and Architecture of China

This course is a selective survey of the architecture and visual arts of China from prehistory to the present, with an emphasis on major monuments and themes. Art in China will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific Chinese cultural and historical contexts. Counts toward core requirement: Comparative Cultural. 4 credits.

ARTHI-274 Art and Architecture of Japan

This course is a selective survey of the architecture and visual arts of Japan from prehistory to the present, with an emphasis on major monuments and themes. Art in Japan will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific Japanese cultural and historical contexts. Counts toward core requirement: Comparative Cultural. 4 credits.

ARTHI-275 Art and Architecture of India

This course is a selective survey of the architecture and visual arts of South Asia from prehistory to the present, with an emphasis on major monuments and themes. Art in India, Pakistan, Afghanistan and the Himalayas will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific South Asian cultural and historical contexts. Counts toward core requirement: Comparative Cultural. 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-355 Special Topics in Art History

See department for course description.

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: ARTHI-105, ARTHI-270, or ARTHI-271. 4 credits.

ARTHI-382 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 and movements from throughout the history of art. May be repeated for credit as topic varies. Prerequisite: ARTHI-105, ARTHI-270, or ARTHI-271. 4 credits.

ARTHI-395 Independent Study

See department for details. Independent study contract required.

ARTHI-455 Special Topics

See department for course description.

ARTHI-475 Career Internship in Art History

See department for details. Internship contract required.

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.

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.

ARTST-195 Independent Study

See department for details. Independent study contract required.

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

This course provides general studio instruction in drawing, covering work in pencil, conte crayon, charcoal, pen and ink, and brush and ink. Design, composition, the rendering of light and perspective are explored, as well as working from the human figure. 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-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.

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 stonemasonry 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.

ARTST-295 Independent Study

See department for details. Independent study contract required.

ARTST-310 Drawing II: Advanced Drawing

This course is an advanced drawing class that challenges students to expand on the skills learned in Drawing I. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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).

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. 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. 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. 4 credits.

ARTST-395 Independent Study

See department for details. Independent Study contract required.

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.

ARTST-475 Career Internship in Art

See department for details. Internship contract required.

ARTST-495 Independent Study

See department for details. Independent study contract required.

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, Gyorgyi 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

TOTAL: 58 credits

COURSES

BINF-275 Internship

See department for details. Internship contract required.

BINF-475 Internship in Bioinformatics

See department for details. Internship contract required.

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

Jon Schnorr, Chair; Edmund Alkaslassy, Paige Baugher, Mary Bricker, Stacey Halpern, Aaron Livingston, Pam Lopez, Gyorgyi Nyerges, Lori Rynd, Lisa Sardinia, David Scholnick

The Biology Department provides unique educational experiences for students in biology and related fields. The faculty has particular expertise in ecology, botany, molecular biology, genetics, physiology, developmental biology, anatomy, vertebrate zoology, animal behavior, immunology and microbiology. Field courses provide direct experience through field trips to Henry Blodgett Arboretum, Malheur Field Station and other habitats throughout Oregon. Faculty members have contacts at Oregon Health & Science University and at the Primate Center 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	
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) (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.)		8 credits
CHEM 220	General Chemistry I	4 credits
CHEM 230	General Chemistry II	4 credits
CHEM 300	Organic Chemistry	4 credits
OR		
CHEM 300	Organic Chemistry	
AND		
CHEM 400	Advanced Organic Chemistry	8 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

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.

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 is 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.

BIOL-275 Internship

See department for details. Internship contract required.

BIOL-295 Independent Study

See department for details. Independent study contract required.

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-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-.

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 if instructor consent is 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 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.

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 one credit, during which students gain the background required for the field component held in Costa Rica during Winter term for three credits. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of C-. Instructor's consent required. Offered alternate years. 1-3 credits.

BIOL-455 Special Topics

See department for course description.

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.

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.

BIOL-555 Special Topics

See department for course description.

Business Administration

Michelle Cowing, Chair; Meghan Dion, 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 may select electives to achieve a specific area of concentration, for example in accounting, international business, or marketing.

A minimum 2.0 grade point average is required in all business and economics courses; only grades of C- or above may be used to satisfy department requirements, including MATH 207. 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. Transfer credits will not be accepted for the Capstone requirement. 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	General Elementary 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		14 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.

Accounting Concentration

BA 313	Intermediate Accounting I	4 credits
BA 314	Intermediate Accounting II	4 credits
BA 316	Cost Accounting	4 credits
BA 357	Income Tax Accounting	4 credits
BA 435	Accounting and Auditing Seminar	4 credits

TOTAL: 20 Credits

International Business Concentration

BA 312	International Business	4 credits
Twelve credits from:		12 credits
ECON 329	International Economics	
BA 443	International Marketing	
POLS 345	International Political Economy	
IS 201	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

TOTAL: 16 credits

Marketing Concentration

BA 410	Marketing Research	4 credits
BA 440	Advertising & Promotion	4 credits
Two courses from the following:		
BA 338	Product Management	4 credits
BA 443	Special Topics in Marketing	4 credits
ARTST 117 or MEDA 110		4 credits
Other approved elective(s)		4 credits

TOTAL: 16 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 6-8 page written case analyses and in-class presentations.

Senior Capstone Experience and Seminar (BA 490, 2 credits)

Students majoring in business administration will be required to complete one of the following experiential components:

- 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 theoretical research paper addressing an approved business administration topic.

During the semester of the experiential capstone component, seniors enroll in BA 490, the senior seminar course. Students pursuing a senior internship might be simultaneously enrolled in BA 475 Business Internship.

The senior capstone seminar course serves as the forum in which students are prepared for and guided through their capstone experience. These forums also allow students to share with and learn from peers completing similar capstones. The seminar course also uses appropriate business periodicals as a focus of seminar discussion, to help bridge the gap between theory and practice.

All seniors, independently or as part of a project team, participate in Senior Projects Day (approximately the 12th week of the spring semester), with a presentation about their senior capstone experience, whether an internship, an applied project, or a theoretical research paper.

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	4 credits
ECON 102	Principles of Microeconomics	4 credits
BA 201	Accounting Principles	4 credits
BA 202	Managerial Accounting	4 credits
BA 360	Organizational Behavior & Management	4 credits
BA 300+	Business Administration Electives	8 credits

TOTAL: 28 credits

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. 4 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-195 Independent Study

See department for details. Independent study contract required.

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. Prerequisite: Sophomore standing or above (30 or more completed credits). 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. Prerequisite: Sophomore standing or above (30 or more completed credits). 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.

BA-275 Internship

See department for details. Internship contract required.

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: 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-. 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: 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-. 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: 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-. 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: 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-. 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: 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-. 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: 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-. 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: 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-. 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 313 with a minimum grade of C- (may be taken concurrently). 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 ECON-101, ECON-102, BA-201, and BA-202 each 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: 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-. 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: Junior standing or above (60 or more completed credits), and ECON-101, ECON-102, BA-201, BA-202 and BA-309 each 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: 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-. 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: 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-. 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: Junior standing or above (60 or more completed credits) and ECON-101, ECON-102, BA-201, BA-202, and BA-305 each with a minimum grade of C-. 4 credits.

BA-355 Special Topics

See department for course description. Prerequisite: Junior standing or above (60 or more completed credits).

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: 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-. 4 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: 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-. 4 credits.

BA-395 Independent Study

See department for details. Independent study contract required.

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: Junior standing or above (60 or more completed credits) and ECON-101, ECON-102, BA-201, BA-202, and 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: Junior standing or above (60 or more completed credits) and ECON 101, ECON 102, BA 201, BA 202, and BA 309 each with a minimum grade of C-. May be repeated for credit. 4 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-.

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.

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.

Chemistry

Joel Gohdes, Chair; Dawn Bregel, Jeannine Chan, Roxana Ciochina, David Cordes, Kevin Johnson, Richard Whiteley

Chemistry plays a central role in the sciences, because the goal of chemical study is to understand natural processes on atomic and molecular levels. Thus, chemistry majors should experience the excitement of relating molecular properties to the order they observe in nature. Our challenge is to emphasize the connections between molecular structure and properties and behavior of macroscopic matter. Majors will be prepared for entry into programs of professional study, such as medicine, teaching and engineering; for graduate study in chemistry or a related field; or for immediate employment in industry.

Our mission includes the following outcomes for our educational process; at the end of their studies, graduating majors should:

- have a working knowledge of the basic areas of chemistry (inorganic, organic, biochemical, physical and analytical chemistry); students demonstrate a working knowledge by understanding the language of chemistry and the ability to apply formal knowledge in a problem-solving environment
- understand the relationships between microscopic structure and macroscopic properties, energy relationships, chemical and physical transformations, acid-base theory, and solution chemistry and be proficient in basic laboratory skills (e.g., preparing solutions, chemical and instrumental analyses, laboratory safety)
- have an understanding of principles and applications of modern instrumentation, computation, experimental design and data analysis
- have the ability to formulate and to carry out strategies for solving scientific problems
- develop experience working with others as part of a team
- develop good scientific communication, including writing, oral communication and presentation skills and the ability to locate, to read, to understand and to use the scientific literature
- have taken advantage of the opportunity to conduct 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 496	Chemical Literacy	1 credit
CHEM 392	Integrated Lab	1 credit
400-level chemistry electives*		8 credits*
CHEM 486	Capstone Research	1-2 credits
CHEM 489 or 499	Capstone Project or Capstone Thesis	1-2 credits

TOTAL: 40-42 Credits

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 4 credits of appropriate upper-division electives from another department may be substituted by petition to the chemistry department.

At least six credits of upper-division chemistry, including at least one such 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 (at least 4 credits must be CHEM 330, 370 or 380)		8 credits

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.

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. Includes laboratory. Prerequisite: CHEM 220 with a minimum grade of C- and MATH 125 or MATH 226 with a minimum grade of C-. 4 credits.

CHEM-255 Special Topics

See department for course description.

CHEM-275 Internship

See department for details. Internship contract required.

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. Includes a corresponding laboratory section. Prerequisite: CHEM 230 with a minimum grade of C-. 4 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).

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 strongly 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.

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. Includes a corresponding laboratory section. Prerequisite: CHEM 300 with a minimum grade of C. 4 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).

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.

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. Offered alternate years Spring semester. 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. Corequisite: CHEM 496. 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-496 Chemical Literacy

This course is a formal introduction to the primary and secondary chemical literature. 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: Senior standing (90 or more completed credits). Corequisite: CHEM 486. 1 credit.

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.

Communication Sciences and Disorders

Martin Fischer, Director; Ellen S. Reuler, Amanda Stead

Requirements for the minor: Communication Sciences and Disorders

The Communication Sciences and Disorders (CSD) minor is offered through the School of Communication Sciences and Disorders in the College of Education and is intended as a pathway to graduate programs in speech-language pathology, audiology, or special education. The minor specifically prepares College of Arts and Sciences on the Forest Grove campus who are completing an undergraduate major in any discipline with the prerequisite courses needed for entry into the Speech-Language and Pathology (SLP) master's degree program. The minor is also appropriate additional preparation for entry into the following 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 24 semester hours. The capstone project required for a bachelor's degree is completed within a student's major in the College of Arts and Sciences. In order to earn the bachelor's degree, students would meet the requirements as established by Pacific University for that degree.

CSD 200	Introduction to Communication Sciences and Disorders	2 credits
CSD 202	Acoustics and Phonetics	4 credits
CSD 204	Anatomy & Physiology of Speech	4 credits
CSD 206	Introduction to Speech and Language Development	4 credits
CSD 300	Introduction to Audiology and Audiology Assessment	2 credits
CSD 302	Adult Speech and Language Disorders	4 credits
CSD 304	Child Speech and Language Disorders	4 credits

Post-baccalaureate Prerequisite Entry Requirements for MS in Speech Language Pathology Program

Candidates with a bachelor's degree and no communications sciences and disorder (CSD) coursework in their undergraduate programs need to complete prerequisite course requirements (24 semester credits) prior to entry into the SLP master's degree program. The undergraduate CSD courses (202-404) are offered in such a way that these candidates can take them in an intense schedule, likely during summer semester, or in the fall and spring schedule offered to traditional undergraduate students. In addition, CSD 301 Professional Orientation to Communications Sciences and Disorders (2 credits) is required for post-baccalaureate students.

Note: As part of their broad liberal arts and science undergraduate degree, the American Speech and Hearing Association (ASHA) requires that master degree candidates show transcript evidence of at least one course in the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Example Pacific University Courses that meet ASHA Requirements for the Biological Sciences, Physical Sciences, Math, 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

Math (Minimum: One Course Required)	
MATH 165 Modern Topics in Mathematics	PSY 350 Behavioral Statistics
MATH 207 General Elementary Statistics	SOC 301 Social Statistics
Any Math Course above MATH 206	ECON 321 Econometrics

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

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-202 Acoustics & Phonetics

This course provides students with information on the physics of sound including basic acoustics, psychoacoustics and speech perception, and basic phonetics including the recognition and production of English speech sounds and the use of phonetic transcription to document production. 4 credits.

CSD-204 Anatomy & Physiology of Speech

This course includes information on the anatomy and physiology of the auditory system, the speech production mechanism and the swallowing mechanism. 4 credits.

CSD-206 Intro to Speech & Language Development

This course describes the acquisition of speech and language skills in typically developing children and adolescents. 4 credits.

CSD-300 Intro Audiology & Audiology Assessment

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. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 2 credits.

CSD-302 Adult Speech & Language Disorders

This course will provide an overview of the etiology and treatment associated adult speech and language disorders. Emphasis will be placed on theory and differential identification. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 4 credits

CSD-304 Child Speech & Language Disorders

This course introduces students to the prevention, etiology, assessment and treatment of speech and language disorders in children. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 4 credits.

Comparative Religion

Adam Rafalovich, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Jessica Ritter, 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, and comparative religion.

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-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.

REL-275 Internship

See department for details. Internship contract required.

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: International Perspectives. 4 credits.

REL-355 Special Topics

See department for course description.

Computer Science

Shereen Khoja, Chair; 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	Introduction to Software Engineering	2 credits
CS 494	Software Engineering II	2 credits
CS 498	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.

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. 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.

CS-205 Intro to Programming for Multimedia

This course introduces students with little or no programming experience to the design and creation of software applications using Flash ActionScript, a high-level, object-oriented programming language. 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. Concepts taught include pointers, classes, operation overloading, inheritance, polymorphism, and templates. These concepts will be reinforced with advanced programming projects. Prerequisite: CS 150 and MATH 125 each with a minimum grade of C. 4 credits.

CS-255 Special Topics

See department for course description.

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.

CS-295 Independent Study

See department for details. Independent study contract required.

CS-300 Data Structures

Data structures are fundamental to advanced, efficient programming. Topics including asymptotic analysis, stacks, queues, linked lists, trees, hash tables, searching and sorting will be covered in discussions centering around more sophisticated programming concepts and

problem solving techniques. 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.

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 260 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. 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.

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 (virtual and cache), I/O devices, pipelined instruction execution, bus structures, microprogramming 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. Topics covered will include database design including normalization and optimization, the relational model, 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.

CS-460 Operating Systems

This course provides a hands-on introduction to operating systems. Topics covered include processes and threads, CPU scheduling, memory management, I/O systems, distributed file systems, multiprocessor operating systems. Prerequisite: CS 300 with a minimum grade of C. Offered alternate years. 4 credits.

CS-475 Internship

See department for details. Internship contract required.

CS-480 Principles of Compiler Design

An introduction to compilers. Topics covered include: symbol tables, lexical analysis, parsing, attribute grammars, syntax-directed translations, semantic 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 Introduction to Software Engineering

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. Prerequisite: CS 493 with a minimum grade of C. 2 credits.

CS-495 Independent Research

See department for details. Independent study contract required.

CS-498 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.

Disability Studies

David Boersema, Nancy Cicirello, Ellen Hastay, Ramona Ilea, Christine Macfarlane, Kristy McGinnis, Martha Rampton, Jessica Ritter Todd Schultz, Tim Thompson

Disability is a natural part of the human experience, and all of us, if we live past 50, will experience some degree, whether mild or profound, of physical and mental disability. Yet despite the universality of disability, societies past and present have treated it as something shameful, if not horrific. (The Nazi gas chambers, for example, were first constructed to eradicate persons with mental disabilities.)

Disability studies, from the perspectives of the social sciences and humanities, tries to understand why physical and cognitive differences have been treated as they have in the past and are in the present, and how they should be treated in a twenty-first century democracy, 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

ENGW 202	Writing About Disability	4 credits
ENGL 221	Literature and Disability	4 credits
DS/PHIL 307	Ethics, Medicine, and Health Care	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 340	Technology in Special Education	2 credits

TOTAL: 23-24 credits

COURSES

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.

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 with a minimum grade C- or P. 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.

DS-475 Internship

See department for details. Internship contract required.

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.

ECON-255 Special Topics

See department for course description.

ECON-275 Internship

See department for details. Internship contract required.

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 Governments

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-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-.

ECON-395 Independent Study

See department for details. Independent study contract required.

ECON-475 Internship

See department for details. Internship contract required.

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.

Education and Learning

Michael Charles, Coordinator

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It 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. The 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. Students not interested in obtaining a teaching license will take the Education and Learning major through the College of Arts and Sciences.

Students wishing to obtain the Oregon Initial Teaching License through their undergraduate programs may do so with the Education and Learning major, as well. Those interested in licensure should complete the College of Arts & Sciences core requirements. In addition they

must complete the required Professional Courses for Early Childhood and Elementary School Authorizations (an additional 21 credits) together with the Education and Learning major requirements. Student teaching is the capstone experience.

Students who are 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.

Students must earn a C- or better on all coursework and must maintain a GPA of 2.0.

For those who are completing the Education & Learning Major and the Professional Courses for the Early Childhood and Elementary School Authorizations:

- Students must maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower than a "C"; a "C-" is not acceptable.
- Students must complete all required coursework before student teaching.
- Students must pass all tests required for licensure before student teaching.
- Students must meet all of the above requirements in order to register for student teaching.

Education and Learning: Requirements for the major

PSY 150	Introduction to Psychology	4 credits
PHIL 100	Introduction to Philosophy	4 credits
OR		
PHIL 202	Ethics and Society	4 credits
One of the following:		
ANTH 101	Introduction to Anthropology	4 credits
SOC 102	Social Problems	4 credits
POLS 140	Introduction to U.S. Politics	4 credits
POLS 180	The United States in World Affairs	4 credits
One of the following:		
PSY 180	Lifespan Human Development	4 credits
PSY 240	Child Development	4 credits
EDUC 322	Applied Human Development (Eugene)	3 credits
EDUC 320	Brain-Based Learning (Eugene)	3 credits
EDUC 260	Foundations of Education	2 credits
EDUC 300	Introduction to Early Childhood Education	4 credits
EDUC 308	Learning Communities I: Personal Awareness	2 credits
EDUC 361	Foundations of Human Development & Psychology	3-4 credits
EDUC 370	School and Society	2 credits
EDUC 420	Language Acquisition in Children	2 credits
EDUC 428	Teaching Reading through Child and Adolescent Literature	2 credits
One of the following:		
EDUC 496	Integrating Seminar I: Research Design (2 credits)	
AND		
EDUC 497	Integrating Seminar II: Research Project (4)	
OR		
EDUC 475	Student Teaching	12-15 credits

Professional Courses for Early Childhood and Elementary School Authorizations

(These are the required professional courses to qualify for the Oregon Initial Teaching License with authorizations for early childhood education and/or elementary education)

EDUC 309	Learning Communities II: Diversity (Forest Grove)	2 credits
EDUC 343	Teaching Math, Science and Health ECE/Elem	4 credits
EDUC 397	Field Experience	1 credit
EDUC 408	Reading and Language Arts ECE/Elem	4 credits
EDUC 410	Expressive Arts in ECE	2 credits
EDUC 431	General Methods, Assessment, & Classroom Management	2 credits
EDUC 436	Technology across the Curriculum	2 credits
EDUC 459	Preparing the Work Sample	2 credits
EDUC 475	Student Teaching	12-15 credits
EDUC 476	Learning Communities: Reflection and Practice	2 credits

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): through 201

Or,

(2) Foreign language proficiency equivalent to 201 and one of the language or cultural studies courses from the following list (4 credits):

Language course (202 or above)

ANTH/MUS 241 Intro to World Music

ARTHI 273 Art and Architecture of China

ARTHI 274 Art and Architecture of Japan

ARTHI 275 Art and Architecture of India

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 305 West Meets East

PSJ 225 Middle East

PHIL 305 Asian Philosophy

POLS 231 Contemporary Middle East

WORL 365 Teaching Language and Culture in Elementary Schools

TESOL Core Course Requirement (11 credits):

ESOL444: Educational Linguistics for ESOL Teachers (3 cr)

ESOL460: Foundations of ESOL Methods (2 cr)

ESOL464: ESOL Methods, Assessment, and Technology (2 cr)

ESOL450: Cultural Constructs and Diversity in ESOL Education (2 cr)*

EDUC453: Literacy and English-Language Learners (2 cr)*

* ESOL450 and ESOL453 may be waived for those who take a study abroad course that is approved by the ESOL program coordinator.

TOTAL: 15-23 credits**

** Credits required for the TESOL minor vary, depending on the student's foreign language competency.

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

Prerequisite: Proficiency level of Spanish 202

EDUC/SPAN 465 Spanish in the Elementary School 4 credits

EDUC/SPAN 466 Mexico: A Cultural Mosaic 4 credits

HUM 306 Latino Fiction 4 credits

OR

HUM 325 Hispanics in the United States 4 credits

EDUC 467/SPAN 367 Practicum in Tapalpa, Mexico 3-4 credits

Total: 15 credits

COURSES

EDUC-255 Special Topics

See department for course description. Prerequisite: Sophomore standing or above.

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. 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. 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. 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. 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. 3 credits.

EDUC-355 Special Topics

See department for course description. May be repeated for credit when topic varies.

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. 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. 2 credits.

EDUC-395 Independent Study

See department for details. Independent study contract required.

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1 credit.

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-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. 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. 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. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-456 Continuing Studies

See department for details.

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. 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. Pass/No Pass. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable

credit. 1-15 credits.

EDUC-476 Learning Communities: 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). 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: Junior standing or above (60 or more completed credits). 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-340 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound) across various categories (mental retardation, 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. May be repeated once for credit. 1-2 credits.

SPED 342 Assistive Technologies

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (mental retardation, 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.

EDTL-505 Prof Virtual Learning Communities

This course establishes an integrated theoretical framework to cultivate a habit of mind for effective technology integration that includes using action research to better understand critical problems of practice, and thinking about curriculum design as the interconnection between technology, pedagogy, and content knowledge [Technological Pedagogical Content Knowledge or TPACK]. Students will also use the National Educational Technology Standards for Teachers [NETS*T] to identify their own personal program learning goals specific to their needs and establish a benchmark against which to monitor their growth in technology literacy over the duration of the program. Students will learn how to navigate and access information on the Technology Learning Certificate [TLC] virtual infrastructure using all the required tools. By the end of the course, students will have set up or migrated their own professional virtual learning environment [VLE] in preparation for their participation in subsequent courses. Prerequisite: Admission to the Technology Learning program. 3 credits.

EDTL-510 Innovative Educational Technologies

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 through seminars and hands on activities. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505. 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. The course will consist of a series of readings, lab work, independent and small group work, in support of these projects and their presentations. Prerequisite: Admission to the Technology Learning program, EDTL 505 and EDTL 510. 3 credits.

EDTL-520 Applying Educ Tech to Problems of Prac

Students will engage in action research in their teaching settings to better understand critical problems of practice. Students 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. Students 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. Prerequisites: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510 and EDTL 515. 2 credits.

EDTL-525 Professional Practice & Beyond

This course brings closure to the certificate program by having students evaluate their growth, summarize their learning, and share their final work to the broader community. Issues related to technology leadership will be addressed and students will be encouraged to develop ideas for how to build on their new learning as well as explore their potential role as leaders in their respective fields. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510, EDTL 515, and EDTL 520. 1 credit.

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.

Engineering

Stephen Hall

Pacific University has informal cooperative programs with several schools of engineering, including Oregon State, Washington State and Portland State universities.

A complete range of engineering specialties is available through these schools, including aeronautical, chemical, civil, electrical, mechanical and nuclear engineering. Requirements for admission to these programs are unique to each school, but admission is likely for those students who maintain at least a B average and who are recommended by the Natural Sciences Division. Program details for the various engineering schools are available from Dr. Hall.

Several programs are designed as 3-2 transfer programs in which the student spends three years at Pacific obtaining the necessary background in science and mathematics and then transfers to the engineering school for the final two years of professional training. In addition, the program provides for an appropriate breadth in humanities and social sciences, which is desirable for scientists in industry. Upon completion, the student receives a B.S. from Pacific and a B.S. in engineering from the engineering school. Engineering schools perceive that students who come into engineering from a liberal arts background frequently have a broader perspective than the average engineering student.

Requirements

Students must complete all other requirements for a B.S. degree with a major of their choice. Normally, this major will be Applied Science because of its obvious overlap with a professional engineering program. However, with careful planning, other majors are possible, particularly physics or mathematics.

The student also must successfully complete 30 semester credits in engineering courses taken in an accredited engineering program, which are transferred back to Pacific University. At least 20 of these credits must be at the upper-division level. With prior approval, select professional courses may be used to meet some major requirements.

Suggested Courses

In addition to Pacific's core requirements, students planning to enter a cooperative program are advised to complete the courses listed below. However, specific requirements may depend upon the particular institution to which the student transfers.

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 240	Discrete Mathematics	4 credits
MATH 311	Differential Equations	4 credits
PHY 232-242	General 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 377&378	Engineering Mechanics: Statics I&II	4 credits
PHY 364	Electronics	4 credits

TOTAL: 60

English

Pauline Beard, Chair, F11; Alex Bové, Lorelle Browning, Chair, S12 (F11 sabbatical); Brent Johnson (F11 sabbatical), Darlene Pagan, Kathlene Postma, Tim Thompson (S12 sabbatical), Lara Vesta, 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.

Students may choose to major or minor in creative writing or literature. Both emphases encourage students to do interdisciplinary work and to recognize the connections between the study of literature 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 the Pacific Review, 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. (In addition to offering the community the work of resident writers, the department also presents readings and lectures by noted visiting poets, essayists, and novelists.) Our majors go on to graduate school; teach in high schools and colleges; and use their thinking and writing skills in law, medicine, television, publications, technical writing, library science, special education, and social work. They also go on to give readings of their own.

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 students to explore the world of letters in any courses the department offers, provided he or she has fulfilled departmental prerequisites.

The English Department seeks to teach students the following:

- to develop skills that allow them to engage in reflective critical reading
- to understand and to engage the principles of literary analysis and the evolving tradition of literature and writing in English
- 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

CREATIVE WRITING: ADMISSION PROCEDURES FOR MAJORS AND MINORS

To major or minor in creative writing, students must

- take ENGW 201 or 202 (this applies to transfer students as well, unless they transfer in 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 or 202 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	2 credits
(Pass/No Pass; may be repeated for credit)		
ENGW 497 and 498	Senior Seminar in Creative Writing 4 (two 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 207	Introduction to Creative Writing, Mixed Genre	
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 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
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 455	Special Topics (Topics Vary)
Upper-division course in a world language; requires world language proficiency; must be a literature course; only one WORL course can be used for this upper-level course requirement	

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 227	Introduction to World Literature
ENGL 229	Introduction to American Literature
ENGL 232	Introduction to British Literature
ENGL 255	Topics Vary
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
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 455	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
ENGW 305	Research Methods in Humanities
ENGL 323	Shakespeare:
ENGL 343	Studies in Criticism and Theory
ENGL 495	Senior Seminar in Literature I

ENGL 496 Senior Seminar in Literature II 2 credits

TOTAL: 50 credits

* requires world language proficiency; must be a literature course

**check prerequisites

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 course from the following: 4 credits

ENGL 200 Introduction to Literature
ENGL 220 Literature and Human Concerns (Topics Vary)
ENGL 221 Literature and Disability
ENGL 227 Introduction to World Literature
ENGL 229 Introduction to American Literature
ENGL 232 Introduction to British Literature
ENGL 255 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 Non Fiction

One course from the following: 4 credits

ENGL 340 Studies in Drama
ENGL 341 Studies in Poetry
ENGL 342 Studies in Fiction

ENGL 466 Literary Magazine Production 2 credits

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 227 Introduction to World Literature
ENGL 229 Introduction to American Literature
ENGL 232 Introduction to British Literature
ENGL 255 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 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 455 Topics Vary

TOTAL: 20 credits

COURSES

ENGL-155 Special Topics

See department for course description.

ENGL-195 Independent Study

See department for details. Independent Study contract required.

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 Sophocle's 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-227 Introduction to 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. 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.

ENGL-275 Internship

See department for details. Internship contract required.

ENGL-295 Independent Study

See department for details. Independent study contract required.

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 ENGL or ENGL course. 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. 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. 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. 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. 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. Prerequisite: 2 credits of 200-level ENGL. 4 credits.

ENGL-355 Special Topics

See department for course description.

ENGL-395 Independent Study

See department for details. Independent Study contract required.

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. 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 alternative 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 alternative years. 4 credits.

ENGL-423 19th Century American Literature

Intensive study in the period to include 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. 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-455 Special Topics

See department for course description.

ENGL-475 Internship

See department for details. Internship contract required.

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. 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. 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. 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 help 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. 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.

ENGW-275 Internship

See department for details. Internship contract required.

ENGW-295 Independent Study

See department for details. Independent study contract required.

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-; ENGW 206 with a minimum grade of B; and ENGW 208 or ENGW 209. 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-; ENGW 208 with a minimum grade of B; and ENGW 206 or ENGW 209. 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-; ENGW 209 with a minimum grade of B; and ENGW 206 or ENGW 208. May be repeated for credit. 4 credits.

ENGW-355 Special Topics

See department for course description.

ENGW-395 Senior Writing Project

See department for details. Independent study contract required.

ENGW-455 Special Topics

See department for course description.

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.

ENGW-495 Independent Study

See department for details. Independent Study contract required.

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.

ENGL-555 Special Topics

See department for course description.

English Language Institute

Scot Dobberfuhr, 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 of 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 seeks to provide the carefully sequenced entry of international students 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 at the same time that it provides a greater 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 reflect 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 quantity of time 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
- A&S Transition Credits

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, Terry O'Day

The Environmental Studies Program 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. Faculty affiliated with the program are based in the disciplines of biology, chemistry, political science, economics, history, art, sociology, anthropology, literature, and environmental science but choose to apply their knowledge to environmental problems that cross traditional boundaries.

Students in the Environmental Studies Program conduct research 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 300-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 consist of a core group of courses (Environmental Studies Core) that all students within the program must take, followed by specialized tracks that lead to either a Bachelor of Arts in Environmental Studies with a Sustainable Design Emphasis or a Bachelor of Science in Environmental Science with a Biology or Chemistry Emphasis. The purpose of the Environmental Studies Core is to convey knowledge about how ecological and physical earth systems work, and how these systems are being affected by human activities. 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.

Visit the Environmental Studies web site at <http://www.pacificu.edu/as/enviro/> or through the main web site at <http://www.pacificu.edu/>.

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 and economic views when dealing with environmental problem solving.
- Conduct independent research or work successfully in a technical position.

ENVIRONMENTAL SCIENCE

The Environmental Studies Program offers a Bachelor of Science in Environmental Science with an emphasis in either Biology or Chemistry. 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 Chemistry emphasis couples core study in chemistry with specific environmental science and policy courses. The core courses provide a theoretical background for understanding the chemical processes that control the distribution of contaminants in the environment. The program emphasizes an understanding of atmospheric, groundwater and aquatic chemistry and includes the analytical and statistical methods to study them. Field activities in a variety of nearby study areas are included. Students graduating with this major are well qualified to directly enter the job market and will have excellent credentials for entry into graduate programs.

Environmental Studies: Core Requirements for the Major

ENV 100	Environmental Studies Seminar	1 credit
ENV 141	Permaculture Design I	4 credits
ENV 200	Introduction to Environmental Science	4 credits
ENV 330	Ecosystems and Ecological Design	4 credits
ENV 380	Environmental Problem Solving	2 credits
ENV 490	Environmental Science Capstone	2 credits

Environmental Science/Biology Emphasis: Requirements for the Major

Environmental Studies Core		15 credits
ENV 230	Restoration Ecology	4 credits
ENV 325	Conservation Biology	4 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:		
ANTH 101	Introduction to Anthropology	4 credits
SOC 102	Social Problems	4 credits
ENV 224	Environmental Politics	4 credits
ENV 333	Environmental Economics	4 credits
One of the following:		
ENV 301	Environmental Toxicology	4 credits
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: 57 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/Chemistry Emphasis: Requirements for the Major

Environmental Studies Core		15 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
CHEM 340	Quantitative Analysis	2 credits
CHEM 341	Quantitative Analysis Lab	2 credits
OR		
CHEM 343	Quantitative Analysis Basic Lab	1 credits
PHY 202/204	Intro Physics I and II	8 credits
OR		
PHY 232/242	General Physics I and II	8 credits
MATH 226	Calculus I	4 credits
BIOL 202-204	General Biology I-II	8 credits
One of the following:		
ANTH 101	Introduction to Anthropology	4 credits
SOC 102	Social Problems	4 credits
ENV 224	Environmental Politics	4 credits
ENV 333	Environmental Economics	4 credits
One of the following:		
ENV 301	Environmental Toxicology	4 credits
CHEM 460	Environmental Chemistry	2 credits

TOTAL: 62- 65 credits

Restrictions: In order to receive an Environmental Science degree with an emphasis in Chemistry from Pacific University a student must complete at least 8 upper-division courses.

Strongly Recommended:

MATH 207	General Elementary Statistics	4 credits
MATH 301	Mathematical Modeling	4 credits
BIOL 400	Molecular Biology	4 credits

SUSTAINABLE DESIGN

The expanding scale of human technology is impacting all of the earth's ecosystems. Humans are significantly altering marine and terrestrial ecosystems, bio-geochemical cycles and the species that depend on these systems. These anthropogenic activities continue to damage ecological systems, and we have arrived at a point in human history where little time is left to remedy some of the environmental problems created by these activities. The goal of Sustainable Design is to design systems that mimic systems in nature (Biomimicry) in order to eliminate negative environmental impacts, minimize the use of nonrenewable resources, and connect people with the natural environment.

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 Emphasis: Requirements for the Major

Environmental Studies Core		15 credits
ENV 334	Permaculture Design II	4 credits
ENV 260	Oregon Natural History	4 credits
ENV 324	Special Topics in Sustainable Design	8 credits
ENV 475	Environmental Studies internship	4 credits
One of the following:		
ANTH 101	Introduction to Anthropology	4 credits
SOC 102	Social Problems	4 credits
ENV 224	Environmental Politics	4 credits
ENV 333	Environmental Economics	4 credits
One from each of the following groups:		
ARTST 246/346	EcoArt I/II	4 credits
ARTST 211/311	Observational Drawing I/II	4 credits
ENV 441	Environmental History	4 credits
SOC 342	Consumer Society	4 credits
SOC 347	Global Capitalism	4 credits
ENV 321	Environmental Ethics	4 credits
ENV 222	Environmental Literature	4 credits
ENV 241	Sustainability and the American Media	4 credits
ENV 230	Restoration Ecology	4 credits
ENV 131/132	Environmental Issues in Hawaii	4 credits
ENV 160	Energy and the Environment	4 credits
BIOL 202	General Biology I	4 credits
CHEM 110	Chemistry and Your Environment	2 credits

TOTAL: 57-61 credits

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: 33-37 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
CHEM 460	Environmental Chemistry	2 credits
PHY 322	Modern Physics with Health Applications	4 credits

TOTAL: 27-49 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

ENGL 220	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

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 (effective Winter 2012). Counts toward core requirement: Diverse Perspectives, Comparative Cultural. 2 credits.

ENV-141 Permaculture Design I

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 hands-on experience. Students can receive certification in Permaculture by completing both Permaculture I (ENV-141) and Permaculture II (ENV-334). This course is taught at the B Street Demonstration Farm located 4 blocks from Pacific University. Counts toward core requirement: Natural Sciences. 4 credits.

ENV-155 Special Topics

See department for course description.

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.

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).

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-275 Internship

See department for details. Internship contract required.

ENV-295 Independent Study

See department for details. Independent study contract required.

ENV-301 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. Field and laboratory experiences are integrated into the course and will involve standard toxicity testing, use of biomarkers, tissue, water and soil analyses, and molecular techniques. Prerequisite: BIOL 204 and one semester of organic chemistry each with a minimum grade of C-. 4 credits.

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 141 and ENV 200. May be repeated for credit when topic varies. 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: 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-. 4 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.

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.

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-475 Internship

See department for details. Internship contract required.

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. 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, Rebecca Concepcion, Shawn Henry, Brian Jackson

The mission of the Exercise Science program 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). Toward these ends, students majoring in Exercise Science will pursue an emphasis in either Motor Behavior or Integrative Physiology.

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

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 498	Senior Research I	1 credit
EXIP 499	Senior Research II	1 credit
One of the following:		
EXIP 429	Adv. Psychosocial Aspects of Health & Wellness	2 credits
EXIP 449	Adv. Biomechanics	2 credits
EXIP 469	Adv. Perceptual Motor Learning	2 credits
EXIP 489	Adv. Exercise Physiology	2 credits

TOTAL: 42 credits (26 from the department, and 17-21 upper-division credits)

All students will complete one of the two emphasis areas. 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, AT, DC, MD, OD), education (MAT) or academics (MS, Ph.D.). The clusters of coursework unique to 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, but only with a change of topic and only in consultation with the advisor. The 8 elective credits in the Motor Behavior emphasis must include a variety of academic activities (e.g., cannot use 8 credits of Internship).

INTEGRATIVE PHYSIOLOGY EMPHASIS

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
One of the following:		
EXIP 440	Advanced Human Anatomy	4 credits
EXMB 475	Internship	4 credits*
EXIP 495	Research	4 credits*

TOTAL: 62 credits (30 from the department, and 21-25 upper-division credits)

MOTOR BEHAVIOR EMPHASIS

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

8 credits from the following:

EXMB 318	Teaching Physical Activity I	4 credits
EXMB 319	Teaching Physical Activity II	2 credits
EXMB 311	Coaching Methods	2 credits*
EXMB 312	Coaching Principles	2 credits
EXMB 313	Strength & Conditioning Methods	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*
EXMB 303	Medical Terminology	1 credit

Recommended selections for Motor Behavior students aspiring to become physical educators:

- Teaching Physical Activity I and II (junior year), plus a mix of Coaching Methods, Internship, and/or other courses identified in consultation with the advisor.

Recommended selections for Motor Behavior students considering Athletic Training or Occupational Therapy:

- Advanced Human Anatomy, Medical Terminology, Research, Internship, and/or other courses identified in consultation with the advisor..

TOTAL: 62 credits (46 from department, and 35-41 upper-division credits)

The Exercise Science senior capstone experience consists of:

- EXIP 429, 449, 469, or 489: Advanced Course — 2 credits graded
- EXIP 498: Senior Research I — 1 credit P/N
- EXIP 499: Senior Research II — 1 credit P/N

In the senior year, students must complete an advanced 2-credit graded course in the sub-discipline of their choice (EXIP 429, 449, 469, or 489). This course covers select sub-discipline specific content and prepares students for the research proposal. Students must also complete two research credits (either concurrently or sequentially): EXIP 498 (Senior Research I) and EXIP 499 (Senior Research II). Each of these courses is one credit and graded pass/no pass. In Senior Research I, students collect data as per the research proposal developed and approved in the advanced class. In Senior Research II, students summarize and disseminate the project findings via poster, presentation, or manuscript.

Students with an interest in coaching may earn a minor to enhance their knowledge to facilitate that pursuit. Exercise Science majors (either emphasis) may not earn a Coaching minor; however, they are free to take courses as electives, subject to institutional limitations.

Coaching: Requirements for the Minor

EXMB 105	First Aid	1 credit
EXMB 205	Care & Prevention of Athletic Injuries	2 credits
EXIP 365	Perceptual Motor Learning	4 credits
EXMB 311	Coaching Methods	2 credits
EXMB 312	Coaching Principles	2 credits
EXMB 333	Sport Psychology	4 credits
EXMB 336	Sport in Society	4 credits

TOTAL: 19

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	Sport Psychology	4 credits
EXIP 345	Biomechanics	4 credits
EXIP 365	Perceptual Motor Learning	4 credits
EXIP 385	Physiology of Exercise	4 credits

TOTAL: 26 credits

COURSES

EXIP-255 Special Topics

See department for course description.

