Pacific University Catalog

1999 - 2000

Celebrating our 150th Year
Pacific University reserves the right to change the provisions in this catalog. This includes the right to discontinue courses at any time, change requirements for admission and graduation, adjust fees or change any other regulations affecting the general student body. Such changes shall become effective whenever the proper University authorities so determine and shall apply to those who are matriculated in college as well as prospective students.

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The mission of Pacific University is to provide an education of exceptional quality in liberal arts and sciences and in selected professional programs to prepare students for service to a changing community, nation and world.

In addition to our mission, Pacific University values:

- A community of faculty, staff, and students dedicated to high academic standards, integrity, lifelong learning, and service to the community and the integration of liberal arts and professional education;

- A community that embraces creativity, flexibility and change and that honors diversity of viewpoints;

- A community that respects our traditions, our environment and our relationships beyond the campus.

MISSION OF PACIFIC UNIVERSITY

Pacific University, founded in 1849, is an independent, comprehensive university recognized nationally for its exemplary programs and as one of the best values in higher education west of the Mississippi. Pacific is pioneering new developments in the delivery of higher education. We are creating a dynamic, new learning community that will explicitly prepare our students for competitive and compassionate professional lives. Pacific’s curriculum is a distinct model of education that links theory with practice. Our undergraduate liberal arts programs connect classroom education with professional preparation through internships, practica and research programs. Our graduate programs in education and the health professions emphasize the principles of liberal learning. Pacific history is richly steeped in a tradition of community service, and we have identified the following mission and values as those we will embrace in all of our programs and initiatives to build upon our legacy.

PACIFIC: AN OVERVIEW

With an enrollment of 1,850 students, taught by 147 dedicated faculty, Pacific University is a private university that provides both high-quality arts and sciences curriculum and exemplary professional graduate programs in the health sciences and education. The university’s knowledgeable and accessible faculty is committed to helping students succeed. Pacific University offers exceptional academic value. Independent analyses of the university’s quality, its cost and the ready availability of financial aid have determined that Pacific is among the best values in the nation. Strengthening quality, keeping costs in check and offering additional opportunities for financial assistance are top priorities. Pacific provides a caring community where friendships are a priority. The university is small enough that opportunities abound for students to get involved but big enough that students working together can have a meaningful impact. At the heart of the University is the College of Arts and Sciences, offering a broad curriculum in the liberal arts and sciences. Surrounding the College are the School of Education and a select cluster of graduate schools in the health professions, including Occupational Therapy, Optometry, Physical Therapy, Physician Assistant Studies and Professional Psychology.
COLLEGE OF ARTS AND SCIENCES

Pacific’s base in the liberal arts is clearly reflected in the more than 25 different programs in the College of Arts and Sciences. The College is the largest unit and the core of the University. As such, it provides a broad spectrum of opportunities to match individual interests and career plans.

The College of Arts and Sciences has a curriculum which affirms in practice that a broad educational experience is both an end in itself and a means to set personal and professional directions. Within four divisions — the Arts, Humanities, Natural Sciences, and Social Sciences — the College offers a carefully constructed range of courses with breadth and depth in basic fields. Studies are supported by a strong advising program, from academic development through career counseling and placement. The College is essentially residential, and provides the kind of living-learning experience which characterizes the best smaller, independent liberal arts colleges.

In a world which increasingly asks not what you know but how quickly can you learn, Pacific prepares its students, no matter what their pre-professional orientation, to communicate clearly, to analyze problems, to synthesize information and to understand people, systems and cultures.

The College has traditionally encouraged off-campus learning. Pacific undergraduates may study abroad, may pursue independent research projects, and may undertake career internships with credit toward graduation.

The College offers the Bachelor of Arts and Bachelor of Science degrees.

In addition to the regular program, the College offers three intensive 4-week summer terms. A variety of classes are available which apply to undergraduate degree requirements. Summer term provides an affordable option for earning additional credits or accelerating degree completion.

SCHOOL OF EDUCATION

The School of Education offers an array of graduate degrees. The Master of Arts in Teaching with Standard Certification is available for licensed teachers through evening and summer classes. Liberal arts graduates who wish to teach may enroll in the full-time Fifth Year M.A.T. degree, which provides certification after twelve months of study and internship. The Masters in Curriculum Studies is designed for students who want a graduate education degree without a teaching license. The Master of Education: Visual Function in Learning prepares optometrists to work with vision problems in the schools. Undergraduates in the College of Art & Science may also earn a teaching license during their bachelor’s degree program. For details see the School of Education.

SCHOOL OF OCCUPATIONAL THERAPY

The School of Occupational Therapy at Pacific University offers a 29-month entry level masters degree in Occupational Therapy (MOT). The School has created an environment for educating and preparing future occupational therapists for the next century.

Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service. Occupational Therapy focuses on those activities in which people engage on a day-to-day basis. Through successful engagement in meaningful and valued daily occupations, an individual experiences a sense of competency, self-fulfillment and subsequent health and well-being.

The OT School at Pacific holds firmly to the founding philosophy of the profession. The roots of occupational therapy are in occupation — a powerful tool that every human possesses thus — the foundation from which the students are taught. Learning is an interactive process with the faculty, students and community engaging dynamically with each other through “doing.” Direct clinical experiences are integrated throughout the curriculum and involve excellent community/clinical facilities. Fieldwork experiences provide students the opportunity to study and engage in a variety of settings where people across the age span maintain, promote or regain health.

The OT curriculum focuses on the study of occupational function/dysfunction and its impact on health. This emphasis, along with a commitment to facilitate critical thinkers and problem solvers, prepares graduates for a future in ethical traditional and/or community based practises. Graduating therapists from Pacific University’s School of OT are well qualified to utilize occupation as a powerful tool for facilitating health in our communities.

COLLEGE OF OPTOMETRY

The College of Optometry offers the Doctor of Optometry degree in a four-year course of study. Pacific offers many distinctive features to the professional optometry student — a beautiful campus, small-town atmosphere, reasonable living costs, and additional specialized academic programs, all of which form a special kind of university environment.

In addition to maintaining an optometry clinic on campus, the college operates 3 fully-staffed clinics in nearby Portland, as well as 3 additional clinics within various public health facilities. Students regularly complete professional preceptorships in Alaska, Arizona, California, Colorado, Florida, Hawaii, Montana, Minnesota, New Mexico, North Dakota, South Dakota, Washington, Germany, and Guam.

For more detailed information on offerings and requirements in the College of Optometry, see the Optometry section of this catalog.

Degrees offered: Doctor of Optometry, Master of Science in Clinical Optometry, and Master of Education in Visual Function in Learning.

The master’s degree program in Clinical Optometry is designed to prepare individuals for careers in optometric education, research and specialty practice. It usually requires a minimum of 27 months of study to complete.

Residency programs leading to a certificate in Hospital Optometry, Rehabilitative Optometry and Hospital/Geriatrics are available through a joint program with the Veterans Administration Medical Centers in Vancouver, Washington, and American Lake, Washington.
SCHOOL OF PHYSICAL THERAPY

The School of Physical Therapy offers the Master of Science degree in Physical Therapy in a three year course of study. Pacific University's location in Forest Grove offers physical therapy students the values associated with a small town environment as well as some of the excitement of a large city, Portland. The campus itself has many cultural, sports, and social events and opportunities.

The School of Physical Therapy has a strong and caring faculty dedicated to providing a quality educational experience to its students. Special faculty strengths are in geriatrics, motor control, stroke treatment, biomechanics, research and orthopedic physical therapy. Many of the faculty have regional recognition and several are known nationally for their clinical skills or research contributions.

In addition to the professional program, the School of Physical Therapy offers a masters of science degree in health sciences for practicing physical therapists as well as several continuing education programs for the professional community annually. These programs are staffed by the School’s faculty and by other authorities in the field.

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

The School of Physician Assistant Studies strives to prepare students for service in a changing healthcare environment through an education based in primary care medicine with a focus on critical thinking. The 27-month master’s degree curriculum is designed to provide the student with the didactic and clinical skills needed to assist in the practice of medicine while stressing the importance of understanding and valuing the diversity of cultures, peoples and life-styles. Students are provided the foundation of medical knowledge from which to begin lifelong learning to meet the needs and challenges of a changing healthcare system.

The Faculty of the School of Physician Assistant Studies includes physicians, physician assistants, psychologists, pharmacists, nurses, physical therapists, other health care providers along with basic scientists in anatomy and physiology. Through this team approach to education, the physician assistant student learns to value the roles of other members of the team.

The program is proud to acknowledge the active participation of the medical community in all aspects of the development and implementation of the program. Community providers are involved in the advisory and admissions committees and serve as lecturers and preceptors. The program is actively establishing affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians throughout Oregon and surrounding states.

The Physician Assistant (PA) is a respected member of the health care team who works with his or her supervising physician to provide diagnostic and therapeutic patient care in a variety of medical settings. The physician assistant is ranked as one of the top careers in growth potential by the U.S. Department of Labor. Positions are available in both primary and specialty care at a variety of practice 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 and health care administration.

SCHOOL OF PROFESSIONAL PSYCHOLOGY

The School of Professional Psychology provides a comprehensive and integrated educational experience which grounds the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The program 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 thus orientates 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 the 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 a rapidly changing society and thus works to maintain a close connection with the community which it serves.

The School’s curriculum provides students with a solid foundation for both professional practice and continuing professional growth. Doctoral graduates of the School possess the knowledge and skills to provide psychological services to individuals, groups and the community in a variety of contexts, including the traditional areas of professional psychology: psychological assessment, psychotherapy, and applied research. They are encouraged to seek out new and innovative professional roles. Training is structured to prepare graduates to enter the postdoctoral licensing process.

The School of Professional Psychology at Pacific offers doctoral studies in Clinical Psychology, leading to the Doctor of Psychology (Psy.D.) degree with an emphasis on preparing graduates for service careers as professional psychologists. The School also offers the Master of Arts in Counseling Psychology from its location in downtown Portland. Specialty tracks in Behavior Analysis and Organizational Behavior develop skills in current practice areas. Emphasis on community involvement and practical applications of theoretical and scientific psychology make the school unique in the Pacific Northwest.

The School maintains a Psychological Service Center, located in downtown Portland. This clinic offers psychological services to the community while providing supervised training experiences to its practicum and internship students. Professional psychology complements and strengthens the other health profession programs among Pacific’s graduate offerings.
CONTINUING EDUCATION

Pacific University offers both hourly and transcript-quality continuing education credits to practitioners and other licensed professionals in the health care fields that are served by Pacific University’s professional programs in Occupational Therapy, Optometry, Physical Therapy, Physician Assistant Studies and Professional Psychology.

The office furnishes continuing education transcript information to state boards or other professional licensing agencies as needed for an individual’s license renewal or upgrading.

Programs are held both on campus and in various communities in the U.S. and Canada and consist of lectures on topics of current interest to the professionals. Additionally, smaller clinical sessions on specific aspects of patient and client care are available. Certification courses are also offered which may allow for expanded license privileges for some professions. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available by videotape for independent study. Continuing Education faculty members include nationally respected guest lecturers as well as faculty from the various professional schools. Information about currently scheduled programs may be obtained by writing the Director of Continuing Education.

The Division of Continuing Education also administers the Community School program, which offers non-credit classes for personal and professional growth for members of the community who have an interest in life-long learning.

SUMMER SESSIONS

Each summer, Pacific University offers three intensive 4-week terms through the Summer Sessions program. A variety of classes are available which apply to undergraduate degree requirements and graduate teacher education programs. Summer Sessions provides an affordable option for earning additional credits or accelerating degree completion. The Summer Sessions catalog is available in mid-March and may be requested by writing or calling the registrar of the College of Arts and Sciences, Pacific University, 2043 College Way, Forest Grove, OR 97116, 503-359-2165.

ENGLISH LANGUAGE INSTITUTE

Pacific’s English Language Institute offers an intensive language study program for foreign students learning English. The ELI has in residence approximately 40 students from Asia, Europe and Latin America. ELI students live with American roommates in the residence halls and may take regular university classes as soon as their English skills allow. The ELI also provides special summer study programs.

ATHLETICS

Home for athletic activities at Pacific is the 90,000-square-foot Athletic Center, which houses a gymnasium with three activity areas, side courts, a fieldhouse, three handball-racquetball courts, a squash court, sauna, dance studio, weight room, wrestling room and sports medicine/training room with whirlpools—all available for student use.

An active intramural schedule for both men and women includes activities in flag football, volleyball, 3-on-3 basketball, 5-on-5 basketball, racquetball, softball and tennis, with each sport played seasonally. The intramural program also sponsors aerobic dance activities, a golf tournament, and the popular Rock ‘n Bowl throughout the school year.

In intercollegiate athletics, Pacific fields teams in baseball, basketball, cross country, golf, soccer, softball, tennis, wrestling and volleyball. The university belongs to the Northwest Conference and is affiliated with the National Collegiate Athletics Association, Division III.

LIBRARY RESOURCES

The Harvey W. Scott Memorial Library

The Harvey W. Scott Memorial Library offers a variety of print and electronic information resources. It maintains an expanding collection of books, CD-ROMs, government documents, periodicals, sound recordings, videos, and other materials. The Library maintains several computer workstations which provide access to a variety of electronic resources and the Internet.

The Library is designed to accommodate a collection of materials and, at the same time, provide a comfortable atmosphere for individual and group study and research. The first floor includes the Book Collection, the Circulation and Reference Departments, and the User Education Classroom. The second floor includes the Periodical and U.S. Government Documents Collections, the Margaret McChesney Scott Music Library, and the University Archives.

Additional information about the collections and services of the Harvey W. Scott Memorial Library is available on the World Wide Web at http://joseph.lib.pacificu.edu/hws/mainlib.html

UPWARD BOUND

Pacific University hosts the oldest Upward Bound program in Oregon. Upward Bound is a federally funded college prep program that offers educational assistance to high school students. Since 1966, Pacific University’s Upward Bound program has helped high school students develop the skills and motivation needed to succeed in college. The project provides academic skills courses; in-school contact; individual tutoring and counseling; college and career planning; cultural and educational activities; help applying to college and for financial aid; a six week residential summer school; and experience in college classes for seniors.

A HISTORY OF PACIFIC UNIVERSITY

In 1846, a remarkable 66-year-old widow completed a rugged trip west with her family to live in the Oregon Territory. Tabitha Moffatt Brown finally made it to Oregon, but not before undergoing much hardship. At one point on the journey by wagon train, she was left alone on the trail in the bitter cold with her ailing 77-year-old brother-in-law. She pulled them through, despite being near starvation, and they reached the temperate Willamette Valley on Christmas Day.

Tabitha Brown and the Clarks, concerned for the welfare of the many orphans in the area, made arrangements for
using a local meeting house as an orphan school, and by 1848, Mrs. Brown was “house-mother” to the students and had become a driving force behind the school.

In the summer of 1848, the Rev. George H. Atkinson came to Oregon, commissioned by the Home Missionary Society of the Congregational Church Association to “found an academy that shall grow into a college on the New England model.” Atkinson and Clark drew up plans for a new educational institution, based on the orphan school.

In September of 1849, the Territorial Legislature gave its official sanction to the new school, establishing by charter the Tualatin Academy. By 1854 a new charter had been granted, establishing “Tualatin Academy and Pacific University.”

Pacific University awarded its first baccalaureate degree in 1863 - one of the first awarded in the western United States. Harvey W. Scott, recipient of the degree, went on to become editor of The Portland Oregonian — now the state’s largest daily newspaper — and later established himself as an influential political figure. Scott’s legacy at Pacific is honored in the Harvey W. Scott Memorial Library, built in 1967.

The growth of a local public high school caused the Tualatin Academy to be closed in 1915 and Pacific University stood on its own — a pioneer institution of higher education.

In 1945, the University expanded into the health professions through a merger with the North Pacific College of Optometry.

Other health professions programs were added later, including Physical Therapy in 1975, Occupational Therapy in 1984 and Professional Psychology in 1985. In 1995, the School of Education was established through reorganization of the professional teacher education programs that had been part of the College of Arts and Sciences.

Congregational missionaries in the West were key leaders in the establishment and growth of the University, and that legacy is still regarded as an important influence within it. Pacific, along with such colleges as Dartmouth, Carleton, Oberlin, Grinnell, Rollins, and Pomona celebrates a tradition of 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. We support religious pluralism and we are committed to instilling in our students and programs a sense of values and ethics, compassion, caring, and conscience.

ACCREDITATION AND MEMBERSHIPS

Pacific University is an accredited member of the Northwest Association of Schools and Colleges. Particular programs are also accredited by the Council on Optometric Education of the American Optometric Association; the National Association of Schools of Music; the American Physical Therapy Association; the American Occupational Therapy Association; The American Psychological Association and Teacher Standards and Practices Commission of the State of Oregon for the preparation of teachers. The School of Physician Assistant Studies has applied for accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Pacific 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 and the Association of Independent Liberal Arts Colleges for Teacher Education.

FACILITIES

The Forest Grove campus contains 18 major buildings in a picturesque setting of green lawns and tall shade trees. Architecture at Pacific is a pleasant blend of the old and new, represented at one end of the spectrum by historic Marsh Hall, originally constructed in 1893, and at the other by the University’s new science and music buildings completed in 1993.

The 55-acre campus also includes the spacious Pacific Athletic Center, a 90,000-square-foot facility built in 1970 as the home for Pacific’s athletic activities and other major spectator events, and the Tom Reynolds Soccer Field.

Present major buildings, their date of construction and/or renovation and present uses of buildings are listed below:

Bates House (1923)
Administrative Offices of the College of Arts and Sciences, Humanities Division, English, faculty offices.

Carnegie Hall (1912, rebuilt 1969)
School of Education, World Language Department faculty offices, television production studio.

Chapman House (1922)

Clark Hall (1966)
Coeducational residence hall.

Douglas C. Strain Science Center (1993)
Classrooms, laboratories and offices for biology, math, computer science and physics.

Duniway House
Faculty offices for the English Department.

The Harvey W. Scott Memorial Library

Jefferson Hall (1952, renovations 1967, 1999)
College of Optometry, laboratories, classrooms, clinic areas, Forest Grove Family Vision Center, dispensary, and optical shop.

Knight Hall (1879)
Admissions offices.
Marsh Hall (1893, reconstructed 1977)
Administrative and Business offices, Division of Social Sciences faculty offices, Registrar, Financial Aid, Taylor Auditorium, classrooms, Educational Technology Services, Foreign Language Laboratory, University Publications, Public Information, Alumni Relations, University Relations, Office of the Vice President for Academic Affairs, Office of the Vice President for Financial Affairs, Office of the Vice President of Enrollment Management, office of the Vice President for University Relations and Office of the President.

McCormick Hall (1924, major renovation 1987)
McCormick Hall is a co-educational hall primarily for upper division students. In addition to traditional single, double and triple rooms, it offers suites with adjoining baths as an alternate living option.

Chemistry wing, laboratories and offices, auditorium for large classes and meetings.

Physical Therapy Building (1987)
School of Physical Therapy facilities including clinics, classrooms, laboratories and offices.

Taylor-Meade Performing Arts Center (1993)
Music department offices, McCready Auditorium, box office, Burlington Recital Room, music practice rooms and facilities.

Vandervelden Court (1995)
Coeducational apartment-style residence facilities for upperclass undergraduate students and graduate/professional students.

Walker Hall (1859)
Philosophy Department.

Walter Hall (1958, wing added 1962)
Co-educational residence hall. Rooms are available in traditional doubles or singles. Also houses School of Occupational Therapy.