EXIP-275 Internship

See department for details. Internship contract required.

EXIP-281 Nutrition

In-depth 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. 4 credits.

EXIP-295 Ind Study in Integrated Physiology

See department for details. Independent study contract required.

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.

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. Prerequisite (or concurrent enrollment): BIOL 231 or BIOL 240 with a minimum grade of C-; or CHEM 300 with a minimum grade of C-.

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.

EXIP-399 Junior Seminar

This course is designed to examine research in the field of Exercise Science. Topics will include procedures for research development, data collection, and the Institutional Review Board (IRB) process. Prerequisite: Junior standing or above (60 or more completed credits); declared Exercise Science major; SOC 301, MATH 207, or PSY 350 with a minimum grade of C- (may be taken concurrently); and 8 credits of upper-division EXIP courses with a minimum grade of C-. Pass/No Pass. 1 credit.

EXIP-429 Adv Psychosocial Aspects Health/Wellness

Advanced study and application of principles and strategies that influence the psychological and social aspects of sport and exercise involvement. Emphasis is on current research, instrument design and application, as well as research methodologies specific to the psychology of physical activity behaviors. Students will engage in activities to enhance their knowledge and skills in the conceptual development and planning; data collection; management and analysis; and dissemination of research in this field. Prerequisite: Senior standing (90 or more completed credits), EXMB 333, EXIP 399, and a statistics course (MATH 207, PSY 350, or SOC 301) each with a minimum grade of C-. 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-449 Advanced Biomechanics

Advanced study and application of biomechanics principles and techniques in a research context. Students will engage in activities to enhance their skills and knowledge in the conceptual development and planning; data collection, management and analysis; and dissemination of research in biomechanics. Prerequisite: Senior standing (90 or more completed credits), EXIP-345, EXIP 399, and a statistics course (MATH-207, PSY-350, or SOC-301) each with a minimum grade of C-, and EXMB 105 with a minimum grade of P or C-. Instructor's consent required. 2 credits.

EXIP-455 Special Topics

See department for course description.

EXIP-469 Advanced Perceptual Motor Learning & Lab

Advanced study and application of principles and techniques governing the acquisition and performance of motor skills. Emphasis is on current research, instrument design and application, as well as research methodologies in motor acquisition. Students will engage in activities to enhance their skills and knowledge in the conceptual development and planning; data collection, management and analysis; and dissemination of research in motor learning. Prerequisite: Senior standing (90 or more completed credits), EXIP-365, EXIP-399, and a statistics course (MATH-207, PSY-350, or SOC-301) each with a minimum grade of C- and EXMB-105 with a minimum grade of P or C-. Instructor's consent required. 2 credits.

EXIP-489 Advanced Physiology of Exercise

Advanced study and application of principles of exercise physiology. Emphasis is on exercise testing and prescription, current topics in exercise science, and research projects. Students develop original research questions and methods, collect data, engage in discovery and participate in peer teaching. Prerequisite: Senior standing (90 or more completed credits), EXIP-385, EXIP-399, and a statistics course (MATH-207, PSY-350, or SOC-301) each with a minimum grade of C- and EXMB-105 with a minimum grade of P or C-. Instructor's consent required. 2 credits.

EXIP-495 Independent Research

Faculty supervised, student-conducted research activities. May be repeated for new/continuing projects. Independent study contract required.

EXIP-498 Senior Research I

This is the first step for senior Exercise Science majors working to complete their senior capstone project. Students will propose and execute a project on a current topic in exercise science. Students must pass both EXIP 498 & 499 to successfully complete their senior capstone, but may take the courses in separate semesters. Prerequisite: EXIP 429, EXIP 449, EXIP 469, or EXIP 489 with a minimum grade of C- (or concurrent enrollment). Instructor's consent required. Pass/No Pass. 1 credit.

EXIP-499 Senior Research II

This is the final step for senior Exercise Science majors to complete their senior capstone project. Students will conclude and disseminate the results on the senior project via poster, presentation, or manuscript. Students must pass both EXIP 498 & 499 to successfully complete their senior capstone, but may take the courses in separate semesters. Prerequisite: EXIP 498 (or concurrent enrollment). Instructor's consent required. Pass/No Pass. 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.

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. Prerequisite: EXMB-105 with minimum grade of C- or P. Lab fee: \$5. 2 credits.

EXMB-255 Special Topics

See department for course description.

EXMB-275 Internship

See department for details. Internship contract required.

EXMB-295 Independent Study in Motor Behavior

See department for details. Independent study contract required.

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 include: baseball, softball, basketball, soccer, volleyball, and wrestling. Prerequisite: EXMB-105 with a minimum grade of C- or P. 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 with minimum grade of C- or P 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 with a minimum grade C- or P. 2 credits.

EXMB-318 Teaching Physical Activity I

Content will focus on generally applicable instructional and class management strategies for physical activity settings such as; design of instructional materials, techniques and planning for implementation; evaluation; approaches for working with a variety of learners. Prerequisite: EXIP-365 with minimum grade of C-. 4 credits.

EXMB-319 Teaching Physical Activity II

On site lab/application opportunity for students to design and deliver physical education instruction to elementary school children. Prerequisite: EXMB-318 with a minimum grade of C- and EXMB-105 with minimum grade of P or C-. Instructor's consent required. 2 credits.

EXMB-333 Sport Psychology

Course examines the psychological dimensions of athletic performance and participation. Topics will include research and application in the areas of motivation, confidence, psychological skills training, stress management, communication, burnout, youth sport, and exercise adherence. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

EXMB-336 Sport and Society

Investigation of sport as a social phenomenon in small groups, organizations, sub-cultures, and institutions. Emphasis is on interscholastic and intercollegiate sport programs. Prerequisite: Junior standing or above (60 or more completed credits). 4 credits.

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: Junior standing or above (60 or more completed credits) and 6 credits of Exercise Science coursework (EXIP or EXMB) each with a minimum grade of C-. 2 credits.

EXMB-395 Independent Study

See department for details. Independent study contract required.

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.

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.

EXMB-495 Independent Research

See department for details. Independent study contract required.

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.

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.

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. 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 MultiModes Aerobics

Exercise integrating yoga, calisthenics, aerobics, and stretching. 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

Multi-station fitness training. 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-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. 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. 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. 1 credit.

HPER-110 Training for Competition

Personalized, high-intensity training. 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-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. 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. 1 credit.

HPER-122 Bowling

Basic instruction and activity; off campus. Additional fee required. 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. Fee: \$100 paid to the golf course for use of golf course, rental clubs, and range balls during class times. 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-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. 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. 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. Additional fee required. 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. 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. 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. 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. 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. 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. 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. 1 credit.

HPER-156 Alpine Skiing

Instruction and activity at Mt. Hood. Fee: Lift ticket, lesson, rentals, & shuttle- \$260; Lesson, rentals, & shuttle- \$200; Lift ticket, lesson, & shuttle- \$190; Lesson & shuttle- \$125. 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-157 Outdoor Recreation

Day and overnight wilderness outings. Additional fee of \$60 required. 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-158 Rock Climbing

Basic instruction and in-field activity. Fee: \$60 - includes two weekend trips, food, gas, and one day at a local climbing gym. 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-159 Sea Kayaking

Basic instruction and in-field activity; off campus. Fee: \$50. 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-160 Snowboarding

Instruction and activity at Mt. Hood. Fee: Lift ticket, lesson, rentals, & shuttle- \$260; Lesson, rentals, & shuttle- \$200; Lift ticket, lesson, & shuttle- \$190; Lesson & shuttle- \$125. 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-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.

Gender and Sexuality Studies

Jeffrey Barlow, Pauline Beard, Alyson Burns-Glover, Patricia Cheyne, David DeMoss, Lorely French, Lawrence Lipin, Darlene Pagan, Sarah Phillips, Kathlene Postma, Adam Rafalovich, Martha Rampton, Jeffrey Seward, Jay Cee Whitehead, Ellen Margolis

Gender and Sexuality Studies (formerly Feminist Studies) is an interdisciplinary minor that investigates the significance of sex and gender in all areas of human life. The minor is based on the assumption 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 expand and reevaluate the assumptions at work in traditional disciplines in 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 in the community, the nature of work and the family, and the importance of race, ethnicity, class and culture to the study of sexuality and gender.

The Gender and Sexuality Studies minor has as its basis the framework of the introductory course and two advanced 400-level courses, which emphasize the diversity of feminist literature and research. The introductory course lays the groundwork for the minor by introducing basic theory and exposure to field research. The advanced courses provide an opportunity for advanced students to mentor beginning students, the practical application of theories and completion of the senior capstone project. Elective courses concentrate on substantive issues in the areas of feminist, women's and gender studies and offer a multidisciplinary approach to the program. Such courses address topics that relate directly to gender and sexuality or have become salient to the minor because of feminist theory.

Students who wish to declare the Gender and Sexuality Studies minor must consult with a Director of Gender and Sexuality Studies or a GSS core faculty member prior to submitting a declaration form. At that time, in consultation with the Director or core faculty member, the student will choose a Gender and Sexuality Studies minor advisor. Students should plan to take the first GSS core course, GSS 201, in the spring semester of either their freshman or sophomore year. Students should plan to take GSS 450 in the fall of either their junior or senior year, and GSS 451 in the spring of either their junior or senior year. GSS 201 and GSS 451 will be taught only in the spring, and GSS 450 will be taught only in the fall. In addition to the core courses, students must take 3-4 elective courses (12 semester credits). No more than one elective course taken prior to GSS 201 may be applied to the minor.

Gender and Sexuality Studies: Requirements for the Minor

GSS 201	Intro to Gender & Sexuality Studies (includes one credit for field work)*	4 credits
GSS 303	Advanced Feminist Theory	4 credits
GSS 450	Gender & Sexuality Studies Capstone	2 credits
GSS 451	Gender & Sexuality Studies Mentoring	2 credits
GSS Electives		12 credits

TOTAL: 24 credits

COURSES

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 credit.

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. Counts toward core requirement: Diverse Perspectives. Also listed as HIST 247. 4 credits.

GSS-255 Special Topics

See department for course description.

GSS-275 Internship

See department for details. Internship contract required.

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-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, field work 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-355 Special Topics

See department for course description. Prerequisite: GSS 201.

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.

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-450 Gender & Sexuality Studies Capstone

This course is designed to allow students an opportunity to complete the capstone project required for the minor. The project will be developed in consultation with one of the GSS faculty members. Prerequisite: Junior standing or above (60 or more completed credits), GSS 201, and two GSS electives. Offered Fall semester. 2 credits.

GSS-452 Gender & Sexuality Studies Mentoring

In this seminar course, students read and analyze advanced works in Gender & Sexuality Studies and review the material they have encountered in their electives and GSS 201 in light of advanced theory. It also gives the students the opportunity to fulfill the mentoring requirement of the Gender & Sexuality Studies minor. GSS 452 students will meet with GSS 201 students from time to time. During this semester the students present the findings of the project they completed in GSS 450 to the Pacific Community in a public forum during the Women's History Month. Prerequisite: Junior standing or above, GSS 201, GSS 450, and two GSS electives. Offered Spring semester. 2-4 credits.

GSS-455 Special Topics

See department for course description. Prerequisite: GSS 201.

GSS-475 Internship

See department for details. Internship contract required.

History

Richard Jobs, Chair; Jeffrey Barlow, Larry Lipin, Martha Rampton, Lisa Szeffel

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 department also hosts the Journal of the Association of History and Computing, <http://mcel.pacificu.edu/JAHC/> and upper-division students have an opportunity to work as assistant editors in producing it.

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 24 additional credits. Of these, 8 credits may be at the 200-level, but 16 credits must be taken at the 300-level or above (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

4 credits at the 200 level or above in English literature or the 200 level or above in Philosophy (this requirement may also be fulfilled with a semester abroad)

4 credits in political science or anthropology

4 credits at the 300-level in sociology or any course in economics

TOTAL: 52 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, and/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, and/or International Perspectives. 4 credits.

HIST-113 Islamic Mid-East: 570-1300

This is a survey of the history of the 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. Counts toward core requirement: Comparative Cultural, Diverse Perspectives, and/or International Perspectives. 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.

HIST-195 Independent Study

See department for details. Independent study contract required.

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, and/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, and/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, and/or International Perspectives. 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-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, and/or International Perspectives. Cross-listed with POLS 239. 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. Counts toward core requirement: Diverse Perspectives. Also listed as GSS 247. 4 credits.

HIST-255 Special Topics

See department for course description.

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.

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-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, and/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, and/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).

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.

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-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).

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.

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

The Humanities are composed of the courses in 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.

Coordinated Studies in Humanities: Requirements for the Major

By special arrangement, students may pursue a self-designed course of study in the Humanities. Interested students should submit, no later than the beginning of their junior year, a written proposal with an identifiable academic focus to the Director of the school of Arts and Humanities. Admission is selective and requires a 3.0 GPA. Coordinated Studies in Humanities (CSH) majors must maintain a GPA of at least 3.0 each semester to remain in the program.

Prior to submitting a written proposal, a prospective CSH major must consult with a professor in the Humanities Division to discuss his or her academic plan and prepare the proposal with the professor's guidance. This professor should become the student's advisor of record. The proposal should (i) articulate a vision of the student's own education, (ii) explain how the elements of the proposal work together to realize that vision, and (iii) prepare a complete plan of courses that s/he intends to take to fulfill the requirements of the major over the next two academic years. The plan may include some already completed courses as long as they have a clear connection to the student's goals as established in the proposal.

A list of proposed courses must comply with the following guidelines. A concise justification statement should be provided for each course or sequence of courses proposed.

- 18 credits in one department in the Humanities (English, Media Arts and Communication, Philosophy, or World Languages and Literatures)
- 24 credits of coordinated courses from three of the following departments at Pacific, excluding the department where the above 18 credits are earned (English, Media Arts, Philosophy, World Languages and Literatures, History, Art, Music, Theatre, and selected Peace and Social Justice and Gender and Sexuality Studies courses)
- Senior Thesis in the Humanities (two credits per semester of HUM 494)

TOTAL: 46 credits

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.

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. 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. 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 credit.

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, ukiyozousi, 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.

HUM-275 Internship

See department for details. Internship contract required.

HUM-295 Independent Study

See department for details. Independent study contract required.

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. 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, field work 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-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.

HUM-395 Independent Study

See department for details. Independent study contract required.

HUM-455 Special Topics

See department for course description.

HUM-475 Internship

See department for details. Internship contract required.

HUM-494 Senior Thesis in Humanities

A four-credit capstone project for the Coordinated Studies in Humanities major. The Senior Thesis should be approved by the Humanities Division chair in consultation with the faculty advisor in the student's area of emphasis before the end of the student's junior year. The

student must give a formal presentation of her/his thesis on Senior Projects Day. The thesis and presentation may in some cases be incorporated with another senior project, with permission of the student's faculty advisor and the Humanities Division chair. Prerequisite: Declared Coordinated Studies in Humanities major. May be repeated once for credit. 2 credits.

HUM-495 Research

See department for details. Independent study contract required.

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 a major in modern languages and 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 Dobberfuhr, 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 of 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 seeks to provide the carefully sequenced entry of international students 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 at the same time that it provides a greater 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 also been 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 will reflect 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 quantity of time 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
- 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 credit hours.

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 credit hours.

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 credit hours.

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 credit hours.

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.

Arts and Sciences Transition Classes

These are regular A&S classes that will be specified as official Transition courses each semester. In addition to fulfilling the A&S course requirements, students will meet with an ELI faculty member several hours each week.

International Studies

Cheleen Mahar, Chair; Jeff Barlow, Nancy Christoph, Jeanne-Sarah De Larquier, Lorely French, Aaron Greer, Deke Gundersen, Kazuko Ikeda, Richard Jobs, Pamela Lopez, Yasutaka Maruki, 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*

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 /POLLS 239	Latin America I: Conquest-Independence	4 credits
HIST/POLLS 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 /POLLS 239	Latin America I: Conquest-Independence	
POLLS 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.

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-255 Special Topics

See department for course description.

IS-275 Internship

See department for details. Internship contract required.

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.

IS-395 Independent Study

See department for details. Independent study contract required.

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.

IS-475 Internship

See department for details. Internship contract required.

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.

SA-476 Overseas Study

Mathematics

Shereen Khoja, Chair; Michael Boardman, William Breslin, Christine Guenther, Chris Lane, Nancy Ann Neudauer, Douglas Ryan, Chadd Williams

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 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

<u>Core Mathematics:</u>	<u>34 credits</u>	
MATH 226-228	Calculus I, II & III	12 credits
MATH 240	Discrete Mathematics	4 credits
MATH 306	Linear Algebra	4 credits
MATH 326	Introduction to Analysis	4 credits
MATH 490 & 492	Senior Capstone I & II	2 credits

<u>Take at least one:</u>	<u>4 credits</u>	
MATH 301	Mathematical Modeling	
MATH 311	Differential Equations	

<u>Take at least one:</u>	<u>4 credits</u>	
MATH 400	Number Theory	
MATH 402	Abstract Algebra	

<u>Core Supporting:</u>	<u>8 credits</u>	
CS 150	Introduction to Computer Science	
PHYS 232	General Physics I	

Electives: 12 credits

An additional 4-credit Mathematics course numbered 400 or higher.

8 additional credits selected from among Mathematics courses numbered 300 or higher or from the following: CS 310, CS 380, PHYS 380, PHYS 420.

TOTAL: 54 credits

Restriction: At most, one course passed with a grade below "C-" can count towards the mathematics major.

Mathematics: Requirements for the Minor

<u>Core Mathematics:</u>	<u>12 credits</u>	
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.

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.

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 2010-2011. 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 2011-2012. 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 higher level 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.

MATH-275 Internship

See department for details. Internship contract required.

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 2010-2011. 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 2011-2012. 4 credits.

MATH-316 Mathematical 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 2011-2012. 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 2010-2011. 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. Prerequisite: MATH 227 and MATH 240 each with a minimum grade of C.

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 a journal article. Contents will further include teaching 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.

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 2011-2012. 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 2010-2011. 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 2011-2012. 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 2010-2011. 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 2011-2012. 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 2010-2011. 4 credits.

MATH-455 Special Topics

See department for course description.

MATH-475 Internship

See department for details. Internship contract required.

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.

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 100 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 112	Media in Society	4 credits
MEDA 120	Film History and Analysis	4 credits
MEDA 122	Introduction to Digital Media	2 credits
OR		
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 353	Video Activism	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 304	Contemporary Explorations in Video	4 credits
MEDA 306	Animation: Studies and Practice	4 credits
MEDA 491	Senior Capstone in Film/Video	2 credits
MEDA 492	Senior Capstone in Film/Video	2 credits

TOTAL: 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:		
MEDA 150	Pacific Index	
MEDA 153/353	Video Activism	
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
ARTST 217	Digital Art I	4 credits
OR		
ARTST 218	Digital Illustration I	4 credits
ARTST 228	Photography I	2 credits
CS 121	Our Digital World	2 credits
MEDA 122	Introduction to Digital Media	2 credits
CS 205	Intro Programming for Multimedia	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 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	Intro 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
6 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
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TOTAL: 42 - 44 credits		

Minors in the Media Arts

Communication: Requirement for the Minor

MEDA 110	Introduction to Communication	4 credits
8 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

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 2 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 Activism	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 3 from the following:

MEDA 302	Documentary: Studies and Practice	4 credits
MEDA 304	Contemporary Explorations in Video	4 credits
MEDA 306	Animation: Studies and Practice	4 credits
MEDA 303	Experimental Studies and Practice	4 credits
MEDA 353	Video Activism	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 the director of film studies, Jennifer Hardacker.

TOTAL: 24 credits

General Media Arts: Requirements for the Minor

MEDA 112	Media in Society	4 credits
MEDA 122	Intro 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	Intro 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-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-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 Activism: Crewing

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 will partner with non-profit groups whose objective it is to assist, better or enrich the community, and the students will collaborate on a video project as a means to further the non-profit group's goals. These groups' goals may include issues of social welfare, advocacy, environmental issues, sustainability, etc. Meets 3 hours with substantial group production work outside of the classroom expected. Non Film/Video majors may take MEDA 153 with 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.

MEDA-195 Independent Study

See department for details. Independent study contract required.

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.

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 World Wide Web sites and their underlying technologies. Students will approach web design from both an aesthetic and technical perspective. Some advanced technologies will be introduced such as XHTML, XML, JavaScript and Cascading Style Sheets. 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.

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. Class could work on 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 developing electronic news stories for broadcast and the web. Prerequisite: MEDA 112, MEDA 250, and MEDA 340. 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-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 Activism

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 will partner with non-profit groups whose objective it is to assist, better or enrich the community, and the students will collaborate on a video project as a means to further the non-profit group's goals. These groups' goals may include issues of social welfare, advocacy, environmental issues, sustainability, etc. 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.

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. Alternate years. 4 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-395 Independent Study

See department for details. Independent study contract required.

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 111 or 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.

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.

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

Bryce Seliger, Chair; Michael Burch-Pesses, ,Dijana Ihas, Tim Stephens, Scott Tuomi

Instructors/Accompanists

Lars Campbell, Instructor in Low Brass
Janet Coleman, Accompanist
Steve Conrow, Instructor in Trumpet
Arlyn Curtis, Instructor in Bass
Cessaries Galusha, Instructor in Piano
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
Laura McCallum, Instructor in Flute
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 & Songwriting	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

Music majors are allowed to apply a maximum of 60 credits in Music toward graduation. The remaining 68 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 Music degrees

<u>Music Theory:</u>		16 credits
MUS 111	Music Theory I	
MUS 112	Music Theory II	
MUS 211	Music Theory III	
MUS 212	Music Theory IV	
<u>Music History:</u>		4 credits
MUS 220	Music Survey I	
MUS 221	Music Survey II	
<u>Ensembles:</u>		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	
<u>Applied Music*:</u>		8 credits
Private instruction with a Pacific University instructor every semester in residence (MUS 171, 172, 271, 272, 371, 372, 471, 472)		
<u>Piano: (or pass the Piano Proficiency Test)</u>		2 credits
MUS 185**	Functional Piano I	
MUS 186**	Functional Piano II	
<u>Recital Attendance:</u>		0 credit
MUS 100 (0-credit) seven semesters		

* May be repeated for credit

** Waived for students who pass the Piano Proficiency Test without enrolling in these courses

TOTAL: 38 credits

Music: Requirements for the Major

<u>Music Core Courses</u>		38 credits
<u>Music History (one of the following):</u>		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 20 th Century	

<u>Required Courses</u>		
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

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: Classic/Romantic
MUS 324	Music History: The 20 th Century

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: 8 credits

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: Classic/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 2 credits
(Mus 171, 172, 271, 272)
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.

COURSES

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 & Songwriting

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 chords, 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.

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 and minors 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty based on progress demonstrated in the jury exam. 0.5-1.0 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 and minors up to the number of credit hours 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 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 overview 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 overview 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.

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 and minors 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 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 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 and minors 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. Prerequisite: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 credit.

MUS-275 Internship

See department for details. Internship contract required.

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-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 trouvère 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 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 REL 341. Counts toward core requirement: 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.

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 and minors 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 ensembles 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 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 and minors 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 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.

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 Opera

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 and minors 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 group 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 twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisite: none for 171;271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 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 and minors 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. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 credit.

MUS-475 Internship

See department for details. Internship contract required.

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.

PACU

COURSES

PACU-100 Voyages

A variety of front-country, wilderness and social justice Voyage experiences are offered. Each Voyage combines a pre-Orientation adventure with an 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-155 Special Topics

See department for course description.

PACU-255 Special Topics

See department for course description.

PACU-395 Independent Study

See department for details. Independent study contract required.

Peace and Social Justice

Jeffrey Barlow, David Boersema, Jules Boykoff, Lorelle Browning, Alyson Burns-Glover, 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-195 Independent Study

See department for details. Independent study contract required.

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-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 credit.

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.

PSJ-275 Internship

See department for details. Internship contract required.

PSJ-295 Independent Study

See department for details. Independent study contract required.

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-302 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.

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, field work 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 CE guidelines, identifying potential sites, mentoring and problem-solving techniques, reflection activities, and assisting mentees with the final product of their CE experience. Students in PSJ 315 will meet with the instructor every other week and alternate weeks with a group of 2-5 mentees. Students in this course may also be mentors for faculty who need assistance with their CE courses. Prerequisite: one Civic Engagement designated course. 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. 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. Prerequisite: PSJ 251. 2 credits.

PSJ-355 Special Topics

See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits).

PSJ-395 Independent Study

See department for details. Independent study contract required.

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.

PSJ-475 Internship

See department for details. Internship contract required. Pass/No Pass.

Philosophy

David Boersema, Chair; David DeMoss, Ramona Ilea, Colin Patrick, Sruthi Rothenfluch

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 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		
POLS 222	Civil Rights Movement (2 credits)	4 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.

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-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.

PHIL-275 Internship

See department for details. Internship contract required.

PHIL-295 Independent Study

See department for details. Independent study contract required.

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-355 Special Topics

See department for course description. Prerequisite: Sophomore standing or above (30 or more completed credits).

PHIL-395 Independent Study

See department for details. Independent study contract required.

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.

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, Elizabeth (Libby) Schoene

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 go 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
- 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 460	Electric and Magnetic Fields	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: 50 Credits

Traditional Physics Emphasis:

PHY 420	Quantum Mechanics	4 credits
Upper-division electives	8 credits	

TOTAL: 12 Credits

TOTAL (including Physics Core): 62 Credits

Environmental Science Emphasis:

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: 16 credits

TOTAL (including Physics Core): 66 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/Optomety:

- 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.

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.

PHY-202 Introductory Physics I

The first semester of an algebra-based sequence in physics. Topics included Newtonian mechanics, work, momentum, and energy. The lab component includes computer based experiments in mechanics. Prerequisite: MATH 125 with a minimum grade of C-. 4 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-. 4 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.

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.

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.

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.

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. 1-3 credits.

Politics and Government

Jules Boykoff, Chair (Fall 2011), Jim Moore, Jeff Seward, Chair (Spring 2012), 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

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 401 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. 4 credits.

POLS-195 Independent Study

See Department for details. Independent Study contract required.

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, and/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 syncretic New World societies. Also listed as HIST 239. Counts toward core requirement: Comparative Cultural, and/or International Perspectives. Cross-listed with HIST 239. 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, and/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 toward 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 toward 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, and/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-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

Erica Kleinknecht, Chair; Alyson Burns-Glover, Heide D. Island, Connor Principe , Todd Schultz

Psychology can be defined as 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. History, culture, art, economics, sociology, international affairs, health and biological science; virtually any field of study profits 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; who can think critically and independently; who is well versed in both qualitative and quantitative methodologies and regards both as potentially valuable and appropriate; and who can consume psychological findings and information with a clear head and astute eye.

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
- expose students to 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
- perfect students' abilities to write clearly, succinctly and with authority, and to orally present theory and data
- 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 course from every subdisciplinary area 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. Three such courses are required for a Psychology degree: 1 at 300+ level and 1 at 400+ level. See list provided.

CATEGORY I MAJOR REQUIREMENTS: complete all of the below courses:

PSY 150	Intro to Psych	4 credits
PSY 252	BIOPSY: Intro to Neuroscience	4 credits
PSY 348	Research Methods	4 credits
PSY 349	Research Methods Lab	2 credits
PSY 350	Behavioral Statistics	4 credits
PSY 451	Directed Senior Research	4 credits

CATEGORY II: REQUIRED BREADTH ELECTIVE OPTIONS: complete at least one course from each course group:

Person-Centered Psychology		
PSY 211	Abnormal Psychology	4 credits
OR		
PSY 309	Personality Psychology	4 credits
Cognitive Psychology		
PSY 315	Cognitive Science	4 credits
OR		
PSY 314	Memory and Mind	4 credits
Development Psychology		
PSY 240	Child Development	4 credits
OR		
PSY 343	Adolescent Development	4 credits
Social Psychology		
PSY 358	Psychology of Ethnic Diversity in the US	4 credits
OR		
PSY 308	Social Psychology	4 credits

CATEGORY III: ELECTIVES: complete at least one at 300+ level and at least 1 at 400+level. Three are required for the degree.

PSY 160	Culture and Behavior	4 credits
PSY 180	Lifespan Human Development	4 credits
PSY 208	Addictions and Society	4 credits
PSY 210	Special Topics	2-4 credits
PSY 225	Learning	4 credits
PSY 260	Psychology of Women	4 credits
PSY 261	Psychology of Gender	4 credits
PSY 313	Ecopsychology	4 credits
PSY 352	BIOPSY II: Sensation and Perception	4 credits
PSY 420	Advanced Special Topics	2-4 credits
PSY 444	Psychobiography	4 credits
PSY 452	BIOPSY III: Behavioral Endocrinology	4 credits

Additionally, the following classes from programs outside of psychology can electively be used towards the major or minor:

BIOL 330:	Genetics
PHIL 310	Philosophy of Science
PHIL 314	Philosophy of Mind
PSJ 300	Community Based Action Research
SOC 217	Gender & Sexuality
SOC 301	Social Statistics
SOCWK 325	Counseling and Interviewing Techniques

TOTAL: 50 credits Required for Major

TOTAL: 58 credits Required for B.S. (an additional 2 NS classes with labs)

Psychology: Requirements for the Minor

The Psychology minor must complete the following courses with a grade of "C" or better. Students intending to minor in Psychology should consult with a department member prior to choosing electives.

PSY 150	Intro to Psychology	4 credits
PSY 350	Behavioral Statistics	4 credits
Elective courses:		16 credits
(At least 8 of these credits must have a PSY prefix and must be offered at 300+ or 400+ level. No more than 2 outside of the Psychology department may be applied).		
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	
SOC 301	Social Statistics	
SOCWK 325	Counseling and Interviewing Techniques	

TOTAL: 24 credits

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.

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-180 Lifespan Human Development

This course offers a survey of human development and developmental theories from conception until death focusing on physical, cognitive, and social changes that occur across the lifespan. Recommended for non-majors. 4 credits.

PSY-195 Independent Study

See department for details. Independent study contract required.

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-225 Learning

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.

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 overemphasize 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. 4 credits.

PSY-275 Internship

See department for details. Internship contract required.

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: Junior standing or above (60 or more completed credits), PSY-348, and PSY-349 both with a minimum grade of C. 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

This course serves to describe and explain cognition with an emphasis placed on memory processing. Topics covered include the historical precedence of current theory and research, basic versus applied research perspectives, memory processing, mental representation/categorization, the purpose and development of autobiographical memory, interactions between memory and emotion, and memory malleability. Through writing and class discussion, students achieve a deep understanding of the nature of cognition and key role that memory plays. Prerequisite: Junior standing or above (60 or more completed credits), PSY 348, and PSY 349 both with a minimum grade of C. 4 credits.

PSY-315 Cognitive Science

This class focuses on description and explanation of the nature of mind and mental process in an interdisciplinary manner. Through writing and class discussion, students come to understand the complexity of the human mind and the diverse ways in which the mind is studied. To this end, topics surveyed include Philosophy of Mind, Mental Representation and Categorization, Memory, Cognitive Neuroscience, Linguistics, and Artificial Intelligence. The course culminates with discussion of how these differing perspectives work together to create a complete explanation of human cognition. Prerequisite: Junior standing or above (60 or more completed credits) and PSY 150 with a minimum grade of C. ENGW 201 recommended. 4 credits.

PSY-343 Adolescent Development

Adolescent Development examines the primary developmental issues in the period between middle childhood and young adulthood. In addition to traditional areas of brain development, cognition, identity, sexuality and sexual orientation, intimacy, and achievement, there will also be a focus on how adolescence was originally conceptualized in the USA, the continued purposes it serves, and comparisons across ethnic groups and other cultures. Emphasis will be placed on the integration of theory and research in understanding adolescence. Prerequisite: PSY 150, PSY 180, or PSY 240 with minimum grade C. Counts toward core requirement: Comparative Cultural. 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: PSY 150 and PSY 252 each 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.

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.

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: Behavioral 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: PSY 252 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.

PSY-475 Internship

See department for details. Internship contract required.

Social Work

Adam Rafalovich, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Jessica Ritter, Don Schweitzer, Jaye Cee Whitehead, Chris Wilkes

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 change process at the micro 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 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 (8 credits) 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-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.

SOCWK-275 Internship

See department for details. Internship contract required.

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 provides an overview of the major influences on the service delivery system, including social work values and ethics. The student will trace the evolution of social welfare and American social policy in a multicultural context. Macro intervention and the change process at three levels of social work practice (organizations, community, and state and federal public policy) will be the focus 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-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. Prerequisite: Take SOCWK 201, SOC 101, SOC 102, or PSY 150.

SOCWK-395 Independent Study

See department for details. Independent study contract required.

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 practicum experience. Students will select a population of interest and will conduct a literature review in order to develop a theoretical framework for intervention with that population. Students will also complete the tasks necessary for obtaining a practicum site including resume preparation, interviewing and developing a learning agreement. 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 which 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 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: SOCWK 480. May be repeated for credit. 4-14 credits.

Sociology

Adam Rafalovich, Chair; Daniel Eisen, Aaron Greer, Dane Joseph, Cheleen Mahar, Sarah Phillips, Jessica Ritter, Don Schweitzer, Jaye Cee Whitehead, Chris Wilkes

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)

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.

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.

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-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-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. Prerequisite: SOC 101, SOC 102, ANTH 101, ANTH 140, or REL 140.

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-395 Independent Study

See department for details. Independent study contract required.

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.

SOC-475 Internship

See department for details. Internship contract required.

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, and 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 a major in modern languages and 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 Austria, 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, and Saga University in northern Kyushu. 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. For language programs the completion or equivalent of 202 and a 3.0 GPA average in language classes are required with the exception of the program in the Galapagos, where only completion or equivalent of 102 is required. A personal essay, letters of recommendation and, under certain circumstances, a personal interview are also required of applicants. Students with a GPA below 2.5 at the time of application will have their applications rescinded.

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 \$10,000, 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 two-stage process. In the first stage students are asked to submit an Intent to Study Abroad Form to the Office of International Programs during Fall semester preceding the academic year in which they intend to study abroad. The second stage is the actual program application which normally takes place at the beginning of second semester (late January-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

Five programs in France are available to Pacific students: in Avignon, Paris, Montpellier, Lyon, and Poitiers.

The program at the University of Avignon provides two academic options: full integration or intensive French-language coursework through the Centre Universitaire d'Etudes Françaises d'Avignon (CUEFA). Students will be accommodated in a homestay in which they will be provided with most meals. The University of Avignon, with a total enrolment of almost 8,000 students, is comprised of four faculties: Sciences; Applied Languages; Law, Politics and Economics; and Humanities. A UNESCO World Heritage Site and European City of Culture in 2000 Avignon is a vibrant town of 100,000 in the southern French region of Provence. A walled city, it is comprised of a labyrinth of medieval squares and cobblestone streets. While housing is guaranteed, participants are responsible for paying accommodation (homestay) fees directly to the host family.

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

Germany

A 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 year-long OUS program in the state of Baden-Württemberg, the German sister state to Oregon, begins 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.

Austria

Launched in 2007, the exchange program with the University of Klagenfurt, in the southern state of Carinthia, provides Pacific students with the opportunity to combine German-language classes with fully integrated coursework at the University. They are housed in residence halls on, or close to the main campus, and live with Austrian and other international students. The University, bordered by the spectacular Lake Wörthersee, is a comprehensive university with an enrollment of 8,000 students. The City of Klagenfurt, surrounded by the majestic southern alps, is at the heart of a beautiful region in southern Austria bordering Slovenia.

JAPANESE

Pacific University enjoys a sister school relationship with four 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. 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

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 Programs

Various exciting credit-earning overseas study programs are also available during Pacific's three-week winter term (Winter III) 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, Tal Sanders, Caitlin Quinn

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, Pacific's curriculum and productions provide a well-rounded foundation.

The most collaborative of the arts, theatre and dance partake of performance, literature, history, music, architecture, and design. Creating a compelling performing arts event entails commitment to 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. Dynamically combining the many elements of the performing arts, the Department offers challenging, uplifting performances to the campus and surrounding community.

Through theatrical production 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 150-155	4 credits from these courses; no more than 1 credit in any one area	
THEA 180	Script Analysis	4 credits
THEA 220	Introduction to Theatrical Design	4 credits
THEA 330	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
Directing, research playwriting, choreography, design, performance, other Theatre & Dance electives		12 credits

TOTAL: 46 credits

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.

Jazz or Contemporary Technique Courses 4 credits

DANC 121, 122	Beginning Jazz Dance I/II
DANC 221, 222	Intermediate Jazz Dance I/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, Jazz II, Contemporary II)

Theatre Company

THEA 152	Costume & Makeup	1 credit
THEA 153	Lighting	1 credit
THEA 156	Run Crew	1 credit

DANC 261	Dance History and Appreciation I	
OR		
DANC 271	Dance History and Appreciation II	4 credits
DANC 301	Choreography I	4 credits

Electives from the following: 3 credits

THEA 110	Acting I
Music History	Any course
DANC 129/429	Dance Ensemble (may be repeated for this elective requirement)
DANC 200	Improvisation
DANC 401	Choreography II
DANC 280	World Dance History
THEA 323	Lighting Design
DANC 420	Teaching Methods of Dance

TOTAL: 26 credits

Theatre: Requirements for the Minor

THEA 110	Acting I	2 credits
THEA 120	Technical Theatre	4 credits
THEA 150-156	2 credits from these courses; no more than 1 credit in any area	
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 electives:		4 credits

TOTAL: 24 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-129 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 100, 200, or 300-level technique course. May be repeated for credit. Offered each semester. 0-1 credit.

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. Prerequisite: DANC 105 and DANC 106; or DANC 121 and DANC 122; or DANC 126 or DANC 127. Corequisite: A 200-level technique course - DANC 205, DANC 206, DANC 221, DANC 222, DANC 226, or DANC 227. 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-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-255 Special Topics

See department for course description.

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. Prerequisite: DANC 260 or DANC 261. 4 credits.

DANC-275 Internship

See department for details. Internship contract required.

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.

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. Prerequisite: Junior standing or above (60 or more completed credits). Corequisite: Any 100, 200, 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.

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.

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. 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 Makeup

The theoretical and practical application of theatrical makeup. Students are expected to purchase their own makeup supplies. 1 credit.

THEA-255 Special Topics

See department for course description. Prerequisite: THEA 110.

THEA-275 Internship

See department for details. Internship contract required.

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-330 Directing

Laboratory course in script analysis, conceptualization, preparation, working with production staff, casting, and rehearsal. Class projects may include full productions of short plays or one-acts. Prerequisite: THEA-110 and THEA-220. 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. 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.

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. 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-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.

THEA-395 Independent Study

See department for details. Independent Study contract required.

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-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.

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

Yasutaka Maruki, Chair; Aimee Carreon-Serna; Nancy Christoph; Jeanne-Sarah de Larquier; Mark Ferguson; Lorely French; Sandy Garcia; Kazuko Ikeda; Jann Purdy; Victor Rodriguez; Keiko Sugie; Lily Tsang; Mariana Valenzuela; Marcus Welsh

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 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. 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 overseas in a French-speaking country		12 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 * (offered Winter Term)
ARTHI 270	Western Art I: Paleolithic through Gothic
ARTHI 271	Western Art II: Renaissance through Present
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 (depending on topic)
SOC 345	Culinary Travel* (offered Winter Term)
WORL 365	Teaching Language and Culture in Elementary Schools\

TOTAL: 52 credits

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 overseas in a German-speaking country		12 credits
One German course numbered 300 or above taken at Pacific		4 credits
One German course numbered 400 at Pacific		4 credits

One of the following:

Two related courses in other disciplines taken at Pacific ((e.g., history, humanities, literature, international studies, media arts, music, philosophy, business, political science, etc.)

Four German courses numbered 300 or above taken at Pacific (one must be at the 400-level) 8 credits

One of the following:

A conversation classes from any combination of 200 or 300-level

WORL 303 Mentoring in Languages

WORL 304 Mentoring in Languages

2 credits

TOTAL: 50 credits

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:

ARTHI 274 Art and Architecture of Japan

HIST 111 Foundations of East Asia

HIST 112 East Asia

2-4 credits

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 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 303	Mentoring in Languages	2 credits
WORL 304	Mentoring in Languages	2 credits

TOTAL: 58 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.

Students enter the sequence at a level appropriate to their previous preparation. Students who enter with previous foreign language training may be exempt from a maximum of 8 credits of the major requirement. Students entering the sequence at the 300-level will complete a minimum of 16 credits selected from upper-division offerings.

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

Students enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 12 credits of the major requirement of lower-division credit (through 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		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 (4 credits may come from 2-credit conversation classes at 300-level or above)		8 credits

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

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.