Warner Hall (1947)
Theater, classrooms, Theater Department, Art faculty offices, laboratories.

University Center (Washburne Hall) (1964)
Pacific’s community gathering place, contains meeting space, Pacific Information Center, bookstore, computer laboratory and classroom, mailroom, student services offices, dining facilities, lounges and recreational areas. Located in the east wing of the U.C. are the offices for the Dean of Students, Residence Life and Student Activities. The lower level contains offices for student publications and the studio for KPUR, the campus radio station. The multi-purpose room is the site of many campus and community activities. Social, cultural and service programs and activities in the U.C. are designed to accommodate and promote the interaction of students and the University community.

Old College Hall (1850)
The first permanent structure of Pacific University, Old College Hall, was built in 1850. It is among the oldest collegiate buildings in the western United States. In 1894 it was moved from its original site where Marsh Hall stands and became Science Hall. Containing laboratories and classrooms for biology and chemistry, for years it was fondly known as the “Chem Shack.” Old College Hall moved in 1963 to its present location, making way for Washburne Hall (University Center).

This compact two-story building with its octagonal bellfry or cupola is symbolic of pioneer efforts during territorial days. A significant structure for Oregon and the region, Old College Hall was listed on the National Register of Historic Places in 1974. A few years later, in 1980, a major renovation project was completed. The first floor area contains the Tualatin Academy Room and the Henry Price Memorial Chapel. Both of these spaces are used for special gatherings and events.

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 University. Many interesting objects donated by alumni and friends of the University are interpreted 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 a strong missionary heritage.

SERVICES

RESIDENCE LIFE

Because learning outside of the classroom is as essential as learning inside the classroom, residential living is an integral part of the total Pacific experience. Residence halls are designed to be living-learning environments where trained residence staff help students make smoother transitions to the next phase of their development. Fostering a climate for friendship and understanding among students with diverse backgrounds is a priority of the residence program.

The University offers accommodations in four on-campus residence facilities all of which are smoke-free environments. The three residence halls of Clark, Walter and McCormick are supervised by Resident Directors, professional staff members who live in the halls. Each hall has lounges, storage areas, and a coin-operated laundry. The halls are divided into smaller living units called “wings.” Each wing has its own name and the students there vote on a variety of matters like how to use activity funds or determining quiet hours. There are also several Theme Wings — International Wing for students committed to understanding and celebrating cultural diversity; Environmental/Outdoor Wing for students who wish to actively participate in outdoor activities and/or environmental projects; Wellness/Alcohol Free Wings for health-conscious students. Resident students are actively involved in governance and judicial matters. Resident Assistants, carefully selected upper division students, live in each wing, and assist students...
with the transition to college, with personal and academic concerns, and in mediating and solving residence life problems. Tutors and Wellness Program Coordinators are available in each hall. Students live in double and single rooms, and suites.

Vandervelden Court offers apartment-style living in 37 four-bedroom suites with living and cooking facilities in each unit. This facility is designed primarily for junior and senior undergraduate students, and graduate/professional students, and offers more independent living.

Because residence hall living is an important factor in the process of social and academic growth, it is necessary for all students to be aware of the policies that apply to residence.

Freshmen and sophomores are required to live and board on campus unless (1) they have graduated from high school at least two years prior to matriculation, (2) are married or perform as parents, or (3) are 21 years of age or (4) wish to live full time with their parent(s) and/or legal guardians. (NOTE: criteria (2) requires a residency waiver form on file. These forms are available through the Student Services Office.) Housing contracts are binding for a full academic year. Early releases are rare and only by approval from the Options Committee.

The University owns several off-campus apartment complexes and rental houses which are available to upperclassmen. The Student Services Office has information on these units and off-campus housing in the Forest Grove area, but does not provide placement. The Student Services Office publishes a listing of local apartments and maintains a bulletin board of area rentals and students seeking roommates.

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. New students receive housing information over the summer. Returning students select rooms in the spring of the preceding academic year through a lottery process, and must make a $100 deposit in order to reserve their room for the following year. Cancellation of a room reservation before July 1 will result in a $50 refund; cancellation after July 1, will result in forfeiture of the entire $100 deposit.

MEAL SERVICE

Meal service is provided by ARAMARK Food Service in the dining commons in the University Center. In addition to providing meal service throughout the year — with the exception of Thanksgiving and Christmas vacations — ARAMARK also caters meals for special events. On-campus students pay for meals with a meal ticket. Off-campus students may dine at the commons by either purchasing a meal plan for dining commons service, or by purchasing individual meals.

BOOKSTORE

The Pacific University Bookstore, located in the University Center, carries all required texts and supplies for course work, plus general books and office supplies, stamps, gifts, snacks, T-shirts, sports wear and drug-store items. The bookstore stocks both new and used textbooks, and buys back textbooks at the end of each term. Other services include special orders for class rings, graduation caps and gowns, optometry equipment, books, and office supplies.

STUDENT GOVERNANCE

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 students at Pacific University are members of the Associated Students of Pacific University (ASPU). Undergraduate students are represented by the President and Vice President of the undergraduate student body and by the Pacific Undergraduate Community Council (PUCC). The PUCC, which includes faculty, administrators, and undergraduate students develops, reviews, and recommends policy on matters affecting undergraduate students. Professional students are represented by the Professional Programs Council (PPC) which includes a representative of each of the professional schools. The PPC makes recommendations on major policy matters to the appropriate individuals or governing bodies. The PPC also serves as a means by which professional students communicate between schools and articulate common concerns.

STUDENT ACTIVITIES

The Associated Students of Pacific University (ASPU) supports numerous student activities including intramural sports, concerts and lectures, an outdoor and off-campus program, and interest groups such as the Politics and Law Forum and Students for Environmental Awareness. In addition, the University sponsors a variety of student activities aimed at providing diverse and challenging opportunities for students to learn outside of the classroom.

STUDENT MEDIA

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

The Pacific Index, the campus newspaper, gives students the opportunity to gain valuable writing, editing, advertising and business experience. The Index is published biweekly.

The Pacific Review, a literary magazine, includes poetry, graphics, articles, photography, short stories and other items contributed by students. It is published twice a year, and sponsored by the English Department.

KPUR, the campus radio station, is broadcast to residence halls and the University Center. Student-managed and operated, KPUR, 94.5 FM offers music, news and special programs — all provided by students.
Pacific Productions provides an opportunity for video production experience through the taping of athletic events, campus activities and independent projects. Productions are broadcast over the community cable TV system.

FORENSICS

Students wishing to increase public speaking skills or analytical skills may compete in Forensics (intercollegiate speaking and debating). Students represent Pacific at regional and national Speech & Debate Tournaments throughout the academic year.

Membership on the Forensics Team includes membership in Pi Kappa Delta, a National Honorary Fraternity. In addition to competing, students are expected to help with the administration and promotion of the “Hap” Hingston Invitational High School Speech & Debate Tournament, held in early December.

COUNSELING SERVICES

Assistance is available for students experiencing personal problems or academic adjustment difficulties through Pacific University’s student counseling center. The counseling center offers individual appointments during daytime and evening hours. Staffed by a full time psychologist and by other trained counselors who provide guidance and support to students, the counseling center offers services which are free and confidential.

CAREER DEVELOPMENT CENTER

Located in Chapman Hall, the Career Development Center’s mission is to help students integrate their classroom education with careful preparation for professional opportunities and graduate programs. Students should take full advantage of the wealth of resources here supporting career exploration, job and internship search, graduate school search, employer research, and related topics. Many career programs and workshops are offered throughout the year, covering such things as resume writing, graduate school applications, and interview preparation. Larger profile programs include alumni career panels throughout the year, as well as an annual job fair in the spring featuring over 150 employers and a graduate school fair in the fall drawing representatives from over 60 programs across the country. Also figuring prominently among these resources is the Alumni Career Network, a database profiling several hundred Pacific alumni ready and willing to lend career networking assistance to students and graduates of the University. Additionally, through the Career Center’s Partnership Program students can embark upon a series of thoughtful work and internship opportunities in a wide range of businesses and organizations. Career Center staff and faculty work together to develop these opportunities and shepherd students through this process to complement an outstanding liberal arts education with a thorough grounding in practical, professional preparation. The staff of the Career Development Center take pride in working with students individually to ensure that they receive the very best career support and guidance possible.

HEALTH SERVICES

Quality health care is provided through the Student Health Center. Staffed by two Nurse Practitioners, a Registered Nurse, an Office Manager and Receptionist, the Student Health Center provides treatment of minor illnesses and injuries, family planning services (to partners as well as to students), referral to physicians, and health education. Nurse Practitioners provide general health care including physical exams and prescription medication when appropriate. Walk-in hours are available throughout the week as well as day, evening and some weekend appointments. All records in the Student Health Center are confidential. The University retains the right to require certain immunizations prior to enrollment. Optometric care is provided through the Pacific University College of Optometry.

DISABILITY SUPPORT SERVICES

This service is provided in order to arrange for specialized academic support or modifications to the learning environment. In general, the University will work with students to improve study habits, offer tutoring, notetakers, tape recorders, extended exam time, reduced academic load and physical accommodation. The University requires appropriate documentation of a disability and there may be some limitations on what the University can offer, but each situation will be carefully and individually reviewed.

It is the responsibility of each student to inform the Director of Disability Support Services of his or her status and particular issues. Students are encouraged to work proactively with the faculty in developing strategies for accommodation.

The University complies with the Americans With Disabilities Act of 1990 (ADA). Questions or complaints about University policy should be directed to the Vice President for Academic Affairs.

THE PACIFIC INFORMATION CENTER (PIC)

The Pacific Information Center is located in the University Center between the Dining Commons and the mailroom. Designed to be a “one-stop shop” for almost all University information, the PIC provides a plethora of services, forms, newspapers and brochures. Computer terminals allowing students to access personal enrollment and financial information can be found at the PIC, as well as Conference Services, the Switchboard, Event Planning Management, and the offices of the Director and Coordinator of the Pacific Information Center. The PIC is responsible for room scheduling, newsletters such as “Boxer Briefs” and “Week At A Glance,” ID cards, phone cards, parking permits, vendors, sales of movie tickets, stamps, bus tickets and personal sundries. Open days, evenings and weekends, the PIC is one of the busiest corners on campus!

THE DEAN OF STUDENTS

The Dean of Students has overall responsibility for many of the services to students at the University such as the Student Health and Counseling Centers, Residence Life, Student Activities, Disability Services, Wellness and Multicultural...
tural Services. Both undergraduate and professional student governing bodies work closely with her in presenting, discussing and resolving student concerns. 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. As the Dean for all students at the University, she should be regarded as a resource by undergraduates and professional program students alike for questions, problem solving, or simply when it is unclear where to go with a particular issue. The Dean welcomes students’ viewpoints on programs, policies and facilities.

INTERNATIONAL STUDENT SERVICES

Pacific University understands that international students have needs that are often different from those of other students. An International Student Advisor is available to assist international students throughout the academic year. In addition to the international student orientation, international students may receive assistance in such matters as U.S. immigration requirements, academic scheduling, intercultural adjustment, English language issues, financial concerns, housing, and University admission requirements.

SECURITY

Security at Pacific University is provided by the Department of Community Safety and Security. They provide assistance and education in matters of personal security, the handling of emergencies, and the protection of personal property. They also coordinate nightly checks of residence halls, off-campus University owned housing, and campus grounds and buildings. However, Campus Security cannot be fully responsible for the security and safety of students. Students must exercise good judgment and personal responsibility in matters of personal safety. The University is not responsible for the personal property of students or staff, and cannot be held accountable for any losses.

ALUMNI

The purpose of the Pacific University Alumni Association, formed in 1892, is to extend and deepen the social and intellectual experience of college years and to further the welfare of Pacific. All graduates of Pacific University and all former students having completed a year here and who have expressed a desire to retain ties with the University are considered members.

Members of the Alumni Association are represented by an Executive Council. The Alumni Relations Office provides services to the Alumni of Pacific University, including group travel opportunities, various alumni gatherings and class reunions. The Alumni Relations Office also, upon request, assists in the mailing of alumni-relations newsletters, invitations to alumni gatherings and offers assistance with reunion planning.

The Alumni Association also provides opportunities for former students to interact with current students. The Student Alumni Association organizes a variety of events that bring current and former students together for career seminars, job seeking advice, externships, internships, and social functions. Alumni Association members may also participate in scholarship programs and recruitment activities. For further details contact the Alumni Office in Marsh Hall.

COMPUTER SERVICES

A computer network is available to students in the residence halls, with full access to the Internet and to PORTALS, the Portland metropolitan academic library network. Pacific maintains an on-campus sales relationship with Apple Computer, providing computers and accessories to students at substantial discounts.

SERVICE CENTER

The Service Center, located on College Way, produces Pacific’s print material including small, low-cost projects for students and university family members as time permits. The center also processes outgoing mail from academic divisions, student organizations, and administration.

UNIVERSITY RELATIONS

The University Relations Office, located in Marsh Hall, coordinates fund-raising and alumni activities for Pacific. This office is also responsible for public relations activities including the dissemination of news and public information. Print communications for external audiences of Pacific are produced in this office including Pacific Magazine, (the University quarterly magazine), catalogs, brochures, and other publications. University Relations also keeps local and national media in contact with happenings at Pacific, sends news of Pacific students to their hometown media, and operates a Speakers Bureau to facilitate Pacific professors’ speaking before area civic and public school groups. Special events such as the annual Tom McCall Forum political debate, and the performing arts series are coordinated by University Relations staff.

BUSINESS POLICIES ON TUITION AND FEES

The University strives to maintain high educational standards at the lowest reasonable cost. Contributions from individual alumni, parents and friends of the University, and support from foundations and corporations help to reduce costs to students and their families through the University’s development and fund raising programs.

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.

Students should make the necessary arrangements for the payment of all fees and charges in accordance with one of the University’s payment options. All payments must be made in United States funds.

ADMISSIONS EXPENSES

When a student applies for admission to the University, the
application must be accompanied by an “application fee” as determined by the particular school or college to which the student is applying for admission.

When a student is admitted to the University, a non-refundable advance payment deposit is required to complete the admission process. The deposit (amounts are set by the individual school or college) will reserve the student’s place in the incoming class on a space available basis and will be credited to the student’s tuition payment charges for the first semester.

THE TUITION CONTRACT (GRADUATE STUDENTS ONLY)

All full-time graduate students enrolled as degree candidates in academic programs at Pacific University participate in Pacific’s tuition contract plan. Under this plan, the student enters Pacific at the base tuition rate for the appropriate academic program. The student continues to pay that rate increased each year by no more than 3% or the Consumer Price Index (BLS Consumer Price Index, All Urban Consumers [CPI-U], All cities 1982-84=100, or successor index) for January to January, whichever is higher, each subsequent year that the student remains enrolled in the program. University Administration will make the CPI information available to the general campus community.

This policy will remain in effect unless:
(1) the Board of Trustees determines that, to accomplish the mission of the University, additional tuition revenue is necessary or,
(2) the University is declared by the Board of Trustees to be in a state of financial exigency as defined in the University Handbook.

In either such event, the Board may mandate a particular tuition rate increase for the ensuing year that is above 3% or the normal CPI adjustment for that year.

Tuition rates for each entering class in each academic program will be set each year by the University at its discretion.

The particular tuition rate to be paid by an individual student enrolled, as a degree candidate will be determined by the year that student became a degree candidate. Students, who wish to leave the University for any reason, and later return to the same program, will be charged at the prevailing rate for that year.

Part-time students will pay a credit hour rate based on the entering class tuition rate for the year such students are enrolled. The tuition contract program does not apply to such students.

BUSINESS OFFICE POLICIES

Students enrolling at Pacific University have a Business Office account opened in their name. Timely payment of the account is the responsibility of the student. A student’s registration in a new semester will not be complete until the previous semester’s financial obligations have been satisfactorily accounted for with the Business Office.

Pacific University’s philosophy on payment reflects the educational element of assuming and meeting one’s fiduciary obligations carefully and completely. Payment due dates are established, depending on the tuition payment plan agreed to between 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 processed and delivered to the University Business Office and credited to the student’s account. This covers endorsement of all checks to be credited to the student’s account.

Please visit our website at nellie.pacificu.edu/finance/bo/or email us at cashiering@pacificu.edu.

STUDENT INFORMATION WORKSHEET

Each student must complete a student information worksheet with the Business Office at the beginning of each academic year they are enrolled at Pacific University. This worksheet will provide the student’s name, ID number, and authorization for information and payment plan selected. This form must be completed and signed by the student in order to be valid. Without a completed form on file the Business Office will not release information to any person other than the student.

INSURANCE

Medical insurance coverage is required for all full-time students. Students with their own personal medical insurance coverage are exempt from participation in the University’s group plan if they properly complete and file a waiver form for each academic year by the stated due date.

Group medical coverage is available both for dependents of full-time students and during summer vacation. Contact the local insurance agent, Waltz Sheridan Crawford, at (503) 357-3154 for premium rates and applications.

Personal property insurance is recommended. If parents’ insurance policies do 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 thus cannot be held accountable for any losses.

PAST DUE ACCOUNTS

The University reserves the right to deny access to class, to withhold transcript of record or diploma, or to withhold registration for a subsequent term until all university charges and appropriate loans have been paid and a student’s account has been cleared. Final class registration is granted upon certification from the Business Office that the student’s account is current.

TUITION AND FEE PAYMENT OPTIONS

I. Semester Plan

This plan allows you to pay “in full” before the beginning of each semester. Due dates for the 1999-2000 Academic Year are:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOTAL PAYMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Winter</td>
<td>August 15, 1999</td>
</tr>
<tr>
<td>Winter (for students entering Winter Term)</td>
<td>January 5, 2000*</td>
</tr>
<tr>
<td>Spring</td>
<td>January 15, 2000</td>
</tr>
<tr>
<td>Summer</td>
<td>May 15, 1999</td>
</tr>
</tbody>
</table>
*Students entering the University during the Winter Term will pay the tuition and fees prior to registration. If the student is enrolled full-time during the Spring Semester, the Spring invoice will reflect a credit in the amount of the Winter Term tuition and fees. If you do not make the payment according to schedule, a late fee of $50.00 will be assessed to your account for each month that the payment is past due.

II. Monthly Payment Plan

This plan allows you to pay tuition and fees for the academic year. For the fall term, payments begin on August 15, 1999 with additional payments due the 15th of each month. For spring term, payments begin on December 15, 1999; for summer term April 15, 2000. There is a one-time set-up fee of $35.00 for choosing this option. If you sign up for this payment option after the first payment due date, it will be necessary to make up the payments from the previous months in order to become current on the payment plan. If you do not make the payment according to schedule, a late fee of $50.00 will be assessed to your account for each month that the payment is past due.

Note: (the following information is applicable to both the Semester Payment Plan and the Monthly Payment Plan) Disbursement of Federal Direct Stafford Loan (subsidized and unsubsidized), Federal Perkins Loan and Health Profession Student Loan cannot occur until the borrower completes a promissory note. Disbursement of Federal Direct Parent Loan for Undergraduate Students and alternative loans such as CitiAssist 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 student account payment. All checks to be credited to the student’s account, including outside scholarship checks, Pacific University checks, and all other sources of payment 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.

WITHDRAWAL POLICY (REFUND/REPAYMENT)*

Students who register as full-time students and completely withdraw from all classes are eligible for a refund of University charges in accordance with the applicable refund policy. It is required that students formally withdraw from the University by contacting the Dean of Students Office.