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.

CHIN-275 Internship

See department for details. Internship contract required.

CHIN-295 Independent Study

See department for details. Independent study contract required.

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.

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.

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.

FREN-275 Internship

See department for details. Internship contract required.

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.

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.

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.

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.

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 compliment 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. Does not count towards the German major or minor. 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.

GER-275 Internship

See department for details. Internship contract required.

GER-295 Independent Study

See department for details. Independent study contract required.

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-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.

GER-395 Independent Study

See department for details. Independent study contract required.

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.

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

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.

JAPN-275 Internship

See department for details. Internship contract required.

JAPN-295 Independent Study

See department for details. Independent study contract required.

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.

JAPN-395 Independent Study

See department for details. Independent study contract required.

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.

JAPN-475 Internship

See department for details. Internship contract required.

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.

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.

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-255 Special Topics

See department for course description.

SPAN-275 Internship

See department for details. Internship contract required.

SPAN-295 Independent Study

See department for details. Independent study contract required.

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.

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.

SPAN-400 Survey Spanish Peninsular Lit & Culture

A study of the major works and literary movements of Spain. Taught in Spanish. Prerequisite: one 300-level SPAN course with a minimum grade of C-. Counts toward core requirement: Humanities. Offered alternate years. 4 credits.

SPAN-403 Contemporary Spanish Cinema

This course will serve to introduce students to cinema's power to represent and problematize questions of identity. The evolution of the representation of Spanishness from the francoist regime to the 1990s will be explored in six contemporary Spanish films. The complex relationship between national identity, the regional identities of the Basque Country and Catalonia, and marginalized identities such as women will be discussed. Prerequisite: One 300-level SPAN course with a minimum grade of C-. 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-. 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-. 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-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.

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.

WORL-195 Independent Study

See department for details. Independent study contract required.

WORL-255 Special Topics

See department for course description.

WORL-275 Internship

See department for details. Internship contract required.

WORL-303 Mentoring in Languages

Each student serves as a mentor in one section of a beginning language class (101 and 102 classes in Chinese, French, German, Japanese, Latin, and Spanish). Mentors attend all three of the regular sessions of the class, which will be taught by the professor. They do not participate in the evaluation of students. The mentor meets once a week with the supervising professor in the language to develop activities and build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Instructor's consent required. Pass/No Pass. 2 credits.

WORL-304 Mentoring in Languages

Continuation of WORL-303. Each student serves as a mentor in one section of a beginning language class (101 and 102 classes in Chinese, French, German, Japanese, Latin, and Spanish). Mentors attend all three of the regular sessions of the class, which will be taught by the professor. They do not participate in the evaluation of students. The mentor meets once a week with the supervising professor in the language to develop activities and build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Instructor's consent required. Pass/No Pass. 2 credits.

WORL-355 Special Topics

See department for course description.

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.

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.

WORL-495 Research

See department for details. Independent study contract required.

ADMISSIONS

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 high school transcripts, transcripts of college preparatory work, counselor recommendations, standardized test scores, written essays and other information submitted by applicants.

To be admitted to Pacific University, students must have one of the following:

1. a high school diploma or its equivalent
2. a passing grade on the General Education Development (GED) examination
3. a passing score on an independently administered, federally approved, ability to benefit test

Applications are available <http://www.pacificu.edu/admissions/> or may be obtained by contacting the Office of Admissions, Pacific University, 2043 College Way, Forest Grove, Oregon 97116-1797; 503-352-2218 or 800-677-6712.

Admission is offered on a rolling basis, with a preferred application deadline of February 15.

Admission as a Transfer Student

Pacific considers transfer applicants based on academic records, levels of preparation, and academic recommendations. Pacific credit may be awarded for Arts and Sciences courses completed with a grade of C- or higher and taken at regionally accredited baccalaureate institutions. Academic departments decide which courses satisfy requirements for majors and minors and which courses taken at another institution may be deemed directly equivalent to courses offered at Pacific; students should consult the Pacific University department chair in their major fields for information about specific situations. In computing transfer credit, 1.5 quarter credits equals 1 semester credit.

Procedures for All Undergraduate Applicants

Submit the following:

- Completed application form (either paper or online)
- \$40 non-refundable application fee
- Personal essay (see application for instructions)
- Recommendation form from high school counselor or appropriate faculty member
- Official high school transcript(s)
- Official transcripts of any college work
- Official SAT I or ACT scores. This requirement is waived for transfer applicants who have completed at least 30 semester or 45 quarter credits by the time of application.
- Completed housing application form

Additional Requirements for International Students

Pacific University welcomes international students. In addition to the above requirements, international applicants must submit the following:

- Complete official academic records of all work undertaken at the secondary and university levels, in the home language
- Certified English translations of all the above records
- Certification of Finances Form, showing financial resources to pay for all educational and personal expenses during the first year
- For applicants whose education was not from a school where English was the primary language of instructions, official TOEFL or IELTS scores send directly from the Educational Testing Service (ETS) or equivalent (see below for score requirements)
- Copy of your passport's data page

To enroll as an undergraduate student in the College of Arts and Sciences, an applicant must earn a TOEFL score of at least 79 (iBT), 550 (paper), or an IELTS score of at least 6.5. 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) or equivalent.

A transitional bridge program is available to students who do not yet meet the language requirement; please contact Pacific's international admission counselor at <http://www.pacificu.edu/admissions/undergrad/international/contact.cfm> for more details.

Students entering the United States on a student visa usually are required to carry at least 12 credits each semester.

Readmission

Students 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/documents/APPLICATIONFORREADMISSION.pdf>

Contact the Associate Dean for Student Academic Affairs with questions. 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.

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. This \$200 deposit cannot be refunded after May 1.

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

Pacific University awards four credits toward graduation for a score of 4 or 5 on the Advanced Placement (AP) test in any field. Credit is posted to the records of admitted students after deposits have been submitted and official AP scores have been received by the Registrar. Actual placement in Pacific courses depends on the student's preparation and is arranged through the appropriate department.

International Baccalaureate Degree

Pacific University recognizes the International Baccalaureate program as providing college-level work. Students completing the IB Diploma with a score of 30 or higher receive several benefits, including the IB Achievement Scholarship, sophomore standing and priority housing. Eight semester transfer credits also are awarded for each higher examination passed with a score of 5 or higher and 4 credits for standard examinations passed with 5 or higher. The maximum awarded through the IB is 32 credits.

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. For Forest Grove high school students, Pacific's Tualatin Academy program 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 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 BoxerOnline. In addition, prior to each registration period, or upon request, the Registrar's Office provides each student with an Academic Program Evaluation form, which shows progress towards fulfilling academic requirements. Students should monitor this document 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 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 sections found at the beginning of this catalog; direct questions to the Associate Dean for Student Academic Affairs.

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 college's 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

Appeals of rulings made by the College's Academic Standards Committee regarding cases of academic misconduct shall be submitted in writing to the Provost/Vice-President for Academic Affairs within ten school days after the student receives the ruling. Appeals are considered by the University Standards and Appeals Board, a standing committee of the University. Appeals must be explicitly justified by at least one of the following reasons:

1. Evidence of error in procedure by the Academic Standards Committee.
2. New evidence, sufficient to alter a decision.
3. Evidence that the sanction(s) imposed was not appropriate to the severity of the violation.

Following receipt of the appeal, the Board convenes to consider the appeal. On the basis of the available evidence, the Board will deny the appeal, call for a hearing, or when deemed appropriate, return the appeal to the Academic Standards Committee for reconsideration. Decisions of the University Standards and Appeals Board are final. The Provost/Vice-President for Academic Affairs shall appoint alternate members in cases of conflict of interest or if a regular member is unavailable.

Catalog Year and Graduation Requirements

Students generally are governed by the catalog in effect when they matriculate at Pacific University. However, students may meet the graduation requirements of any subsequent catalog published during their matriculation. A particular catalog's requirements must be adopted in whole; that is, mixing of requirements between catalogs is not permitted unless covered by an explicit policy exemption.

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.

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 in the College of Arts and Sciences

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 Associate Dean for Student Academic Affairs and the Director of the Advising Center assign faculty advisors to students upon admission. 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 the Advising Center 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

Attendance

Students are responsible for attending classes, participating, and completing assignments. The College expects 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

Undergraduates in the College of Arts and Sciences are expected to make satisfactory academic progress, as 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 and athletic eligibility depend upon 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 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 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 suspended. A 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. 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.

Graduation with Honors

Students graduating in Arts and Sciences 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 for Arts & Sciences student 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.

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 2004 is 64.3% percent.

Registration

Course registration procedures are distributed each term 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 the Advising Center for assistance in long-range planning.

New students communicate with faculty advisors during the summer 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 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.

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 end of 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 schedule.

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; failure to do so may result in a failing grade in the course.

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 wishing to withdraw from all classes must schedule an exit interview with the office of the Vice President for Student Affairs to discuss options and/or initiate the formal withdrawal process. 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 Vice President for Student Affairs, 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 the Student Handbook and 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 Vice President for Student Affairs, 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 in the College of Arts & Sciences may apply for a Leave of Absence (LOA) of up to one academic year.

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. 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, normally, they 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). Overloads during Winter are not possible.

Grading Policies

Grade Reports

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

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
IA-		Incomplete; contingent grade A-
IB+		Incomplete; contingent grade B+
IB		Incomplete; contingent grade B
IB-		Incomplete; contingent grade B-
IC+		Incomplete; contingent grade C+
IC		Incomplete; contingent grade C
IC-		Incomplete; contingent grade C-
ID+		Incomplete; contingent grade D
ID		Incomplete; contingent grade D
IF		Incomplete; contingent grade F
W		Withdrawal
AW		Administrative Withdrawal
X		Continuing Course
AU		Audit

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 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 must agree upon a timeline for the completion and submission of all remaining work (in accordance with this policy). 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 is then 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 31 of the following year.

Incompletes are recorded with a contingent grade attached (e.g. "IF"), which is the grade the student would earn if no additional coursework were completed. 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 contingent grade becomes permanent. 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 transcripts through the Registrar's Office. In accordance with Family Educational Rights and Privacy Act guidelines, students must provide signed requests for transcripts.

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 Credits

Based upon evaluation by the Registrar's Office, Arts and Sciences courses taken at accredited baccalaureate institutions, completed with a grade of C- or higher, may receive full or partial transfer credit. Transferred courses may be used to meet degree requirements and, in some circumstances, used to satisfy major or minor requirements. Academic departments decide which courses satisfy requirements for majors and minors and which courses taken elsewhere may be deemed directly equivalent to courses offered at Pacific; individual Schools decide which courses satisfy core requirements. In computing transfer credit, 1.5 quarter credits equals 1 semester credit. The GPA includes only grades earned at Pacific University.

Advanced Placement

Pacific University awards four credits toward graduation for a score of 4 or 5 on the Advanced Placement (AP) test in any field. Credit is posted to the records of admitted students after deposits have been submitted and official AP scores have been received by the Registrar. Actual placement in Pacific courses depends on the student's preparation and is arranged through the appropriate department.

International Baccalaureate Degree

Pacific University recognizes the International Baccalaureate program as providing college-level work. Students who complete the IB Diploma with a score of 30 or higher receive several benefits, including the IB Achievement Scholarship, sophomore standing and priority housing. Pacific University also will award eight semester transfer credits for each higher examination passed with a score of 5 or higher and 4 credits for standard examinations passed with 5 or higher. Maximum of awarded credits is 32.

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, available at the Registrar's Office, must be submitted to the Associate Dean for Student Academic Affairs, complete with all prior approval signatures.

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 for more information.

Oregon Independent Colleges Cross-Registration

Pacific University participates in the OICA Cross-Registration program, in which students enrolled full-time at any OICA college may take a maximum of one undergraduate course per term at another OICA 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 4-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.

Petitions

Students may seek 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 (Bates House).

Waiver of Departmental Requirements and Prerequisites

Students may appeal to academic departments to waive requirements for a major or minor; the department chair 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

TUITION

Annual (two 14-week semesters)	\$32,850*
Semester (one 14-week semester)	\$16,425*
Part-time, per credit (1 through 11 credits)	\$1368
Summer session, per credit	\$684
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	\$192
Semester	\$96

Health service**

Annual	\$208
Semester	\$104

Technology**

Annual (Fall, Spring & Summer)	\$354
Fall & Spring semesters	\$152
Summer session	\$50

Recreation**

Annual	\$58
Semester	\$29

Medical Insurance**

August 15, 2011 to August 14, 2012	\$1,115
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Music, Private Lessons

12 half-hour lessons, 0.5 credits	\$300
12 one-hour lessons, 1.0 credits	\$600
Organ practice rental per semester	\$50

Student Orientation Fees

New Student Orientation	\$95
Transfer Orientation	\$50

Voyages

Varies by course

\$300 to \$400

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 (December 15 - January 8), additional housing fees will be required.

Room Rates (each person per semester)**Clark, McCormick and Walter**

Double, Triple or w/4 persons:	\$2,322
Single:	\$2,650
Double Suite/Quad Suite:	\$2,756
Single Suite/Two-person apartment:	\$3,005
Two-person apartment with kitchen:	\$3,510

Burlingham Hall

6 person apt/double room:	\$2,814
6 person apt/single room:	\$3,010
4 person apt/single room:	\$3,273
4 person apt/double room:	\$3,010
4 person suite/double room:	\$2,906
3 person apt/double room/RA room:	\$2,906

Vandervelden Court

Four bedroom units:	\$2,872
Studio (one available):	\$3,171

Gilbert Hall

6 person apt/double room:	\$2,814
6 person apt/single room:	\$3,010
4 person apt/single room:	\$3,273
4 person apt/double room:	\$3,010
4 person suite/double room:	\$2,906
3 person apt/double room/RA room:	\$2,906

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: \$4,564 per year; \$2,282 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 Plan 2

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

Meal Plan 5*

Fall Semester: \$540 Dining Dollars
 Spring Semester: \$540 Dining Dollars

Meal Plan 6*

Fall Semester: \$650 Dining Dollars
 Spring Semester: \$650 Dining Dollars

*Plan 5 or Plan 6 is required for all students out of high school less than two years who are residing in a unit with a kitchen. It is not available to students living in traditional residence hall rooms.

Any unused Dining Dollars amount will carry over from Fall semester to Spring semester. At the end of Spring semester, students may use the value of their remaining Dining Dollars to buy bulk products or have up to \$100 of the value carry over to the next Fall semester. No refund or credit is given for unused Block Meals or Dining Dollars.

ACADEMIC CALENDAR

UNDERGRADUATE PROGRAMS

Fall Semester, 2011

Aug 7 – 24	Optional Voyage Trips for New Students
Aug 19	Faculty Conference
Aug 23	International Student Orientation
Aug 25	New Student Orientation Begins
Aug 29	Classes Begin
Aug 26	Convocation
Sep 2	Last Day for New Student Registration
Sep 5	Labor Day Holiday: No Classes; University Offices Closed
Sep 12	Last Day to Add Courses
	Last Day to Drop Courses With No Record
Oct 7	Fall Break: No Classes; University Offices Open
Oct 24	Advising begins for Winter Term and Spring Semester
Nov 7	Last Day to Withdraw from Courses
Nov 23-25	Thanksgiving Holiday: No Classes; University Offices Closed
Dec 6	Last Day of Classes
Dec 7	Reading Day
Dec 8-9, 12-14	Final Examinations
Dec 22 - Jan 1	Winter Break: University Offices Closed

Winter Term, 2012

Jan 9	Winter Term Courses Begin
Jan 10	Last Day to Add/Drop Courses
Jan 16	Martin Luther King Day: No Classes; University Offices Open
Jan 18	Last Day to Withdraw from all Winter Term Courses
Jan 23	Winter Term Final Exams
Jan 31	Fall Degree Conferral Date

Spring Semester, 2012

Jan 27	New Student Orientation
Jan 30	Spring Classes Begin
Feb 3	Last Day for New Student Registration
Feb 10	Last Day to Add Courses
	Last Day to Drop Courses With No Record
Mar 24-Apr 1	Spring Break: No Classes; University Offices Open
Apr 2	Advising begins for Fall Semester (tentative)
Apr 6	Last Day to Withdraw from Courses
Apr 25	Senior Projects Day (no Arts and Sciences classes)
May 8	Last Day of Classes
May 9	Reading Day
May 10-12	Final Examinations
May 14-15	Final Examinations
May 19	Commencement

Summer Session, 2012

May 21	Classes begin for Term I
May 28	Memorial Day Holiday: No Classes; University Offices Closed
Jun 18	Classes begin for Term II
Jul 16	Classes begin for Term III

MASTER OF FINE ARTS IN WRITING

INTRODUCTION

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. Our 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, 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 correspondence semester when the student will devote 20-25 hours each week to writing and reading.

FACULTY

Shelley Washburn, Director

The writers who serve as faculty for the MFA program are outstanding 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 seminars 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 program should hold an undergraduate degree from a regionally accredited college or university. Exceptions to this requirement will be considered on a case-by-case basis and may be granted in special circumstances 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. In such a case, enrollment is contingent on completion of the undergraduate degree by the end of the student's first semester in the MFA program.

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 correspondence semesters.

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. Transferring in credit 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 petition the Admissions Board 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 successfully has 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 credit hours 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-level 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 (June and January) 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, individual focus of the ensuing correspondence semester work.

The residency schedule includes workshops, formal presentations, panels, lectures, seminars, and readings, featuring core 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 of 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 preliminary 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) or, in some instances, a to multi-genre workshop. Submitted creative worksheets form 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 worksheet material receives at least one close critique during a workshop session. The student spends the remaining workshop hours offering the same level of review to other students.

Presentations, Readings and Seminars

Faculty, visiting writers and degree candidates offer numerous lectures, presentations, seminars and analytical discussions. We expect students to attend all formal offerings in their genre including at least one outside their chosen area of study.

Seminars 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 correspondence semester. Students are encouraged to join as many seminars as time and energy allow, and to do any preparatory reading for them. Seminars are intended for all students, and faculty members welcome participation by both poets and prose writers. Students should attend the readings by faculty members and by visiting writers. In addition, we encourage students to attend and to participate in one of the several student readings.

Advisor Assignment

The advisor supervises the student's independent work during the correspondence 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 will 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 preliminary study proposal. These conferences lead to a formal, written study plan that addresses both the student's and the advisor's expectations for the correspondence semester.

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 correspondence semester 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 the beginning of the correspondence semester.

Residency Review

At the end of the residency, each student submits a written analytical commentary on each formal activity attended, as well as on the residency in general, 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.

Correspondence Semester

Throughout the correspondence semester, students send work to their advisors and, in turn, receive criticism and guidance, 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, journals or tapes accompanying each exchange packet, the student offers reflections on the process of study and receives detailed responses. 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 content of these exchanges are not sent to the MFA office. Instead, students submit to the MFA office a log sheet recording specific projects, dates, materials sent, and comments regarding the content of the exchanges.

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

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 book reviews nor 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.

Readiness/Extra Semester

Students who need to further develop their analytical writing or who have particularly challenging creative work may petition or may be advised to take an extra semester to improve their writing before undertaking the essay or thesis semester.

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 often develop 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 any reason must meet the usual expectations, including full participation in a residency, creative work and critical inquiry (if required), 20 readings, and an annotated bibliography. Such semesters do earn academic credit.

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 modes
- 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

The student must submit one final draft copy of the essay to his or her advisor by the essay due date. Once the advisor has signed off on the essay, the student also must submit an electronic copy of the final draft to the MFA office via Blackboard. The project advisor completes the essay section of the narrative transcript, which includes an overall evaluation of the essay, recommendation concerning its approval for fulfilling the degree requirements, and appropriate revision suggestions, if any. Once the essay is approved, or if it requires only minor revisions, the student may advance to the final thesis semester. 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 Blackboard 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 volume, 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. Following the residency, the graduate is mailed copies of the evaluations submitted by fellow students and a faculty member. The faculty evaluation becomes part of the graduate's permanent file.

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.

Assessments completed by the student and advisor at the end of the semester become part of the student's official record and the narrative transcript is used to assign credit (the MFA program does not use grades). Students may request hard copy or email versions of their narrative transcript prior to the next residency.

Awarding of Semester Credit

A successful semester and the granting of 15 hours of graduate credit require documentation by way of the semester study plan, residency review, midterm and final semester assessments, semester bibliography, reading commentaries, log, and creative work samples. The above expectations are meant as general semester guidelines and require the minimum time commitment of 20-25 hours of study per week. After successful evaluation, recommendation of credit by the advisor, and review of all materials by the director, the MFA 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. If the student is not making adequate progress, he or she may be advised to take a leave of absence or exit the program.

Credit is granted only in 15-hour units. Students who meet only a portion of the expectations or who participate in the residency but fail to complete the semester work will receive no credit. If the semester guidelines listed above have been met, credit may be granted for semester projects that undertake degree requirements, such as the critical essay or thesis, even though the written products may fail to meet 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.

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 extra semester to complete their 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 prevented 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 instructor 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.
- Unfinished course work for which no credit is given in the spring semester must be completed by the following November 15.

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.

Probation and Dismissal

Students receiving no credit for a semester will be placed on academic probation and will be given one semester to regain good academic standing. A second consecutive semester of unacceptable performance, discounting any leaves of absence, will result in academic dismissal from the program.

Awarding of the Degree

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.

COURSES

WRI-581 MFA Writing Course

MFA Writing Course 15 credits.

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 ...\$14,494
Fall room & board ...\$900
Spring room & board ...\$900

CALENDAR

2011

Jun 16 – 26
Jun 16 – Nov 30
Jun 25
Sep 19
Nov 21

Residency
Semester Dates
Commencement
Midterm Assessments
Semester Assessments

2012

Jan 5-15
Jan 5 – May 31
Jan 14
Mar 26
May 21
Jun 14 – 24
Jun 14 – Nov 30
Jun 23
Sep 17
Nov 19

Residency
Semester Dates
Graduate Celebration
Midterm Assessments
Semester Assessments
Residency
Semester Dates
Commencement
Midterm Assessments
Semester Assessments

All dates are subject to change.

COLLEGE OF EDUCATION

INTRODUCTION

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 four colleges at Pacific University.

About the College of Education

At the College of Education (COE), 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.

COE 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 COE 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.

The College of Education is committed to increasing its sphere of influence and deepening its commitment to quality. The COE is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). COE licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC). The Speech-Language Pathology Program is candidate for accreditation through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). 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 and Forest Grove campuses. 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), Oregon Latino Administrators Association (OALA), Oregon Independent College Association (OICA), Oregon Association of Teacher Educators (ORATE) 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)	National Association of Multicultural Education
Oregon Reading Association (ORA)	Teachers of English to Speakers of Other Languages (TESOL)
National Council of Teachers of Mathematics (NCTM)	Northwest Council for Computers in Education (NCCE)
National Association of Research in Science Education (NARST)	Oregon Technology Network (OTEN)
National Council for the Social Studies (NCSS)	International Society for Technology in Education (ISTE)
National Council of Teachers of English (NCTE)	Oregon Council of Teachers of Mathematics (OCTM)
Oregon Council of Teachers of English (OCTE)	NASA Oregon Space Grants Consortium (OSGC)
Northwest Association of College Educators (NWATE)	Together On Oregon's Legacy (TOOLS)
Association of Supervision and Curriculum Development (ASCD)	American Association of Applied Linguistics (AAAL)
National Association for the Education of Young Children (NAEYC)	Oregon Teachers of English to Speakers of Other Languages (ORTESOL)
National Association for Gifted Children (NAGC)	Oregon Science Teacher Association (OSTA); Council for Exceptional Children (CEC)
The Council for Exceptional Children (CEC)	Kappa Delta Pi (KDP)
American Educational Research Association (AERA)	Confederation of Oregon School Administrators (COSA)
National Association for Bilingual Education (NABE)	Association for the Advancement of Computing in Education (AACE)

For further information, visit the COE website at www.coe.pacificu.edu.

Campus Locations and Programs

The College of Education offers Initial Licensure Programs and Advanced Programs at three sites, Forest Grove, Eugene and Woodburn.

FACULTY

Mark E. Ankeny Ph.D. (2006)

Professor and Dean College of Education
B.A., George Fox College, 1975
M.S., Portland State University, 1989
Ph.D., University of Oregon, 1997

Mark Bailey Ph.D. (1995)

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)

Professor of Education
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

Eun Joo (Catherine) Kim Ph.D. (August 2008)

Associate Professor of Education
B.A. Yonsei University, Seoul, 1992
M.A. University of Illinois at Urbana-Champaign, 1994
Ph.D. University of Illinois at Urbana-Champaign, 1997

Donna Kalmbach Phillips Ph.D. (2008)

Professor of Education
B.S., Eastern Oregon University, 1979
M.A., Western Oregon University, 1987
Ph.D., Oregon State University, 1997

John Lockhart Ph.D. (2008)

Assistant Professor of Education
B.S., Washington University, St. Louis, 1999
M.A.T., Washington University, St. Louis, 2000
Ph.D., Michigan State University, 2009

Alfonso Lopez-Vasquez M.Ed. (2001)

Assistant to the Provost for Diversity
Assistant Professor of Education
B.A., University of North Texas, 1972
M.Ed., University of North Texas, 1974

Sandra Ludeman Ph.D. (2005)

Assistant Professor of Education
B.A., B.S., University of Minnesota
M.A., University of Colorado
Ph.D., University of Colorado

Christine A. Macfarlane Ph.D. (2000)

Professor of Education
B.A.E., Wayne State College, 1970
M.S., Utah State University, 1982
Ph.D., Utah State University, 1990

Ann Matschiner M.S.T. (1999)

Assistant Professor of Education
B.S., Oregon State University, 1976
M.S.T., Portland State University, 1980

Kristy McGinnis M.S.Ed. (2006)

Assistant Professor of Education
B.S., Portland State University, 1989
M.S.Ed., Portland State University, 1990

Nancy Meltzoff Ph.D. (1994)

Professor of Education
B.A., Simmons College, 1974
M.A., University of Redlands, 1977
Ph.D., University of Oregon, 1990

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

Rebecca Schulte M.S. (2007)

Assistant Professor of Education
B.A., University of California, 1991
M.S., Portland State University, 1998

Mary Jo Simone B.S., M.S. (2008)

Assistant Professor of Education
B.S., Kent State University, 1970
M.S., University of Oregon, 1980

Dewayne Smith M.S.Ed. (2007)

Assistant Professor of Education
B.S., Western Oregon University, 1971
M.S.Ed., Western Oregon University, 1974

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

Mark J. Szymanski Ph.D. (2000)

Associate Professor of Education
B.S., University of Wisconsin-Milwaukee, 1988
M.S., University of Wisconsin-Madison, 1994
Ph.D., University of Wisconsin-Madison, 1998

Karren Timmermans Ph.D. (2007)

Assistant Professor of Education
B.S., Randolph-Macon College, 1991
M.A., University of Colorado, 1997
Ph.D., University of North Carolina, 2007

Anita Zijdemans-Boudreau Ph.D. (2006)

Assistant 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, 1984

INITIAL LICENSURE PROGRAMS

The College of Education offers four programs that lead to Oregon's Initial Teaching License:

- Master of Arts in Teaching (MAT) Fifth-Year program - full-time cohort program for those holding a bachelor's degree
- Master of Arts in Teaching (MAT)/Flex program – 16-month part-time cohort program for those holding a bachelor's degree
- Master of Arts in Teaching (MAT)/Special Educator program - program for those holding a bachelor's degree and seeking initial licensure in special education or adding the special education endorsement
- An undergraduate teacher education program offered in conjunction with the College of Arts and Sciences

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).

ADVANCED PROGRAMS

Advanced Programs, as described below, are primarily intended for licensed educators who wish to continue their development as professionals in the field of education.

Master of Education Program

Program for candidates, typically who are licensed teachers, who desire to deepen their expertise. Candidates can specialize in one of the following: Reading Specialist, English for Speakers of Other Languages (ESOL), Talented and Gifted, Technology, Cultural Competency, or Special Education. In addition, candidates can earn an Oregon Continuing Teaching License as part of the degree.

Continuing Teaching License Program

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 Program

Part-time program for practicing teachers who have completed a bachelor's and/or a master's degree, hold an initial license, and choose to renew their initial license at the required intervals rather than move to a Continuing Teaching License.

Non-Degree Programs

Part-time programs for practicing teachers holding an initial license who wish to add authorizations and endorsements.

Certificate Programs

- **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.

RELATED GRADUATE PROGRAMS

Master of Arts in Education (MAE)

Advanced degree program not leading to licensure.

Master of Education/Visual Function in Learning (M.Ed./VFL)

Advanced degree program for optometry students or practicing optometrists (Forest Grove campus only).

Additional Programs

Programs are also available for practicing teachers holding a Basic or Standard License who wish to add authorizations or endorsements or upgrade their professional skills.

ADMISSION

For application information and forms, contact the Education 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 may also 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.

Admission to the MAT Programs (Fifth Year and Flex)

Application deadlines for these programs vary by campus: Forest Grove Fifth Year, February 1 and Flex, October 1. Eugene Fifth Year and Flex, May 1. Woodburn Fifth Year, March 15. Admission is selective. The admissions criteria and procedures for the MAT Fifth-Year program are the same for both campuses, although they operate on different schedules. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. On-line application is available at www.coe.pacificu.edu.

Requirements for Admission

- A baccalaureate degree from a regionally accredited college or university *
- A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester credits of graduate study
- Completed application
- Completed checklist of TSPC character questions
- Résumé
- Passing test scores. All candidates must submit passing scores on one of the following basic skills tests: the California Basic Educational Skills Test (CBEST), the PRAXIS Pre-Professional Skills Test (PPST), or the Washington Educator Skills Test-Basic (WEST-B). Candidates seeking early childhood, elementary, and middle school authorizations must also submit passing test scores on the Oregon Educator Licensure Assessment (ORELA) – Multiple Subjects Exam (subtests I and II). Candidates seeking high school authorization must submit passing test scores on the appropriate subject area test(s) required in Oregon (NES or Praxis II).
- Official transcripts documenting coursework 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.
- Strong evidence of academic content (e.g., language arts, social studies, mathematics, science)
- Three recommendations, including one from each of the following:
 - 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;
 - A university or college professor with direct knowledge of applicant's academic abilities;
 - An employer with direct knowledge of applicant's professional habits.
- 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
- Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section)

* It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University.

Selection Process

In selecting candidates for the early childhood and elementary education strands, 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, the mathematics sequence for elementary teachers, and courses in art and music. In selecting candidates for the middle school and high school strands, preference is given to applicants who have completed a major in the subject area in which they wish to teach. The applicant pool is screened by a faculty selection committee. Initial selection is based on the published 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. The selection committee makes recommendations for acceptance into the program to the College of Education faculty. 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.

Admission to the MAT Special Educator Program

The application deadline is September 1. The admissions process is competitive and selective. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. Application materials are also available online at www.coe.pacificu.edu/.

Requirements for Admission

- A baccalaureate degree from an accredited college or university. *
- A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester credits of graduate study.
- Completed application.
- Completed checklist of TSPC character questions.
- Résumé.
- Passing test scores. All candidates must submit passing scores on one of the following basic skills tests: the California Basic Educational Skills Test (CBEST), the PRAXIS Pre-Professional Skills Test (PPST), or the Washington Educator Skills Test-Basic (WEST-B). Preference is given to candidates who have also passed the ORELA Multiple Subjects Exam, Subtests I and II.
- Strong evidence of academic content (e.g., language arts, social studies, mathematics, science).
- Official transcripts documenting coursework 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.
- Three recommendations, including one from each of the following:
 - 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,
 - University or college professor with direct knowledge of applicant's academic abilities,
 - An employer with direct knowledge of applicant's professional habits.
- Ability to write clearly and cogently as demonstrated in a 2-3 page essay on the applicant's personal and professional goals as a special educator.
- Copy of teaching license (if applicable).
- Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

* It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University.

Selection Process

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.

During the selection process, candidates are screened and then interviewed by a selection committee composed of faculty and representatives of local school districts. At the time of the interview, candidates submit a timed writing sample. Required elements for admission along with information gathered during the interview are scrutinized to determine breadth and depth of knowledge, strength of recommendations, written communication skills, and critical thinking skills. Applicants are notified of their acceptance by mail.

Transfer of credits requires evaluation of transcripts on a case-by-case basis. No more than 10 semester credits of transfer credit will be accepted in degree programs.

Admission to the Undergraduate Program

To obtain the Oregon Initial Teaching License as an undergraduate, a student must apply for admission to the College of Education. Admission materials are available in 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.

Students interested in licensure must complete the University core requirements and the required professional courses for early childhood and elementary school authorizations (an additional 21 credits) together with the Education and Learning major, with student teaching as the capstone experience (12-15 credits). Transfer students who have already satisfied Pacific University's 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 Pacific's 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.

Admission to Advanced Programs

Admission is selective. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. An on-line application is available at coe.pacificu.edu.

Graduates of the College of Education undergraduate licensure program are automatically 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.

Requirements for Admission for Candidates Completing a Degree Program

- A baccalaureate degree from an accredited college or university. *
- Completed application
- Completed checklist of TSPC character questions
- Current résumé that includes professional work history

- Copy of Oregon Initial Teaching License
- Official transcripts from all colleges or universities attended*
- 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 credits of graduate study
- 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
- Proof of English language proficiency, as defined at the end of this Admissions section

* It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University.

Requirements for Admission for Candidates Completing a Non-Degree Program

- A baccalaureate degree from an accredited college or university. *
- Letter of intent
- Résumé that includes professional work history
- Transcripts from all colleges or universities attended
- Copy of Oregon license or out-of-state license, if applicable
- Letter of recommendation from supervisor or school administrator
- Proof of English language proficiency, as defined at the end of this Admissions section

* It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University.

Selection Process

The applicant pool is screened by the selection committee. Selection is based on the published minimum requirements for admission. Selected applicants are invited for a personal interview. Recommendations for acceptance into the program are made by the selection committee to the faculty of the College of Education. Applicants will be notified of their status by mail.

Academic Procedures

- Each candidate is assigned an academic advisor, who works with the candidate to develop a planned program, and monitors completion of coursework.
- 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.
- All coursework must be graded, with the exceptions of EDUC 596 Education Research Project, EDUC 686 Portfolio Presentation, EDUC 625 Portfolio Development, EDUC 675 Completing the Inquiry Project and other practicum requirements.

Admission to the Master of Arts in Education/ Curriculum Studies (MAE /CS) Program

Applications are accepted until November 1 for the spring semester and until July 1 for the fall semester. Admission is limited and selective. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. On-line application is available at coe.pacificu.edu.

Requirements for Admission

- Completed application
- A baccalaureate degree from an accredited college or university *
- Résumé
- 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
- 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester credits of graduate study
- 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.
- Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

* It may be possible for students to begin a graduate program while finishing baccalaureate degree requirements from Pacific University.

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.

Admission to the Master of Education/Visual Function in Learning (M.Ed./VFL) Program

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 semester credits of graduate work.

Requirements for Admission

Applicants must submit the following documents no later than four weeks before the beginning of graduate study:

- Application for admission
- 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. Two letters of recommendation from optometrists are 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 M.ED./VFL Coordinator is also required.

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, written communication skills and critical thinking skills as assessed in essay. 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.

College of Education English Language Proficiency Policy

A satisfactory command of the English language is required for admission to the College of Education graduate 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 appropriate campus Associate Dean and the COE Admissions Committee. The College of Education Dean will have final approval after considering the COE 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.

DEGREE REQUIREMENTS:

Initial Teaching Licensure Programs

Master of Arts in Teaching Fifth-Year Program

The MAT 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, foreign languages (French, 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 either 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.

All candidates for initial licensure will be required to pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination.

Required Coursework

ECE/Elem: 46 credits required for completion of program
MS/HS: 44 credits required for completion of program

The Foundations Block- All Authorizations

		Credits
EDUC 504	Learning Communities I: Personal Awareness	2
EDUC 570	School and Society	2
EDUC 515	Advanced Human Development and Psychology ECE/Elem	4
OR		
EDUC 516	Advanced Human Development and Psychology MS/HS	4
EDUC 601	Teachers as Consumers of Research	2

The Methods Block - Early Childhood Education Authorization

		Credits
EDUC 505	Learning Communities II: Diversity	2
EDUC 533	General Methods, Assessment, & Classroom Management	3
EDUC 508	Reading and Language Arts in ECE	4
EDUC 543	Math, Science and Health in ECE/Elem/MS	4
EDUC 510	Expressive Arts in ECE	2
EDUC 537	Technology Across the Curriculum	2
EDUC 571	Field Experience (Forest Grove)	2
EDUC 573	Supervised Practicum (Eugene)	2

The Methods Block - Elementary School Authorization

		Credits
EDUC 505	Learning Communities II: Diversity	2
EDUC 533	General Methods, Assessment, & Classroom Management	3
EDUC 544	Reading and Language Arts in Elem/MS	4
EDUC 543	Math, Science and Health in ECE/Elem/MS	4
EDUC 545	Thematic Teaching through Social Studies and the Arts	2
EDUC 537	Technology Across the Curriculum	2
EDUC 571	Field Experience (Forest Grove)	2
EDUC 573	Supervised Practicum (Eugene)	2

The Methods Block - Middle School and High School Authorizations

		Credits
EDUC 505	Learning Communities II: Diversity	2
EDUC 526	Teaching, Assessment, and Classroom Management in MS/HS	4
EDUC 541	Reading and Writing across the Curriculum	2
EDUC 567	Curriculum Design: Middle and High School	2
EDUC 537	Technology Across the Curriculum	2
EDUC 571	Field Experience (Forest Grove)	2
EDUC 573	Supervised Practicum (Eugene)	2

Special Methods (in appropriate content area)		3
EDUC 502	Teaching Art in the Middle and High School	
EDUC 503	Teaching Music in the Middle and High School	
EDUC 536	Teaching Health in the Middle and High School	
EDUC 538	Teaching Science in the Middle and High School	
EDUC 539	Teaching PE in the Middle and High School	
EDUC 546	Teaching Business in the High School	
EDUC 547	Teaching Foreign Language in the Middle and High School	
EDUC 549	Teaching Mathematics in the Middle and High School	
EDUC 551	Teaching Social Studies in the Middle and High School	
EDUC 552	Teaching Language Arts in the Middle and High School	
EDUC 553	Teaching Drama in the Middle and High School	

The Applications Block - All Authorizations		Credits
EDUC 576	Learning Communities III: Reflection and Practice	2
EDUC 575	Student Teaching	15

Continuation in the Program

- Candidates must maintain good academic standing
- Candidates must maintain a 3.00 minimum GPA in all professional education and special education coursework with no grade lower than a C; a C- is not acceptable

Requirements for Program Completion

- Candidates must complete all coursework with satisfactory grades
- Candidates must complete field experience, required practica, and full-time student teaching with a grade of Pass
- Candidates must complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation.
- Candidates must pass all applicable tests required by TSPC for licensure

Master of Arts in Teaching/Flex Program

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 MAT/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, foreign languages (French, 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 either Russian or Japanese, see requirements under MAT Fifth-Year Program.

All candidates for initial licensure will be required to pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination.