The refund calculation uses a formula prescribed by the federal government. Examples of withdrawal refund/repayment calculations are available for review in the Financial Aid Office. New students in their first semester at the University are eligible for a prorated refund up through the ninth week of the semester. A refund is available for withdrawal through the eighth week of classes for students beyond their first semester. Students who have completed at least one semester at the University are entitled to a refund based on the University refund policy.

<table>
<thead>
<tr>
<th>1999-2000 Refund &amp; Repayment Schedule</th>
<th>PRO-RATA POLICY</th>
<th>UNIVERSITY/FEDERAL POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of class ..........</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>First day of class ..................</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>End of first week ...................</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>End of second week ..................</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>End of third week ...................</td>
<td>80%</td>
<td>50%</td>
</tr>
<tr>
<td>End of fourth week ..................</td>
<td>70%</td>
<td>50%</td>
</tr>
<tr>
<td>End of fifth week ...................</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>End of sixth week ...................</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>End of seventh week ................</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>End of eighth week ................</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>End of ninth week ...................</td>
<td>40%</td>
<td>No refund</td>
</tr>
</tbody>
</table>

*A hall presence fee of $24.00 per day may be assessed against the student account for additional time residing in the University Housing or 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 refund the applicable financial aid programs.

CHANGE IN CREDIT HOURS

When a student modifies their schedule to result in a change from an overload to full-time standing, or from a full-time to a part-time standing, but does not completely withdraw from all classes the following will apply:

- If the changes are completed prior to the last day of the add/drop period the appropriate refund will be given.
- If the changes are completed after the stated add/drop period no refund will be given for the reduction in courses. The student will forfeit all tuition refund resulting from the change in standing.

SHORT TERM LOANS

Available to full-time students of the University who are in temporary need of financial assistance. In order to qualify for this loan, students cannot be delinquent or be in default on their Business Office account and must be able to demonstrate a means of repaying the loan within 120 days. Loans are available for up to $500 and interest is charged at an annual rate of 5%, beginning 30 days after the issue date. Students may borrow more than one loan, but may not have more than $500 outstanding at any time and cannot be delinquent on a previous loan. 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 or Emergency loan programs for the remainder of the academic year. Academic transcripts and/or diplomas will not be released for students who are delinquent on their loan at the time they are requesting the transcript or leaving the University. Students who terminate their enrollment at the University will have their loan due date changed to reflect their last date of enrollment. Applications for the loan can be made through the Business Office. The loan application fee is $5.00.
SCHEDULE OF FEES AND COSTS FOR ACADEMIC YEAR 1999/2000

COLLEGE OF ARTS AND SCIENCES

Tuition

Undergraduate
Annual (two 14-week terms)* Tuition for students for the academic year .......................................................... $16,800
Semester (one 14-week term)* Tuition for students for the semester .......................................................... $8,400
Winter 3-week term (no charge to students enrolled for fall or spring semester; all other students charged at part-time, per semester hour rate)
Part-time, per semester hour
(1 through 11 credit hours) ................................................. $560
Summer, per semester hour .................................................. $300
Audit, per semester hour ..................................................... $300
Part-time, graduate level (non-degree track), per semester hour .......................................................... $360

Fees

Student Government/Activities**
Annual ............................................................................ $120
Semester ........................................................................... $60
Health Service Fee**
Annual ............................................................................ $130
Fall or Spring Semester ........................................................ $65
Technology Fee (Network and Computer Lab usage fee)
Fall or Spring Semester ........................................................ $75
Summer Term ................................................................. $35
Annual (Fall, Spring & Summer) ........................................... $185
Recreational Fee**
Annual ............................................................................ $50
Semester ........................................................................... $25
Laboratory and/or Travel Fee
Specified courses may require an additional fee to cover cost of travel to off-campus sites and/or a laboratory fee for the cost of additional materials, etc.
Medical Insurance***
August 23, 1999 to August 22, 2000 (U.S. citizen) ........ $425
August 23, 1999 to August 22, 2000 (International) ..... $480

* Overloads: There is a credit plateau from 12-18 hours where tuition charges remain at the 12-credit level. Students enrolled for more than 18 credit hours are charged full-time tuition, plus the part-time semester hour charge for each credit hour above 18 hours.
** Applies to all students enrolled in 6 or more credits for the term.
*** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Student Information Worksheet)

Late Course Additions (Arts & Sciences):
The Standards & Advising Committee must approve all petitions for late course additions.

Music Fees
One half-hour lesson per week
(14 sessions, 0.5 credits) .................................................... $180
Organ practice rental per semester ...................................... $50
A Music Lesson Fee Waiver of .5 credit is available each semester to students who are enrolled in a major ensemble (choir, orchestra, band) AND enrolled in or have taken Music 111/112, 211/212. An additional waiver of .5 credit is available each semester to students who are also listed with the Music Department as pursuing a B.A. in Music: Performance Emphasis degree. Please complete the waiver procedure with the Music Department which will forward the information to the Business Office.

Students whose accounts are in delinquent status will not be eligible to register for the following semester.

1999/2000 ROOM/BOARD

Room Rates

<table>
<thead>
<tr>
<th>ROOM/BOARD</th>
<th>ACADEMIC YEAR</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double, Triple or Quad</td>
<td>$2,270</td>
<td>$1,135</td>
</tr>
<tr>
<td>Single</td>
<td>$2,580</td>
<td>$1,290</td>
</tr>
<tr>
<td>Double Suite/Triple Suite</td>
<td>$2,686</td>
<td>$1,343</td>
</tr>
<tr>
<td>Double/Single (Double Room-one occupant) or Quad w/2 persons</td>
<td>$2,896</td>
<td>$1,448</td>
</tr>
<tr>
<td>Single Suite</td>
<td>$2,990</td>
<td>$1,495</td>
</tr>
<tr>
<td>Vandervelden Studio</td>
<td>$3,130</td>
<td>$1,565</td>
</tr>
<tr>
<td>Vandervelden Suite</td>
<td>$3,646</td>
<td>$1,823</td>
</tr>
</tbody>
</table>

Board Rates: 9-Plus Meal Plan

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>FALL SEMESTER</th>
<th>WINTER TERM</th>
<th>SPRING SEMESTER</th>
<th>ANNUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$978</td>
<td>$200</td>
<td>$978</td>
<td>$2,156</td>
</tr>
<tr>
<td>B</td>
<td>$1,108</td>
<td>$230</td>
<td>$1,108</td>
<td>$2,446</td>
</tr>
<tr>
<td>C</td>
<td>$1,236</td>
<td>$260</td>
<td>$1,236</td>
<td>$2,732</td>
</tr>
<tr>
<td>D</td>
<td>$1,362</td>
<td>$290</td>
<td>$1,362</td>
<td>$3,014</td>
</tr>
</tbody>
</table>

Explanation: 9-Plus Meal Plan
The 9-Plus meal plan is a combination of a traditional board plan and a declining balance plan. This means that all dinners and the weekend brunches (nine meals per week) are the traditional all-you-can-eat style. Food selections for weekday breakfasts and lunches are priced ala carte. “Dining Dollars” are utilized to purchase food selections for these meals. This allows students to pay for only what they want. Students select a dining dollar level which is the amount of food to be purchased each term.

When students purchase food selections with dining dollars, the amount of their food purchases will be electronically deducted from their balance using their student ID card. There are four dining dollar levels:

Level A
$250.00 dining dollars per semester; $40.00 dining dollars for Winter term

Level B
$375.00 dining dollars per semester; $70.00 dining dollars for Winter term

Level C
$400.00 dining dollars per semester; $80.00 dining dollars for Winter term

Level D
$500.00 dining dollars per semester; $100.00 dining dollars for Winter term

Students whose accounts are in delinquent status will not be eligible to register for the following semester.
Level C
$500.00 dining dollars per semester; $100.00 dining dollars for Winter term

Level D
$625.00 dining dollars per semester; $130.00 dining dollars for Winter term

Students may change their meal plan level before the end of the second week of the fall and spring semesters. The account balance will be carried over from fall semester to winter term, and then to spring semester, but not transferred to the next year’s fall semester. There is no refund of dining dollars at the end of the spring semester. However, bulk buying of food items will be available for students to use up any remaining declining balance at the end of the spring semester.

### 1999/2000 GRADUATE PROGRAMS

#### SCHOOL OF EDUCATION

### Tuition

Regular graduate education per credit hour $350

**MAT Forest Grove**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual 1999</td>
<td>$15,000</td>
</tr>
<tr>
<td>Summer 1999</td>
<td>$5,000</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>$5,000</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

**MAT Eugene**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual 1999</td>
<td>$14,556</td>
</tr>
<tr>
<td>Spring 1999</td>
<td>$4,852</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>$4,852</td>
</tr>
<tr>
<td>Annual 2000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Summer 2000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

### Fees Full-time programs only (6 or more credits)

**Student Government/Activities**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$75.00</td>
</tr>
<tr>
<td>Semester</td>
<td>$37.50</td>
</tr>
</tbody>
</table>

**Health Service Fee**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$130.00</td>
</tr>
<tr>
<td>Fall or Spring</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**Technology Fee (Network and Computer Lab usage fee)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall or Spring</td>
<td>$75.00</td>
</tr>
<tr>
<td>Summer Term</td>
<td>$35.00</td>
</tr>
<tr>
<td>Annual (Fall, Spring &amp; Summer)</td>
<td>$185.00</td>
</tr>
</tbody>
</table>

**Recreational Fee**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$50.00</td>
</tr>
<tr>
<td>Semester</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

### Medical Insurance**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23, 1999 to August 22, 2000 (U.S. citizen)</td>
<td>$425.00</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (International)</td>
<td>$480.00</td>
</tr>
</tbody>
</table>

* Mandatory for all students in the Forest Grove program only.
** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract.)

Students whose accounts are in delinquent status will not be eligible to register for the following semester.

### SCHOOL OF OCCUPATIONAL THERAPY

### Tuition

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>$15,810</td>
</tr>
<tr>
<td>Semester</td>
<td>$7,905</td>
</tr>
<tr>
<td>Part time</td>
<td>$527.00</td>
</tr>
<tr>
<td>Audit, per semester hour</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

### Fees

**Student Government/Activities**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$75.00</td>
</tr>
<tr>
<td>Semester</td>
<td>$37.50</td>
</tr>
</tbody>
</table>

**Health Service Fee**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$130.00</td>
</tr>
<tr>
<td>Fall or Spring</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**Technology Fee (Network and Computer Lab usage fee)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall or Spring</td>
<td>$75.00</td>
</tr>
<tr>
<td>Summer Term</td>
<td>$35.00</td>
</tr>
<tr>
<td>Annual (Fall, Spring &amp; Summer)</td>
<td>$185.00</td>
</tr>
</tbody>
</table>

**Recreational Fee**

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$50.00</td>
</tr>
<tr>
<td>Semester</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

**Medical Insurance***

<table>
<thead>
<tr>
<th>Plan</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23, 1999 to August 22, 2000 (U.S. citizen)</td>
<td>$425.00</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (International)</td>
<td>$480.00</td>
</tr>
</tbody>
</table>

*** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract.)

Students whose accounts are in delinquent status will not be eligible to register for the following semester.
### COLEGE OF OPTOMETRY

**Tuition**

Full time. (Covers the core curriculum leading to the O.D. degree, and eleven elective hours per academic year. The eleven elective hours may be applied to the MED/VFL program. Summer session courses outside the College of Optometry require an additional charge at summer session rates.)

**First and Second Year**

Tuition for students who enter
- Optometry in 99-00 academic year $19,850
- Tuition for students who entered
  - Optometry in 98-99 $18,900
- Semester tuition for students who enter
  - Optometry in 99-00 academic year $9,925
- Semester tuition for students who entered
  - Optometry in 98-99 $9,450
- Part time, per semester hour (one hour courses and overloads) $650
- Audit, per semester hour $300

**Third or Fourth Year**

Tuition for students for the academic year $18,540
- Semester (Fall, Spring, & Summer) Tuition
  - for students in each semester $6,180
- Part time, per semester hour (one hour courses and overloads) $650
- Audit, per semester hour $300

**Fees**

<table>
<thead>
<tr>
<th>Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Government/Activities</strong>*</td>
<td>$75.00</td>
</tr>
<tr>
<td>Annual</td>
<td>$37.50</td>
</tr>
<tr>
<td><strong>Health Service Fee</strong>*</td>
<td>$130</td>
</tr>
<tr>
<td>Annual</td>
<td>$75.00</td>
</tr>
<tr>
<td><strong>Technology Fee (Network and Computer Lab usage fee)</strong></td>
<td>$65</td>
</tr>
<tr>
<td>Fall or Spring</td>
<td>$75</td>
</tr>
<tr>
<td>Summer Term</td>
<td>$35</td>
</tr>
<tr>
<td>Annual (Fall, Spring &amp; Summer)</td>
<td>$185</td>
</tr>
<tr>
<td><strong>Recreational Fee</strong></td>
<td>$50</td>
</tr>
<tr>
<td>Semester</td>
<td>$25</td>
</tr>
<tr>
<td><strong>Medical Insurance</strong>*</td>
<td>$425</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (U.S. citizen)</td>
<td>$425</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (International)</td>
<td>$480</td>
</tr>
<tr>
<td><strong>AOA/SAO</strong></td>
<td>$28</td>
</tr>
<tr>
<td><strong>Examination Fee</strong></td>
<td>$185</td>
</tr>
<tr>
<td><strong>Transportation Fee</strong></td>
<td>$100</td>
</tr>
<tr>
<td><strong>Summer Semester Fee</strong></td>
<td>$400</td>
</tr>
<tr>
<td><strong>Spring Semester Fee</strong></td>
<td>$400</td>
</tr>
<tr>
<td><strong>Fall Semester Fee</strong></td>
<td>$400</td>
</tr>
<tr>
<td><strong>Audit Fee</strong></td>
<td>$400</td>
</tr>
<tr>
<td><strong>Medical Insurance</strong></td>
<td>$425</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (U.S. citizen)</td>
<td>$425</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (International)</td>
<td>$480</td>
</tr>
</tbody>
</table>

* Overloads: There is a credit plateau from 12-18 hours where tuition charges remain at the 12 credit level. Students enrolled for 18 or more credit hours are charged full-time tuition, plus the part-time semester hour charge for each credit hour above 18 hours.

** Applies to all students enrolled in 6 or more credits for the term.

*** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract).

##### SCHOLL OF PHYSICAL THERAPY

**Tuition**

<table>
<thead>
<tr>
<th>Tuition (two 14-week terms)*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for students who enter PT in the 99-00 academic year</td>
<td>$16,050</td>
</tr>
<tr>
<td>Tuition for students who entered prior to 1999</td>
<td>$15,810</td>
</tr>
<tr>
<td>Semester (one 14-week term)*</td>
<td></td>
</tr>
<tr>
<td>Tuition for students who enter PT in the 99-99 academic year</td>
<td>$8,025</td>
</tr>
<tr>
<td>Tuition for students who entered PT prior to 1999</td>
<td>$7,905</td>
</tr>
<tr>
<td>Part time, per semester hour</td>
<td>$525</td>
</tr>
<tr>
<td>Audit, per semester hour</td>
<td>$300</td>
</tr>
<tr>
<td>Post Masters per credit hour rate</td>
<td>$320</td>
</tr>
</tbody>
</table>

**Fees**

<table>
<thead>
<tr>
<th>Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Government/Activities</strong></td>
<td>$75.00</td>
</tr>
<tr>
<td>Annual</td>
<td>$37.50</td>
</tr>
<tr>
<td><strong>Health Service Fee</strong></td>
<td>$135</td>
</tr>
<tr>
<td>Annual</td>
<td>$75.00</td>
</tr>
<tr>
<td><strong>Technology Fee (Network and Computer Lab usage fee)</strong></td>
<td>$65</td>
</tr>
<tr>
<td>Fall or Spring</td>
<td>$75</td>
</tr>
<tr>
<td>Summer Term</td>
<td>$35</td>
</tr>
<tr>
<td>Annual (Fall, Spring &amp; Summer)</td>
<td>$185</td>
</tr>
<tr>
<td><strong>Recreational Fee</strong></td>
<td>$50</td>
</tr>
<tr>
<td>Semester</td>
<td>$25</td>
</tr>
</tbody>
</table>

**Medical Insurance**

<table>
<thead>
<tr>
<th>Medical Insurance***</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23, 1999 to August 22, 2000 (U.S. citizen)</td>
<td>$425</td>
</tr>
<tr>
<td>August 23, 1999 to August 22, 2000 (International)</td>
<td>$480</td>
</tr>
</tbody>
</table>

* Applies to all students enrolled in 6 or more credits for the term.

** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract).

*** Mandatory for all optometry students.

- Students whose accounts are in delinquent status will not be eligible to register for the following semester.
SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Tuition

Full time (three terms)*
Tuition for students who enter PA
  in the Summer 2000 ................................................. $16,995
Tuition for students who enter PA
  in the Summer 1999 .................................................. $16,500
Tuition for students who entered PA
  in the Summer 1998 .................................................. $15,750

Semester (one term)*
Tuition for students who enter PA
  in the Summer 2000 .................................................. $5,665
Tuition for students who enter PA
  in the Summer 1999 .................................................. $5,550
Tuition for students who entered PA
  in the Summer 1998 .................................................. $5,250
Part time, per semester hour ....................................... $412
Audit ................................................................. (not available)

Fees

Student Government/Activities **
Annual ................................................................. $75.00
Semester ............................................................... $37.50

Health Service Fee**
Annual ................................................................. $130
Fall or Spring ........................................................ $65

Technology Fee (Network and Computer lab)**
Fall or Spring ........................................................ $75
Summer Term ....................................................... $35
Annual (Fall, Spring & Summer) ............................ $185

Medical Insurance ***
June 2, 1999 to June 1, 2000 (US Citizen) ............... $425
June 2, 1999 to June 1, 2000 (International) ............. $480

For the clinical and didactic year of the program, students who are enrolled for 12-20 credit hours are charged the full-time per semester tuition. Students taking less than 12 hours per semester are charged the per credit fee. Students enrolled in more than 20 credit hours are charged the full-time tuition, plus the part-time per semester hour charge for each credit above the 20 hours. For the final semester of the program when the student is completing the graduate project, the student is charged the full-time per semester tuition.

** Applies to all students enrolled in 6 or more credits for the term.
*** Mandatory unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract.)

Students whose accounts are in delinquent status will not be eligible to register for the following semester.

SCHOOL OF PROFESSIONAL PSYCHOLOGY

Tuition

Annual Full-time Tuition
Tuition for students who enter SPP
  in 1999-00 academic year ...................................... $15,900
Tuition for students who enter the masters in psychology ............................ $3940
Tuition for students who entered the SPP
  PsyD program prior to 1999 .................................... $15,697
Tuition for students who entered the SPP
  MS program prior to 1999 ...................................... $14,495
Tuition for transitional degree students who entered SPP
  in the 95-96 academic year .................................... $16,961

For students enrolling after 1998, there is a full-time enrollment plateau of 12 to 15 credits per term where tuition charges remain at the full-time rate. Students enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15 credits. Students enrolled for fewer than 12 credits are charged at the per credit rate.

For students who enrolled prior to the 1998-99 academic year, there is a full-time enrollment plateau of 9 to 15 credits per term where tuition charges remain at the full-time rate. Students enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15 credits. Students enrolled for fewer than 9 credits are charged at the per credit rate.

Students who enrolled prior to the 1998-99 academic year may elect the Per credit plan or the Full-time tuition plan. Once the Full-time tuition plan is chosen, however, the student may not switch back to the Per credit plan. Students taking the old curriculum must pay the per credit tuition rate.