Required Coursework

Early Childhood and Elementary Authorizations		Credits
(46-47 credits required for completion of program)		
EDUC 504	Learning Communities I: Personal Awareness	2
EDUC 570	School and Society	2
EDUC 561	Advanced Human Development and Psychology (Forest Grove)	4
EDUC 515	Advanced Human Development and Psychology (Eugene)	4
EDUC 537	Technology Across the Curriculum	2
EDUC 505	Learning Communities II: Diversity	2
EDUC 431G	General Methods, Assessment, and Classroom Management (Eugene)	2
EDUC 533	General Methods, Assessment, and Classroom Management (Forest Grove)	3
EDUC 508/544	Reading and Language Arts	4
EDUC 543	Math, Science & Health in ECE/Elem/MS	4
EDUC 510	Expressive Arts in ECE	2
OR		
EDUC 545	Thematic Teaching through Social Studies & the Arts	2
EDUC 571	Field Experience (2 sessions required)	1
EDUC 559	Preparing the Work Sample (Eugene)	2
EDUC 601	Teachers as Consumers of Research	2
EDUC 576	Learning Communities III: Reflection and Practice	2
EDUC 575	Student Teaching	15

Middle School and High School Authorizations		Credits
<i>(44-45 credits required for completion of program)</i>		
EDUC 504	Learning Communities I: Personal Awareness	2
EDUC 570	School and Society	2
EDUC 561	Advanced Human Development and Psychology (Forest Grove)	4
EDUC 515	Advanced Human Development and Psychology (Eugene)	4
EDUC 537	Technology Across the Curriculum	2
EDUC 505	Learning Communities II: Diversity	2
EDUC 326G	Teaching, Assessment, and Classroom Management in MS/HS (Eugene)	3
EDUC 526	Teaching, Assessment, and Classroom Management in MS/HS (Forest Grove)	4
EDUC 541	Reading and Writing Across the Curriculum	2
EDUC 567	Curriculum Design: Middle and High School	2
Special Methods (in appropriate content area)		3
EDUC 502	Teaching Art in the Middle and High School	
EDUC 503	Teaching Music in the Middle and High School	
EDUC 536	Teaching Health in the Middle and High School	
EDUC 538	Teaching Science in the Middle and High School	
EDUC 539	Teaching PE in the Middle and High School	
EDUC 546	Teaching Business in the High School	
EDUC 547	Teaching Foreign Language in the Middle and High School	
EDUC 549	Teaching Mathematics in the Middle and High School	
EDUC 551	Teaching Social Studies in the Middle and High School	
EDUC 552	Teaching Language Arts in the Middle and High School	
EDUC 553	Teaching Drama in the Middle and High School	
EDUC 571	Field Experience (2 sessions required)	1
EDUC 559	Preparing the Work Sample (Eugene)	2
EDUC 601	Teachers as Consumers of Research	2
EDUC 576	Learning Communities III: Reflection and Practice	2
EDUC 575	Student Teaching	15

Continuation in the Program

- Candidates must maintain good academic standing
- Candidates must maintain a 3.00 minimum GPA in all professional education and special education coursework with no grade lower than a C; a C- is not acceptable

Requirements for Program Completion

- Candidates must complete all coursework with satisfactory grades
- Candidates must complete field experience, required practica, and full-time student teaching with a grade of Pass
- Candidates must complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation.
- Candidates must pass all applicable tests required by TSPC for licensure

Master of Arts in Teaching/ Special Educator Program

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.

In order to qualify for licensure, candidates must pass all subject area tests required by TSPC. In addition, all candidates for initial licensure will be required to pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination.

Required Coursework

<u>Early Childhood and Elementary Authorizations</u>		Credits
<i>(43-47 credits required for completion of program)</i>		
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 and Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3
SPED 535	Integrated Curriculum & Methods for Students with Disabilities: Functional	3
SPED 541	Technology for Teacher Productivity	1
SPED 542	Assistive Technology	1

SPED 550	Practicum – Special Education	1-6
SPED 575	Student Teaching	2-15
SPED 576	Seminar (2 sessions required)	1
EDUC 501	Foundations of General Education	2
EDUC 561	Advanced Human Development and Psychology	4
EDUC 600	Learning Communities – SPED (3 sessions required)	1
EDUC 620	Language Acquisition in Children	2
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1

Middle School and High School Authorizations

(44-48 credits required for completion of program)

Credits

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 and Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3
SPED 535	Integrated Curriculum & Methods for Students with Disabilities: Functional	3
SPED 536	Transition	1
SPED 541	Technology for Teacher Productivity	1
SPED 542	Assistive Technology	1
SPED 550	Practicum - Special Education	1-6
SPED 575	Student Teaching	2-15
SPED 576	Seminar (2 sessions required)	1
EDUC 501	Foundations of General Education	2
EDUC 561	Advanced Human Development and Psychology	2
EDUC 600	Learning Communities - SPED (3 sessions required)	1
EDUC 620	Language Acquisition in Children	2
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	1

Continuation in the Program

- Candidates must maintain good academic standing
- Candidates must maintain a 3.00 minimum GPA in all professional education and special education coursework with no grade lower than a C; a C- is not acceptable

Requirements for Program Completion

- Candidates must complete all coursework with satisfactory grades
- Candidates must complete field experience, required practica, and full-time student teaching with a grade of Pass
- Candidates must complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation.
- Candidates must pass all applicable tests required by TSPC for licensure

Undergraduate Education & Learning Program

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It 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. The 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. Students not interested in obtaining a teaching license will take the Education and Learning major through the College of Arts and Sciences.

Students wishing to obtain the Oregon Initial Teaching License through their undergraduate programs may do so with the Education and Learning major, as well. Those interested in licensure should complete the College of Arts & Sciences core requirements. In addition they must complete the required Professional Courses for Early Childhood and Elementary School Authorizations (an additional 21 credits) together with the Education and Learning major requirements. Student teaching is the capstone experience.

Students who are 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.

Requirements for the Major: Education and Learning

<u>Introduction</u>		Credits
PSY 150	Introduction to Psychology	4

<u>Philosophical Foundations</u>		
PHIL 100	Introduction to Philosophy	4
OR		
PHIL 202	Ethics and Society	4
<u>Social Foundations: one of the following courses</u>		
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
<u>Human Development: one or more of the following courses</u>		
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
<u>Education: all of the following</u>		
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
<u>Required capstone experience: one of the following options</u>		
EDUC 496	Integrating Seminar I: Research Design (2 credits)	
AND		
EDUC 497	Integrating Seminar II: Research Project (4)	
OR		
EDUC 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 Authorization)	12-15
<u>Professional Courses for Early Childhood and Elementary School Authorizations</u>		
(These are the required professional courses to qualify for the Oregon Initial Teaching License with authorizations for early childhood education and/or elementary education)		
EDUC 309	Learning Communities II: Diversity (Forest Grove)	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 436	Technology across the Curriculum	2
EDUC 459	Preparing the Work Sample	2
EDUC 475	Student Teaching	12-15
EDUC 476	Learning Communities: Reflection and Practice	2

Continuation in the Program

For the Education and Learning Major:

- Students must earn a C- or better on all coursework and must maintain a GPA of 2.0.

For those who are completing the Education & Learning Major and the Professional Courses for the Early Childhood and Elementary School Authorizations:

- Students must maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower than a "C"; a "C-" is not acceptable.
- Students must complete all required coursework before student teaching.
- Students must pass all tests required for licensure before student teaching.
- Students must meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

For the Education and Learning major:

- Students must earn a C- or better on all coursework and must maintain a GPA of 2.0.

For those who are completing the Education & Learning Major and the Professional Courses for the Early Childhood and Elementary School Authorizations:

- Students must complete field experience, required practica and student teaching with a grade of Pass.
- Students must complete requirements for two work samples. Requirements include preparation, teaching and a satisfactory evaluation.
- Students must pass all applicable tests required for licensure.

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): through 201

Or,

(2) Foreign language proficiency equivalent to 201 and one of the language or cultural studies courses from the following list (4 credits):

- Language course (202 or above)
- ANTH/MUS 241 Intro to World Music
- ARTHI 273 Art and Architecture of China
- ARTHI 274 Art and Architecture of Japan
- ARTHI 275 Art and Architecture of India
- 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 305 West Meets East
- PSJ 225 Middle East
- PHIL 305 Asian Philosophy
- POLS 231 Contemporary Middle East
- WORL 365 Teaching Language and Culture in Elementary Schools

TESOL Core Course Requirement (11 credits):

- ESOL444: Educational Linguistics for ESOL Teachers (3 cr)
- ESOL460: Foundations of ESOL Methods (2 cr)
- ESOL464: ESOL Methods, Assessment, and Technology (2 cr)
- ESOL450: Cultural Constructs and Diversity in ESOL Education (2 cr)*
- EDUC453: Literacy and English-Language Learners (2 cr)*

* ESOL450 and ESOL453 may be waived for those who take a study abroad course that is approved by the ESOL program coordinator.

TOTAL: 15-23 credits**

** 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

Total: 15 Credits

DEGREE REQUIREMENTS:

Advanced Programs

Advanced Programs 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 (M.Ed.) degree. Further, practicing teachers holding an Oregon Initial Teaching License (ITL) can complete the requirements for earning the Oregon Continuing Teaching License (CTL). The following programs are described below:

- Master of Education
- Adding Authorizations and Endorsements
- Certificate Programs
- Continuing Teaching License
- Initial II Teaching License
- Related Graduate Programs
 - Master of Arts in Education
 - Master of Education/Visual Function in Learning

MASTER OF EDUCATION PROGRAM

The Master of Education degree program consists of two core areas, the Foundation Core and the Specialization Core, and electives comprising a total of 30 semester 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: EDUC 682 Technology Enhanced Learning Environments (2 credits) recommended.
An alternative course will be accepted upon approval of the program advisor.

NOTE: Any candidate not adding an endorsement or authorization as part of a M.Ed. 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.

ADDING AUTHORIZATIONS AND ENDORSEMENTS

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. Two sections of the ORELA Multiple Subjects Exam are required for early childhood, elementary and middle school authorizations. 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 Authorization

EDUC 515/561	Advanced Human Development & Psychology	4
EDUC 533	General Methods, Assessment, & Classroom Management	3
EDUC 508	Reading and Language Arts in ECE	4
EDUC 543	Teaching Math, Science, & Health in ECE/Elem/MS	4
EDUC 510	Expressive Arts in ECE	2
EDUC 573	Supervised Practicum	2

Adding an Elementary Authorization

EDUC 515/561	Advanced Human Development & Psychology	4
EDUC 533	General Methods, Assessment, & Classroom Management	3
EDUC 544	Reading and Language Arts in ECE	4
EDUC 543	Teaching Math, Science, & Health in ECE/Elem	4
EDUC 545	Thematic Teaching Through Social Studies and the Arts	2
EDUC 573	Supervised Practicum	2

Adding a Middle School Authorization

EDUC 608	Advanced Human Development and Psychology MS/HS	2
EDUC ____	Appropriate special methods course for subject area	3
EDUC 573	Supervised Practicum	2

Adding a High School Authorization

EDUC 608	Advanced Human Development and Psychology MS/HS	2
EDUC ____	Appropriate special methods course for subject area	3
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 advisor 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

Prerequisites: Must have completed the following courses or their equivalent in an ITL or CTL Special Education licensure program:

EDUC 501	Foundations of General Education, 2 credits
EDUC 600	Learning Communities, 3 credits
EDUC 620	Language Acquisition in Children, 2 credits
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 & Evaluation in Special Education, 3 credits
SPED 530	Integrated Curriculum & Methods for Students w/ Disabilities: Academic, 3 credits
SPED 535	Integrated Curriculum & Methods for Students w/ Disabilities: Functional, 3 credits
SPED 541	Technology for Teacher Productivity 1 credit
SPED 542	Assistive Technology, 1 credit
SPED 550	Practicum

OR

SPED 575	Student Teaching
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Adding An Early Childhood/Elementary Authorization

EDUC 561	Advanced Human Development and Psychology	2
OR		
EDUC 605	Advanced Human Development & Psychology ECE/Elem	2
SPED 550	Practicum	2

Adding A Middle/High School Authorization

EDUC 561	Advanced Human Development and Psychology	2
OR		
EDUC 608	Advanced Human Development & Psychology MS/HS	2
SPED 536	Transition	1
SPED 550	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, Foreign Language (French, 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 either Russian or Japanese, see requirements under MAT Fifth-Year Program.

The following is required for each subject area endorsement added:

EDUC _____	Special methods course appropriate to endorsement	3
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 15 semester 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 17 semester 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.

<u>Core Courses for all Authorization Levels (11 semester credits)</u>		Credits
EDUC 631	Reading Assessments and Techniques	3
EDUC 632	Perspectives on Reading	2
EDUC 633	Literacy and English-Language Learners	2
EDUC 634	Leadership for Literacy	2
EDUC 638	Developing Literacy in the Content Areas	2

ECE/Elem Authorization Courses (4 semester credits)

Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate for early childhood and elementary education.

EDUC 635	Language and Literacy Development	2
RDNG 630	ECE/Elem Supervised Practicum	1
RDNG 631	ECE/Elem Case Study Practicum	1

Total credits for ECE/Elem Reading Endorsement 15

MS/HS Authorization Courses (4 semester credits)

Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate to middle school and high school education.

EDUC 646	Adolescents as Readers and Writers	2
RDNG 635	MS/HS Supervised Practicum	1
RDNG 636	MS/HS Case Study Practicum	1

Total credits for the MS/HS Reading Endorsement 15

PreK-12 Authorization Courses (6 semester 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. Candidates will sign up for the courses and practica listed below rather than the courses and practica required for the ECE/ELEM or MS/HS levels.

EDUC 635	Language and Literacy Development	2
EDUC 646	Adolescents as Readers and Writers	2
RDNG 638	Multilevel Supervised Practicum	1
RDNG 639	Multilevel Case Study Practicum	1

Total credits for the PreK-12 Reading Endorsement: 17

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
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MS/HS Authorization

ESOL 474/574	MS/HS Supervised ESOL Practicum	2
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PreK-12 Authorization

ESOL 476/576	Multilevel Supervised ESOL Practicum	2
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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
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*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 be 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 25 semester 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 21 semester 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 (21 semester credits)

Credits

EDUC 631	Reading Assessments and Techniques	3
EDUC 632	Perspectives on Reading	2
EDUC 633	Literacy and English-Language Learners	2
EDUC 634	Leadership for Literacy	2
EDUC 638	Developing Literacy in the Content Areas	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 564	ESOL Methods, Assessment, and Technology	2
EDUC 652	Reading and ESOL Dual Endorsement Seminar	1

Reading Specialist endorsement practicum

ECE/Elem Authorization Courses (2 semester credits)

RDNG 630	ECE/Elem Supervised Practicum	1
RDNG 631	ECE/Elem Case Study Practicum	1

MS/HS Authorization Courses (2 semester credits)

RDNG 635	MS/HS Supervised Practicum	1
RDNG 636	MS/HS Case Study Practicum	1

PreK-12 Authorization Courses (2 semester credits)

RDNG 638	Multilevel Supervised Practicum	1
RDNG 639	Multilevel Case Study Practicum	1

ESOL and ESOL/bilingual endorsement practicum

ECE/Elem Authorization (2 semester credits)

ESOL 572	ECE/Elem Supervised ESOL Practicum	2
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MS/HS Authorization (2 semester credits)

ESOL 574	MS/HS Supervised ESOL Practicum	2
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PreK-12 Authorization (2 semester credits)

ESOL 576	Multilevel Supervised ESOL Practicum	2
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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. Course Requirements

Early Childhood Authorization

Prerequisites: Must have completed the following courses or their equivalent in an ITL or CTL Special Education licensure program:

EDUC 501	Foundations of General Education	2
EDUC 550	General Education Practicum (ECE/Elementary)	2
EDUC 561	Advanced Human Development and Psychology	2
EDUC 600	Learning Communities - SPED	3
EDUC 601	Teachers as Consumers of Research	2
EDUC 605	Advanced Human Development and Psychology: ECE/Elem	2
SPED 520	Assessment and Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3

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 508	Reading and Language Arts in ECE	4
EDUC 543	Math, Science and Health in ECE/Elem	4
EDUC 510	Expressive Arts in ECE	2
EDUC 537	Technology Across the Curriculum	2
OR		
EDUC 682	Technology Enhanced Learning Environments	2
EDUC 573	Supervised Practicum	2
Total: 14		

Elementary Authorization

Prerequisites: Must have completed the following courses or their equivalent in an ITL or CTL Special Education licensure program:

EDUC 501	Foundations of General Education	2
EDUC 550	General Education Practicum (ECE/Elementary)	2
EDUC 561	Advanced Human Development and Psychology	2
EDUC 600	Learning Communities - SPED	3
EDUC 601	Teachers as Consumers of Research	2
EDUC 605	Advanced Human Development and Psychology: ECE/Elem	2
SPED 520	Assessment and Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3

Educators who hold a special education endorsement (either ITL or CTL) and wish to add a multiple subjects endorsement at the elementary authorization level may do so by taking the following courses:

EDUC 544	Reading & Language Arts – ELEM/MS	4
EDUC 543	Math, Science, and Health in ECE/ELEM/MS	4
EDUC 545	Thematic Teaching Through Social Studies and the Arts	2
EDUC 537	Technology Across the Curriculum (or EDUC 682)	2
EDUC 573	Supervised Practicum	2
Total: 14		

Middle School/High School Authorizations

Prerequisites: Must have completed the following courses or their equivalent in an Initial or CTL Special Education licensure program:

EDUC 501	Foundations of General Education	2
EDUC 550	General Education Practicum	2
EDUC 561	Advanced Human Development and Psychology	2
EDUC 600	Learning Communities (I, II, & III)	3
EDUC 601	Teachers as Consumers of Research	2
EDUC 608	Advanced Human Development and Psychology: MS/HS	2
SPED 520	Assessment and Evaluation in Special Education	3
SPED 530	Integrated Curriculum & Methods for Students with Disabilities: Academic	3

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 526	Teaching, Assessment, & Classroom Management in MS/HS	4
EDUC 541	Reading and Writing Across the Curriculum Special Methods (Transcript review must show subject area qualification)	2 3
EDUC 537	Technology Across the Curriculum	2
OR		
EDUC 682	Technology Enhanced Learning Environments	2
EDUC 573	Supervised Practicum (Subject area tests must be passed prior to practicum experience)	2
Total: 13		

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.

Course Requirements

SPED 500	Foundations of Special Education	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

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
EDUC 462/562	Foundations of Cultural Competence	3

OR		
ESOL 450/550	Cultural Constructs and Diversity in ESOL Education	2
<i>(This option is only available to those candidates enrolled in the ESOL endorsement program.)</i>		
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

Talented and Gifted Education Certificate

This 11-credit program is designed for teachers, counselors, and parents who want to learn more about meeting the needs of gifted children. 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

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 505	Professional Virtual Learning Communities	3
EDTL 510	Innovative Educational Technologies: Supporting Real-World Collaborative Learning	3
EDTL 515	Exploring Tools for Learning	3
EDTL 520	Applying Educational Technology to Problems of Practice	2
EDTL 525	Professional Practice & Beyond	1

CONTINUING TEACHING LICENSE

The Continuing Teaching License (CTL) 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.

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, foreign language (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 Russian or Japanese, see requirements under MAT Fifth-Year Program.

Course Requirements

The Continuing Teaching License 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 MAT program. The curriculum varies for each population.

The M.Ed. program for candidates holding an Initial License and bachelor's degree (30 credits):

<u>Foundation Core</u>		
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: EDUC 682 Technology Enhanced Learning Environments (2 credits) recommended. An alternative course will be accepted upon approval of the program advisor.		

NOTE: Any candidate not adding an endorsement or authorization as part of a M.Ed. 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:

Specialization Core – Continuing Professional Development

Content Classes and/or Electives		20
EDUC 625	Portfolio Development	1
EDUC 686	Portfolio Presentation	1

The license only program for candidates holding an Initial License and master's degree from a MAT program (6 credits):

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 the arts and sciences or an advanced degree in the professions. In lieu of a master's degree, candidates must complete a minimum of 30 hours of graduate coursework germane to public school employment:

- 10 semester hours in subject matter coursework
- 10 semester hours in education-related coursework
- 10 semester hours in graduate-level electives

For teachers who earned their Initial Teaching License in a post-baccalaureate program, requirements include 6 semester hours 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.

Related Graduate Programs

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education allows candidates to pursue a rigorous interdisciplinary program in the foundations of education. This degree is suited primarily for international students, experienced teachers, and liberal arts degree holders who wish to develop expertise in curriculum development, teaching practices, and program evaluation. The MAE 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 MAE 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 semester hours 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 (M.ED./VFL)

The Master of Education/Visual Function in Learning program (M.Ed./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 hours of education coursework before admission to the program.

M.Ed./VFL 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 M.Ed./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 M.Ed./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 M.Ed./VFL Coordinator. The chair serves as the candidate's advisor and instructor of record for the thesis credits.
- Faculty member appointed by the M.Ed./VFL Coordinator.
- Faculty member nominated by the candidate and approved by the M.Ed./VFL Coordinator.

Course Requirements

Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which must include 22 semester hours within the College of Education and 8 semester hours within the College of Optometry.

I. Education (14 semester credits)

Required Education Courses (10 semester credits)

EDUC 565	Seminar: Educational and Optometric Connections	1
EDUC 631	Reading Assessments and Techniques	3
EDUC 632	Perspectives on Reading	2
EDUC 635	Language and Literacy Development	2
RDNG 640	M.Ed./VFL Field Practicum and Seminar	1
RDNG 641	M.Ed./VFL Case Study Practicum and Seminar	1

Education Electives (4 semester credits)

EDUC 570	School and Society	2
EDUC 428G	Teaching Reading Through Child & Adolescent Lit.	2
SPED 505	Exceptionalities	2
EDUC 633	Literacy and English-Language Learners	2
EDUC 638	Developing Literacy in the Content Areas	2
EDUC 508/544	Reading & Language Arts	4

II. Optometry (6 semester hours)

Required Optometry Courses (4 semester credits)

OPT 744	Visual Problems That Relate to Learning Difficulties With Lab	3
OPT 765	Seminar in Multidisciplinary Service	1

Optometry Electives (2 semester credits)

OPT 743	Neurorehabilitative Optometry	2
OPT 790	Vision Ergonomics Research Seminar	2
OPT 956	Independent Study	2

III. Foundations of Research (4 semester credits)

OPT 560	Evidence Based Optometry	1
EDUC 670	Introduction to Professional Inquiry	1
EDUC 671	The Scholarship of Teaching	2
OPT 791	Thesis: Orientation and Planning	2

IV. Education Research Project (4 semester 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 M.Ed./VFL Coordinator must approve electives. A planned program of courses must be filed with the College of Education.

Students in the M.Ed./VFL program are charged 50% of the College of Education per-credit tuition rate for their College of Education courses.

COURSES

EDUC-255 Special Topics

See department for course description. Prerequisite: Sophomore standing or above.

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. 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. 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. 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. 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. 3 credits.

EDUC-355 Special Topics

See department for course description. May be repeated for credit when topic varies.

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. 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. 2 credits.

EDUC-395 Independent Study

See department for details. Independent study contract required.

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1 credit.

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-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. 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. 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. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-456 Continuing Studies

See department for details.

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. 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. Pass/No Pass. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits.

EDUC-476 Learning Communities: 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). 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: Junior standing or above (60 or more completed credits). 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-340 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound) across various categories (mental retardation, 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. May be repeated once for credit. 1-2 credits.

SPED 342 Assistive Technologies

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (mental retardation, 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.

EDTL-505 Prof Virtual Learning Communities

This course establishes an integrated theoretical framework to cultivate a habit of mind for effective technology integration that includes using action research to better understand critical problems of practice, and thinking about curriculum design as the interconnection between technology, pedagogy, and content knowledge [Technological Pedagogical Content Knowledge or TPACK]. Students will also use the National Educational Technology Standards for Teachers [NETS*T] to identify their own personal program learning goals specific to their needs and establish a benchmark against which to monitor their growth in technology literacy over the duration of the program. Students will learn how to navigate and access information on the Technology Learning Certificate [TLC] virtual infrastructure using all the required tools. By the end of the course, students will have set up or migrated their own professional virtual learning environment [VLE] in preparation for their participation in subsequent courses. Prerequisite: Admission to the Technology Learning program. 3 credits.

EDTL-510 Innovative Educational Technologies

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 through seminars and hands on activities. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505. 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. The course will consist of a series of readings, lab work, independent and small group work, in support of these projects and their presentations. Prerequisite: Admission to the Technology Learning program, EDTL 505 and EDTL 510. 3 credits.

EDTL-520 Applying Educ Tech to Problems of Prac

Students will engage in action research in their teaching settings to better understand critical problems of practice. Students 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. Students 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. Prerequisites: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510 and EDTL 515. 2 credits.

EDTL-525 Professional Practice & Beyond

This course brings closure to the certificate program by having students evaluate their growth, summarize their learning, and share their final work to the broader community. Issues related to technology leadership will be addressed and students will be encouraged to develop ideas for how to build on their new learning as well as explore their potential role as leaders in their respective fields. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510, EDTL 515, and EDTL 520. 1 credit.

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

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-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 & Psychology

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-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 Foreign Language 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-550 Practicum - General Education

Offers variable credit student teaching under the guidance of a university supervisor. May be repeated for credit. Pass/No Pass. 1-6 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-555 Special Topics

Course topics vary as approved by the College of Education. Offered for variable credit.

EDUC-556 Continuing Studies

See department for details. Independent study contract required.

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 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 credit.

EDUC-573 Practicum

Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. Prerequisite for full-time student teaching. May be repeated for credit. Pass/No Pass. 1-2 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. 2 credits.

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-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-601 Tchrs-Consumers of Research

Enables students to critically read a broad range of educational research and apply it to their own professional development and teaching. 2 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-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-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-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-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-631 Reading Assessments & Techniques

Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. 3 credits.

EDUC-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.

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-634 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.

EDUC-635 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.

EDUC-638 Developing Literacy in the Content Areas

Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. 2 credits.

EDUC-646 Adolescents As Readers & Writers

Explores the developmental needs of adolescents in regards to the reading and writing process. Explores adolescent literature and the use of new technologies as tools to support the academic learning, interest and emotional needs of students. 2 credits.

EDUC-647 Adv Reading Writing Study Skills

Specialized practical strategies to enhance comprehension in specific content areas and to help students prepare for the Oregon grades 8, 10 and 12 benchmarks regarding expository text. 2 credits.

EDUC-649 Young Adult Lit Gr 6-12

Survey of authors, illustrators, and specific books for young adults. Includes an overview of media literacy for young adults such as technology to support reading, environmental reading, newspapers, magazines, and television. 2 credits.

EDUC-655 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. 2-6 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-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-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

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.

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. 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.

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-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.

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 Stdnets 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 Stdnets 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 candidate's 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 (mental retardation, 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 hours.

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 two academic programs: a Communication Sciences and Disorders (CSD) minor and a master's degree program in Speech-Language Pathology (SLP) scheduled to begin Fall 2012. As part of the College of Education, faculty members 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.

What do Speech-Language Pathologists Do?

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.

Requirements for the minor: Communication Sciences and Disorders

The Communication Sciences and Disorders (CSD) minor is offered through the School of Communication Sciences and Disorders and is intended as a pathway to graduate programs in speech-language pathology, audiology, or special education. The minor specifically prepares College of Arts and Sciences on the Forest Grove campus who are completing an undergraduate major in any discipline with the prerequisite courses needed for entry into the Speech-Language and Pathology (SLP) master's degree program. The minor is also appropriate additional preparation for entry into the following 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 24 semester hours. The capstone project required for a bachelor's degree is completed within a student's major in the College of Arts and Sciences. In order to earn the bachelor's degree, students would meet the requirements as established by Pacific University for that degree.

		Credits
CSD 200	Introduction to Communication Sciences and Disorders	2
CSD 202	Acoustics and Phonetics	4
CSD 204	Anatomy and Physiology of Speech	4
CSD 206	Introduction to Speech and Language Development	4
CSD 300	Introduction to Audiology and Audiology Assessment	2
CSD 302	Adult Speech and Language Disorders	4
CSD 304	Child Speech and Language Disorders	4

Post-baccalaureate Prerequisite Entry Requirements for MS in Speech Language Pathology Program

Candidates with a bachelor's degree and no communications sciences and disorder (CSD) coursework in their undergraduate programs need to complete prerequisite course requirements (24 semester credits) prior to entry into the SLP master's degree program. The undergraduate CSD courses (202-404) are offered in such a way that these candidates can take them in an intense schedule, likely during summer semester, or in the fall and spring schedule offered to traditional undergraduate students. In addition, CSD 301 Professional Orientation to Communications Sciences and Disorders (2 credits) is required for post-baccalaureate students.

Note: As part of their broad liberal arts and science undergraduate degree, the American Speech and Hearing Association (ASHA) requires that master degree candidates show transcript evidence of at least one course in the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Example Pacific University Courses that meet ASHA Requirements for the Biological Sciences, Physical Sciences, Math, 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

Math (Minimum: One Course Required)	
MATH 165 Modern Topics in Mathematics	PSY 350 Behavioral Statistics
MATH 207 General Elementary Statistics	SOC 301 Social Statistics
Any Math Course above MATH 206	ECON 321 Econometrics

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

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-202 Acoustics & Phonetics

This course provides students with information on the physics of sound including basic acoustics, psychoacoustics and speech perception, and basic phonetics including the recognition and production of English speech sounds and the use of phonetic transcription to document production. 4 credits.

CSD-204 Anatomy & Physiology of Speech

This course includes information on the anatomy and physiology of the auditory system, the speech production mechanism and the swallowing mechanism. 4 credits.

CSD-206 Intro to Speech & Language Development

This course describes the acquisition of speech and language skills in typically developing children and adolescents. 4 credits.

CSD-300 Intro Audiology & Audiology Assessment

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. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 2 credits.

CSD-302 Adult Speech & Language Disorders

This course will provide an overview of the etiology and treatment associated adult speech and language disorders. Emphasis will be placed on theory and differential identification. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 4 credits

CSD-304 Child Speech & Language Disorders

This course introduces students to the prevention, etiology, assessment and treatment of speech and language disorders in children. Prerequisite: CSD 200, CSD 202, and CSD 204 each with a minimum grade of C. 4 credits.

TUITION

Forest Grove and Eugene graduate programs	\$625 per credit
Eugene Undergraduate program	\$625 per credit

Forest Grove Undergraduate program	
Annual (two 14-week semesters)	\$32,850
Part-time, per credit (1 through 11 credits)	\$1,368
Summer session, per credit	\$684
Audit, per semester hour	\$450

Students in the M.Ed./VFL program are charged 50% of the College of Education per-credit tuition rate for their College of Education courses.

POLICIES

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 teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;
2. Encourage scholarship;
3. Promote democratic citizenship;
4. Raise educational standards; and
5. Use professional judgment.

Statute Authority: ORS Ch. 342.175 to 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 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.
- 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 non-educational benefit 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 Ch. 342.175 to 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, inservice 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 associate dean. 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 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 and/or participate in the August ceremony in Forest Grove, 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.

Undergraduate students must earn at least a C in all COE courses; see the College of Arts and Sciences for policies regarding other undergraduate courses.

Incompletes

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 candidate from finishing all requirements of the course. The instructor and the candidate should agree upon a deadline by which all work will be completed. Candidates may not begin student teaching until all Incompletes are removed.

Normal Load

Carrying 8 credits or higher a term is considered a full-time load; 4 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.

COLLEGE OF HEALTH PROFESSIONS

Mission

Pacific University's College of Health Professions prepares its students to provide compassionate delivery of exemplary healthcare for a diverse population in a changing healthcare environment.

History

In 2004, the College of Health Professions was formed; consolidating all the health programs except for the College of Optometry under one umbrella. A new Health Professions Campus (HPC) opened in 2006 in Hillsboro, Oregon. The HPC is a partnership with Tuality Healthcare hospital and the Virginia Garcia Memorial Clinic. In the same year, new programs in Pharmacy and Dental Health Science were established, followed by a Master of Healthcare Administration Program in 2008, and a Graduate Certificate Program in Gerontology in 2010. A School of Audiology will enroll its first Doctor of Audiology class in 2012.

Schools and Programs

The College of Health Professions encompasses the following Pacific University Professional Schools and Programs:

- **School of Audiology (beginning in 2012)**
- **School of Dental Health Science**
- **Graduate Certificate Program in Gerontology**
- **Master of Healthcare Administration**
- **School of Occupational Therapy**
- **School of Pharmacy**
- **School of Physical Therapy**
- **School of Physician Assistant Studies**
- **School of Professional Psychology**

The Health Professions 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 health professions campus.

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 College of Optometry, 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 the 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.

Pacific University also offers coursework in Spanish specifically for healthcare providers. For additional information about this program, visit the Healthcare Spanish Program information pages.

COLLEGE-WIDE COURSES

CHP-301 Health Care Spanish I

This introductory course will develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. This class is intended for people with no previous Spanish language experience or people who have studied Spanish for one year or less in high school. Fall. Pass/No Pass. 1 credit.

CHP-302 Health Care Spanish II

This course will continue to develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. Prerequisite: CHP-301 or more than one-year high school Spanish. Fall. Pass/No Pass. 1 credit.

CHP-304 Healthcare Spanish I & II

This accelerated course will 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 to gain valuable understanding of basic cultural issues related to Hispanic patients. Pass/No Pass. 2 credits.

CHP-310 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's 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. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. 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 phases of the interprofessional course.

CHP-311 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's 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. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. 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 phases of the interprofessional course.

CHP-397 Parkinson's Disease

Overall disease and stages, pharmacology interventions and toxicity, changes in the visual/perceptual systems, balance and exercise, engagement in activities including adaptive equipment, home modification for aging in place, caregiver issues, depression, compulsive behaviors from medications, and research from dental sciences and dental care issues. 1 credit.

CHP-401 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-402 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-401/WebCAPE placement test. Spring. Pass/No Pass. 1 credit.

CHP-403 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-402/WebCAPE placement test. Late Spring. Pass/No Pass. 1 credit.

CHP-499 Interdisciplinary Seminar in Health Care

Topics vary. See department for details. 1-3 credits.

CHP-501 Health Care Spanish I

This introductory course will develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. This class is intended for people with no previous Spanish language experience or people who have studied Spanish for one year or less in high school. Fall. Pass/No Pass. 1 credit.

CHP-502 Health Care Spanish II

This course will continue to develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. Prerequisite: CHP-501 or more than one-year high school Spanish. Fall. Pass/No Pass. 1 credit.

CHP-503 Spanish for International Travel

This introductory course will develop the skills needed to understand and communicate in Spanish at a functional level within everyday healthcare practice. In addition, the course will help students gain basic cultural insights about Hispanic patients in preparation for travel. Prerequisite: one year of college Spanish or the equivalent/placement test. Fall. Pass/No Pass. 1 credit.

CHP-504 Healthcare Spanish I & II

This accelerated course will 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 to gain valuable understanding of basic cultural issues related to Hispanic patients. Pass/No Pass. 2 credits.

CHP-510 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's 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. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. 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 phases of the interprofessional course.

CHP-511 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's 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. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. 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 phases of the interprofessional course.

CHP-597 Parkinson's Disease

Overall disease and stages, pharmacology interventions and toxicity, changes in the visual/perceptual systems, balance and exercise, engagement in activities including adaptive equipment, home modification for aging in place, caregiver issues, depression, compulsive behaviors from medications, and research from dental sciences and dental care issues. 1 credit.

CHP-598 Interprofessional Focus on Dementia Care

This interprofessional course examines Dementia from three interrelated perspectives: a) The first perspective focuses on pathophysiology in different stages of the disease; b) The second perspective focuses on the impact dementia has on the family/caregivers, relevant communication strategies to enhance interactions, and coping strategies; c) The third perspective examines increasing quality of life for people with dementia and their families. Pass/No Pass. 1 credit.

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 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.

History of the School

The School of Dental Health Science was established by the Pacific University Board of Trustees in May 2005. The dental hygiene entry-level 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.

Goals

The goals of the School of Dental Health Science are to:

- Prepare dental health professionals for clinical, educational and leadership roles in a variety of settings
- Provide diverse patient populations with dental hygiene care which meets their individual needs
- Create a supportive learning environment which embraces creativity, flexibility and diversity
- Promote optimal oral health for the public through community outreach programs
- Advance the dental health professions through association activities and networking opportunities

Our programs prepare students to become dental hygienists who provide compassionate, patient-centered care to diverse patient populations in a variety of health care settings. Graduates will have the foundation to pursue careers in education, public health and management.

Graduates of the dental hygiene entry-level program will:

- provide patient-centered dental hygiene care based on current standards of practice and emerging scientific research;
- use effective communication skills, psychosocial concepts and cultural awareness to enhance dental hygiene care for diverse patient populations;
- demonstrate knowledge and skills needed to successfully complete the licensure process;
- participate in community outreach programs that promote optimal oral health and access to care;
- develop teaching strategies to effectively convey dental health information to individuals and groups;
- apply principles of business management to professional practice settings;
- pursue opportunities for lifelong learning to expand professional knowledge and skills;
- belong to and actively participate in professional associations and community groups; and
- commit to advancing the profession through leadership and networking activities;
- display ethical behavior and professional judgment in all aspects of practice.

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.

Clinical Facilities

Students receive their basic clinical education in the Pacific University Dental Health Clinic located at the Health Professions 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
Assistant 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
B.S., University of North Carolina, 2006
M.S. University of North Carolina, 2010

Pamela Kawasaki, M.B.A. (2007)

Assistant Professor
B.S., Oregon Health Sciences University, 1987
M.B.A. Portland State University, 1993

Amy Coplen, M.S. (2009)

Assistant Professor
B.S. University of Michigan, 2002
M.S. University of Michigan, 2009

Shawna Rohner (2008)

Instructor
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

Kelli B. Shaffer M.A.Ed. (2006)

Assistant Professor
B.A. Kent State University, 1991
A.A.S. Lakeland Community College, 1995
M.A.Ed. University of Phoenix, 2005

BACHELOR OF SCIENCE IN DENTAL HYGIENE

DEGREE REQUIREMENTS

The curriculum and sequence of courses are subject to change as needed.

Prerequisite coursework total = 48 semester credits
Dental Health course total = 77 semester credits
Bachelor of Science degree total = 125 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 126 semester credits with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science degree 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 (1 credit)
DHS 370 Dental Communications (2 credits)
CHP 310 Interprofessional Competence: Theory & Practice I (0.5 credits)

TOTAL CREDITS: 15.5

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 (2 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 II (0.5 credits)

TOTAL CREDITS: 16.5

Junior Year, Summer Term (8 weeks)

DHS 313 Dental Hygiene Seminar III (1 credit)
DHS 323 Dental Hygiene Clinic III (1 credit)
DHS 325 Pain Management (2 credits)
DHS 360 Oral Pathology (2 credits)

TOTAL CREDITS: 6

JUNIOR YEAR TOTAL = 38 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 Research Methods (3 credits)
DHS 445 Restorative Dental Procedures (3 credits)
DHS 460 Psychosocial & Cultural Aspects of Dental Care (3 credits)

TOTAL CREDITS: 15

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 450 Dental Public Health (3 credits)
DHS 462 Teaching Strategies for Dental Professions (3 credits)
DHS 465 Business Management for Dental Professions (3 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 455 Current Issues for Dental Professions (3 credits)
DHS 490 Dental Capstone (3 credits)

TOTAL CREDITS: 8

SENIOR YEAR TOTAL = 39 CREDITS

ADMISSION

Enrollment in the dental hygiene entry-level program is limited and admission is selective. Applying early will increase the chances of admission.

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 the dental hygiene entry-level 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 Sciences - 16 semester credits

- Chemistry - 4 semester credits
- Microbiology - 4 semester credits
- Human Anatomy & Physiology - 8 semester credits

Communication - 6 semester credits

- English Composition/Writing - 3 semester credits
- Interpersonal Communication - 3 semester credits

Social Sciences - 6 semester credits

- Psychology - 3 semester credits
- Sociology - 3 semester credits

Statistics - 3 semester credits

- A statistics course from a department of psychology, sociology, statistics or mathematics. A biostatistics course is acceptable.
- Arts - 3 semester credits
A course in art, music or theater

Humanities - 9 semester credits

- Courses in language, literature, philosophy, religion, ethics, history or media arts

Nutrition - 2 semester credits

Spanish - 3 semester credits

Medical Terminology - 1 course

Students must complete a minimum of 48 semester credits prior to starting the dental hygiene entry-level program. All prerequisite courses must be 100-level or above.

BACHELOR OF SCIENCE IN DENTAL HEALTH

DEGREE REQUIREMENTS

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 degree.

Students must successfully complete 18 semester credits in the following core courses (or equivalent):

DHS 440	Dental Research Methods	3 credits
DHS 460	Psychosocial & Cultural Aspects of Dental Care	3 credits
DHS 462	Teaching Strategies for Dental Professions	3 credits
DHS 465	Business Management for Dental Professions	3 credits
DHS 455	Current Issues for Dental Professions	3 credits
DHS 490	Dental Capstone	3 credits

Students must complete an additional 12 semester credits of elective courses. Dental health science courses may be used to complete the elective requirement.

ADMISSION

Enrollment in this 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. Contact admissions@pacificu.edu for information. 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.

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 periodontal dressings, suture removal and care for acute periodontal conditions. 1 credit.

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. The student will practice skills in a supervised clinical setting using teaching manikins, student partners and patients. Graded 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 findings 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. 2 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-354 Spanish for Dental Professions

This course emphasizes the use of Spanish language and understanding of Spanish-speaking cultures to enhance communication with patients in dental health care settings. 3 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. 1 credit.

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-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 clinical settings both on and off campus with limited supervision. Graded 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-440 Dental Research Methods

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 and specialty dental practices are discussed. Laboratory activities are designed to reinforce course content. 3 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-450 Dental Public Health

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-460 Psychosoc & Cultural Aspects Dental Care

This course addresses the psychological, social and cultural issues which 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-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 professional settings. 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-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.

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. Graded Pass/No Pass. 3 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.