Per Credit Tuition

Part-time, per semester hour
Tuition for students who entered SPP in 1999 or later ................................ $464
Tuition for students who entered 96-98 ...................................... $416
Tuition for transitional degree students who entered SPP in the 95-96 academic year ........................................ $435
Tuition for old curriculum students who entered SPP in the 95-96 academic year ........................................ $367
Tuition for students who entered the masters in counseling
  program ............................................................... $438
Audit, per credit hour ..................................................... $300

Fees

Annual Fees*
Student Government/Activities ........................................ $75
Health Service Fee, per year ........................................... $130

Technology Fee (Network and Computer lab)**
Fall or Spring ........................................................ $75
Summer Term .......................................................... $35
Annual (Fall, Spring & Summer) ............................... $185

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PACIFIC UNIVERSITY Catalog 1999-2000
Program Fees
Clinical Competency Examination Fee (one-time) .......... $75
Dissertation Fee (one-time) ........................................... $75
Course Waiver Examination Fee (if applicable) ........... $85

Medical Insurance**
August 23, 1999 to August 22, 2000 (U.S. citizen) ...... $425
August 23, 1999 to August 22, 2000 (International) ..... $480
* Applies to all students enrolled in 6 or more credits for the term.
** Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office Contract.)

- Students whose accounts are in delinquent status will not be eligible to register for the following semester.
# University Academic Policies and Procedures

## Undergraduate and Graduate Students

### Letter Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Substandard</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Substandard</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Substandard</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>Pass - A equivalent</td>
</tr>
<tr>
<td>HP</td>
<td></td>
<td>Pass - B equivalent</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>No Pass</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IA</td>
<td>4.0</td>
<td>Incomplete; contingent grade A</td>
</tr>
<tr>
<td>IA+</td>
<td>3.7</td>
<td>Incomplete; contingent grade A+</td>
</tr>
<tr>
<td>IB+</td>
<td>3.3</td>
<td>Incomplete; contingent grade B+</td>
</tr>
<tr>
<td>IB</td>
<td>3.0</td>
<td>Incomplete; contingent grade B</td>
</tr>
<tr>
<td>IB-</td>
<td>2.7</td>
<td>Incomplete; contingent grade B-</td>
</tr>
<tr>
<td>IC+</td>
<td>2.3</td>
<td>Incomplete; contingent grade C+</td>
</tr>
<tr>
<td>IC</td>
<td>2.0</td>
<td>Incomplete; contingent grade C</td>
</tr>
<tr>
<td>IC-</td>
<td>1.7</td>
<td>Incomplete; contingent grade C-</td>
</tr>
<tr>
<td>ID+</td>
<td>1.3</td>
<td>Incomplete; contingent grade D+</td>
</tr>
<tr>
<td>ID</td>
<td>1.0</td>
<td>Incomplete; contingent grade D</td>
</tr>
<tr>
<td>IF</td>
<td>0.0</td>
<td>Incomplete; contingent grade F</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal by Student</td>
</tr>
<tr>
<td>AW</td>
<td></td>
<td>Administrative Withdrawal</td>
</tr>
<tr>
<td>X</td>
<td>Continuing courses (limited to thesis, dissertation and special study sequence within MS program in Optometry. The grade of “X” will revert to a “P” or “N” or letter grade when work is completed.)</td>
<td></td>
</tr>
</tbody>
</table>

While the College of Arts & Sciences and the College of Optometry utilize all of the letter grade options, the Schools of Education, Occupational Therapy, and Physical Therapy consider all marks with point values below C as failure. The School of Professional Psychology uses only A, B, and F grade marks.

The College of Optometry allows only one earned “D” grade per year per academic area, and then only if the cumulative grade point average is at or above 2.0.

### Audit

As an auditor, a student enrolls in, pays for, and attends classes, but does not necessarily complete assignments or take examinations. No credit is received for an audited course. Students must declare the Audit option before the end of the second week of the course. Once you declare the Audit option you may not revert back to the graded option.

### Pass/No Pass Option

Students must declare the Pass/No Pass option before the end of the tenth week of the course, by completing the appropriate form in the Registrar’s Office. Once you declare the Pass/No Pass option you may not revert back to the graded option.

- Arts & Sciences, Education, Optometry: “P” grade is equivalent to a “C” or above. Optometry students may receive an “H” grade for “A” work that is demonstrated by exemplary achievements in patient care or an “HP” for “B” work in patient care that is consistently above proficiency standards in patient care courses. In Arts & Sciences, students may take one course, in addition to courses requiring P/N grading, each semester on a Pass/No Pass basis; such courses may not be used to fulfill core requirements, science requirements for the B.S. degree, major or minor requirements, or teaching endorsement requirements.

- Occupational Therapy, Physical Therapy, Professional Psychology: “P” grade equivalent to a “B” or above.

### 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 in the course. The instructor and the student should agree upon a deadline by which all work will be completed, with the following limitations:

1. Incompletes given for Fall and or Winter III terms must be completed by the following April 15.
2. Incompletes given for Spring semester or Summer session must be completed by the following November 15.

Instructors will issue the grade the student would have earned by not completing the course, preceded by an “I”. This grade is determined by including a failing grade for the missing assignment(s) in the calculation of the final
grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the grade issued will become permanent. The contingency grade will be used in the computation of the GPA until such time as a new grade is recorded.

**REPEATED COURSES**

If a course taken at Pacific University is repeated at Pacific University, in the College of Arts & Sciences & in Education, only the higher grade is used in computing the grade point average; in Occupational Therapy, Optometry, Physical Therapy, and Professional Psychology BOTH grades are counted in the grade point average.

If a course taken at Pacific is repeated at another institution, the Pacific grade will still be counted in the GPA. No course may be counted more than once towards graduation requirements.

**GRADE CHANGE**

Once a grade is submitted to the Registrar it shall not be changed except in the case of recording errors. Grade changes will be approved by the appropriate Dean or Director.

**RETRO-ACTIVE CREDIT**

**Arts & Sciences**

There is a one year time limit for granting retro-active Pacific University institutional credit for which the student did not initially register. This course work must be documented, with the instructor’s approval, and completed at Pacific University.

**COURSE REGISTRATION**

**Arts & Sciences students**

Please see the specific term Arts & Sciences Schedule of Classes for registration instructions.

**Professional program students**

Please contact the specific program office or the Registrar’s Office for registration procedures. 

*Note that regularly admitted students seeking Pacific University degrees have first priority in registration for courses.*

**OICA CROSS-REGISTRATION**

Pacific University participates in the Oregon Independent Colleges Association Cross-Registration program. Students enrolled full-time at any OICA institution may take a maximum of one undergraduate course per term at another OICA campus. No additional tuition will be charged, other than “overload” charges or special course fees applied to all students in the course. Students may not cross-register for a course that is offered on their own campus unless legitimate scheduling conflicts prevent taking it. Registration is on a “space-available” basis, with regularly enrolled students having first priority. For more information or cross-registration forms, please see the Registrar.

**WITHDRAWALS**

Students may drop a class through the first ten class days of the semester (first three days of a three week term) without having the class appear on the transcript. Students may withdraw through the tenth week of the semester (second week of a three week term) and receive a “W” on the transcript, with no grade penalty. Late withdrawals are normally not permitted unless approved by the appropriate Academic Standards committee.

It is the responsibility of the student to notify the Registrar’s Office and the instructor regarding withdrawing from a class, otherwise the student may receive a failing grade. Prior to the end of the withdrawal period instructors may notify the Registrar of student(s) not attending class, and may withdraw them and issue a grade of “W”. If a student has pre-registered for a class and does not attend during the first two weeks (first three days of a three week term), that student may be dropped from the class (unless prior arrangements have been made).

If a student wishes to withdraw from all classes, an exit interview with the Dean of Students is necessary to initiate the formal withdrawing process. This will ensure that all student account and credit calculations occur appropriately.

*Note for Professional Psychology Students: Withdrawal from three courses constitutes grounds for dismissal from the program except under extenuating circumstances.*

Instructors may withdraw a student from a class for misconduct, or for disruptive or endangering behavior that interferes with the faculty member’s obligation to set and meet academic and behavioral standards in each class. Misconduct or disruption does not apply to the content of speech or written work protected by freedom of expression or academic freedom. Due process will be followed and students may appeal such decisions to the appropriate committee or administrator.

Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal by the Dean of Students (for undergraduate students) or by the appropriate Dean or Program Director (for Professional students). The Dean/Program Director will consult with the course instructors and may require a statement from a physician or other documentation.

The Dean of Students, acting on behalf of the University, may withdraw a student from the University if the student has mental or physical health problems that cause the student to engage in or threaten to engage in behavior which (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 to be followed in these withdrawals is printed in its entirety in Pacific Stuff and is in accord with the guidelines of the American Psychiatric Association and Section 504 of The Rehabilitation Act of 1973.) Re-enrollment will be at the discretion of the Dean of Students, in consultation with appropriate health professionals.

**GRADE REPORTS**

Grades will be reported to students at the end of each grading period. Grades normally are sent to the student’s per-

25
manent address, unless otherwise specified. According to the Student Academic Records Policy, parents of students will be mailed grade reports only if the student has provided the Registrar with a signed release.

TRANSCRIPTS
Students may review their academic records upon request or order a transcript of the Pacific University record in accordance with the Family Rights and Privacy Act guidelines. A signed request for the transcript must be supplied to the Registrar’s Office, with a $2.00 fee assessed for each official transcript requested. Unofficial transcripts for presently enrolled students are free, with a limit of two per request, and are to be picked up in person. Up to one week may be necessary for official transcript requests; two days for unofficial requests.

ADVANCEMENT TO CANDIDACY FOR DEGREES
Pacific University offers three degree conferment dates during the academic year: fall, winter and spring. Formal commencement is held in spring only. All degree candidates must submit an Application for Degree form to the Registrar’s Office by January 15 for spring; June 15 for summer; or October 15 for winter graduation. Students who are not graduating in spring but who wish to march in commencement must submit an Application for degree as above.