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 dental hygiene entry-level 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 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 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

A final grade of C or above must be attained in each dental health course in order to continue to the following semester in the dental hygiene entry-level 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

Students who do not complete all classroom or clinical requirements for a course due to illness or circumstances beyond their control may receive an incomplete grade for that course at the discretion of the instructor. The student must present a valid reason for the incomplete work and must make arrangements with the course instructor to complete the course requirements. 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.

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	\$26,070
Fall Semester	\$10,428
Spring Semester	\$10,428
Summer Term	\$5,214
Per credit	\$659

Fees

Instrument kits & supplies (juniors)	\$2,300
Instrument kits & supplies (seniors)	\$1,500
Professional Assoc. dues	\$75

CALENDAR

Fall Semester 2011 (August 22 – December 15, 2011)

August 15-18	Orientation
August 22	Classes Begin
September 5	Labor Day; No Classes
November 21-25	Thanksgiving Break; No classes
December 9	Classes End
December 12-15	Final Exams

Spring Semester 2012 (January 9 – May 3, 2012)

January 9	Classes Begin
March 28-30	Spring Break; No classes
April 27	Classes End
April 30-May 3	Final Exams

Summer Term 2012 (June 4-August 3, 2012)

June 4	Classes Begin
July 2-6	Independence Day Break; No classes
August 3	Classes End

Graduation Events

Friday, August 10	DHS Recognition Ceremony
Saturday, August 11	Commencement

GRADUATE CERTIFICATE PROGRAM IN GERONTOLOGY

INTRODUCTION

The Graduate Certificate in Gerontology for the Healthcare Professional 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 Program in Gerontology for the Healthcare Professional 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)

Co-Director, Gerontology Certificate Program
Professor Occupational Therapy
B.S. University of Missouri, 1974
B.S. University of Kansas, 1983
M.S. Washington University, 1991
Ph.D. University of Missouri-St. Louis, 2001

M. Katie Farrell P.T., DSc (1998)

Co-Director, Gerontology Certificate Program
Professor Physical Therapy
B.S. Quinnipiac College, 1990
M.S. University of Pittsburgh, 1996
D.Sc. Rocky Mountain University, 2008

ADJUNCT FACULTY

Cory Balkan 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

Brad Fujisaki RPh, BCPS, Pharm.D. (2006)

Assistant Professor Pharmacy
B.S. Pharm. Oregon State University, 2000
Pharm.D. University of Colorado, 2009

Isaac Gilman B.A., MLIS, (2008)

Assistant Professor Library
B.A. Kenyon College, 2003
M.L.I.S. University of British Columbia, 2006

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

GRADUATE CERTIFICATE IN GERONTOLOGY

PROGRAM REQUIREMENTS

The curriculum is designed so that courses build upon each other; therefore students must complete the curriculum in sequence.

Fall Semester, 2011: 6 credits

GERO 500 Evidence Based Practice
GERO 525 Communication & Patient/Client Education

Spring Semester 2012: 6 credits

GERO 550 Aging Brain and Body
GERO 575 Dementia & Memory

Summer Term, 2012: 3 credits

GERO 600 Aging & Disability

Fall Semester, 2012: 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
- A current license in a healthcare profession or being in the final year of study in an entry-level program within the College of Health Professions at Pacific University
- Currently providing care to older adults or have an established 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 admissions@pacificu.edu.
- Official transcripts documenting course work from each college or university attended
- A letter from employer (or program dean or director, if a current student)
- 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.

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-525 Communication & Patient/Client Education

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.

POLICIES**Grading**

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
F	< 77

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.

Incompletes

Faculty may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, and there are extenuating circumstances such as health, family or other emergency reasons that prevent the student from completing all course requirements. The faculty member and the student must agree upon a deadline by which all course work will be completed and submitted to the faculty member. Students are given two academic semesters to make up any incomplete work and may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of "C+" or higher (GCGH Program faculty may adjust grades downward by one full grade due to late submission of student work). Incomplete grades automatically will change to a grade of F if the work is not completed within two academic semesters.

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.

TUITION

Tuition is \$412 per credit.

CALENDAR

Fall Semester, 2011

Sep 12	Classes Begin
Nov 23-25	Thanksgiving Holiday
	No Classes; University Offices Closed
Dec 16	Classes End
Dec 22 – Jan 2	Winter Holiday
	University Offices Closed

Spring Semester, 2012

Jan 9	Classes Begin
Mar 26-30	Spring Break
	No Classes; University Offices Open
Apr 27	Classes End

Summer Term, 2012

May 7	Classes Begin
May 28	Memorial Day Holiday
	No Classes; University Offices Closed
Jun 22	Classes End

MASTER OF HEALTHCARE ADMINISTRATION

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 classes held in the evenings on Friday and all day on Saturday, every other weekend. Because courses are team taught with healthcare professionals from the field, MHA students immediately apply learning from the classroom to their work in the profession. The design of the curriculum ensures that the skills and competencies that students develop are immediately applicable and relevant.

In addition, students from other programs at Pacific's College of Health Professions may apply to a dual-degree program, where they may earn the MHA degree concurrently or immediately following completion of their first 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, knowledge and competencies 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 College of Health Professions (CHP) campus (Creighton Hall) in Hillsboro, Oregon. The CHP campus includes a medical library, seven 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 credits) on Friday evenings and Saturdays.

Internship/Capstone Project

To graduate from the program, students are required to complete a Capstone (thesis) Project. For this project, students may select an applied research project from an associated internship, a field research project or a policy analysis paper 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 a benefit to, the organization. At the end of the project, each student or team of students is required to submit a capstone paper (thesis) 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. Capstone Projects 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
- Joint Program: Master of Healthcare Administration and Master of Arts in Counseling Psychology
- Joint Program: Master of Healthcare Administration and Doctor of Psychology
- Joint Program: Master of Healthcare Administration and Master of Science in Physician Assistant Studies
- Joint Program: Master of Healthcare Administration and Master of Occupational Therapy

FACULTY

Laura Dimmler Ph.D. (c), MPA, BA, (2008)

Program Director/Faculty, Master of Healthcare Administration
Ph.D. (c) University of Colorado-Denver, Present
MPA. Harvard University, 1988
B.A. California State University, San Diego, 1975

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

Michael Millard MS., R. Ph., (2008)

Assistant Professor Pharmacy/Master of Healthcare Administration
B.S. Oregon State University 1972
MS. Oregon State University 1976

Sara Hopkins-Powell, Ph.D. (2006)

Vice Provost of Academic Affairs
BS, Ohio State University
MPH, University of California, Berkley
Ph.D., University of California, Berkley

Dave Widen, R.Ph, M.B.A (2011)

Assistant Professor
B.S. Washington State University (1969)
M.B.A. Portland State University

ADJUNCT FACULTY

Heidi Behm, RN, PHN, MPH, Oregon Department of Human Services – Tuberculosis Controller

Tim Borne, MAIS, Northwest Permanente Medical Group – Executive Performance Consultant

Doug Boysen, JD, MHA, Samaritan Health Services – Vice President, General Counsel

Dan Briley, MBA, Legacy Health System – Director of Information Security & Compliance

Wayne Clark, MA, Legacy Health System – Vice President of Community Relations and Marketing

Lisa Goren, MS, Legacy Health System - Senior Organizational Development Consultant

Jon Hersen, MBA, MHA, Legacy Health System – Administrative Director of Legacy Medical Group Medical Specialties Division and Legacy Telemedicine Program

Joan Holmquist, MEd, Rady Children's Hospital, San Diego, CA – Training and Development Director

Pam Michalowski, BSN, Tuality Healthcare – Clinical Improvement Coordinator

Jennifer Reuer, MPH, Washington County Health and Human Services – Epidemiologist

Vince Roux, MBA, Manager Financial Planning and Analysis – Kaiser Permanente Northwest

Sharon Saty, MBA, Tuality Healthcare – Director of Standards and Performance Improvement

John Siemsen, MBA, Kaiser Permanente – Director of Strategic Planning and Business Development

MASTER OF HEALTHCARE ADMINISTRATION

DEGREE REQUIREMENTS

The MHA Program is considered a full-time curriculum and 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.

Fall 2011 Block I: Leadership 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

MHA 675 Internship/Capstone Research Project – 0 credits

CHP 510 Interprofessional Competence: Theory & Practice I – .5 credit

Spring 2012 Block II: Financial Management, Health Services Research, and Organizational Behavior

MHA 630 Healthcare Finance – 3 credits

MHA 650 Health Services Research and Evaluation Methods – 3 credits

MHA 610 Organizational Behavior in Healthcare Systems – 3 credits

MHA 675 Internship/Capstone Research Project – 0 credits

CHP 511 Interprofessional Competence: Theory & Practice II - .5 credit

Summer 2012 Block III: Operations Management and Conflict Resolution

MHA 620 Healthcare Operations Management – 3 credits
MHA 530 Healthcare Negotiations – 2 credits
MHA 675 Internship/Capstone Research Project – 0 credits
MHA 691 Capstone Integrative Seminar – 1 credit

Fall 2012 Block IV: Strategy Planning, Marketing, Law and Diversity

MHA 515 Managing Human Resources and Diversity in Healthcare - 3 credits
MHA 615 Strategic Planning and Marketing – 3 credits
MHA 640 Legal Aspects of Healthcare – 3 credits
MHA 675 Internship/Capstone Research Project – 0 credits

Spring 2013 Block V: Health Policy, Community Health, and Healthcare Information Systems

MHA 510 Policy, Regulation & Politics of Healthcare – 3 credits
MHA 525 Community Health and Managerial Epidemiology – 3 credits
MHA 635 Managing Information Systems in Healthcare – 3 credits
MHA 675 Internship/Capstone Research Project – 0 credits

Summer 2013 Block VI: Capstone Seminar and Practicum

MHA 550 Quality Management in Healthcare – 3 credits
MHA 675 Internship Capstone/Research Project – 1-9 credits
MHA 692 Capstone Integrative Seminar II – 1 credit

- 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.

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)
- \$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 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 our 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 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 these basic computer software skills will not be successful in 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 48 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 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 (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 Healthcare Negotiations – 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

Students may select from the following courses for the additional three required credits:

GPSY 899 Organizational Seminar – 3 credits
GPSY 877 Language and Culture of Organizations – 3 credits

ADMISSION

Requirements

Candidates from the School of Professional Psychology (SPP) 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 48 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 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 (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 Healthcare Negotiations – 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

Requirements

Candidates from the School of Professional Psychology (SPP) 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 & Master of Science Physician Assistant Studies

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 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 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 (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 Healthcare Negotiations – 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

Requirements

Candidates from the 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 PA students will be admitted into this program.

Joint Program: Master of Healthcare Administration and Master of Occupational Therapy

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.

MHA Courses (32 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 – 2 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)

OT 418 Scholarship & Evidence-Based Practice – 3 credits
OT 532 Management of OT Services – 3 credits
OT 533 Scholarship and Evidence-Based Practice – 3 credits
OT 632 Evidence-based Practice in Current Settings – 3 credits
OT 635 Visionary OT Program Development – 3 credits

ADMISSION

Requirements

Candidates from the Occupational Therapy 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 OT students will be admitted into this program.

COURSES

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 Healthcare Negotiations

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/Capstone 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. Internship Internships must take place within a healthcare organization under the supervision of an onsite preceptor. The student, faculty advisor, and preceptor must agree on the selection of an appropriate project which the student must describe in writing and submit to the MHA Program Director, the faculty advisor, and the preceptor for approval. During the internship, students must demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, and the project must demonstrate the application of quantitative and/or financial/analytic skills. A final paper analyzing the internship and the project is required of the student, as well as routine time logs of completed project work within the institution, and a presentation of the project to the organization's senior management, the MHA Program faculty, and fellow students. Healthcare Research or Health Policy Analysis Paper Under the direct supervision of faculty and the approval of the MHA Program Director, students may choose to complete a healthcare research, health management research, or health policy analysis paper of publishable quality. Potential peer-reviewed journals for publication of the paper must be identified in advance by the student, and the research designed, conducted, and reported according to the

peer-review standards of one of the cited journals. Students will be required to submit a copy of the journal standards as well as complete and submit a formal research proposal for approval by the faculty and the MHA Program Director. Specific proposal guidelines adopted by the MHA Program will be provided to students for this project. Students also will need to meet all Institutional Review Board requirements established by Pacific University. During the course of the research, students will be required to demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, particularly in regard to research design and methodology. Upon completion of the research, students will be required to present and defend the research before the faculty and fellow students. Field Research Project Students will be afforded an opportunity to conduct a field research project on a specific healthcare management problem in a community or institutional setting. A formal research proposal must be prepared, submitted, and approved by the faculty, the MHA Program Director and the institution involved in the research. Specific proposal guidelines adopted by the MHA Program will be provided to students for this project. Students also will need to meet all Institutional Review Board requirements established by Pacific University. During the course of the project, students will be required to demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, particularly in regard to research design and methodology. All projects will be designed collaboratively between students and faculty to round out a student's integrative experience in the MHA Program. Field research projects/papers must be presented to the faculty, the institution or community of research, and fellow students, and defended by the student.

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.

POLICIES

MHA 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. 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.

For information about adding, dropping, or withdrawing from courses, please contact the MHA Program Administrator.

Grading

The Master of Healthcare Administration Program uses the following grades:
A, A-, B+, B, B-, C+, C, C-, F

Incomplete Grades

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, and there are extenuating circumstances such as health, employment, family or other emergency reasons that prevent the student from completing all course requirements. 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 will be given two academic semesters to make up any incomplete work and may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of B or higher. Incomplete grades automatically change to a grade of F if the work is not completed within two academic semesters. 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.

Normal Load

9 credits is a full-time course load for the fall and spring semesters; 5 credits is half-time, except during the summer semesters. 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 3.50 GPA or higher will graduate With Distinction.

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.

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 pursuing 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:

- 1) 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.
- 2) Protecting the confidentiality of any medical, personal, academic, financial or business information, and respecting professional confidences.
- 3) 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.

- 4) 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.
- 5) Fostering a professional attitude and a positive environment for learning, and maintaining a spirit of cooperation and integrity within the community.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) 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.
- 10) 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 within the last three years are required to complete 180 hours of internship (two credit hours of MHA 675 with a grade of B or higher). The MHA Program Director and 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 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 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 credit hours 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 48-credit hour 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

Tuition for the MHA Program is per credit; for 2011-2012 it is \$738 per credit.

Fall Semester: 9 credits at \$738/credit = \$6,642
Spring Semester: 9 credits at \$738/credit = \$6,642
Summer: 6 credits at \$738/credit = \$4,428

Tuition for 2012-2013 has not been set, but the expected course load is:

Fall Semester: 9 credits
Spring Semester: 9 credits
Summer: 6 credits

Additional Expenses

Books and Laptop Computer: approximately \$4,500 for the entire program.

Reduced Tuition for Joint Program Participants

Tuition for students in one of the MHA joint programs is reduced for the MHA courses, at \$369/credit.

CALENDAR

Fall Semester, 2011

August 25	New Student Orientation
August 29	Classes Begin
Sep 5	Labor Day Holiday: No Classes; University Offices Closed
Nov 23 – 25	Thanksgiving Break: No Classes; University Offices Closed
Dec 3	Classes End
Dec 4 – Feb 5	Winter Break
Dec 23 – Jan 2	Winter Holiday; University Offices Closed

Spring Semester, 2012

Feb 6	Classes Begin
May 5	Classes End

Summer Term, 2012

May 7	Classes Begin
May 28	Memorial Day Holiday: No Classes; University Offices Closed
Jul 4	Independence Day Holiday: No Classes; University Offices Closed
Aug 4	Last Day of Classes
Aug 11	Commencement

SCHOOL OF OCCUPATIONAL THERAPY

INTRODUCTION

The School of Occupational Therapy at Pacific University offers a 31 month entry-level Master's degree program, resulting in a Master of Occupational Therapy (MOT) degree. This curriculum requires full-time attendance and consists of academic and laboratory experiences integrated with both part-time and full-time professional fieldwork 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 faculty and/or the Director of the School of Occupational Therapy.

Students who enter the MOT program without a bachelor's degree are eligible to apply for the Bachelor of Science in Human Occupation following completion of their first fall and spring semesters in the MOT curriculum (referred to as the 3/3 option for 3 years of undergraduate course work prior to entering the 3 year OT program).

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 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 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 of everyday living (i.e., occupations of taking care of one's self, earning a living, contributing to the community, and enjoying leisure).

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.

Graduates from the program exceed the defined standards of competence as identified by the American Occupational Therapy Association and are prepared to enter practice with a sound philosophical and theoretical knowledge base, professional and technical skills, and high ethical standards.

Fieldwork Experiences

Direct practical and clinical experiences in community and health care settings are integrated throughout 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 School of Occupational Therapy has agreements with many facilities throughout the northwest region, and other parts of the country, and a few 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 is unique in requiring three Level I (approximately 25 days) and three Level II fieldwork rotations (30 weeks total) occurring within the 31 month curriculum, assuring that students will graduate with effective skills for a wide range of practice settings.

All Level II fieldwork experiences 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 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 a rich array of these meaningful daily occupations to adapt, maintain, or improve an individual's ability to achieve self-fulfillment and life satisfaction.

Occupational therapy students and practitioners 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. 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 possibilities and 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 maintains 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 of Occupational Therapy is now one of seven 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 occupations 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.

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, or environmental issues. 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. Educating students with the skills to develop innovative private practices is a strength of the Pacific occupational therapy program.

Some occupational therapists serve in the role of an administrator, which require 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 coordination.

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 continuing education courses. However, 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, 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 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. An occupational therapist may, of course, combine research with other work in the field.

Mission

The School of Occupational Therapy educates students who integrate the art and science of occupational therapy and creatively collaborate with clients to improve health and participation in life. Through active engagement in diverse learning opportunities in the classroom and community, students graduate as competent, ethical practitioners who incorporate best evidence to guide current practice and advance emerging practice. Thus, graduates of the program promote health and well-being through engagement in therapeutic occupations (everyday life activities) that enhance quality of life for persons in the communities where they live, work, and play.

Our Philosophy

The ultimate goal of an occupational therapy education is to prepare occupational therapists to serve people to participate in the full range of life's everyday activities, or occupations, that we believe will lead to improved health and well-being. Students in the School of Occupational Therapy collaborate with faculty to shape their student- and learning-centered educational experience in a way that helps them understand the elements of client-centered OT practice. The educational process is directed to equipping the professional student with a full repertoire of skills, a comprehensive knowledge base, and advanced critical thinking abilities with which to provide excellent and relevant services to their future clients and promote occupational justice for all. Occupational injustice occurs when people do not have equal opportunities to pursue meaningful and healthful occupations due to economic, political, geographical, or other constraints. Occupational therapists increase occupational justice when they empower individuals, communities, or governments to improve opportunities for people to do those occupations that will enhance their health, satisfaction, and meaning in life. Occupational justice is accomplished through many means such as occupational therapy services that support occupational choice and social participation, advocacy, work for social justice, education, and public health promotion.

A primary belief within the School of Occupational Therapy is that in order to effectively address the complex problems and challenges facing people living in today's world, health service providers, and occupational therapists in particular, need to practice from an integrated base of knowledge. An integrated practitioner blends empirical knowledge of traditional sciences with the humanistic knowledge from behavioral, social, and philosophical disciplines for holistic practice. Students also are provided with an in-depth understanding of occupation in order to apply this most unique and powerful tool for promotion of health and well-being as the essential tool of occupational therapy. With this unique and complementary knowledge base, the student will also consider the person's mind, body, and spirit needs, particularly the spirit for action through occupation, that supports the whole human experience for optimal living and doing.

It is increasingly evident that optimum attainment of health and well-being occurs best with active engagement of the client in the therapy

process. Likewise, learning occurs best with active involvement of the learner. The School of Occupational Therapy curriculum immerses the student in active learning experiences throughout the curriculum that culminates with extensive full-time fieldwork experiences (more than 30 weeks) in which the student is mentored and guided into the field by practicing occupational therapists. As opportunities for fieldwork and practice increasingly include work with clients from diverse backgrounds, the curriculum assures the student will build a solid foundation of cultural competence and ethical reasoning.

Once the student has demonstrated competence in classroom and fieldwork courses, she or he develops projects that create innovative occupational therapy service plans and that envision creative future practices. These advanced projects are designed to address the needs of individuals or groups who typically would not have the option of occupational therapy services, yet are likely to benefit from an enhanced knowledge and role of occupation in their lives. In the program, students learn that there are many ways to achieve positive change, not only in the lives of their clients through effectively applied therapeutic occupation, but also how to improve society and health delivery systems through leadership and advocacy for occupational justice.

Goals

The learning process within this curriculum weaves together multiple levels of knowledge, skills, and abilities which shall, upon completion of the curriculum, enable the student to achieve these general outcome objectives:

- Reason from a sound philosophical base, while practicing both the art and science of occupational therapy, to provide quality services in a variety of practice environments
- Demonstrate the use of occupation in the maintenance, restoration, and promotion of health and wellness in environments of self-care, work, education, play, leisure, and social participation with individuals across the age span.
- Demonstrate the values, personal and professional ethics, and commitment to lifelong learning that are necessary to serve society and achieve fulfillment in ever-changing environments.
- Use professional and community leadership skills to promote the continuous evolution of quality health care within diverse social, cultural, political, and institutional environments.
- Promote understanding of the unique efficacy of occupation as a means of maintaining health in the community at large.
- Use and contribute to the body of knowledge related to the study of human occupation and the practice of occupational therapy.

Accreditation and Licensing

Successful accreditation of this new graduate entry-level curriculum was attained in August, 2007. This professional entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number in care of AOTA is 301-652-AOTA (2682). The website for AOTA is www.aota.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 and resultant graduation, 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.

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 OT 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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Ph.D. University of Southern California, 1999

MASTER OF OCCUPATIONAL THERAPY

DEGREE REQUIREMENTS

The MOT program consists of six semesters and two summer terms of didactic and fieldwork education, requiring some course or fieldwork during the summer months. 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 and fieldwork is required to earn the Master of Occupational Therapy (MOT) 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 second year fall classes students must attain a bachelor's degree.

FIRST YEAR

Fall Semester		Credits
OT 400	Foundations of Occupation and Occupational Therapy	4
OT 427	Occupational Therapy Process with Younger Children	3
OT 425	Neuroscience Fundamentals for Occupational Therapy	3
OT 416	Occupational Analysis	4
OT 419	Seminar I: The Profession of Occupational Therapy	1
CHP 510	Interprofessional Competence: Theory & Practice I	0.5

TOTAL 15.5 credits

Spring Semester		
OT 418	Scholarship and Evidence-Based Practice I	3
OT 422	Level I-A Fieldwork (January)	3
OT 432	Therapeutic Approaches for Client-Centered Practice	4
OT 433	OT Process with Older Children and Adolescents	3
OT 434	OT Process with Adults: Psychosocial Challenges	4
OT 435	OT Process with Adults: Physical Challenges	4
CHP 511	Interprofessional Competence: Theory & Practice II	0.5

TOTAL 21.5 credits

Summer Term		
OT 423	Level I-C Fieldwork	1
OT 437	Standardized Assessments in Client-Centered OT	3
OT 438	Occupation and Adaptation for People Experiencing Disabilities	3

TOTAL 7 credits

SECOND YEAR

Fall Semester		
OT 522	Level I-B Fieldwork	2
OT 523	Level I-B Fieldwork Seminar	1
OT 530	OT Process with Older Adults	4
OT 531	OT Process with Adults: Neurological Challenges	4
OT 532	Management of Occupational Therapy Services	3
OT 533	Scholarship and Evidence-Based Practice II	3

TOTAL 17 credits

Spring Semester and Summer Term		
OT 628	Seminar III: Fieldwork Preparation	1
OT 621	Level II-A Fieldwork	10
OT 629	Fieldwork II-A Seminar	1
OT 622	Level II-B Fieldwork	10
OT 624	Fieldwork II-B Seminar	1
OT 630	Advanced Occupational Therapy Process with Children	3

TOTAL 26 credits

THIRD YEAR

Fall Semester

OT 623	Level II-C Fieldwork	10
OT 627	Fieldwork II-C Seminar	1
OT 631	Seminar IV: The Reflective Practitioner	1
OT 634	Advanced Topics in Occupational Therapy	2

TOTAL 14 credits

Spring Semester

OT 632	Evidence-Based Practice in Current Settings	3
OT 633	Enacting Innovative Practice	4
OT 634	Advanced Topics in Occupational Therapy	1
OT 635	Visionary Occupational Therapy Program Development	3

TOTAL 11 credits

TOTAL CREDITS REQUIRED: 112

ADMISSION

Applicants for the MOT degree should request an occupational therapy application packet from Graduate Admissions (admissions@pacificu.edu). The initial application deadline is in December 5, 2011, with a final application deadline of January 11, 2012.

Enrollment is limited to 30 students per class and admission is highly selective. A bachelor's degree is strongly recommended but not 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

An on-campus interview also 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 which are deemed necessary for success within the curriculum. Factors considered include, but are not limited to:

- Self-management skills including skills in critical self-assessment of one's own needs and strengths
- Ability to assume responsibility for one's own personal and professional development
- Leadership skills
- General knowledge and interest in the study of human occupation (the way people use their time in self care, work and leisure activities)
- Ability to communicate effectively both verbally and in writing
- Interpersonal skills that include skills in small group interaction, receiving and giving constructive critique, and conflict resolution
- Critical thinking reflected in pursuit of knowledge through systematic inquiry, analysis, synthesis and problem solving
- Ability to articulate personal values and beliefs regarding issues of "health"
- Creativity
- Motivation for pursuing a career in occupational therapy
- Self-confidence

Admission Prerequisites

A bachelor's degree OR a minimum of 90 credits of college coursework from a regionally accredited college of university, including the specified prerequisite courses. At least four courses (12 credits) must be upper-division.

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 (self and others) including the individual experience, the social experience, and the cultural experience, 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 and self-reflection.

Statistics (2 semester credit minimum)

- Courses from any of the following (recommended to be taken in Psychology, Sociology, or Education):
 - 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.

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.

BACHELOR OF SCIENCE IN HUMAN OCCUPATION

This degree program is available only to student in the MOT program who entered without a bachelor's degree. It is referred to as the 3/3 option for 3 years of undergraduate course work prior to entering the 3 year OT program.

DEGREE REQUIREMENTS

Current enrollment in the MOT program, and successful completion of the first two program semesters. In addition to the coursework required for admission to the MOT program, applicants must have completed, at a minimum, the following undergraduate credits:

Arts – 2 semester credits

- Must include varied hands-on courses such as basic design, ceramics, dance, photography or music

Cross-cultural Studies – 2 semester credits

- Must include courses on the cultures of Asia, Africa, Latin America, or aspects of the American culture that draw upon these areas or the cultures of the indigenous peoples of North America

Mathematics – 3 semester credits

- Proficiency at an intermediate college level is required, demonstrated by a sufficient score on the mathematics test given to entering students, or by completion of a course equal to MATH 122 at Pacific University, or by completion of a statistics course

Foreign Language – 3-6 semester credits

- Proficiency at an intermediate college level is required, demonstrated by a sufficient score on the foreign language test given to entering Pacific University students. Students whose native language is not English are exempt.

ADMISSION

Contact Graduate Admissions for more information (admissions@pacificu.edu).

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-456 Individual Study in OT

A method of learning and plan for evaluation must be filed and approved before registration for individual study course work is allowed. 0-1 credit. Elective.

OT-400 Foundations of Occupation & Occ Therapy

Exploration and study of human occupation, examining the relationship between a person's engagement in occupation and his or her well-being. Includes overview of OT history, philosophy, use of theory to guide practice, and understanding of the role occupation plays in the delivery of OT services. 4 credits.

OT-416 Occupational Analysis

Focuses on exploring a wide array of occupations (ADL, IADL, education, work, play, leisure, social participation) and developing skills to analyze the person-environment-occupation interaction, as well as the therapeutic communication and interview skills needed to collaboratively assess occupational performance. (lecture, lab) 4 credits.

OT-418 Scholarship & Evidence-Based Practice I

Focuses on developing an appreciation for, and skills in, professional writing and presentations. Includes overview of quantitative and qualitative research methods to support ability to implement evidence-based practice in an integrated practice, and skills for referencing disease conditions. 3 credits.

OT-419 Sem I: The Profession of OT

Focus on understanding and development of attributes to support what it means to be a professional and professional graduate student as an evolving OT practitioner, with an exploration of ethics in the profession. 1 credit.

OT-422 Level I-A Fieldwork

Fieldwork experience in different settings in which OT practitioners provide services, primarily to observe and appreciate the diversity of approaches used by OT practitioners. Includes seminar to reflect on experience. Pass/No Pass. 3 credits.

OT-423 Level I-C Fieldwork

Fieldwork experience in select settings in which primarily psychosocial services are provided, to apply theories and techniques to practice in assessment and individual and group interventions. Includes seminar sessions to reflect on experience. Pass/No Pass. 1 credit.

OT-425 Neuroscience Fundamentals for OT

Develop understanding of the fundamentals of neuroanatomy and neurophysiology to interpret, evaluate, and treat clients with neurological impairments throughout the lifespan. Students gain competence in the integration of neuroscientific principles for application to occupational therapy clients with neurological disorders and the role of occupational engagement in intervention and recovery. 3 credits.

OT-427 OT Process with Younger Children

Evaluation and intervention with younger children through age 10. Includes focus on childhood development, client factors and application to provide OT services that promote children's abilities to participate in daily life activities. (lecture, lab) 3 credits.

OT-432 Therapeutic Appr for Client Ctrd Practic

Exploration of, and skill development with, therapeutic methods to enhance collaborative process during evaluation and intervention, advanced occupational analysis and adaptation of person-environment-occupation interaction. Includes a major focus on developing/implementing therapeutic OT groups. (lecture, lab) 4 credits.

OT-433 OT Process With Older Children and Adol

Evaluation and intervention to promote participation in daily life for older children and adolescents. Includes understanding and application of human and family development and OT frames of reference to guide OT process. (lecture, lab) 3 credits.

OT-434 OT Process Adults:Psychosoc Challenge

Evaluation and intervention to promote participation in daily life for adults experiencing psychosocial conditions. Includes understanding and application of frames of reference to address psychosocial issues affecting participation in occupations and in society. (lecture, lab) 4 credits.

OT-435 OT Process Adults: Physical Challenges

Evaluation and intervention to promote participation in daily life for adults with challenges arising from various physical conditions. Includes focus on understanding human movement and development through anatomy and kinesiology content, with application in context of promoting ability to engage in daily life activities. (lecture, lab) 4 credits.

OT-437 Std Assessments in Client-Centered OT

Skill development to select, appraise, administer and interpret standardized assessments commonly used in OT settings for persons across the lifespan. Includes in-depth exploration of psychometric properties and application to evidence-based practice. (lecture, lab) 3 credits.

OT-438 Occ/Adap People Experiencing Disability

In-depth exploration of the relationship between occupation and adaptation, focusing on the personal stories of people who experience a disability in today's society. Includes an exploration of advocacy, policy, law, and the social construct of disability. (lecture, lab) 3 credits.

OT-522 Level I-B Fieldwork

Fieldwork experience in settings where adults experience occupational challenges secondary to a range of human conditions (physical, mental, and developmental). Pass/No Pass. 2 credits.

OT-523 Level I-B Fieldwork Seminar

Reflection and integration of fieldwork experience with academic coursework, designed to further explore and understand the multiple roles of occupational therapy practitioners within current practice settings and the development of clinical reasoning. Taken concurrently with OT 522 Fieldwork Level I-B. Pass/No Pass. 1 credit.

OT-530 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, and application of health and wellness promotion for older adults. (lecture, lab) 4 credits.

OT-531 OT Process With Adults: 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. (lecture, lab) 4 credits.

OT-532 Management of OT Services

Basic introduction to the principles of development, delivery, and management of OT services and personnel in the context of current health care systems, focusing on factors and methods to develop and manage innovative OT services. 3 credits.

OT-533 Scholarship Evidence Based Practice II

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.

OT-610 Tutorials/Independent Study

Focused study in OT practice areas of interest. Pass/No Pass. 2 credits.

OT-621 Level II-A Fieldwork

Ten week full time experience in programs in which people seek services when occupational dysfunction occurs. Taken concurrently with OT 629. Pass/No Pass. 10 credits.

OT-622 Level II-B Fieldwork

Ten week, full time experience in programs in which people seek services when occupational dysfunction occurs. (taken during summer). Prerequisites: successful completion of second year coursework. Taken concurrently with OT 624. 10 credits.

OT-623 Level II-C Fieldwork

Ten week, full time experience in programs in which people seek services when occupational dysfunction occurs. Taken concurrently with OT 627. Pass/No Pass. 10 credits.

OT-624 Fieldwork II-B Seminar I

Analysis of critical reasoning process used in the provision of services during OT 622. Taken concurrently with OT 622. Pass/No Pass. 1 credit.

OT-627 Fieldwork II-C Seminar

Analysis of critical reasoning process used in the provision of services during OT 623. Taken concurrently with OT 623. Pass/No Pass. 1 credit.

OT-628 Seminar III: Fieldwork Preparation

Preparation for the transition from academic coursework to full-time Level II fieldwork education, focusing on critical reasoning skills and professional responsibilities. Pass/No Pass. 1 credit.

OT-629 Fieldwork II-A Seminar

Integration of academic coursework with fieldwork practice, focusing on clinical reasoning skills during fieldwork experience. Taken concurrently with OT 621. Pass/No Pass. 1 credit.

OT-630 Advanced OT Process With Children

Evaluation and intervention with children, applying evidence-based clinical reasoning using various frames of reference with emphasis on the role of family in supporting children's occupational development and participation. 3 credits.

OT-631 Seminar IV: The Reflective Practitioner

Reflection on previous fieldwork experiences to promote best practices in future fieldwork and practice settings with a focus on clinical and professional reasoning. 1 credit.

OT-632 Evidence Based Practice Current Settings

Application of an evidence-based approach to the development of research case studies based on students' experiences during their previous Level II fieldwork rotations. 3 credits.

OT-633 Enacting Innovative Practice

Collaboration between students, faculty, and community practitioners to create and implement an innovative OT project in the community. (lecture, lab). 4 credits.

OT-634 Advanced Topics in Occupational Therapy

A series of sessions focusing on specialty skills for selected practice areas. Will be taught in Fall for 2 credits and Spring for 1 credit for a total of 3 credits. Pass/No Pass. (lecture, lab). 1-2 credits.

OT-635 Visionary OT Program Development

Application of program development principles and methods to explore, envision, and propose creative models of OT services within various community settings. 3 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.

OT-656 Independent Study

Intended for advanced independent study work. A method of learning and plan for evaluation must be filed and approved before registration for individual study course work is allowed. Elective. 1-12 credits.

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.

Transfer Credit

The School of Occupational Therapy does not accept transfer credits.

Grading

The OT Program uses the letter grades A, A-, B+, B, B-, C+ and C. 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 2.7 cumulative GPA is required in order to graduate from the program. Grading methods are clearly outlined within each course syllabus.

Incompletes

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.

Normal Load

12 credits or higher is a full-time course load; 6 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.

Student Evaluations

Students are given regular 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.

Academic Standing-Advising Procedure

In the first half of the program, each student meets with his or her School academic advisor at least once each semester to review the feedback provided in the academic standing report. In the last half of the program, students experiencing a change in academic standing will meet with their academic advisor. Formally scheduled advising sessions are intended to identify potential academic difficulties or strengths for students and to clearly indicate to those students who may be at risk for, or have become subject to academic warning or probation, due to failure to meet program requirements and expectations. For students on academic warning or probation, a plan of action must be developed to address the performance deficiencies.

The action plan is designed to eliminate risk factors, performance deficiencies, or both in order to facilitate acceptable performance. An action plan will include a) behavioral outcomes, b) timelines for completion, c) and responsibilities of appropriate parties. The action plan will be approved and signed by the student, academic advisor, and program director, and will be used as a guide for remediation. In certain circumstances students may be required to present the action plan to the faculty.

Academic Expectations

- 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
- Appropriate professional/ethical conduct and attitudes.

Students receive feedback regularly in these five areas from academic advisors each semester.

Academic Standing

Good academic standing in the School of Occupational Therapy is defined as:

- 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 2.7 for all graded OT coursework

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 2.7 cumulative GPA is required in order to graduate from the program.

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 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 2.7;
- 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 2.7 for more than one semester at any time during academic program
- Cumulative GPA below 2.7
- 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 will be dismissed from the program for any one of the following:

- Receipt of a C- or below for a course grade, or a N (No Pass) for any requirement, course or fieldwork experience
- Cumulative GPA below 2.7 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.

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 rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; or
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

School faculty meet to evaluate academic progress and identify the status of each student at midterm and at the end of each grading period. Student status is identified and described as any one of the following:

Advising Regarding Academic Standing

Students are given regular feedback on their progress in the program at least once each semester. Faculty and fieldwork 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. In the first half of the program each student receives feedback regarding his or her own academic standing and performance from his/her academic advisor, and meets with his or her advisor to discuss it. In the second half of the program students are given the opportunity to meet with their advisors. Students experiencing a change in academic standing, however, must meet with their academic advisor. Formally scheduled advising sessions are 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

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 will include behavioral outcomes, time-lines and responsibilities of appropriate parties. The action plan will be signed by the student, academic advisor, and program director, and will be used as a guide for remediation.

In the case of academic warning, academic probation, or dismissal from the program, the following procedures are utilized:

1. The course instructor, supervisor, 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 faculty at large within ten calendar days of receipt of the written notice. The faculty determines the student's status for continuing in the program.
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 with the student to review the student's academic performance and inform the student of the faculty's decision regarding the student's academic standing. The student and academic advisor collaborate to develop a written action plan for remediation that is then submitted to the faculty within three weeks for approval.
5. Once the action plan is approved by the faculty, then the student, Program Director, and Academic Advisor all sign the plan of action and place a copy in the student's academic file.
6. A student who is on probation and who fails to meet the terms of the action plan may be dismissed from the program.
7. 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 where the first action taken by faculty will be to terminate the student.

Academic Standing Appeals

A student may appeal a decision of the School's academic standing procedures for dismissal through the College of Health Professions Standards and Appeals Committee. Appeals must be filed with the Director's office within 10 calendar days of notification of the original action. In the case of dismissal, the deadline date for receipt of an appeal will be printed in the letter from the Director. The student is not allowed to attend class until he or she has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee according to governing policies.

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
- The sanction imposed was not appropriate to the severity of the violation of professional or academic standards.

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 Failure.

Grievance Process

When a student has a general concern or problem related to his or her professional education or academic standing, other than 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. If the concern or problem is still not resolved, then;
4. The Program Director will refer the concern or problem to the School of OT faculty. The student will be requested to present the concern or problem to the School faculty, who will then make a final decision regarding the concern or problem.

If a concern or problem is related to the student's academic standing and is not resolved after following the above steps, the student may prepare a verbal appeal to the College of Health Professions Standards and Appeals Committee.

The grievance process applies only when the student is in good standing in the program. In the event of academic failure resulting in dismissal, the procedure will follow the Dismissal Policy.

Compliance with School 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 below). Students may not attend class until all documentation is current.

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. 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 will need to undergo a criminal background check in order to be able to participate in fieldwork or practice in certain settings.

TUITION

Annual:	\$25,434
Fall and Spring Semesters:	\$12,717
Summer Term:	\$4,219
Part time, per semester credit:	\$790
Audit, per semester credit:	\$350

FINANCIAL AID

The Financial Aid Program at Pacific University, including a summary of the sources and kinds of financial aid available, is described elsewhere in this catalog. 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
P.O. Box 31220
Bethesda, MD 20824-1220

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
P.O. Box 31220
Bethesda, MD 20824-1220

CALENDAR

Fall Semester 2011

August 18-19	MOT 1 Orientation for MOT 1
August 22	Classes Begin MOT 1, 2, 3
Aug 22 - Sept 23	Didactic (630 & 631) MOT 3
Sept 8 - Dec 1	Level IB FW MOT 2 (1 day per week)
September 5	Labor Day Holiday (NO CLASSES)
October 28	OTAO Conference (Classes cancelled) (Conference Oct 28-29)
Oct 3- Dec 9	Level IIC FW MOT 3
November 23, 24, 25	Thanksgiving break
December 8	Last Day of Semester MOT 2, 1
December 12- Jan 2	Holidays

Winter Term 2011

Jan 3 - Jan 20	Level IA FW MOT 1
Jan 9- Feb 3	Classes Begin MOT 2
January 9	Classes Begin MOT 3

Spring Semester 2012

January 23	Classes Begin MOT 1
January 23	Schedule Continues MOT 3
Feb 6– April 13	Level IIA FW MOT 2
March 19 – 23	Spring Break MOT 1&3
April 16– 20	Spring Break MOT 2
April 23– June 29	Level IIB FW MOT 2
May 10	Last Day of Semester MOT 1
May 17	Last Day of Semester MOT 3
May 19	Commencement
May 28	Memorial Day Holiday

Summer Term 2012

May 21-July 13	MOT1
May 28	Holiday-Memorial Day
July 4	Holiday-Independence Day

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 (independent or chain), 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. During the first two academic years, students spend one day every other week in a patient care/pharmacy setting gaining 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 2 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, one day every other week at sites in the Portland area

P2: Six weeks rotation at a site including and beyond Portland area during summer; Didactic Year on campus, one day every other week at sites in the Portland area

P3: Clinical Advanced rotations at sites including and beyond the Portland area

Mission

The mission of the School of Pharmacy is to provide a learner-centered environment with an integrated faculty that promotes excellence in professional pharmacy education, scholarship and service while preparing students to provide patient-centered care to a diverse population through teamwork, professionalism, and critical thinking.

Values

- **Advocacy:** We champion the needs and concerns of our students, patients, and profession.
- **Collaboration:** We work together with external pharmacy programs and other colleges within the University to foster collaboration among students, faculty, staff and administration.
- **Learning:** We provide meaningful and insightful experiences that encourage and shape a lifelong commitment to independent learning, mentoring others, and interprofessional teamwork.
- **Integrity:** We employ honesty, empathy, and ethical decision-making practices in all that we do.
- **Partnership:** We partner with community agencies, organizations, and patients to maximize the development of the profession.
- **Respect:** We accept, value, and respect others as reflected in our behavior, practices, and policies.
- **Scholarship:** We value and promote scholarship that manifests in many forms. These contributions are made for the advancement of patient care and the improvement of health care outcomes, and to support and promote scientific inquiry among the faculty and students.
- **Service:** We serve the community with excellence, to promote health and to minimize disparities and the effects of disease and disability for all its members.
- **Quality:** We provide the highest quality of care and learning environment and continuously strive to improve.

Vision

The Pacific University School of Pharmacy will attain prominence by graduating pharmaceutical care providers with knowledge and skills who are agents of change and advance innovative approaches to improving public health and care to diverse populations in their communities, including the underserved. The School will lead the development of educational and assessment strategies, and inter-professional education and improved practice models. The School will foster a culture of scholarship, attracting and retaining faculty dedicated to expanding the extent of human knowledge.

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.

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 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

Cassandra S. Arendt, Ph.D. (2007)

Assistant Professor
BS Biological Chemistry University of Chicago, 1995
Ph.D. University of Chicago, 2000

Bridget Bradley, PharmD, RPh (2011)

Assistant Professor
BS General Science Oregon State University, 2007
PharmD Oregon State University, 2009

Sarah Brown, PharmD, RPh (2007)

Assistant Professor
BS General Science Oregon State University, 2003
PharmD Oregon State University, 2006

Amber Buhler, Ph.D. (2006)

Assistant Professor
BA Chemistry/ Functional Biology CState University, 2001
Ph.D. University of Iowa, 2006

Pauline Cawley, PharmD, RPh (2007)

Assistant Professor
PharmD Massachusetts College of Pharmacy & Health Sciences, 2000

Lindsay Christensen, PharmD, RPh (2009)

Director for Experiential Education
Assistant Professor
PharmD University of Wisconsin-Madison, 2007

Mark Della Paolera, PharmD, RPh, BCPS (2009)

Assistant Professor
BS Pharmacy Oregon State University, 1998
PharmD University of Washington, 2008

Ian C. Doyle, PharmD, RPh, BCPS (2010)

Assistant Professor
PharmD University of the Pacific, 1993

Fawzy Elbarbry, Ph.D. (2008)

Assistant Professor
BS Pharmaceutical Sciences Tanta University, Egypt 1993
MS Pharmaceutical Chemistry Tanta University, Egypt 2002
Ph.D. University of Saskatchewan, Canada 2006

Melanie P. Foeppe, PharmD, RPh (2009)

Assistant Professor
BS Biochemistry University of Washington, 2003
PharmD University of Washington, 2007

Jeff Fortner, PharmD, RPh (2008)

Assistant Professor
BS General Science Oregon State University, 2001
PharmD Oregon State University, 2004

Brad Fujisaki, PharmD, RPh, BCPS (2006)

Assistant Professor
BS Pharmacy Oregon State University, 2000
PharmD University of Colorado, 2009

John Harrelson, Ph.D. (2006)

Assistant Professor
BS Chemistry Gonzaga University, 1994
Ph.D. University of Washington, 2005

Kenneth C. Jackson, II, PharmD, RPh, CPE (2007)

Associate Dean and Professor
BS Pharmacy University of Houston, 1989
PharmD Creighton University, 1996

Jennifer Jordan, PharmD, RPh, BCPS (2007)

Assistant Professor
PharmD The University of Arizona, 1996

Reza Karimi, Ph.D., RPh (2006)

Assistant Dean for Academic Affairs & Assessment
Associate Professor
MS Pharmacy Uppsala University, Sweden, 1991
Ph.D. Uppsala University, Sweden, 1998

Marianne Krupicka, PharmD, RPh, BCPS (2009)

Assistant Professor
BS Pharmacy Oregon State University, 1991
PharmD University of Washington, 1993

Joseph Lassiter, MS, RPh, BCPS, CPHIMS (2010)

Assistant Professor
BS Pharmacy St. Louis College of Pharmacy, 1999
MS Managed Care Pharmacy St. Louis College of Pharmacy, 2001

Kristine Marcus, RPh, BCPS (2007)

Assistant 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 Professor
BS Pharmacy Oregon State University, 1972
MS Pharmacy Administration Oregon State University, 1976

Vedavalli Pokala, Ph.D. (2007)

Assistant Professor
BS Botany Madras University, India, 1995
MS Biochemistry Madras University, India, 1997
Ph.D. Duquesne University, 2005

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)

Assistant Professor
MS Biochemistry University of Wyoming, 1988
Ph.D. University of Iowa, 1994

Susan Stein DHEd, RPh (2005)

Dean and Associate 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

Ty Vo PharmD, RPh, BCPS, CDE (2006)

Assistant Professor
BS General Science Oregon State University, 2001
PharmD Oregon State University, 2005

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 530	Introductory Pharmacy Practice Experience 1a – IPPE 1a (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 566	Pharmaceutical Sciences: Renal (2.50 cr)
PHRM 565	Pharmaceutical Sciences: Central Nervous System II (2.50 cr)
PHRM 564	Pharmaceutical Sciences: Cardiovascular (2.50 cr)
PHRM 567	Pharmaceutical Sciences: Pulmonary (2.50 cr)
PHRM 580	Pharmaceutical Sciences: Gastrointestinal, Nutrition, and Natural Products (2.50 cr)
PHRM 592	Pharmacy Practice 2 (3.50 cr)
PHRM 531	Introductory Pharmacy Practice Experience 1b – IPPE 1b (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 600	Introductory Pharmacy Practice Experience 2 – IPPE 2 (6.00 cr)
PHRM 641	Clinical Sciences: Introduction to Patient-Centered Care (2.50 cr)
PHRM 630	Introductory Pharmacy Practice Experience 3a – IPPE 3a (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: Male and Female Health (2.50 cr)
PHRM 648	Clinical Sciences: Gastrointestinal (2.50 cr)
PHRM 680	Clinical Sciences: Immunology (2.50 cr)
PHRM 631	Introductory Pharmacy Practice Experience 3b – IPPE 3b (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 684	Clinical Sciences: Acute care and Nutrition (2.50 cr)
PHRM 685	Clinical Sciences: Hematology and Oncology (3.00 cr)
PHRM 686	Clinical Sciences: Infectious Diseases III (2.50 cr)
PHRM 687	Clinical Sciences: Cardiovascular II (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: Community Pharmacy (6.00 cr)
PHRM 702	APPE: Hospital Pharmacy (6.00 cr)
PHRM 703	APPE: Ambulatory Care (6.00 cr)
PHRM 704	APPE: Internal General Medicine Selective (6.00 cr)
PHRM 705	APPE: Patient Care Elective (6.00 cr)
PHRM 706	APPE: Elective A (6.00 cr)
PHRM 707	APPE: Elective B (6.00 cr)
PHRM 708	National and State Board Examinations Preparation (6.00 cr)
PHRM 709	End of Year Examination/NAPLEX 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 will be incorporated and students will be expected to communicate electronically with preceptors, faculty, and classmates during all clinical rotations
- 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 activities as required
- If a student does not have a means of reliable transportation, s/he may take public transportation or arrange for private transportation if needed
- Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at experiential or clinical rotations
- Immunizations, state license and required trainings must be kept current from start of program through end of scheduled experiential assignments.

ADMISSION

Applicants to the program are required to apply on-line through Pharmacy College Application Service (PharmCAS): www.pharmacas.org. Applicants must also complete Pacific University's Supplemental Application. The supplemental application may be downloaded online at www.pacificu.edu/admissions/applications/index.cfm or requested from Graduate Admissions (admissions@pacificu.edu). 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 which 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 completed 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 or by correspondence 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.

Biological Sciences – minimum of 19 semester credits or 29 quarter credits

- 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

Chemistry - 16 semester credits or 24 quarter credits

- General Chemistry with Lab: 8 sem credits/12 quarter credits
- Organic Chemistry with Lab: 8 sem credits/12 quarter credits

Physics - 3 semester credits or 4 quarter credits

- General of upper-level Physics with Lab: 3 sem credits/4 quarter credits

Mathematics - 3 semester credits or 4 quarter credits

- 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

COURSES

PHRM-530 Intro Pharmacy Practice Experience 1A

In this experiential block students are in an institutional or community pharmacy site for 8 hour every other Tuesday. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including prescription processing, learning pharmacy roles, introduction to top 200 drugs and OTCs. 2 credits.

PHRM-531 Intro Pharmacy Practice Experience 1B

In this experiential block students are in an institutional or community pharmacy site for 8 hour every other Tuesday. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including prescription processing, learning pharmacy roles, introduction to top 200 drugs and OTCs. 2 credits.

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.

PHRM-560 Biomedical Sciences: Biochemistry I

This block introduces protein biochemistry and medicinal chemistry 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. 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 control of gene expression and regulation. In addition, the eukaryotic cell cycle and cancer biology, amino acids metabolism and deficiency, biosynthesis of fatty acids and steroids, and integration of metabolic pathways are highlighted. A few relevant topics are supplemented with medicinal chemistry and clinical correlations. 2.5 credits.

PHRM-562 Phrm Sci: PD & PK Interface

This block emphasizes the important roles pharmacodynamics play in the chemistry of receptors and ligands, pharmacological dose response relationships, and molecular basis of drug action. In addition, the molecular characteristics of receptors and signal transduction are emphasized. The interface between pharmacodynamics and pharmacokinetics in the areas of drug absorption, distribution, metabolism, and elimination is highlighted. A few relevant topics are supplemented with clinical correlations. 2.5 credits.

PHRM-563 Phrm Sci: Central Nervous System I

This block addresses basic physiology and pathophysiology principles in depression and psychosis and emphasizes the important roles the central neurotransmitters play in the Central and Autonomic Nervous System. 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-564 Phrm Sci: Cardiovascular

This block introduces basic physiological principles in blood circulation, heart rate and rhythm and addresses pathophysiology principles in hypertension, atherosclerosis, arterial clotting, arrhythmias, and heart failure. 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-565 Phrm Sci: Central Nervous System II

This block emphasizes the interrelationship between physiology, pathophysiology, and neurology in the areas of graded movement, memory, pain response, seizure, Parkinson's, and Alzheimer's disorders. 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-566 Phrm Sci: Renal

This block addresses the basic concepts and principles of renal blood flow, filtration, reabsorption, secretion, hemodynamics, acid-base, electrolytes, and fluids and relates these nephrological concepts to the major drug classes and agents used clinically for the treatment of these disorders 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. The course will also introduce students to pharmacogenomics, including pharmacogenetic nomenclature, relevant genetic and ethics concepts, and the potential contribution of genetic variation in drug metabolizing enzymes, targets and transporters to variation in drug response between individuals. 2.5 credits.

PHRM-567 Phrm Sci: Pulmonary

This block introduces the principles of respiratory gas exchange and acid base balance and explains the basic pathophysiology of asthma and chronic obstructive pulmonary diseases, smoking, and pulmonary hypertension. 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-580 Phrm Sci: GI, Nutrition, & Nat Products

This block delivers the basic concepts and principles of digestion 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 different types of diabetes and thyroid disorders and the mechanism 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 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-582 Phrm Sci: Hematology & Oncology

This block introduces students to the mechanisms of hematopoiesis, apoptosis, and venous clotting and the pathophysiology of anemia, deep vein thrombosis, 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, drug 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 introduces the basic principles of immunology and toxicology 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 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. In addition, toxicology and the pharmacologic use antidotes will be discussed. 2.5 credits.

PHRM-584 Phrm Sci: Pharmaceutics I

This block emphasizes the application of physical and chemical principles involved in the development, preparation, and stabilization of pharmaceutical dosage forms. In addition, the biological and physicochemical factors that influence the bioavailability of a drug from dosage forms and the subsequent disposition and response of drugs in the body are discussed. 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 introduces students to the principles of infectious diseases. The important roles antibiotics, antiviral, and antifungal play in the treatment of infectious diseases are discussed 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

This block emphasizes the application of pharmaceutics involved in the development and preparation of ophthalmic, otic, and sterile products. In addition, this block trains students to develop basic compounding skills by applying their pharmaceutics and pharmaceutical calculation knowledge to prepare sterile and non-sterile 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, patient counseling skills, pharmacy calculations, professional communication, leadership and professionalism. 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. 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, patient counseling skills, pharmacy calculations, professional communication, leadership and professionalism. 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-600 Intro Pharmacy Practice Experience 2

Application of skills developed during the first didactic year in both an assigned community setting, and a simulated health-system setting utilizing independent study. 6 credits.

PHRM-630 Intro Pharmacy Practice Experience 3A

Clinical application of skills and knowledge developed in the classroom to an assigned pharmacy setting with a preceptor. Emphasis is placed on communication, patient consultation, patient information gathering, self-care, drug information, and disease state management to coincide with pharmacotherapy courses; and by Learning Bridge assignments. 2 credits.

PHRM-631 Intro Pharmacy Practice Experience 3B

Continued clinical application of skills and knowledge developed in the classroom to an assigned pharmacy setting with a preceptor. Emphasis is placed on communication, patient consultation, patient information gathering, self-care, drug information, and disease state management to coincide with pharmacotherapy courses; facilitated by Learning Bridge assignments. 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 2, and applications to patient-centered pharmacy care including: appreciating different practice areas, levels of post-graduate training, inter- and intra-professional communication, using the medical chart and common clinical tools, and continuing to build on drug information 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 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 a review of related drug literature. 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: Male & Female Health

Application of pharmacotherapy of common male and female 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.

PHRM-680 Clinical Sci: Immunology

Application of immunologic, dermatologic, ophthalmologic, and 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 a review of related drug literature. 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, pharmaco-economic issues, medication use in special populations, and a review of related drug literature. 2.5 credits.

PHRM-688 Clinical Sci: Drug Induced Disease

Integration of pre-requisite pharmacotherapy, disease state management, and drug information knowledge/skill application to the development of differential diagnosis skills to assess causality, and therefore management, of drug induced disease and toxicology. 1 credit.

PHRM-690 Pharmacy Practice 3

Translate and reinforce didactic knowledge of pharmacotherapeutics and pharmacogenomics 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-701 APPE: Community Pharmacy

Six week clerkship rotation. 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: Hospital Pharmacy

Six week clerkship rotation. The purpose of this rotation is for students to gain professional skills in a hospital pharmacy setting. The Hospital 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 hospital pharmacy in providing consistent quality patient care. 6 credits.

PHRM-703 APPE: Ambulatory Care

Six week clerkship rotation. 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

Six week clerkship rotation. 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

Six week clerkship rotation. 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: Elective A

Six week clerkship rotation. 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: Elective B

Six week clerkship rotation. 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-708 National & State Board Exam Prep

The students are responsible for reviewing major pharmacotherapeutic topics during their APPEs and make necessary study plans for the preparation of the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). 6 credits.

PHRM-709 End of Year Examination/NAPLEX Review

In this block an overall review of the curriculum will be conducted in order to prepare students for board exams. In addition students will receive information about graduation. Students are required to be on campus. 2 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 credit.

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.

POLICIES

Licensing Requirements

Students must be eligible to obtain an Intern license 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>.

All students must maintain an active Oregon intern license while enrolled at the School. A copy of this document must be provided to the Academic Coordinator for Experiential Education, who is responsible for tracking student adherence with this policy. Revocation or expiration of said license precludes students' ability to participate in experiential activities. Students may, at the discretion of the School, be required to obtain and maintain a Washington State Intern License.

Prior to the third year, students must submit proof of Intern licensure to the Director of 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.

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. An "IN" (Incomplete with No pass) will 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 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 Assistant 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 is required at all scheduled instructional periods and all scheduled examinations and re-examination periods. Absence from scheduled instructional periods, assignments, examinations or re-examinations is permitted only under the following conditions:

- Student illness when accompanied by a physician's note describing the illness;
- A personal emergency or emergency in the student's immediate family, such as death, hospitalization or other emergency situation as granted by the Assistant Dean for Academic Affairs and Assessment on a case-by-case basis. In this case, the student must contact the block coordinator or the Assistant 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 and Alumni Affairs for coursework during the first two years and by the Director of 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 team examination, the student will not be entitled to receive team points. 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. Every effort should be made to schedule the makeup examination so that it does not jeopardize the student's performance on other scheduled examinations. The date and time of the makeup examination will be communicated to the Assistant 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 Assistant 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 who receive a No Pass ("N") for three blocks during any semester of the P1 or P2 year will be placed on academic probation. Students who successfully remediate all deficient blocks during the extended learning blocks will be removed from academic probation. Students may also be placed on Academic Probation based on failure to comply with School or University rules and procedures or inappropriate professional or ethical conduct.

Students on academic probation will be required to meet with their academic advisor on a schedule established jointly by the student and advisor. 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 "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 a "N" on three extended learning blocks will be withdrawn from the program. Students who receive a "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 academic probation as a result of receiving a "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 a "N" has been modified and/or is covered by more than one block in a revised curriculum, the Assistant 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 a "N" during any extended learning block. Students who receive a "IN" on a re-examination that covers the material for which they received a "N" in the extended learning block 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 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 Promotion 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	\$20,442
Per credit	\$839

2nd & 3rd Year Students

Per semester (Summer Term, 2011, Fall Semester, 2011, Spring Semester, 2012)	\$13,628
Per credit	\$839

Fees

1st Year Students

Laboratory Fees	\$600
BLS and Immunization Certification	\$175
E-Value Fee	\$75

2nd Year Students

Laboratory Fees	\$600
ACLS	\$225
E-Value Fee	\$75

3rd Year Students

Experiential Fee	\$600
E-Value Fee	\$75

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

Summer Semester, 2011

May 16	Summer Semester Begins (P3)
May 30	Summer Semester Begins (P2)
May 30	Memorial Day: No Classes; University Offices Closed
Jul 4	Independence Day: No Classes; University Offices Closed
Jul 29	Summer Semester ends (P2)
Aug 5	Summer Semester end (P3)

Fall Semester, 2011

Aug 8	Fall Semester Begins (P3)
Aug 9-11	Orientation Week (P1 & P2 only)
Aug 10	White Coat Ceremony (P1 only)
Aug 11	Teamwork Activity
	Welcome Picnic
Aug 12	International Student Orientation
Aug 15	Fall Semester Begins (P1 & P2)
Sep 5	Labor Day Holiday: No Classes; University Offices Closed
Sep 15	Scholarship Recognition and Reception
Sep 15-16	Career Prep Workshops and Exposition/Showcase
Nov 23-25	Thanksgiving Holiday: No Classes; University Offices Closed
Dec 9	Fall Semester Ends
Dec 12-20	Fall Extended Learning
Dec 21-Jan 1	Semester Break
Dec 22-Jan 1	Winter Holiday
	University Offices Closed

Spring Semester, 2012

Jan 2	Spring Semester begins
Mar 22-23	Spring Break: No Classes; University Offices Open
May 18	Spring Semester Ends (P1 & P2 only)
May 14-22	Summer Extended Learning
May 14-18	Graduation Week (P3 only)
May 19	Commencement

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 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 (Entry-level Program)

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-learning 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

Jason Brumitt M.S.P.T., SCS, ATC, CSCS (2007)

Assistant Professor of Physical Therapy
B.S. Southern Oregon State College, 1995
M.S.P.T. Pacific University, 1999

Kenneth W. Bush Ph.D., P.T. (1991)

Professor Physical Therapy
M.P.T. Baylor University - U.S. Army, 1975
Ph.D. University of Virginia, 1987

Nancy Cicirello Ed.D., P.T. (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
D.Sc. Rocky Mountain 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/San Francisco State University, 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

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 B.S., P.T., M.S. (1994)

Assistant Professor Physical Therapy
B.S. Oregon State University, 1983
B.S. University of Maryland at Baltimore, 1987
M.S. Oregon State University, 2009

Rebecca A. Reisch D.P.T., P.T., OCS (2004)

Associate Professor Physical Therapy
B.S. University of Wyoming, 1998
M.S.P.T. Pacific University, 2001
D.P.T. Pacific University, 2002

Richard A. Rutt Ph.D., P.T., ATC/R (1993)

Professor/Director Physical Therapy
B.S. Morningside College, 1972
M.S. Texas Woman University, 1982
Ph.D. University of Virginia, 1988

Sheryl L. Sanders Ph.D. (1998)

Associate Professor Physical Therapy/Physician Assistant Studies
B.A. Asbury College, 1985
Ph.D. University of Kentucky, 1989

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, 1973

Floris G.H. Van de Ven P.T., D.P.T, MHA (2006)

Instructor (Part-time) Physical Therapy
B.S. SAFA School of Physical Therapy, 1979
M.H.A. Chapman University, 1999
D.P.T. Pacific University, 2004

Brett Windsor P.T., MPA, OCS, FAAOMPT (2008)

Assistant Professor Physical Therapy
B.S. Curtin University, 1994
M.P.A. Portland State University, 2009

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
CHP511 Inter-professional Competence: Theory & Practice II	0.5

Total 21.75

First Year, Summer Term (4 Weeks)

DPT 570 Clinical Internship I	4
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Second Year, Fall Semester

DPT612 Neuromuscular System: Examination & Intervention I	4
DPT632 Musculoskeletal Examination & Intervention for Neck and Trunk	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

*may be taken in place of DPT 790

Total 22-23

Third Year, Spring Semester (18 weeks)**Courses**

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 March 1.

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 or 12 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.

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 Exercise

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-550 Physiology & Pharmacology

This course is a study of human physiology from the cellular level of metabolic functions to the operation of primary and specialized organ systems. Emphasis is placed on application of physiologic principles to the development of optimal function and efficient human movement. The following areas are stressed: muscle and bone physiology, cardiovascular and respiratory dynamics, renal function, and hormonal control of homeostasis. Pathophysiological changes and medical, surgical and pharmacological management of patients with cardiac, pulmonary, renal and endocrine conditions that interrupt optimal function are also presented. Methods designed to improve performance are discussed and instrumentation frequently used to evaluate cardiac and pulmonary function are presented in the laboratory setting. 4 credits.

DPT-552 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 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-610 Neuromuscular Systems Exam/Intervention

Clinical application of observation skills for motor function within environmental contexts and treatment intervention when a motor problem exists will be explored. Students will develop recognition skills of motor control dysfunction across the life-span, considering one's life "participation" in meaningful contexts and to evaluate these within the International Classification of Functioning, Disability and Health (ICF, WHO, 2002). Treatment interventions presented will include remediation, compensation, facilitation, and motor learning. Clinical decision making will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals. Documentation, goal writing, and measurement of outcomes will be incorporated. Laboratory components will include identifying typical motor development and abilities across the lifespan, specific pathology, evaluation and treatment of the patient presenting with congenital (spina bifida), traumatic spinal cord injury (SCI), and balance disturbances. In addition, students will gain entry-level competencies in client-centered wheelchair acquisition for achieving independent mobility participation and/or orthotic positioning and support across the life span. During lab sessions, students will practice clinical decision-making and therapeutic interventions specific for the functional limitations and impairments associated with activity participation in accordance with the ICF framework. 3 credits.

DPT-611 Adult Neuromuscular: Exam/Interv

Incidence, etiology and medical management of people with traumatic brain injury, cerebral vascular accident (CVA), Parkinson's disease, Multiple Sclerosis, and other adult onset pathologies will be discussed. Students will learn how to adapt and prioritize their physical therapy examination and interventions for these patient populations. Working with Speech and Language Pathology will be introduced. During lab sessions students will practice: movement analysis; clinical decision making; interventions, within a motor learning framework, specific for the activity limitations and impairments associated with these diagnoses; and documentation. Students will also have the opportunity to work with volunteers who have had a CVA. 3 credits.

DPT-612 Neuromuscular Sys Exam/Intervention I

Clinical application of observation skills for motor function within environmental contexts and treatment intervention when a motor problem exists will be explored. Students will develop recognition skills of motor control dysfunction across the life-span, considering one's life "participation" in meaningful contexts and to evaluate these within the International Classification of Functioning, Disability and Health (ICF, WHO, 2002). Treatment interventions presented will include remediation, compensation, facilitation, and motor learning. Clinical decision making will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals. Documentation, goal writing, and measurement of outcomes will be incorporated. Laboratory components will include identifying typical motor development and abilities across the lifespan, specific pathology, evaluation and treatment of the patient presenting with congenital (spina bifida), traumatic spinal cord injury (SCI), and balance disturbances. In addition, students will gain entry-level competencies in client-centered wheelchair acquisition for achieving independent mobility participation and/or orthotic positioning and support across the life span. During lab sessions, students will practice clinical decision-making and therapeutic interventions specific for the functional limitations and impairments associated with activity participation in accordance with the ICF framework. 4 credits.

DPT-613 Adult Neuromuscular System: Exam/Interv

Incidence, etiology and medical management of people with traumatic brain injury, cerebral vascular accident (CVA), Parkinson's disease, Multiple Sclerosis, and other adult onset pathologies will be discussed. Students will learn how to adapt and prioritize their physical therapy examination and interventions for these patient populations. Working with Speech and Language Pathology will be introduced. During lab sessions students will practice: movement analysis; clinical decision making; interventions, within a motor learning framework, specific for the activity limitations and impairments associated with these diagnoses; and documentation. Students will also have the opportunity to work with volunteers who have had a CVA. 2 credits.

DPT-620 Motor Control & Motor Learning

Introduction to theories in motor control and motor learning. Application of these theories to the clinical practice of physical therapy. Application of research evidence to the treatment of specific clients is emphasized. Topics include: identifying primary problems in motor control, quantifying motor control, types of feedback and feedback schedules, practice conditions, task-oriented practice, strategies for improving ambulation, and disorders of upper limb control. 2 credits.

DPT-630 Musculoskel Exam/Intervention

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. 4 credits.

DPT-631 Musculoskeletal Exam/Intv Neck & Trunk

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. 3 credits.

DPT-632 Musculoskeletal Exam/Int Neck & Trunk

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-640 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. 4 credits.

DPT-641 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. 4 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-645 Orthotics and Prosthetics

Includes upper and lower extremity and trunk orthotic devices and upper and lower extremity prosthetics. The course includes lecture and clinical laboratory practice. 2 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-651 Integum Cond & Diff Diagnosis

This course is a continuation of DPT 650 and includes the pathophysiology and medical interventions for the gastrointestinal, genitourinary and integumentary organ systems. 2 credits.

DPT-652 Physiology & Pharmacology

This course is a study of human physiology from the cellular level of metabolic functions to the operation of primary and specialized organ systems. Emphasis is placed on application of physiologic principles to the development of optimal function and efficient human movement.

The following areas are stressed: muscle and bone physiology, cardiovascular and respiratory dynamics, renal function, and hormonal control of homeostasis. Pathophysiological changes and medical, surgical and pharmacological management of patients with cardiac, pulmonary, renal and endocrine conditions that interrupt optimal function are presented. The pathophysiology and medical interventions for the gastrointestinal, genitourinary and integumentary organ systems are included. Methods designed to improve performance are discussed and instrumentation frequently used to evaluate cardiac and pulmonary function are presented in the laboratory setting. 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-690 Educ Strategies for Physical Therapists

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. 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-700 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. 4 credits.

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-720 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. 8 credits.

DPT-721 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. 8 credits.

DPT-722 Clinical Internship VI

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. 8 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 I 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-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.

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

Incomplete

An Incomplete is given when, at the time grades are reported, some portion of the student's work in a course (didactic or clinical internship) is lacking, for an acceptable reason such as a student illness, performance anxiety during a practical examination, or death of a family member or a close friend. The course instructor will determine the manner in which the Incomplete grade will be converted to a final grade. The instructor who gives the Incomplete grade for a course will specify the date by which the student must make up the deficiency.

Didactic Courses use: A, A-, B+, B, B-, C, F, P, or N

Clinical internships use: P, and N

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 and DPT 640: all 1st year coursework
- for DPT 641: coursework through 2nd year fall semester
- for DPT 720: coursework through 2nd year spring semester
- for DPT 721 and DPT 722: 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 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	\$28,094
Semester	\$14,047
Part-time, per semester credit	\$820
Audit, per semester hour	\$350

Transition Doctor of Physical Therapy

Per credit	\$450
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CALENDAR

2011 FALL SEMESTER

Aug 22 – Oct 14 (8 wk)	Third Year Students - Clinical Internship IV
Aug 18	First Year PT Student Orientation 8-4pm
Aug 19	Conference for Faculty/Administrators
Aug 22 (Monday)	First Day of Classes - First and Second Year Students
Sept 5	Labor Day Holiday – no classes
Oct 17	Third Year Students - Start of Classes
Oct 17 – Nov 11 (4 wk)	Second Year Students - Clinical Internship II
Oct TBD	APTA National Student Conclave – TBD
Nov 23 (noon), 24, 25	Thanksgiving Vacation
Dec 5-9	First & Second year Final Examinations
Dec 9	Third year students Last day of Fall classes
Dec 12 - Jan 6	Holiday Break (Dec. 22 –Jan 2 PT office closed)

2012 SPRING SEMESTER

Jan 9	First Day of Classes - First and Second Year Students
Jan 9 – Mar 2 (8 wk)	Third Year Students - Clinical Internship V
Feb 20 – Mar 16 (4 wk)	Second Year Students - Clinical Internship III
Mar 5 – Mar 16	Third Year Students - Recommence Academics
Mar TBD	OPTA Annual Conference – TBA
Mar TBD	Recruitment Day
Mar 19 – May 11 (8 wk)	Third Year Students - Clinical Internship VI
Mar 24- Apr 1 st	Spring Break - First and Second Year Students
Apr 30- May 4	First Year Students - Final Examinations
May 7 – June 1 (4 wk)	First Year Students - Clinical Internship I
May 7-11	Second Year Students - Final Examinations
May TBD	All Univ. Faculty Conference 4-7pm
May 17	Third Year Students – Exit Interview 9:30am-3pm
May 19 (Saturday)	Commencement
June TBD	APTA National Conference – TBA

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 Mission of the Physician Assistant Program is to prepare students to provide quality care for a diverse population in a changing healthcare environment through an education based in primary care medicine with a focus on critical thinking. Our global perspective on healthcare is supported by our focus on community based practice and international education. We embrace the role of the physician assistant in an interprofessional team, and are committed to the advancement of the profession by participating in professional, legislative and community activities.

Values

The faculty, staff, students, and alumni of the Physician Assistant Program:

- Advocate for the highest quality of care for all patients
- Support the patient's right to participate in all health care decisions
- Value the diversity of all cultures, people and lifestyles
- Respect the social, emotional and spiritual needs of the individual
- Promote the interprofessional approach to achieving healthcare equity within communities
- Honor professionalism through respectful interactions
- Encourage lifelong learning through the application of evidence based concepts
- Maintain a commitment to self-awareness and well being

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 program 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 principals to clinical decision making and professional behavior
- Understand the role of the Physician Assistant in the health care team

Facilities

The School 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 Physician Assistant Program of Pacific University has affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians. Clinical rotation placements are driven by the programs focus on the underserved communities and are located locally, throughout the Pacific Northwest, nationally and internationally.

Accreditation

The Pacific University School of Physician Assistant Studies has received full accreditation from the Accreditation Review Commission on Education for the Physician Assistant through September 2016. Graduates from an ARC-PA accredited program 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 program 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
Associate 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

James Ferguson, PA-C, MPH (2008)

Academic Faculty
Assistant Professor
Distinguished Fellow, American Academy of Physician Assistants, 2008
PA Certificate, Wake Forest University, School of Medicine, Physician Assistant Program, 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

Anya Hill, RN, PA-C, MS (2009)

Clinical Coordinator
Assistant Professor
M.S. Physician Assistant Studies & PA Certificate, Pacific University, 2005
B.A. Scientific Investigation, The Evergreen State College, 1999
B.A. English Literature, University of Oregon, 1996
AAS/RN, St. Louis Community College, 1977
NCCPA Certified
RN Licensure: Oregon

Judy Ortiz PA-C, MHS, MS (1998)

Program Director
Professor
Distinguished Fellow, American Academy of Physician Assistants, 2008
M.H.S. and PA Certificate, Duke University, 1993
M.S. Wake Forest University, 1991
B.S. Ball State University, 1989
NCCPA Certified

Mark Pedemonte, MD (2005)

Academic Faculty
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
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

Robert P. Rosenow, Pharm.D., O.D. (1980)

Academic Faculty
Professor
Pharm.D. University of the Pacific, 1976
O.D. Pacific University, 1988
B.S. Biology, University of the Pacific, 1974

Sheryl Sanders, Ph.D. (1998)

Anatomy Instructor
Associate 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)

Academic Coordinator
Associate Professor
Distinguished Fellow, American Academy of Physician Assistants, 2008
DHEd, Nova Southeastern College, 2010
M.S. Arizona School of Health Sciences, 2002
P.A. Certificate, University of Washington Medex PA Program, 1995
NCCPA Certified
Specialty Certification in Migraine and Headache Management, Lifestyle Counseling

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

DEGREE REQUIREMENTS

The program is 27 months full-time, divided into two phases over seven consecutive semesters.

Phase I: Didactic year (12 months) on campus

Phase II: Clinical /Project Year (15 months) at sites throughout Oregon, surrounding states and internationally

Total Credits: 128

PHASE I DIDACTIC YEAR

Summer Term (13 weeks, 18 semester credits)

		Credits
PA 510	Current Topics in the PA Profession	2
PA 520	Behavioral Medicine	2
PA 530	Clinical History	3
PA 553	Fundamentals of Clinical Medicine	4
PA 556	CM Genetics	1
PA 557	CM Geriatrics	1
PA 581	CM Infection and Immunology	3
PA 595	Introduction to Evidence Based Healthcare	2

TOTAL 18 credits

Fall Semester (16 weeks, 23.5 semester credits)

CHP 510	Interprofessional Competence: Theory & Practice I	0.5
PA 571	CM Nephrology	3
PA 576	CM Hematology, Oncology	3
PA 577	CM Endocrinology	3
PA 582	CM Dermatology, Eye, ENT	3
PA 583	CM Pulmonary Medicine	3
PA 585	CM Cardiology, ECG	3
PA 586	CM Gastroenterology	3
PA 587	CM Men's Health	2

TOTAL 23.5 credits

Spring Semester (16 weeks, 21.5 semester credits)

CHP 510	Interprofessional Competence: Theory & Practice II	0.5
PA 590	CM Neurology	3
PA 591	CM Musculoskeletal	4
PA 592	CM Women's Health	4
PA 593	CM Pediatric Medicine	3
PA 596	CM Emergency Medicine	3
PA 597	CM Surgery, Hospital Care	3
PA 598	CM Whole Patient	1

TOTAL 21.5 credits

PHASE I TOTAL 63 credits

PHASE II CLINICAL ROTATIONS YEAR

Summer Term (14 weeks, 15 semester credits)

PA 610 Clinical Rotation Seminar (one week)	2
PA 665 Professional Practice Seminar I (one week)	1
Rotation 1 (6 week Rotation)*	6
Rotation 2 (6 week Rotation)*	6

TOTAL 15 credits

Fall Semester (18 weeks, 18 semester credits)

Rotation 3 (6 week Rotation)*	6
Rotation 4 (6 week Rotation)*	6
Rotation 5 (6 week Rotation/Project)*	6

TOTAL 18 credits

Spring Semester (19 weeks, 19 semester credits)	
Rotation 6 (6 week Rotation/Project)*	6
Rotation 7 (6 week Rotation/Project)*	6
Rotation 8 (6 week Rotation/Project)*	6
PA 666 Professional Practice Seminar II (one week)	1

TOTAL 19 credits

Final Summer Term (13 weeks, 13 semester credits)	
Rotation 9 (6 week Rotation)*	6
Rotation 10 (6 week Rotation)*	6
PA 667 Professional Practice Seminar III (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 In-patient Medicine 6 weeks
- PA 634 Surgery 6 weeks
- PA 636 Emergency Medicine 6 weeks
- PA 637 Community Medicine 6 weeks
- PA 639 Primary Care (Pediatrics/Women's Health/Geriatrics/Family Medicine).6 weeks
- PA 640 Elective Rotation 6 weeks
- PA 696 Graduate Project (6 semester credits) completed during fall or spring semester

PHASE II TOTAL 65 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
- Objective evaluation of interviewing and history taking skills utilizing the Leicester Assessment Package (LAP)

To graduate from the program 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 not to work while enrolled in the PA Program. Any student who chooses to work is 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 will be 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 will be incorporated into the PA Program and students will be expected to communicate electronically with program 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.

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 submitted and completed to CASPA by September 1. Supporting SCASPA documentation is accepted until October 1.

Pacific University's Supplemental Application, at www.pacificu.edu/admissions/applications/index.cfm or requested from Graduate Admissions (gradadmissions@pacificu.edu), also is required; deadline for the submission of the supplemental application is September 15. 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 in the PA Program is limited. To be eligible for admission, students must have earned a bachelor's degree from a regionally accredited college or university by the date of enrollment in the professional program. Admission is offered only into the first year, and 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. Hours earned to obtain a degree or certification may not be counted.
- 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 (one must be from a applicant PA, MD, DO or NP with whom the applicant has worked or shadowed)
- 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
- Program 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 105 internet-based.

The program has an ongoing relationship with the State of Hawaii and encourages residents to apply to the program. Two spots in each class are reserved for the highest ranking applicants interviewed and accepted into the program from Hawaii.

Prerequisites

The Applicant must complete a bachelor's degree in any discipline and all of the prerequisite courses prior to May 1 of the year of enrollment in the professional program. Prerequisite courses must be completed with a grade of "C" or higher and must be taken on a graded basis. Science courses require a GPA of 2.75 or higher. Courses taken pass/fail will not be accepted (except pass/fail curriculum Universities).

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 prerequisites. 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.

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 will also meet the requirement.
Must be done within 7 years of matriculation
- 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

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. Pass/No Pass. Summer Phase I. 2 credits.

PA-520 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. Pass/No Pass. Summer Phase I. 2 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. Pass/No Pass. 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. Pass/No Pass. Summer Phase I. 4 credits.

PA-556 CM: Genetics

Study of the basic concepts of genetics, genetic testing and social, legal, and ethical implications of genetic testing. Pass/No Pass. Summer Phase I. 1 credit.

PA-557 CM: Geriatrics

Study of the unique physiologic, emotional and social aspects of the aging patient. Pass/No Pass. Summer Phase I. 1 credit.

PA-571 CM: Nephrology

A comprehensive and integrated approach to learning nephrology. Pass/No Pass. Fall Phase I. 3 credits.

PA-576 CM: Hematology & Oncology

A comprehensive and integrated approach to learning hematology and oncology. Pass/No Pass. Fall Phase I. 3 credits.

PA-577 CM: Endocrinology

A comprehensive and integrated approach to learning endocrinology. Pass/No Pass. Fall Phase I. 3 credits.

PA-581 CM: Infection & Immunology

A comprehensive and integrated approach to learning infectious disease and immunology. Pass/No Pass. Summer Phase I. 3 credits.

PA-582 CM: Dermatology Eye ENT

A comprehensive and integrated approach to learning dermatology, ophthalmology, and otolaryngology. Pass/No Pass. Fall Phase I. 3 credits.

PA-583 CM: Pulmonary Medicine

A comprehensive and integrated approach to pulmonary medicine. Pass/No Pass. Fall Phase I. 3 credits.

PA-585 CM: Cardiology & ECG

A comprehensive and integrated approach to cardiology and electrocardiogram. Pass/No Pass. Fall Phase I. 3 credits.

PA-586 CM: Gastroenterology

A comprehensive and integrated approach to learning gastroenterology. Pass/No Pass. Fall Phase I. 3 credits.

PA-587 CM: Men's Health

A comprehensive and integrated approach to learning men's health. Pass/No Pass. Fall Phase I. 2 credits.

PA-590 CM: Neurology

A comprehensive and integrated approach to learning neurology. Pass/No Pass. Spring Phase I. 3 credits.

PA-591 CM: Musculoskeletal

A comprehensive and integrated approach to orthopedics and rheumatology. Clinical skill sessions on splinting. Pass/No Pass. Spring Phase I. 4 credits.

PA-592 CM: Women's Health

A comprehensive and integrated approach to learning women's health. Pass/No Pass. Spring Phase I. 4 credits.

PA-593 CM: Pediatric Medicine

A comprehensive and integrated approach to learning pediatric medicine. Pass/No Pass. 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. Pass/No Pass. Summer Phase I. 2 credits.

PA-596 CM: Emergency Medicine

A comprehensive and integrated approach to learning emergency medicine. ACLS certification. Pass/No Pass. Spring Phase I. 3 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. Pass/No Pass. Spring Phase I. 3 credits.

PA-598 CM: Whole Patient

A comprehensive and integrated approach to the whole patient. Pass/No Pass. Spring Phase I. 1 credit.

PA-610 Clinical Rotation Seminar

Series of seminars designed to prepare the student for clinical rotations including clinical, case presentation, rotation etiquette, review of electrocardiography and radiology, patient communication and other clinical practice issues. Summer Phase II. 2 credits.

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 In-Patient 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-640 Elective Rotation

Clinical rotation for 6 weeks in a medical specialty. 6 credits.

PA-656 Independent Study

Independent Study. See department for details.

PA-658 Independent Study B

Independent Study. See department for details.

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.

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 PA Program policies. The School of Physician Assistant Studies reserves the right to define professional competence and behavior, to establish standards of excellence, and to continuously evaluate students in regard to them. Details can be found in the Program's Testing and Evaluation policy, available online at the program office.

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. Please refer to the Program's Academic/Professional Performance policy, available at the program office, for details.

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 program policies, academic and professional standards or an Action Plan may result in dismissal from the program.

Final decisions by the Program may be appealed to the College of Health Professions (CHP) 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

All students entering the program and prior to beginning the clinical phase of the program 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.

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.

Grading

All grades in the program are Pass/No Pass based on the achievement of at least 80% of total possible score for all assessments, skills and rotations. Incomplete grades may be issued for failure to complete all assigned course/rotation work or approved leave of absence. Make up/course completion is guided by an Action Plan developed per program Testing and Evaluation Policy.

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 Dean or Director of the applicable College or School.

TUITION

Annual (Summer Term 2011, Fall Semester 2011, Spring Semester 2012)	\$30,528
Part time, per credit	\$853

For the clinical and didactic year of the program, students who are enrolled for 9 or more credit hours 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	\$900
Required Background Check and Urine Screen (per year)	\$95
Required ACLS Certification	\$165

CALENDAR

May 2011 – August 2012

DIDACTIC YEAR		CLINICAL ROTATION YEAR	
SUMMER SEMESTER May 16 – August 19, 2011		SUMMER SEMESTER May 9 – August 12, 2011	
May 16-26	Blackboard online orientation	May 9-13	Clinical Rotation Seminar Week
May 25-27	Orientation	May 16-Jun 24	Rotation 1 - 6 weeks
May 30	Holiday	May 30-Jun 4	AAPA/SAAPA, Las Vegas, NV
May 31	Summer Semester classes begin	June 18	PA Program Picnic
June 18	Welcome Picnic	June 27-Aug 5	Rotation 2 - 6 weeks
July 4	Holiday	Aug 8-12	Professional Practice Seminar I - 1 week
Aug 11	White Coat Ceremony		
Aug 11	Last Day of Classes		
Aug 15-19	Summer Extended Learning		
Aug 12-21	Student Break - 1 week		
FALL SEMESTER August 22 – December 16, 2011		FALL SEMESTER August 15 – December 16, 2011	
Aug 22	Fall Semester classes begin	Aug 15-Sept 23	Rotation 3 - 6 weeks
Sept 5	Holiday - Labor Day	Sept 26–Nov 4	Rotation 4 - 6 weeks
October 6	National PA Day	October 6	National PA Day
October 7-9	OSPA, Oregon Coast	October	OSPA
Nov 23 noon-25	Fall Break - Thanksgiving	Nov 2-Nov 6	PAEA Educ Forum
Dec 9	Last Day of Classes	Nov 7-Dec 16	Rotation 5 - 6 weeks
Dec 12-16	Fall Extended Learning	Dec 19-Jan 1	Student Holiday Break - 2 weeks
Dec 12 -Jan 1	Student Holiday Break - 3 weeks		
SPRING SEMESTER January 2 – April 27, 2012		SPRING SEMESTER January 2 – May 11, 2012	
Jan 1	Holiday - New Year's Day	Jan 1	Holiday - New Year's Day
Jan 2	Spring Semester classes begin	Jan 2 – Feb 10	Rotation 6 - 6 weeks
Jan 27	Project Homeless Connect	Feb 13- Mar 23	Rotation 7 - 6 weeks
Mar 24-Apr 1	Spring Break	Mar 26-30	Professional Practice Seminar II - 1 week
April	OSPA Conference	April	OSPA Conference
April	ACLS Course	Apr 2- May 11	Rotation 8 - 6 weeks
Apr 20	Last Day of Classes		
Apr 23-27	Spring Extended Learning		
Apr 23-May 4	Student Break - 2 weeks		
		SUMMER SEMESTER May 14 – August 11, 2012	
		May 14- Jun 22	Rotation 9 – 6 weeks
		May 26-31	AAPA/SAAPA, Toronto, Canada
		June 25- Aug 3	Rotation 10 – 6 weeks
		Aug 6-10	Professional Practice Seminar III – 1 week
		Aug 11	Graduation

SCHOOL OF PROFESSIONAL PSYCHOLOGY

INTRODUCTION

The School of Professional Psychology at Pacific University educates informed practitioners of scientifically based professional psychology who are responsive to the latest empirical findings in the field. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development, clinical research, and governance. We underscore provision of services 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's traditional liberal arts and sciences undergraduate offerings. Our distinctive learning environment, along with the School's emphasis on community involvement and practical applications of theoretical and scientific psychology, make it unique in the Pacific Northwest. The School of Professional Psychology offers three degrees:

- Doctor of Psychology in Clinical Psychology
- Master of Science in Clinical Psychology (open only to students in the Psy.D. program)
- Master of Arts in Clinical Psychology (open only to students in the Psy.D. program)
- Master of Arts in Counseling Psychology

The School of Professional Psychology prepares students for mastery and success in a rapidly evolving, demanding profession. Professional psychology and counseling 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 from a diverse range of backgrounds.

The curriculum is designed to build and integrate these components of professional practice. The School emphasizes community involvement and flexible, diversity-appropriate, practical applications of scientific psychology. The clinical psychology program follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We present students with a broad range of theoretical perspectives and expose them to assessment, intervention, research/evaluation, consultation/education, and management/supervision. The counseling psychology program emphasizes the local clinical scientist model. The use of the latest and best scientific findings is a mainstay of our professional training. The faculty encourage students to use the scientific method and an empirical approach with each client.

The School provides a comprehensive and integrated educational experience that fosters the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The School offers two colloquia featuring nationally-known speakers each year. The School also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings.

The School orients students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations. The School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It thus strives to promote development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in our rapidly changing society and thus works to maintain a close connection with the community that it serves.

The School's curriculum in both programs provides students with a solid foundation for both professional practice and continuing professional growth. Graduates of the School 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 and counseling psychology graduates are prepared to pursue licensure as a Professional Counselor.

Full-time faculty of the School are professional psychologists committed to a range of applications of psychology. Part-time faculty include both practicing professional psychologists and specialists in relevant areas of academic psychology. In addition to teaching and developing students' skills, faculty are expected to function as models for the ideals of professional behavior and service to the public.

Accreditation

The doctoral program has been accredited by the American Psychological Association* since 1990. The Master's program in counseling psychology has been approved by the Oregon Board of Licensed Professional Counselors & Therapists since 2000**.

*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.

The School maintains an internal training clinic at two sites, which provides supervised clinical training experiences to practicum and internship students. Services are furnished by students under the supervision of experienced, licensed psychologists. A wide range of psychological services are available to the community.

The Hillsboro site provides services in both Spanish and English. Effective interventions for treating anxiety and worry, anger, depression, trauma, loss and grief, relationship problems, self-esteem problems, and parent-child problems are offered.

Our site in downtown Portland provides psychological services to residents of the greater Portland area. Intellectual and personality assessment, neuropsychological and vocational assessment, individual therapy, marital and family therapy, group therapy, and consultation are offered.

The College of Health Professions and downtown Portland clinic are easily accessible via mass transit through the MAX light rail system. Students also may benefit from over 40 community placement sites located throughout the Portland metropolitan area and in other nearby communities.

Clinical Psy.D. Internship

To obtain the Psy.D. 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 run independently of SPP. Our 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)

Associate Professor Professional Psychology
Associate Director, Clinical Training; 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)

Associate Professor Professional Psychology
Director, Clinical Training & Forensic Track
M.S. Virginia Polytechnic Institute & State University, 1983
Psy.D. Pacific University, 1999
Ph.D. Polytechnic Institute & State University, 1986

Lisa Roberts Christiansen, Psy.D. (2004)

Associate Professor Professional Psychology
Director, Psychological Services
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
B.S. Texas A&M University, 1995
M.A. Stephen F. Austin State University, 1999
Ph.D. University of Houston, 2002

Katherine A. Elder, Ph.D. (2010)

Assistant 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

Michelle R. Guyton, Ph.D. (2005)

Associate Professor Professional Psychology
Director, Academic Issues
B.S. Sam Houston State University, 1996
M.A. Sam Houston State University, 1998
Ph.D. University of Utah, 2005

Sandra Y. Jenkins, Ph.D. (1989)

Professor Professional Psychology
Director, Human Diversity
B.A. Michigan State University, 1968
M.A. Michigan State University, 1977
Ph.D. University of Oregon, 1985

James B. Lane, Ph.D. (1987)

Professor Professional Psychology
B.A. University of North Carolina, 1970
Ph.D. University of Minnesota, 1974

Susan Tinsley Li, Ph.D. (2003)

Associate Professor Professional Psychology
Director, Child/Adolescent Track
B.A. University of Notre Dame, 1990

M.A. Arizona State University, 1993
Ph.D. Arizona State University, 1997

Paul G. Michael, Ph.D. (2007)

Associate Professor Professional Psychology
B.S. Virginia Polytechnic Inst. & State University, 1996
M.S. University of Memphis, 2000
Ph.D. University of Memphis, 2003

Catherine A. Miller, Ph.D. (1999)

Associate Professor Professional Psychology
Assistant Dean, Clinical Psychology Program
B.A. University of New Orleans, 1987
M.A. West Virginia University, 1990
Ph.D. West Virginia University, 1993

Catherine A. Moonshine, Ph.D. (2007)

Assistant Professor Professional Psychology
Associate Director, Psychological Services
B.A. University of Redlands, 1989
M.A. Seattle University, 1993
Ph.D. Pacific Graduate School of Psychology, Palo Alto, 1999

Daniel J. Munoz, Ph.D. (2008)

Assistant Professor Professional Psychology
B.A. University of Michigan, Ann Arbor 2000
M.A. State University of New York, Albany 2004
Ph.D. State University of New York, Albany 2006

Johan Rosqvist, Psy.D. (2002)

Associate Professor Professional Psychology
B.A. University of Oregon, 1993
M.A. Assumption College, 1997
Psy.D. Pacific University, 2002

BJ Scott, Psy.D. (2008)

Assistant Professor Professional Psychology
B.A. Western Washington University, 1998
M.S. Pacific University, 2003
Psy.D. Pacific University, 2006

Robin L. Shallcross, Ph.D., ABPP (1997)

Assistant Professor Professional Psychology
Director, Latino Bilingual Track
B.A. Eckerd College, 1975
M.S. University of Florida, 1979
Ph.D. University of Tennessee, 1985

Lucrecia Suarez, M.S.W. (2006)

Assistant Professor Professional Psychology
M.S.W. Portland State University, 1992

Tamara E. Tasker, Psy.D. (2007)

Assistant Professor Professional Psychology
Director, Clinical Psychology Student Advising
B.A. Colgate University, 1994
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

Jay C. Thomas, Ph.D., ABPP (1998)

Distinguished University Professor and Assistant Dean
B.S. Portland State University, 1998
M.A. University of Akron, 1976
Ph.D. University Akron, 1981

Jane M. Tram, Ph.D. (2006)

Assistant Professor Professional Psychology
B.A. University of Alberta, 1997
M.A. University of Notre Dame, 1999
Ph.D. University of Notre Dame, 2004

Alyson Williams, Ph.D. (2005)

Associate Professor Professional Psychology
B.A. University of Wisconsin, 1996
M.A. Boston College, 1999
Ph.D. Indiana University, 2004

PART-TIME FACULTY

Susan Dale, Ph.D. (2009)

Assistant Professor Professional Psychology
B.S. Arizona State University, 1971
M.Ed. Lewis & Clark College, 1979
Ph.D. University of Oregon, 1988

Paul Feldman, Ph.D. (2004)

Assistant Professor Professional Psychology
A.B., Oberlin College, 1970
M.S. Psychopharmacology, Alliant International University, 1992
Ph.D. State University of NY at Buffalo, 1978

Adam Furchner, Ph.D. (2003)

Assistant Professor Professional Psychology
B.A. Connecticut College, 1990
Ph.D. California School of Professional Psychology, Alameda, 1998

Eva K. Gold, Psy.D. (2004)

Assistant Professor Professional Psychology
B.A. University of Michigan, 1973
Psy.D. Pacific University, 1987

Holly Hetrick Weger, Psy.D. (2007)

Assistant Professor Professional Psychology
B.A. Gonzaga University, 2000
M.S. Pacific University, 2002
Psy.D. Pacific University, 2005

Joseph Hromco, Ph.D. (2009)

Assistant Professor Professional Psychology
B.S. Willamette University, 1987
Ph.D. Northwestern University Medical School, 1996

Pamela Jacobs, Ph.D. (2008)

Assistant Professor Professional Psychology
A.B., Stanford University, California, 1985
M.S. Pacific Graduate School of Psychology, 1990
Ph.D. Pacific Graduate School of Psychology, 1992

Leeza Maron, Ph.D. (2004)

Assistant Professor Professional Psychology
B.A. Tufts University, 1995
Ph.D. University of Florida, 2003

Gregory May, Psy.D. (2008)

Assistant Professor Professional Psychology
B.A. University of Portland, 1998
M.S. Pacific University, 2005
Psy.D. Pacific University, 2007

Bonnie Nagel, Ph.D. (2010)

Assistant Professor Professional Psychology
B.S. Washington State University, 1995
Ph.D. University of Memphis, 2003

Harold B. Robb, Ph.D., ABPP (1995)

Assistant Professor Professional Psychology
B.A. Westminster College, 1968
M.A. University of Nebraska, 1973
Ph.D. University of Nebraska, 1978

Rebecca Seifert, Psy.D. (2011)

Assistant Professor Professional Psychology
B.A. University of Wisconsin, Madison, 2004
M.A. Minnesota School of Professional Psychology, 2006
Psy.D. Minnesota School of Professional Psychology, 2008

Stephen G. Zahm, Ph.D. (1982)

Professor Professional Psychology
B.A. University of California, Berkeley 1965
M.A. California State College, Los Angeles, 1969
Ph.D. University of Portland, 1973

PART-TIME CLINICAL FACULTY

David A. Foster, Ph.D. (2008)

Associate Professor Professional Psychology
B.S. Florida State University 1986
Ph.D. The George Washington University 1999

Victor Savicki, Ph.D. (2008)

Professor Professional Psychology
B.A. Carroll College, 1967
M.S. University of Massachusetts, 1968
Ph.D. University of Massachusetts, 1971

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

Daniel S. McKittrick, Ph.D. (1987)

Faculty Emeritus / Professor Professional Psychology
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

Pacific University's School of Professional Psychology program in clinical psychology requires five years of full-time study and clinical work (four to five years for Advanced Standing students) leading to the Doctor of Psychology 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 reflects 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

While the purpose of the curriculum is to provide a generalist education, students may elect to focus their 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
- Organizational/Consulting Psychology

Application for most tracks takes place during the student's program of study. Application for the Latino Bilingual track takes place at the time of application to the program.

CURRICULAR COMPONENTS

Coursework and Practica

The first three years of study for full-time students consist of required courses, elective courses, and practicum.

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse client problems and populations, and to prepare for more substantial responsibilities required in the 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 one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative/clerical duties related to the above. 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 Clinic 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 and, when appropriate, by others in the metropolitan area. 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 the doctoral program 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 long, 1 credit course in interprofessional clinical concepts. This course is administered by the College of Health Professions. It includes a public service component.

Dissertation

As evidence of scholarly competence, the student completes a major work that represents an original contribution to research or practice in professional psychology. In keeping with the practitioner-scholar model of the School, dissertations are not confined to experimental study, but may utilize a variety of formats: case studies of an individual, group, or system; empirical research; program development or evaluation; or a synthesis and extension of the literature. The completed dissertation is defended in an oral examination. In consultation with the academic advisor, it is determined when it is appropriate for the student to begin enrollment in the dissertation. 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 professional psychology program. 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 the dissertation proposal is defended.

The internship provides an opportunity to: 1) use and refine clinical skills and knowledge developed during the course of the program; and 2) consolidate one's professional identity.

Internship placements may be in a variety of outpatient or inpatient settings throughout the United States. Internship training must be taken 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 Postdoctoral and Psychology Internship Centers (APPIC) Directory, as well as other selected sites that have been specifically approved by the School. 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

Degree requirements differ for students entering without a Master's degree or with a Master's degree (called Advanced Standing).

Student Entering Without a Master's Degree

Students entering the Psy.D. program without a Master's degree must complete requirements for the Master of Science in Clinical

Psychology before they may begin to sign up for dissertation credits, take the competency examination, or apply for internship.

The Master of Science 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.S. upon completion of the 75 credits designated for this degree, including the thesis.

- 148 credits
- Completion of required and elective courses (see below)
- Completion of M.S. in Clinical Psychology
- Successful completion of three terms each of Practicum 1 and Practicum 2 (24 credits total), with a maximum 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 submission 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.

Foundation Sequence, 20 credits*		Credits
GPSY 720	Psychometrics*	3
GPSY 725	Basic Clinical and Counseling Skills*	3
GPSY 727	Introduction to Diagnosis and Treatment Planning*	3
GPSY 735	Clinical and Counseling Skills Laboratory*	1
GPSY 737	Diagnosis and Treatment Planning Laboratory*	1
GPSY 775	Professional Communication*	3
GPSY 780	Thesis (2 credits X 3 terms) *	6
Basic Sequence, 15 credits		
GPSY 800	History and Systems	3
GPSY 802	Advanced Life Span Psychology	3
GPSY 804	Cognition	3
GPSY 811	Fundamentals of Behavioral Neuroscience	3
GPSY 813	Individual/Social Bases of Behavior	3
Human Diversity Sequence, 7 credits		
GPSY 814	Human Diversity*	3
GPSY 819	Human Diversity Lab*	1
Approved elective		3
2 non-credit Diversity Day events		
Assessment Sequence, 9 credits		
GPSY 820	Psychopathology*	3
GPSY 821	Assessment I - Intelligence*	3
GPSY 822	Assessment II - Objective*	3
Intervention Sequence, 9 credits		
GPSY 816	Intervention I*	3
GPSY 817	Intervention II*	3
GPSY 818	Intervention III	3
Professional Sequence, 13 credits		
CHP 510/511	Interprofessional Competence: Theory & Practice I & II	1 total
GPSY 870	Ethics and Professional Issues*	3
GPSY 871	Professional Roles I	3
GPSY 872	Professional Roles II	2
GPSY 873	Supervision Practicum	1
GPSY 876	Business of Psychology	3
Research Sequence, 21 credits		
GPSY 880	Statistics and Research Design I*	3
GPSY 881	Statistics and Research Design II*	3
Approved Research Elective		3
GPSY 882	Dissertation	12

Supervised Clinical Experience, 30 credits

GPSY 887	Practicum I (4 credits x 3 terms)*	12
GPSY 888	Practicum II (4 credits x 3 terms)	12
GPSY 890	Internship (2 credits x 3 terms)	6

Free Electives, 24 credits

TOTAL credits required: 148

*Credits required for the M.S. degree: 75

Examinations

- Clinical Competency Examination
- Dissertation Defense

Advanced Standing: Students Entering With a Master's Degree

Students admitted with a Master's degree in Psychology or a closely related field typically can complete the Psy.D. degree in four years of full-time study, with three years devoted to coursework and practicum and one year designated for the internship. Since these students are admitted at advanced standing, they do not receive the M.S. degree in Clinical Psychology at Pacific University.

- 123-134 credits
- Completion of required and elective courses (see below)
- Successful completion of three terms each of Practicum I and Practicum II, with a maximum 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 submission of a dissertation
- Attendance at two Diversity Day events
- Successfully complete the Interprofessional Competence sequence
- Attend at least four Interprofessional Case Conferences

The Generalist Curriculum for Advanced Standing StudentsPrerequisite Courses*

GPSY 720 Psychometrics*	3
GPSY 725 Basic Clinical & Counseling Skills*	3
GPSY 727 Intro to Diagnosis & Treatment Planning*	3
GPSY 735 Clinical & Counseling Skills Lab*	1
GPSY 737 Diagnosis & Treatment Planning Lab*	1
GPSY 775 Professional Communication*	3
GPSY 740 Advanced Clinical Skills Review	3

The following regular courses and electives are offered. 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.

Basic Sequence, 15 credits

		Credits
GPSY 800	History and Systems	3
GPSY 802	Advanced Life Span Psychology	3
GPSY 804	Cognition	3
GPSY 811	Fundamentals of Behavioral Neuroscience	3
GPSY 813	Individual/Social Bases of Behavior	3

Human Diversity Sequence, 7 credits

GPSY 814	Human Diversity	3
GPSY 819	Human Diversity Lab	1
Approved elective		3
2 non-credit Diversity Day events		

Assessment Sequence, 9 credits

GPSY 820	Psychopathology	3
GPSY 821	Assessment I - Intelligence	3
GPSY 822	Assessment II - Objective	3

Intervention Sequence, 9 credits

GPSY 816	Intervention I	3
GPSY 817	Intervention II	3
GPSY 818	Intervention III	3

Professional Sequence, 13 credits

CHP 510/511	Interprofessional Competence: Theory & Practice I & II	1 total
GPSY 870	Ethics and Professional Issues	3
GPSY 871	Professional Roles I	3

GPSY 872	Professional Roles II	2
GPSY 873	Supervision Practicum	1
GPSY 876	Business of Psychology	3

Research Sequence, 21 credits

GPSY 880	Statistics and Research Design I	3
GPSY 881	Statistics and Research Design II	3
Approved Research Elective		3
GPSY 882	Dissertation	12

Supervised Clinical Experience, 30 credits

GPSY 887	Practicum I (4 credits x 3 terms)	12
GPSY 888	Practicum II (4 credits x 3 terms)	12
GPSY 890	Internship (2 credits x 3 terms)	6

Free Electives, 16

TOTAL credits required: 123-134*

Examinations

- Clinical Competency Examination
- Dissertation Defense

*Students admitted at advanced standing may be required to take some courses in their first year of study if they have not had equivalent course work upon admission.

ADMISSION

The doctoral 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. Only students who expect to complete the doctorate are admitted to the Psy.D. program.

Applications for the Psy.D. in Clinical Psychology and Advanced Standing programs 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>.

Criminal background checks are required by the College upon matriculation into the program. This screening is required to determine the student's qualification to provide services, and takes place after admission and deposit. A criminal record may disqualify a previously admitted student. In addition, drug screenings will be required prior to the start of clinical practicum placements.

For questions about the admissions process or to make an appointment for a campus visit, contact admissions@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. Analytic Writing scores should be at least at the 50th percentile.
- A strong undergraduate background in psychology. Applicants do not need to have majored in psychology, but 4 of the following 8 courses are required as preparation for work at the graduate level:
 - Introduction to Psychology
 - Personality Theory
 - Abnormal Psychology
 - Developmental Psychology
 - Experimental Psychology
 - Physiological Psychology
 - Social Psychology
 - Behavioral Statistics

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 November in order for results to be available by the application deadline.

Prerequisites for Admission with Advanced Standing

Applicants who meet the above requirements and have been awarded a Master's degree in psychology or a closely related field from an approved program may apply for advanced standing (which is roughly equivalent to bypassing one year of full-time study). The degree program or subsequent academic coursework must have included training in the following:

- Identifying precipitating events
- Gathering histories of mental, emotional and physical disabilities, alcohol and drug use, past mental health services and criminal justice contracts
- Assessing family, social and work relationships
- Conducting a mental status assessment
- Documenting a multi-axial DSM diagnosis
- Writing and implementing or supervising implementation of a treatment plan
- Conducting and documenting a mental health assessment and providing mental health treatment and rehabilitative services within the scope of your training

(Language adapted from the Oregon Revised Statue on Qualified Mental Health Professionals.)

Exceptional applicants without such preparation may receive a supplement to the letter of admission confirming their Advanced Standing status outlining any requirements still to be met. All requirements listed in the letter of admission must be completed before beginning practicum. Prerequisites include either GPSY 740: Advanced Clinical Skills Review, or all of the following courses: GPSY 725, 727, 735, and 737.

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 Psy.D. program, will enter with advanced standing and be allowed to use certain Counseling Psychology courses toward the Psy.D. 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 DOCTORAL PROGRAM

Scheduling the Defense

The dissertation defense may not be scheduled or conducted until successful completion of the competency examination. Students must defend their dissertation proposal successfully before being approved to apply for internship. Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 3 credits per term until the minimum of 12 credits is attained. Thereafter, the student must maintain a minimum enrollment of 1 credit each term until the dissertation is defended.

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 oral defense, prior to embarking on their internship.

Internships

Students may be recommended for internship upon:

- satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing)
- satisfactory completion of Practicum I and Practicum II (or anticipated completion by the end of the academic year before internship)
- successful passing of the Clinical Competency Examination
- successful defense of the dissertation proposal
- "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 Psy.D. Degree

Advancement to candidacy signifies that the student is ready for doctoral-level clinical training. In order to be advanced to candidacy for the Psy.D. degree, students must have successfully completed:

- Courses required for the master's degree
- 1 year of practicum training
- The 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.

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

DEGREE REQUIREMENTS

Students must be enrolled in the Doctor of Psychology program 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 Psy.D. degree and is not designed as a stand-alone program. Students interested in completing their education with a masters degree should apply to the Master of Arts in Counseling Psychology program.

Students must earn a minimum of 75 credits while in good standing. These credits must include, in addition to any required prerequisites, at least the following:

- GPSY 887: Three terms of Practicum I (12 credits)
- GPSY 725 & 735: Basic Clinical & Counseling Skills (course and lab, 4 credits)
- GPSY 727 & 737: Introduction to Diagnosis & Treatment Planning (course and lab, 4 credits)
- GPSY 820: Psychopathology (3 credits)
- GPSY 816 & 817: Interventions I & II (3 credits each)
- GPSY 821 & 822: Assessment I & II (6 credits)
- GPSY 814 & 814: 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 880 & 881: Statistics & Research Design I & II (6 credits)
- GPSY 780: Thesis (6 credits)
- CHP 510 & 511: Interprofessional Competence (1 credit total)
- Free electives (21 credits)
- Successfully complete the Interprofessional Competence sequence.

Students must complete the requirements for the M.S. degree before they may begin to sign up for dissertation credits, take the competency examination, or apply for internship.

ADMISSION

Doctoral students should contact the University Registrar's Office for information about how to apply for the Master of Science in Clinical Psychology.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

This degree is available only for students who have a master's degree from another institution but do not qualify for Advanced Standing, and who have completed a master's level thesis that meets SPP clinical program standards.

DEGREE REQUIREMENTS

Student must earn a minimum of 75 credits while in good standing in the program. These credits must include at least the following:

- GPSY 887: Three terms of Practicum I (12 credits)
- GPSY 725 & 735: Basic Clinical & Counseling Skills (course and lab, 4 credits)
- GPSY 727 & 737: Introduction to Diagnosis & Treatment Planning (course and lab, 4 credits)
- GPSY 820: Psychopathology (3 credits)
- GPSY 816 & 817: Interventions I & II (3 credits each)
- GPSY 821 & 822: Assessment I & II (6 credits)
- GPSY 814 & 814: 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 880 & 881: Statistics & Research Design I & II (6 credits)
- CHP 510 & 511: Interprofessional Competence (1 credit total)
- Free electives (21 credits)
- Successfully complete the Interprofessional Competence sequence.

All requirements are completed within 3 years of initial enrollment.

The limit on transfer or waiver of credits is 21. See Chapter III of the Program Guide for further information on transfer and waiver qualifications and procedures.

It is the student's responsibility to apply for award of degree with the registrar upon anticipation of completion at the end of the academic term.

ADMISSION

Students must be approved for eligibility by the Director of Academic Issues.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Overview of the Counseling Psychology Program

The Master of Arts in Counseling Psychology is a two-year program (three years if part-time). Courses are held in the afternoon and evening. The program is approved by the Oregon Board of Licensed Professional Counselors and Therapists as meeting the educational standards for becoming a Licensed Professional Counselor.

Faculty espouse a local clinical scientist model, and the program concentrates on teaching students to integrate the research foundation of the field into their practice. There is an art and a science to effective practice and our goal is for graduates to master both to become accomplished practitioners.

The counseling psychology curriculum is comprised of four primary components:

- core counseling psychology courses
- adult- or child-focused EBP courses
- the required supervised internship
- the empirically based practice sample, a project demonstrating the application of the local clinical scientist model

Organizational Behavior or Latino Bilingual training is an optional fifth component.

Students spend the first year studying basic counseling theory and techniques. In the second year, they choose to study either adult- or child-focused EBP in mental health. Students with experience in delivering EBP have proven to be in high demand by employers.

Students begin the practical experience the first year and complete the 700-hour internship during the second year at sites throughout the community. Also during the second year, students prepare an Evidence Based Practice case analysis of one of their clients following a standard format approved by the program. The report is required instead of the traditional thesis for the M.A.

CURRICULAR COMPONENTS

Courses

The program begins with a year of basic theory and techniques in counseling psychology. In the second year students select either an Adult or Child EBP focus. A total of 63 credits (74 for Organizational Behavior students) are required. In the first year a minimum of 36 credits are taken (full-time study), which include three credits in professional practice gained through volunteer work in the community or through current employment in the mental health field. In the second year a minimum of 27 credits are taken. The 15 credits for internship will allow the student to meet the 700 hour state requirement for pre-degree supervised experience. The second year specialty courses will allow students to add a concentration that will enhance their employability post-graduation.

Evidence-Based Practice (EBP) Courses (Adult and Child)

In the second year, all students receive intensive training in using Evidence-Based Practices (EBP) in mental health that have proven effectiveness across a wide variety of populations. This training is consistent with the State of Oregon's requirement that mental health practitioners use approved EBP's.

Graduates will be distinguished from those of other Master's-level programs, in that they will have expertise in utilizing research supported treatments. Over the last three decades, the EBP's, in light of their empiricism and documented efficacy, have gained increasing acceptance in the mental health field. In today's climate of accountability, EBP's dovetail ideally with the managed care philosophy of mental health. Hallmarks of most EBP's are: empiricism, clear treatment goals, precision of thinking, documentation, and accountability. Currently, there are numerous opportunities nationwide for such Master's-level clinicians; this trend is expected to continue in the future.

Students elect to pursue an Adult or Child EBP focus. Both prepare them to work with clients at all levels of functionality.

Internship

A 700 hour internship in the second year (usually third year for part time students) is required. It may be served in a variety of settings, including sites which emphasize children or adolescents, adults and geriatric clients, employee assistance programs, as well as those offering a mix of all ages, issues, and cultures.

Elective Organizational Behavior Track

In the second year, students may elect to enroll in the Organizational Behavior (OB) sequence. The OB sequence builds on the EBP foundation to create skills needed to work with adults in organizations with issues such as performance management, job stress, and organizational exchange and development. Students who elect the yearlong sequence of OB courses in the second year also complete a

100-hour OB field placement (in addition to the 700-hour counseling internship.) The OB sequence fits those students whose career goals include consulting, employee assistance, and working with adults in general.

The OB sequence prepares students to work in industry in dealing with individual and organizational change. Graduates will be distinguished from those of Master's-level industrial and organizational psychology programs, in that the emphasis will be on providing counseling services for problems encountered at work, rather than on providing human resource services, such as employee selection and compensation.

Recently, it has been recognized that there are work-related conditions which place people at risk for psychological disorders. Strain from job stressors, for example, has been related to a number of medical and psychological problems. In addition, the Americans with Disabilities Act requires employers to reasonably accommodate employees with mental disorders. At present there are few people with training in both mental health and organizational behavior to assist with this process. It is expected that opportunities for prevention, amelioration, and accommodation of mental health problems at work should develop over the next few years.

Behavioral change in organizations is expected to be an important part of the work of graduates. It is clear that such behavioral change can often be accomplished through structural changes in organization and job design, compensation systems, leadership styles, and the like. However, these methods are not effective for all employees. In many cases a talented individual has personal shortcomings which make it difficult or impossible for that person to achieve his or her career potential or organizational objectives. Counseling approaches have been found to be effective for these problems, but counselors also must have thorough knowledge as to how organizations operate and how careers develop. OB students perform a 100 hour field placement in addition to the internship required of all students.

Elective Latino Bilingual Track

The Latino Bilingual track is only for students fluent in Spanish who wish to work with Latino clients. It includes courses on cultural aspects of working with these clients and language training. Students may participate in a cultural immersion experience in Mexico.

DEGREE REQUIREMENTS

FIRST YEAR

Fall Semester, 10.5 credits

		Credits
CPSY 501	Human Growth and Development	3
CPSY 503	Professional Orientation	3
CPSY 521	Research Methods	3
CPSY 550	Intro to Professional Participation	1
CHP 510	Interprofessional Competence: Theory & Practice I	0.5

Spring Semester, 14.5 credits

CPSY 502	Assessment of Individuals	3
CPSY 505	Individual Assessment Lab	1
CPSY 512	Helping Relationships	3
CPSY 535	Group Dynamics	3
CPSY 541	Psychoactive Substances	3
CPSY 550	Intro to Professional Participation	1
CHP 511	Interprofessional Competence: Theory & Practice II	0.5

Summer Term, 11 credits

CPSY 504	Interviewing and Counseling Skills	3
CPSY 506	Interviewing and Counseling Skills Lab	1
CPSY 510	Social & Cultural Foundations	3
CPSY 564	Child Roles & Contexts	3
OR		
CPSY 565	Adult Roles & Contexts	3
CPSY 550	Intro to Professional Participation	1

SECOND YEAR

Fall Semester, 9 credits

CPSY 580	Theory Evidence-Based Counseling: Child	3
OR		
CPSY 581	Theory Evidence-Based Counseling: Adults	3
CPSY 590	Internship	5
CPSY 592	Evidence Based Practice Project	1

Spring Semester, 9 credits

CPSY 582	Applied Evidence-Based Counseling: Child	3
OR		
CPSY 583	Applied Evidence-Based Counseling: Adult	3
CPSY 590	Internship	5
CPSY 592	Evidence Based Practice Project	1

Summer Term, 9 credits

CPSY 531	Career and Lifestyle Development	3
CPSY 590	Internship	5
CPSY 592	Evidence Based Practice Project	1

TOTAL credits required 63

Organizational Behavior Second Year Elective Sequence

CPSY 571	Organizational Behavior I (Fall)	3
CPSY 572	Organizational Behavior II (Spring)	3
CPSY 573	Organizational Behavior III (Summer)	3
CPSY 591	Organizational Fieldwork (Spring and Summer)	1

Note that attendance at two Interprofessional Case Conferences is required.

ADMISSION

Applications for the Master of Arts in Counseling Psychology are considered for Fall term entry only. The deadline for application is in late February. 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 admissions@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 satisfactorily completed a college-level Introductory Psychology Course, an Abnormal Psychology Course, and a Statistics course.

Recommended Courses:

- Psychology, particularly physiological psychology, social psychology, cognition, learning, personality theory, research methods and psychometrics
- For those anticipating the organization behavior track, industrial/organizational psychology or organizational behavior
- 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 mental health, human services, 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.

POLICIES SPECIFIC TO THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Full-time enrollment is defined as 9 hours or more per term. Students must be enrolled for at least one credit each term. Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment.

The counseling psychology program is designed so that full-time students will complete the required 63 credits (74 for OB students) in two years. Part-time students generally finish in three years. All requirements for the M.A. in Counseling Psychology must be completed within five years of enrollment.

Courses are offered both in the afternoon and evening, so that students may work and still attend class. Students are advised to keep work schedules flexible to be sure that work does not interfere with education.

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-552 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 3 credits.

CPSY-555 Special Topics/Independent Study

See department for details.

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.

GPSY-720 Psychometrics

Psychological measurement, including strategies of test construction, reliability, validity and issues in prediction of behavior. 3 credits.

GPSY-725 Basic Clinical and Counseling 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-727 Intro Diagnosis & Treat Plan

Interviewing for problems, strengths, and interviewing; overview of diagnostic categories; basic diagnostic decisions; and treatment planning. Prerequisite: GPSY 820. Corequisite: GPSY 737. 3 credits.

GPSY-735 Clinical & Counsel Skills Lab

Three hours per week of skills practice. Corequisite: GPSY 725. 1 credit.

GPSY-737 Diagnosis & Treat Planning Lab

Three hours per week of skills practice. Prerequisite: GPSY 820. Corequisite: GPSY 727. 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: Must be admitted as Advanced Standing (AS); used in place of GPSY 725, GPSY 727, GPSY 735, and GPSY 737. 3 credits.

GPSY-752 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 3 credits.

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. Pass/No Pass. 1-2 credits.

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-804 Cognition

Cognitive determinants of human behavior. Theories and research in information processing, consciousness, memory and reasoning. 3 credits.

GPSY-811 Fund Behavioral Neuroscience

Biological aspects of human behavior, including affect and motivation, from the perspectives of historical development, current theory and research, and applications. Instructor's consent required. 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 Women

Gender differences in development. Effects of sex role and power role and power on clinical training and practice. Prerequisite: GPSY 814, GPSY 816, and GPSY 819. 3 credits.

GPSY-816 Intervention I

Part I of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. 3 credits.

GPSY-817 Intervention II

Part II of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. Prerequisite: GPSY 816. 3 credits.

GPSY-818 Intervention III

Part III of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special population. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. Prerequisite: GPSY 816 and GPSY 817. 3 credits.

GPSY-819 Human Diversity Laboratory

Three hours per week of skills practice, consciousness raising and community participation. Corequisite: GPSY 814. 1 credit.

GPSY-820 Psychopathology

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 Assessment I: Intelligence

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 Assessment II: Objective

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. Instructor's consent required. 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 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 816. Instructor's consent required. 3 credits.

GPSY-827 Humanistic Psychotherapy

Major issues involved in existential-humanistic psychotherapy, including existential-analytic approaches and humanistic-based psychotherapy. Emphasis on common elements in these therapeutic orientations and application to the practice of psychotherapy. Prerequisite: GPSY 816. 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. Prerequisite: GPSY 814, GPSY 816, GPSY 819, and GPSY 821. 3 credits.

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. Instructor's consent required. 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. Instructor's consent required. 3 credits.

GPSY-836 Adult Forensic Psychology

Major domains of law reviewed (e.g., criminal, civil, family, and juvenile). Special topics within each domain that involve psychological decision making explored (e.g., insanity, dangerousness, psychological injury, child custody visitation, child abuse, delinquency vs. dependency, and adolescent waiver to adult court). Professional practice issues addressed. Instructor's consent required. 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, GPSY 821, and GPSY 822. Instructor's consent required. 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 816 and GPSY 817. Instructor's consent required. 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. Prerequisite: GPSY 727 or GPSY 740 for AS students. Instructor's consent required. 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. Instructor's consent required. 3 credits.

GPSY-850 Health Psychology

Theory and practice of working with medical disabilities and in medical service settings. Instructor's consent required. 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 820. Instructor's consent required. 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 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. Instructor's consent required. 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 and GPSY 856. Instructor's consent required. 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. Prereq: GPSY 816.

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 880 and GPSY 881. 3 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-871 Professional Roles I

The first of a two course sequence which provides an overview of, and opportunity to practice and integrate, selected core competencies for doctoral level professional psychologists. Emphasis will be on clinical supervision, management, consultation, and education. The course will employ didactic and experiential methods. Prerequisite: GPSY 816, GPSY 817, GPSY 818 and GPSY 870 and 3 terms (12 credits) of Practicum (GPSY 887). 3 credits.

GPSY-872 Professional Roles II

The second of a two course sequence on professional roles and competencies. Prerequisite: GPSY 871. 2 credits.

GPSY-873 Supervision Practicum

Supervised experience in practicing supervision skills. Prerequisite: GPSY 871. Instructor's consent required. Pass/No Pass. 1 credit.

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-877 Language and Culture of Organizations

Emphasis on learning to navigate the organizational and business environment. Covers financial data, marketing and contracting professional services, non-psychological perspectives of organizations, ethics in consulting, practical consulting skills, professional comportment, and multiple roles in interdisciplinary team settings. Instructor's consent required. 3 credits.

GPSY-878 Assessment & Analysis in Organizations

Emphasis on psychological assessments in organizations; performance evaluation and appraisal; leadership and management styles; use of interviews and surveys; organizational diagnosis; legal, professional, and ethical standards in organizational assessment; and cultural and diversity issues. Instructor's consent required. 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. Prerequisite: GPSY 720. 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 720 and 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 and GPSY 780. Instructor's consent required. Pass/No Pass. 1-4 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-887 Practicum I

A minimum of 500 training hours of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. The three terms of practica are served in the Psychological Service Center or in other approved agencies. Pass/ No Pass. Prerequisite: thesis form on file (not applicable to AS students); GPSY 720, GPSY 725, GPSY 727, GPSY 735, GPSY 737, GPSY 775, GPSY 816, GPSY 817, GPSY 820, GPSY 821, GPSY 822, GPSY 870. Advanced Standing students may be able to take GPSY 740 instead of GPSY 725, GPSY 727, GPSY 735, and GPSY 737 to fulfill the prerequisite. See department for details. Instructor's consent required. Pass/No Pass. 4 credits.

GPSY-888 Practicum II

A minimum of 500 training hours of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. Practicum II training is available in the Psychological Service Center or in other approved agencies with the agreement of the Director of Clinical Training and the student's advisor. Prerequisite: GPSY 887. Instructor's consent required. Pass/No Pass. 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). Pass/No Pass. 1 credit.

GPSY-890 Internship

A minimum of one year full-time or two years half-time of 1800 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. 1-4 credits.

GPSY-891 Clinical Fieldwork

Supervised clinical fieldwork by special arrangement. Prerequisite: thesis form on file (not applicable to AS students); GPSY 720, GPSY 725, GPSY 727, GPSY 735, GPSY 737, GPSY 775, GPSY 816, GPSY 817, GPSY 820, GPSY 821, GPSY 822, and GPSY 870. Advanced Standing students may be able to take GPSY 740 instead of GPSY 725, GPSY 727, GPSY 735, and GPSY 737 to fulfill the prerequisite. Instructor's consent required. Pass/No Pass. 1-4 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. Instructor's consent 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. Instructor's consent required. 1-3 credits.

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 American Counseling Association (ACA), 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 in regard to them.

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 in order 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.

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, 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 Program Guides, the Ethical Principles of Psychologists and Code of Conduct, ACA Ethical Standards (counseling psychology) and elsewhere.

In the case of flagrant and intentional violations of the Code of Academic Conduct, the Ethical Principles of Psychologists and Code of Conduct, or ACA Ethical Standards (counseling psychology students) 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 Psy.D. and M.A. in Counseling Psychology Program Guides, 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. Psy.D. students work with advisors throughout the program, including the thesis, competency examination, dissertation, and internship. M.A. 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 elect a different advisor than the one assigned.

Grading

Courses are graded with a letter grade and supplementary comments from the instructor. Grades used are A, B and F.

Practicum I, Practicum II, Clinical Fieldwork, Internship, Thesis, Dissertation, 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.

Incompletes

A student who has completed a substantial portion of a course's requirements may request an incomplete if an unexpected medical or other situation prevents him/her from completing the course. The request must be made of the instructor by the time of the last class meeting, and Incompletes are given at the discretion of the instructor. See the Program Guides for details of the policy and procedures.

Registration Changes

Changes in course registration (cancellations, additions, or changes in credit hours 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 14-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 Academic Issues.

Requests for changes in registration after the second week of class must be in writing and have the approval of the Director of Academic Issues. Counseling Psychology student requests must have the approval of the Program Director/Assistant Dean. See the Program Guides 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 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 Director of Academic Issues (Psy.D. program) or Program Director (M.A. program).

Time to Complete Degree

Psy.D. students must complete all degree requirements within 8 years of enrollment. Students entering with advanced standing have 7 years from matriculation to complete Psy.D. degree requirements.

Students must complete all degree requirements for the Master of Science in Clinical Psychology within 3 years of initial enrollment. All requirements for the Master of Arts degree in Counseling Psychology must be completed within five years of initial enrollment.

Academic Year

The academic year, comprised of two 15-week semesters and one 13-week term, begins in late August and continues through July. Counseling psychology courses may range from 3 to 4 1/2 hour blocks, depending on the course and term. 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. The instructor of the equivalent course and the Director of Academic Issues 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 Clinical Psychology program, a maximum of 21 credits may be transferred, and all credits must have been taken within the four years immediately preceding admission to the School. For the Counseling Psychology program, the same requirements apply, but a maximum of 10 credits may be transferred.

Practicum and internship credits are not transferable.

Credit Load

Full-time enrollment is defined as 9-15 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 the program requirements while maintaining full-time employment during the whole course of study would be extremely difficult.

TUITION

Tuition for students in the PsyD or MS program

Annual:	\$28,860
Fall Semester 2011, Spring Semester 2012, & Summer Term 2012	
Semester:	\$9,620
Part-time, per credit:	\$875

Tuition for students in the MA in Counseling Psychology program

Fall Semester 2011, Spring Semester 2012 & Summer Term 2012	
Annual	\$20,913
Semester	\$6,971
Part-time, per credit	\$851

Students enrolled for 9-15 credit hours are charged full-time tuition. Students enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15. 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

FINANCIAL AID

Graduate Assistantships

Outstanding applicants to the Psy.D. program 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 Psy.D. students and M.A. students 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.

Service Scholarships

Applicants to the Psy.D. program 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

Fall Semester, 2011

Aug 24 & 26	New PsyD Student Program Orientation
Aug 25	New CPSY Student Orientation
Aug 29	Classes Begin
Sep 5	Labor Day Holiday
Sep 7	New CHP Student Orientation: No Classes, University Offices Closed
Sep 9	Final Day to Drop/Add Fall Semester Classes
Sep 30	Interprofessional Case Conference
Oct 28	Colloquium
Oct 28	Interprofessional Case Conference
Nov 1	Final Day to Register for Spring Semester Classes
Nov 4	Final Day to Withdraw from Fall Semester Classes
Nov 22-25	Thanksgiving Break: No Classes, University Offices Close at Noon 11/23
Dec 9	Classes End
Dec 22-Dec 30	Winter Break: No Classes; University Offices Closed

Spring Semester, 2012

Jan 2	Classes Begin
Jan 13	Final Day to Drop/Add Spring Semester Classes
Jan 20	Interprofessional Case Conference
Jan 31	Fall Semester Degree Conferral Date
Feb 17	Interprofessional Case Conference
Mar 9	Final Day to Withdraw from Spring Semester Classes
Mar 16	Interprofessional Case Conference
Mar 26-30	Spring Break No Classes, University Offices Open

Apr 1 Final Day to Register for Summer Term Classes
Apr 13 Classes End
Apr 16-20 Term Break: No classes, University Offices Open

Summer Term, 2012

Apr 23 Classes Begin
Apr 27 Colloquium
May 3 Last Day to Drop/Add Summer Term Classes
May 28 Memorial Day Holiday: No Classes, University Offices Closed
TBA SPP Diversity Day
Jun 21 Final Day to Withdraw from Summer Term Classes
Jul 1 Final Day to Register for Fall Semester Classes
Jul 3-6 Independence Day Break: No Classes, University Offices Open
Jul 4 Independence Day Holiday: No Classes, University Offices Closed
Jul 20 Classes End
Aug 11 Commencement

Note: Clinical training extends beyond term dates

COLLEGE OF OPTOMETRY

INTRODUCTION

Mission Statement

The mission of the College of Optometry is to promote excellence in vision and eye care through education, service, and research. We educate students to become highly competent practitioners, to render professional and ethical care, to understand their professional role in public service and the health care community, to analyze new information critically, and to advance vision and eye care through scientific inquiry.

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 educational opportunities in a supportive setting that allow students to acquire a firm foundation in the basic and clinical sciences, together with clinical 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, 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 Southeast Portland provides eye care to a culturally diverse urban population. Optometry interns are given the opportunity to experience a community-based full-scope primary eye care clinic. Interns also are involved in our specialty referral services, which includes pediatric eye care, and minor eyelid procedures.

Pacific EyeClinic Cornelius is located in the Virginia Garcia Memorial Health Center 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.

The newest clinic is at the Pacific University Health Professions Campus. The Pacific EyeClinic Hillsboro is conveniently located 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.

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. IVAN is a fully equipped and functional mobile vision clinic that is 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:

A to Z Eyecare, California	IHS - Santa Fe, New Mexico
Action Eye Care/Stonewall Vision Center, Canada	IHS - White Earth Health Center, Minnesota
Air Force Academy Hospital, Colorado	IHS - Yakima Indian Health Center, Washington
Alaska Eye Care Centers, Alaska	Image Optometry, Canada
Albert Lea Clinic - Mayo Health System, Minnesota	IRIS Ophthalmology Clinic, Canada
Alderwood Vision Therapy Center, Washington	Jensen Optometrists, Iowa
Allina Medical Clinic, Minnesota	Jonathan M. Wainwright Memorial VAMC, Washington
Andrews Air Force Base - Optometry, Maryland	Kaiser Health Plan - Northwest, Oregon
Bandon Vision Center, Oregon	Kaiser - Honolulu, Hawaii
Barnet Dulaney Perkins Eye Center - Mesa, Arizona	Kohake, Deutscher & Associates, Kansas
Bascom Palmer Eye Institute, Florida	Landstuhl Army Regional Medical Center, Germany
Bellevue Vision Clinic, Nebraska	Lasik Plus, Oregon
Blackwell Vision, Oklahoma	Lebanon VAMC Eye Clinic, Pennsylvania
Cheyenne VAMC, Wyoming	Lexington VAMC, Kentucky
Coastal Eye Care, LLC, Washington	Luke Air Force Base, Arizona
Coastal Eye Care, Prince Rupert, Canada	Madigan Army Medical Center, Washington
Columbia Crest Eye Care, Washington	Malmstrom Air Force Clinic, Montana
Dixie Eye Care, Utah	Marshfield Clinic, Wisconsin
Dr. Cornetta & Associates, Virginia	Mayo Clinic, Arizona
Dr. Dorothy Parrott, Colorado	McGuire AFB, New Jersey
Drs. Bateman & Johnson, Optometrists, Colorado	Minot Air Force Hospital, North Dakota
Drs. Koenig & Robertson Optometry, Nevada	Mount Ogden Eye Center, Utah
Edmonds, Husz & Pemberton Eye Center, Arizona	Naval Medical Center, Optometry Dept., California
Elemental Eyecare, Oregon	Northwest Eyecare Professionals, Oregon
Eugene Optometrists, Oregon	Northwest Eye Clinic - Minneapolis, Minnesota
Eye Care Associates of Nevada	Northwest Eye Surgeons, Washington
Eye Care Group, Oregon	Northwest Pediatric Eye Care, Washington
Eye Foundation of Utah	Oak Harbor Naval Hospital, Washington
Eye Institute of Utah	Omni Eye Services of Atlanta, Georgia
Eyecare Associates PC - Fargo, North Dakota	Ophthalmic Consultants of Connecticut, Connecticut
Eyes of Arizona	Optometric Vision Development Center, California
Family Optometry - Chandler, Arizona	Patrick Air Force Base, Florida
Family Vision Care, Canada	PCLI - Bellevue, Washington
Fort Hood Optometry - Bennett Health Clinic, Texas	PCLI - Vancouver, Washington
Fort Richardson, Alaska	Portland VA Medical Center, Oregon
Fresno VAMC, California	Puget Sound Health VA Care System, Washington
Gillette Optometric Clinic PC, Wyoming	Richlin Eye Associates, California
Hellerstein & Brenner Vision Center PC, Colorado	Riverbend Eyecare, Oregon
Hickam Air Force Clinic, Hawaii	Roseburg VAMC, Oregon
Hillsboro VAMC, Oregon	Salt Lake VAMC, Utah
Hollingshead Eye Center, Idaho	Sierra Nevada Health Care System VAMC, Nevada
Honolulu VAMC, Hawaii	Spivack Vision Clinic, Colorado
Hoopes Vision, Utah	Spokane VAMC, Washington
Hope Clinic, Washington	Stuttgart Eye Clinic, Germany
Hot Springs VA Medical Center, South Dakota	Teplick Custom Vision, Oregon
Icon Lasik and Image Center, Colorado	The Koetting Associates, Missouri
IHS - Belcourt, North Dakota	Travis Air Force Base Optometry Clinic, California
IHS - Bethel, Alaska	Tyndall Air Force Hospital, Florida
IHS - Blackfeet Community Hospital, Montana	USNH Okinawa, Japan
IHS - Cass Lake, Minnesota	Virginia Eye Consultants, Virginia
IHS - Chemawa, Oregon	Wenzhou Medical College, PR China
IHS - Fort Hall, Idaho	Western Reserve Vision Care, Ohio
IHS - Fort Washakie - Wind River, Wyoming	White City VAMC, Oregon
IHS - Kayenta, Arizona	Will Vision & Laser Center, Washington
IHS - Northeastern Tribal Health Center, Oklahoma	Youngsan Optometry Clinic, South Korea
IHS - Pawnee, Oklahoma	

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)

Physics Department Chair
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

Christine Closson B.S., O.D. (August 2008)

Assistant Professor Optometry
B.S., University of Missouri, 1993
O.D., Southern California College of Optometry, 1997
Residency in Primary Care Optometry, Northeastern State University of Optometry, 1998

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

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)

Assistant 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)

Associate Dean for Clinical Programs
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)

Associate 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)

Associate 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)

Clinic Director
Assistant Professor Optometry
B.S., Pacific University, 2000
O.D., Pacific University, 2004
Residency in Primary Care and Ocular Disease, Perry Point VAMC, 2005

Len V. Hua B.S., Ph.D., O.D. (2007)

Assistant 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

Beth Kinoshita B.S., O.D. (2006)

Assistant 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

Paul Kohl B.A., O.D. (1981)

Professor Optometry
B.A., State University of New York (Binghamton), 1973
O.D., Pacific University, 1980
Teaching Fellow, Pacific University, 1980-81

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)

Assistant 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
Assistant 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)

Associate Professor Optometry
B.S., University of California, 1988
O.D., Pacific University, 1993
M.Ed., Pacific University, 1996

Scott Pike B.S., O.D. (1994)

Assistant Professor Optometry
B.S., Pacific University, 1968
O.D., Pacific University, 1970

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

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 Optometric Research
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

John Smith B.S., O.D. (1988)

Assistant Dean
Clinical Professor Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980

Jennifer Smythe 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

Carole Timpone B.A., O.D. (1983)

Distinguished University Professor; Clinical Professor Optometry
B.A., Cornell University, 1974
O.D., State University of New York, 1981

Shun-Nan Yang B.A., M.A., Ph.D. (2007)

Assistant Professor Optometry
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. (1998)

Associate Professor Optometry
B.S., University of Calgary, 1990
O.D., Pacific University, 1996
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

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

Donald O. Schuman

Faculty Emeritus / Professor of Optometry
O.D., Illinois College of Optometry, 1948

Richard D. Septon

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

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. Information is available online at www.opt.pacificu.edu.

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 Assistant Dean

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 536	Essentials of Medical Pharmacology	3.0
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

Total 22.5

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 547	Clinical Procedures II with Laboratory	2.5
Opt 560	Evidence Based Optometry	1.0

Total 20

SECOND PROFESSIONAL YEAR

Prerequisites: advancement to the second year by the faculty or obtain approval from the course instructor and the Assistant Dean

Fall Semester		
Opt 605	Clinical Optics	4.0
Opt 605L	Clinical Optics Laboratory	1.0
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 646	Clinical Procedures III with Laboratory	2.0
Opt 662	Visual Information Processing and Perception	4.0
Opt 668	Practice Management II	1.0

Total 21.5

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	2.0
Opt 648	Clinical Procedures IV with Laboratory	4.0

Total 21.5

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 Assistant Dean. 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	0.5
Opt 714	Pediatric and Developmental Optometry	2.5
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 768	Practice Management III	1.0
Opt 781	Physiological, Psychological and Cognitive Changes During the Lifespan	2.0

Elective(s) *

Total 15.5

Fall Semester

Opt 704	Patient Care Seminar	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)*

Total 16.5

Spring Semester

Opt 705	Patient Care Seminar	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	3.0
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)*

Total 14.5

Students are required to complete a minimum of two 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 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

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. 11.00 credits.:

- 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. Rotation through the Vision Therapy/Pediatric service one day per week.
- 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 through the Vision Therapy/Pediatric service one day 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.
- Track 4: Primary Care with an emphasis in Ocular Disease - Rotations in Pacific University affiliated clinics with emphasis in primary care and the assessment and management of patients with ocular diseases.
- 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

OPT-808 Patient Care X

OPT-809 Patient Care XI

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
- H = equivalent to A work that is demonstrated by exemplary achievements in patient care
- HP = equivalent to B work that is consistently above proficiency standards 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.

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 as soon as 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.

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 in writing composition (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement.

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 as soon as an admission decision is reached.

- 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). Scores from OATs taken within the last three years are acceptable. 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.

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 but may do so to try to increase their scores. Be sure the most recent OAT scores have been sent to Graduate Admissions (admissions@pacificu.edu).

Admission with Advanced Standing

Individuals interested in admission to the College of Optometry with Advanced Standing (e.g., graduates of international optometry, ophthalmology or medical programs, transfer students, students resuming studies, and other non-traditional placements) should contact Graduate Admissions (admissions@pacificu.edu) for more information on application procedures, deadlines and to obtain appropriate application forms. Advanced standing applicants should not apply through OptomCAS.

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 Assistant Dean will develop a proposed curriculum for the Advanced Standing 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 Advanced Standing program 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, and must meet core and 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
- computer science
- mathematics
- physics (also see pre-optometry courses that can satisfy some of the requirements in Natural Sciences)

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 (also see pre-optometry courses that can satisfy some of the requirements in Social Sciences)

Humanities

12 semester credits taken from at least two of the following disciplines:

- art
- English
- history
- humanities
- languages
- music
- philosophy
- religion
- speech
- theater (also see pre-optometry courses that can satisfy some of the requirements in Humanities)

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 (admissions@pacificu.edu).

MASTER OF SCIENCE IN VISION SCIENCE

The Master of Science in Vision Science degree engages the student in advanced study and research of the visual system. 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 M.S. 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 M.S. program offers the student a rich variety of specialty areas within vision science.

The M.S. degree is a perfect complement to an optometry degree (O.D.) to prepare a student for advanced opportunities in academic, corporate, and other professional settings. The objective of the M.S. degree program is to provide advanced education in vision science in order to prepare students for careers in teaching, industry, and research.

In general, the M.S. program is designed so that a typical student would require 2 years, or 6 semesters, of study to complete the degree requirements. In recognition of the extensive education that optometry graduates receive in vision science, students with optometry degrees or matriculated in the Pacific University College of Optometry may be able to complete the M.S. requirements concurrent with the O.D. degree or with 1 year (3 semesters) of study in addition to their O.D. degree.

Curriculum Tracks

Because of the breadth of the discipline, and to accommodate the diverse backgrounds and educational needs of applicants and students in this program, 3 curriculum tracks have been established. Tracks can have different pre-requisites, different credit and course requirements, and different thesis requirements. Applicants to the program should specify the track to which they are applying; however the acceptance committee makes final determination of the track to which a candidate is accepted. A student remains in the same track until the degree is granted, unless the committee determines that unusual circumstances warrant a track change during the educational program.

O.D./M.S. Track

Students with an O.D. degree from an accredited US or Canadian College of Optometry, or who currently are matriculated in the Pacific University College of Optometry, are eligible for this track. By virtue of their previous or current education, these students satisfy undergraduate prerequisites and also have received core education in vision science.

Optometry students in the Pacific University College of Optometry may apply to be accepted into the M.S. program as early as their first year of optometry school. Early entry into the program provides greater opportunity to meet some of the M.S. requirements concurrent with their O.D. studies. Graduates of this track must have earned a bachelor's degree and an O.D. degree from an accredited US or Canadian College of Optometry.

This track requires successful completion of a research project and a written thesis based thereon.

International Clinical Track

This track is not available to students with an O.D. degree from, or who currently are matriculated in, an accredited US or Canadian College of Optometry. This track is designed to meet the needs of international students who have had optometry-type education in a country other than the US or Canada.

These students must meet the undergraduate and the core vision science pre-requisites. In some cases, such students are graduates of, or current students in, an international optometry school with which the Pacific University College of Optometry has an agreement for M.S. students. Such agreement may specify the extent to which students from that international program meet the prerequisites. The College committee overseeing the M.S. program must approve the list of prerequisites contained in such agreements.

This track requires completion of a research project and a written thesis based thereon, or successful completion of a comprehensive and in-depth thesis.

Traditional Track

This track is for the student who does not meet the optometry education requirements in the above 2 tracks. Students in this track have not received core education in vision science and need to satisfy such core requirements as part of their M.S. program. Students in this track also must meet the undergraduate prerequisites. Non-O.D. applicants with previous vision science education may be eligible to waive some of the core vision science requirements. Graduates of this track must have earned a bachelor's degree.

This track requires completion of a research project and a written thesis based thereon.

DEGREE REQUIREMENTS

The core portion of the Master of Science program consists of 18 credits that provide an overview of visual and optometric sciences, and a research requirement. The Traditional track requires an additional 5 credits of study in geometric and physical optics. A minimum of 6 credits of elective seminars also is required in the Traditional and O.D./M.S. tracks, and these are selected by the student based on areas of interest. A minimum of 9 credits of elective seminars is required in the International Track.

With advisor permission, students may substitute other graduate courses for one or more of the elective seminars; however, courses that have been applied to another degree cannot be used to satisfy the elective requirements for the Master of Science degree. Based on previous course work completed by graduates of other national or international optometric programs, students may substitute other Pacific University College of Optometry graduate courses for up to 14 credits of the core International track. The M.S. committee must approve course selections. Courses taken within the Doctor of Optometry (O.D.) curriculum must be arranged in coordination with the course instructor.

Traditional Track

		Credits
Opt 922	Anatomy of the Visual System	2.0
Opt 921	Ocular Anatomy Physiology and Biochemistry	2.0
Opt 903	Physiological Optics I	3.0
Opt 701	Physiological Optics II	3.0
Opt 662	Visual Information Processing & Perception	4.0
Opt 904	Geometric & Physical Optics I	3.0
Opt 905	Geometric & Physical Optics II	2.0
Opt 991	Research and Data Analysis Methods Part I	2.0
Opt 992	Research and Data Analysis Methods Part II	2.0
Opt 995	Thesis Research	6.0
Opt 9xx	Electives	6.0

International Track

Opt 922	Anatomy of the Visual System	2.0
Opt 921	Ocular Anatomy Physiology and Biochemistry	2.0 ¹
Opt 903	Physiological Optics I	3.0 ¹
Opt 701	Physiological Optics II	3.0 ¹
Opt 662	Visual Information Processing & Perception	4.0 ¹
Opt 991	Research and Data Analysis Methods Part I	2.0
Opt 992	Research and Data Analysis Methods Part II	2.0

Opt 995	Thesis Research	3.0
Opt 9xx	Electives	9.0

¹ Based on the student's International program of study, their individual areas of interest, and any memorandum of understanding between the International program and Pacific University the M.S. committee may allow substitution of other Pacific University College of Optometry courses for some or all of these vision science core courses.

O.D./M.S. Track

Opt 922	Anatomy of the Visual System	2.0 ¹
Opt 921	Ocular Anatomy Physiology and Biochemistry	2.0 ¹
Opt 903	Physiological Optics I	3.0 ¹
Opt 701	Physiological Optics II	3.0 ¹
Opt 662	Visual Information Processing & Perception	4.0 ¹
Opt 991	Research and Data Analysis Methods Part I	2.0
Opt 992	Research and Data Analysis Methods Part II	2.0
Opt 995	Thesis Research	6.0
Opt 9xx	Electives	6.0

¹ Students who have an O.D. degree from an accredited US or Canadian College of Optometry, or who currently are matriculated in the Pacific University College of Optometry can substitute for these core courses provided they have successfully completed approved courses with a minimum grade of "B" or its equivalent. The M.S. committee will determine which courses from the applicant's O.D. program may be used for substitution. The following courses have been pre-approved for students matriculated at Pacific University:

Opt. 532	Anatomy of the Visual System with Lab	3.0
Opt. 531	Ocular Anatomy, Physiology and Biochemistry w/ Lab	3.0
Opt. 503	Physiological Optics I with Lab	4.0
Opt. 701	Physiological Optics II	3.0
Opt. 662	Visual Information Processing and Perception	4.0

Elective Seminars (1-3 credit(s) each: a maximum of 4 credits may be applied to the degree for any specific seminar). Opt 979 may be repeated without limit with the requirement that a maximum of 4 credits apply to a single area of focused studies.

Opt 900	Graduate Seminar in Vision Science
Opt 901	Seminar in New Ophthalmic Instrumentation and Materials
Opt 906	Seminar in Public Health
Opt 907	Seminar in Electrodiagnostics
Opt 908	Seminar in Neuro-rehabilitation
Opt 909	Seminar in Color Vision
Opt 910	Seminar in Ophthalmic Optics
Opt 916	Seminar in Functional Vision and Pediatrics
Opt 917	Seminar in Visual-Motor Function
Opt 918	Seminar in Contact Lenses
Opt 919	Seminar in Environmental Vision
Opt 925	Seminar in Strabismus & Amblyopia
Opt 931	Seminar in Visual System Structure, Function, and Biochemistry
Opt 932	Seminar in Ophthalmic/Systemic Disease
Opt 961	Seminar in Visual Information Processing
Opt 962	Seminar in Presentation Methods in the Health Professions
Opt 969	Seminar in International Optometry
Opt 979	Focused Studies

Additional Electives

Opt 920	Clinical Experience (1 credit)
Opt 956	Independent Study (1-12 credits)
Opt 970	Teaching Experience (1 credit)

Note: Provision is made to substitute requirements when it has been determined that a particular student has already completed an equivalent course and/or some other special circumstances are present. All substitutions must have the approval of the academic advisor.

Thesis/Research Project

All Master of Science (M.S.) candidates must submit a proposal for a significant research project. Students in the International track may alternatively submit a proposal for a comprehensive and in-depth thesis. The thesis committee must have a minimum of 3 members, two of whom must be Pacific University faculty members; a third member may be a non-faculty expert in the subject matter.

A successful defense of the thesis, presented in written and oral form to the thesis committee, is required for graduation. The written thesis must be suitable, perhaps in condensed form, for publication. Presentation of the project at local and national meetings is strongly encouraged.

Non-approval of a thesis may be appealed by the student to the Dean of the College of Optometry and to the Provost.

Additional Requirement for Candidates in the M.S./O.D. and International Clinical Tracks with a vision science background:

- A minimum of 30 semester graduate credits, at least 16 of which must be earned at Pacific University.
- A total of 14 semester graduate credits previously earned from Pacific University or other accredited institutions, with approval of the committee, may be applied to the core course requirements. Additionally, other graduate credit previously earned from Pacific University, with approval of the committee, may be applied toward the elective course requirements.

Additional Requirement for Candidates in Traditional Tracks with a non-vision science background (i.e., biological sciences, psychology, etc.):

- A minimum of 35 semester graduate credits, at least 25 of which must be earned at Pacific University.
- A total of 10 semester graduate credits previously earned from Pacific University or other accredited institutions, with approval of the committee, may be applied to the core course requirements. Additionally, other graduate credit previously earned from Pacific University, with approval of the committee, may be applied toward the elective course requirements.

Other Policies

Five and three credits per semester are considered full- and part-time course loads respectively.

All work submitted for the Master of Science degree (including transferred credits, dissertation, examination, etc.) must be completed within a period of seven calendar years from date of matriculation.

No course in which the grade is below "B" may be counted toward the graduate degree. Any grade of B- or lower is considered substandard.

The degree is conferred With Distinction upon graduates who have maintained a grade point average of 3.5 or higher in the M.S. curriculum.

In addition to letter grades, the following grades are used:

- P = equivalent to C or above
- H = equivalent to A work that is demonstrated by exemplary achievements in patient care
- HP = equivalent to B work that is consistently above proficiency standards 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.

ADMISSION

The requirements for admission into the Master of Science degree program are flexible in order to accommodate students coming to vision science from a variety of backgrounds. A bachelor's degree (or equivalent) is required, and should include coursework appropriate to the area of vision science in which the student wishes to pursue research.

Undergraduate Prerequisites

All prerequisite courses must be completed with a grade of "C" or higher (grades of "C-" or lower are not acceptable). Where possible, courses should be those intended for science majors. Science prerequisites must include a laboratory. Applicants for the M.S./O.D. Track automatically qualify as meeting these undergraduate prerequisites. Applicants for the International Track may meet some or all of these requirements as specified in agreement with an international program.

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 two-semester course in calculus or the quarter system equivalent of one year of study

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.

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 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 you have maintained continuous residency in the United States since the exam date
- Completion of a bachelor's, master's, 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 may be admitted to some programs.

Minimum Test Score Requirements

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

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

Application Procedures

The normal application deadline is January 12; the Admissions Committee may choose to accept applications at other times. Applicants should contact Graduate Admissions (admissions@pacificu.edu) for more information on application procedures, deadlines, to request an application, and to submit materials.

O.D./M.S. Track Applications Requirements

- Official transcripts from all colleges and universities attended*
- 2 letters of recommendation from instructors
- Application Essay
- Curriculum Vitae or resume
- English Proficiency*
- Doctor of Optometry Course Catalogue/class syllabi*
- \$70 application fee*
- Completed O.D./M.S. Track Application Form
- Interview

* Waived if the applicant is a current student or alumnus/a of Pacific University College of Optometry

International Track Admissions Requirements

- Official transcripts from all colleges and universities attended
- International Credentials Evaluation*
- 2 letters of recommendation, one from an instructor*
- Application Essay
- Curriculum Vitae or resume*
- Pre-Requisite Worksheet
- English Proficiency
- Catalogue of classes from optometric institutions attended*
- GRE Scores*

- \$70 application fee*
- Completed International Track Application Form
- Interview*

*May be waived depending on agreements with applicant's international institution

Traditional Track Admissions Requirements

- Official transcripts from all colleges and universities attended
- International Credentials Evaluation*
- 2 letters of recommendation, one from an instructor
- Application Essay
- Curriculum Vitae or Resume
- Pre-Requisite Worksheet
- English Proficiency
- GRE scores
- \$70 application fee
- Completed Traditional Track Application Form
- Interview

*Required only from Traditional Track applicants who attended non-Canadian international institutions.

The selection committee will make the final decisions on the waiver of any application requirements. Pre-requisite courses and the GRE may be waived for graduates of other national or international optometric programs recognized by the Pacific University College of Optometry.

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
- Written communication skills as assessed in the application essay
- The selection committee makes recommendations for acceptance into the program to the Dean of the College of Optometry
- Applicants will be officially notified of their status.

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 Primary Eye Care Optometry / Refractive and Surgical Co-Management

IRIS Ophthalmology Clinic, Langley, British Columbia, Canada

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

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 / 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 Primary Eye Care / Refractive & Surgical Co-Management

Sponsor: IRIS Ophthalmology Clinic, Langley, British Columbia, Canada

Mission: This one-year residency provides accelerated learning in primary care optometry with emphasis on laser refractive / anterior segment surgery and ocular disease co-management. The IRIS Ophthalmology Clinic in Langley, British Columbia is a large multiple-doctor clinic with on-site ophthalmology services providing rich opportunities for professional exchange of clinical skills and information. The resident will develop expertise in clinical practice management, triage, and communication with referring medical doctors and other healthcare providers. State-of-the-art technology allows specialty contact lens fittings and advanced anterior / posterior segment diagnostic imaging. The resident will experience different learning modalities (including urban / rural / specialty clinic settings) and travel opportunities to various optometric conferences and sites.

Program Goals:

- Reinforce the resident's primary care management skills and ability to provide exemplary patient care.
- Provide the resident with specialized skills and knowledge in co-management of laser refractive surgery and anterior segment surgery (e.g. PTK, blepharoplasty, ptosis repair, pterygium and chalazion excision, etc.).
- Increase the resident's clinical skills in co-management of medical care and ocular disease via rotations in comprehensive ophthalmology.
- Integrate the resident as a pivotal member of a multidisciplinary team.
- Develop the resident's understanding of practice management in Canadian optometry and ophthalmology clinic settings.
- Stimulate an appreciation for scholarly activity and lifelong learning.

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.

Residency in Primary Eye Care

Sponsor: Department of Veterans Affairs Medical Center, Portland, Oregon

Mission: This Primary Eye Care Optometric Residency is 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. This residency program offers qualified Doctors of Optometry an educational opportunity for exceptional and broad-based development as an optometric practitioner. The educational experience will concentrate on the delivery of primary eye and vision care to a predominantly outpatient veteran population from Oregon and Southwest Washington, and the medically indigent population of Portland. 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.

Residency 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 / 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 ORMS (Optometric Residency Matching Service) matching program.

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. State of Oregon eligibility is required for Contact Lens and Vision Therapy, Rehabilitation & Pediatric Optometry residency programs
- 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. Applicants should consult with program coordinators for specific requirements.

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-516L Clinic-Patient Care I

Clinical experience designed to supplement lecture material from OPT 516. 0 credits.

OPT-517 Patient Care II

Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 0.5 credits.

OPT-517L Clinic-Patient Care II

Clinical experience designed to supplement lecture material from OPT 517. 0 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-Anterior Segment Diseases 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-536 Essentials of Medical Pharmacology

This course will provide the student with a background in the basic pharmacological principles including Routes of Administration, Absorption, Distribution, Metabolism, Excretion, Pharmacokinetics, and Toxicology. The course will also provide in-depth discussion of the drugs that act upon the autonomic nervous system, as well as ophthalmic dyes, and local anaesthetics. 3 credits.

OPT-537 Systemic Diseases and Medications I

The first semester of a two-semester course that covers the etiology, 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 and cardiovascular disease. 3 credits.

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.

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-605 Clinical 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. 4 credits.

OPT-605L Lab-Clinical Optics

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. 1 credit.

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 Contact Lenses

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-Posterior Segment Diseases

Laboratory designed to supplement lecture material from OPT 633. 0 credits.

OPT-637 Systemic Diseases and Medications II

The second semester of a two-semester course that covers the etiology, diagnosis, and management (including pharmaceutical) of the major disorders and diseases affecting the body. The course will include discussions on pulmonary disorders, neurological disorders, headaches, psychiatric disorders, GI and liver disorders, infectious disorders, dermatology, urgent care, and domestic violence. 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. 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-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-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

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. 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. Epidemiology of relevant ocular and visual anomalies, and prescribing guidelines for modifying and enhancing visual performance of children, including medical management and contact lenses. 2.5 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. 2 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. 2 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. 3 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-741 Geriatric Optometry

This elective course focuses on the special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mentation and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and

interaction with primary care physicians, social workers, and occupational therapists. 1 credit.

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 elective 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

OPT-756 Independent Study

OPT-757 Ophthalmic Imaging

This elective course teaches techniques associated with capturing ophthalmic images. Use of non-mydratric 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-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-781 Changes During the Lifespan

An overview of normal human physiological, psychosocial, and cognitive development is presented, emphasizing issues related to the role of the optometrist as a health and vision care provider. Common conditions of abnormal human development throughout the lifespan are discussed. The role of the optometrist in the multidisciplinary care of special populations is emphasized. An overview of the physiological, psychosocial, and cognitive changes of aging is presented with emphasis on the visual system. 2 credits.

OPT-790 Vision Ergonomics Research Seminar

Seminar on current research and literature on vision ergonomics. Students will read assigned articles and participate in brown-bag lunch discussions on them. This seminar will be followed by a laboratory portion involving participation in the weekly research meeting of the faculty researchers in the lab. Students will have the opportunity to learn about and participate in development and conducting cutting-edge research. 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-856 Independent Study**OPT-900 Graduate Seminar in Vision Science**

Review of various topics in vision science. Topics include fundamental as well as current and applied areas. May include directed study. Arranged with individual faculty member. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits.

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. 1-3 credits.

OPT-903 Physiological Optics I

Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 3 credits.

OPT-904 Geometric & 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-905 Geometric & Physical Optics II

The second of a two-semester sequence continuing from OPT 904. 2 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

OPT-920 Clinical Experience

Participation in delivery of clinical services. (one half day per week). May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit.

OPT-921 Ocular Anatomy Physiology & Biochemistry

The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. 2 credits.

OPT-922 Anatomy of the Visual System

Anatomy, histology, and physiology of the orbit and extraocular muscles; blood supply and innervation of the visual system; visual pathways and visual field defects. 2 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. 1-3 credits.

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. Successful completion of the thesis requires approval of the written and oral thesis presentations by all thesis committee members. The student shall deliver to each of the thesis committee members, the faculty advisor, and the Director of Graduate Programs a copy of the thesis signed by all members of the thesis committee. The faculty advisor will submit a copy to the optometry/science librarian. May be repeated for credit. 1-3 credits.

TUITION

Annual:		\$31,956
• 1 st & 2 nd -Year students, per semester:		\$15,978
• 3 rd -Year students, per semester: (Summer 2011, Fall 2011 and Spring 2012)		\$10,652
• 4 th -Year students, per rotation: (Summer 2011, Fall 2011, Winter 2011 and Spring 2012 rotations)		\$7,989
Per-credit Tuition:		
• Part time, per semester credit (one credit courses and overloads):		\$1,054
• Audit, per semester hour:		\$350

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 credit hours are charged the full-time tuition, plus the part-time per semester credit charge for each credit above 23.

M.S. Programs

Per-credit:		\$1,054
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CALENDAR

August 25-26, 2011	First Year Student Orientation
August 29	Fall Semester Classes and Third Year Patient Care Begin
September 5	Labor Day Holiday; no classes/patient care scheduled
October 6-9	Great Western Council of Optometry Meeting, Portland, Oregon (student absences from classes and clinic MUST be approved)
November 5	LAST DAY 4th Year Session 2 Patient Care and Preceptorships
November 14	FIRST DAY 4th Year Session 3 Patient Care and Preceptorships 4th Year Clinic Orientation
October 12 – 15	American Academy of Optometry Annual Meeting, Boston, MA
November 23	Thanksgiving holiday; Classes/patient care ends at noon All offices close at noon
November 24 - 26	Thanksgiving Holiday; no classes/patient care scheduled
December 12 - 16	Fall Semester Final Examinations
December 23- January 2	Staff Winter Break. No Classes or Patient Care scheduled. Preceptorship schedules and holidays may vary.
January 9, 2012	Spring Semester Classes and 3rd Year Patient Care Begin
February 11	LAST DAY 4th Year Session 3 Patient Care and Preceptorships
February 20	First Day 4th Year Session 4 Patient Care and Preceptorships 4th Year Clinic Orientation
March 8 - 14	NBEO Break. No 3 rd year Classes or Patient Care scheduled.
March 24 - 31	Spring Break
April 23 – May 4	Spring Semester Final Examinations
May 7	3rd Year Summer Clinic Orientation & Class of 2014 White Coat Ceremony
May 7	Summer Semester Classes Begin, Class of 2014
May 12	LAST DAY 4th Year Session 4 Patient Care and Preceptorships
May 17-18	The College of Optometry Capstone Event for Class of 2012
May 19	Commencement Class of 2012
May 21	First day 4th Year Session 1 Patient Care and Preceptorship 4th Year Clinic Orientation
August 16	Last day summer semester and 3rd Year Summer Clinic