GRADUATION WITH HONORS
Students receiving an Arts & Sciences or Occupational Therapy baccalaureate degree will be designated cum laude if they achieve a cumulative grade point average of 3.50 to 3.69; magna cum laude if they achieve 3.70 to 3.90; and summa cum laude if they achieve 3.91 to 4.00. Students receiving the Doctor of Optometry or Masters of Physical Therapy degrees will be designated with distinction if they achieve a cumulative grade point average of 3.50 or above.

TIME LIMIT FOR COMPLETION OF GRADUATE DEGREES
Unless otherwise noted within specific programs, all work for graduate degrees (including transferred credits, dissertation, examination, etc.) must be completed within a period of seven calendar years.

CODE OF ACADEMIC CONDUCT
Pacific University is an academic community — a community where the pursuit of knowledge, understanding and skills is the common ideals which unite us as its members. 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. Towards this end, the University has established policies, standards and guidelines that collectively define the Student Code of Conduct. The Student Code of Conduct includes all policies, standards and guidelines included in, but not limited to:

- The University Catalog
- The University Handbook
- The Student Handbook “Pacific Stuff”
- Residence Hall Handbook and Contracts

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES
Every student has a right to conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, race, ethnicity, religion, marital status, age, sexual orientation or physical handicap. Students at Pacific enjoy the freedoms of speech, expression, and association, the right to privacy, the right to freedom from harassment, the right to due process in judicial matters, and the right to appeal judgments and penalties for alleged misconduct.

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. Students have the responsibility to abide by the standards, policies, and regulations of the University.

ACADEMIC MISCONDUCT
It is impossible to make regulations for all situations that may arise. Misconduct includes but is not limited to cheating; plagiarism; forgery; fabrication; theft of instructional material or tests; unauthorized access or manipulation of laboratory or clinic equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favors or other attempts to obtain grades or credit through fraudulent means; threats to University personnel; and other conduct inconsistent with academic integrity.

Cheating includes giving or receiving unauthorized aid in academic work such as the improper use of books, notes, or other students’ tests or papers; taking a dishonest competitive advantage (for instance preventing others from fair and equal access to library resources); or using work done for one course in fulfillment of the requirements of another, without approval of the instructors involved.

Plagiarism is the use of someone else’s works or ideas or data without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations.

Fabrication includes furnishing to a University office or to a University official or faculty member a written or oral statement known by the student to be false. This includes, but is not limited to, patient records and student data for financial aid and admission.
Unauthorized access includes clandestine entry into or obstruction of any University facility or property; unapproved use or manipulation of University documents, records, or files, including computer data and programs.

Assisting in or covering up any academic dishonesty is itself misconduct subject to sanctions. Faculty and students are expected to report academic misconduct to the appropriate Dean or Program Director.

Procedures for Dealing with Academic Dishonesty

When an instructor has reasonable cause to believe that academic dishonesty may have occurred, the following procedures shall be followed:

1. For cases involving plagiarism or cheating, the instructor will discuss the allegations with the involved student(s) to determine what course of action to pursue. The faculty member will prepare a short report of the incident and will consult with the appropriate Dean or Program Director before imposing a sanction. The Dean/Director may consult with the student(s) also. The sanction normally will be a failing grade in the course. Serious offenses, or second offenses, may result in suspension or dismissal from the University. In the College of Arts and Sciences, the student or the Dean may appeal to the Standards and Advising Committee; in the College of Optometry, appeals may be made to the Optometry Faculty. In the Professional Schools, the student or Program Director may appeal to the appropriate school committee.

2. For cases involving academic theft, unauthorized access, alteration of data, computer tampering, fraud or personal intimidation, the Dean/Director of the appropriate College or School will counsel with the involved student(s) concerning the nature of the offense to discuss what course of action should be pursued. In the College of Arts and Sciences, sanctions will be recommended to the Vice President for Academic Affairs by the Standards and Advising Committee through the Dean; in the College of Optometry, sanctions will be recommended to the Vice President for Academic Affairs by the College Faculty through the Dean. In the Professional Schools, sanctions will be recommended to the Vice President for Academic Affairs by the appropriate school committee. Normally an offense will result in suspension or dismissal from the University.

Appeals

Final appeals for all cases of academic misconduct will be heard by the University Standards and Appeals Board. All requests for appeals of rulings by college or school academic standards committees shall be submitted in writing to the Vice President for Academic Affairs within 10 school days after the ruling is received by the student. Appeals shall be considered by the University Standards and Appeals Board, which is 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 a school or college 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 the receipt of the appeal, the Board shall convene to consider the appeal. On the basis of the available evidence, the Board will either deny the appeal, call for a hearing or when deemed appropriate, return the appeal to the original academic standards committee for reconsideration. Decisions of the University Standards and Appeals Board are final.

The Vice President for Academic Affairs shall appoint alternate members in cases of conflict of interest or if a regular member is unavailable.

POLICY OF PRIVACY RIGHTS OF STUDENTS

In accordance with the Family Educational Rights and Privacy Act of 1974, Pacific University grants all the rights under the law to all matriculating students. No one outside the institution shall have access to nor will the institution disclose any information from any students’ education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the Pacific community, only those members individually or collectively, acting in the students’ educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Financial Aid, Admissions, Professional Programs, College of Arts and Sciences, Business Office, University Relations, Dean of Students, and academic personnel within the limitations of their need to know, as determined by the Registrar.

Records regarding academic progress and academic standing in the Deans’ or Directors’ Offices are protected by the Family Educational Rights and Privacy Act and will not be released without the written consent of the student. Faculty members, advisors, or University officials with a legitimate educational interest may have access to these files under the “need to know” provisions of the Act.

Records in the Dean of Students’ Office, including disciplinary files are protected by the Family Educational Rights and Privacy Act, and will not be released without the written consent of the student. Students may review their files in the Dean of Students’ Office on request.

Student records in the Student Health Center and the Counseling Center are not educational records per se, but are considered confidential by professional standards. These records are not available to anyone but the student; however, they may be reviewed by health care professionals of the students’ choosing. Students may review their health and/or counseling records on request, and with the consent of the Directors of the Health or Counseling Centers. Although parents do not have access to students health or counseling records, in life threatening or potentially life
threating situations parents or other appropriate persons will be notified at the discretion of the Dean of Students.

At its discretion Pacific University may provide Directory Information in accordance with the provisions of the Act, to include: student name, address, telephone number, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams, theses title/topics. Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. Request for non-disclosure will be honored by the institution for only one academic year commencing with the fall semester; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar within the first two weeks of the fall semester.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Pacific University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admission, personal, academic, and financial files, and academic, cooperative education, and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest (written request will not be required for transcript review by students for personal use). Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies would be made at the students’ expense at prevailing rates. Pacific University will provide a copy of student records “if failure to do so would effectively prevent the parent or student from exercising the right to inspect and review the records”. Authority: Vol. 20 U.S.C. 1232f(1)(1)(A); 34 CFR 99.10. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. Pacific University is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students’ requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Registrar who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students’ expense. The hearing panel which will adjudicate such challenges will be the Vice President for Academic Affairs, Dean of Students, appropriate Academic Dean or Director, and the Registrar. (Note: any member of the panel with a direct interest in the outcome will be excluded.) As in accordance with Vol. 20 U.S.C. 1232f(a)(2); Sect. 99.22.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records, statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the students’ records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provision of the Act may request in writing assistance from the President of Pacific University. Further, students who believe that their rights have been abridged may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington D.C., concerning the alleged failures of Pacific University to comply with the Act.

Revisions and clarifications will be published as experience with the law and Pacific University’s policy warrants.

**VETERAN’S EDUCATIONAL BENEFITS**

The Registrar is the certifying official for all veteran’s benefits for students. All eligible students are requested to fill out necessary application and certification documents prior to the start of classes.
MISSION STATEMENT

The College of Arts and Sciences, through effective teaching built on close faculty/student relationships, provides, in a residential setting, a broad liberal arts education with a strong emphasis on service and the application of knowledge that produces graduates with the intellectual capabilities and personal qualities that enable them to participate in rewarding careers and to contribute to their communities.

ACADEMIC PROGRAMS

The College of Arts and Sciences is organized in four academic divisions and offers the Bachelor of Arts and Bachelor of Science degrees.

Undergraduate students can obtain an Oregon teaching license through the School of Education. Students interested in a teaching career should consult with the School of Education as early as possible. Programs are available at both the undergraduate and graduate level. Students must apply for admission to the School of Education separately from their admissions to the College of Arts and Sciences. Undergraduates typically apply for admission to the School of Education during the sophomore year.
## DIVISIONS, DEPARTMENTS, & MAJORS

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Admission and Financial Aid

ADMISSION AS A FRESHMAN AT PACIFIC

We seek to admit students who demonstrate the necessary skills to be successful in a rigorous academic environment. In selecting students for the freshman class, Pacific gives primary consideration to academic preparation and potential for successful study at the college level. Preparation is assessed by evaluating the high school transcript of college preparatory work, counselor recommendation, standardized test scores, a written essay and other information submitted by the student.

Students applying to Pacific University must have a high school diploma or its equivalent, have achieved a passing grade on the General Education Development (GED) examination, or have achieved a passing score on an independently administered, federally approved ability to benefit test to be considered for admission to Pacific University.

Applications may be obtained by writing the Office of Admissions, Pacific University, 2043 College Way, Forest Grove, Oregon 97116-1797, or by calling (503) 359-2218 or 1-800-677-6712. Applications are also available on-line at http://www.pacificu.edu. Preferred application deadline is February 15. Notification of decision will be made on a rolling basis beginning November 15.

ADMISSION AS A TRANSFER STUDENT

Pacific considers transfer applicants based on their academic record and level of preparation, as well as academic recommendations. Based upon evaluation by the Registrar’s Office, transfer students from accredited institutions may receive full or partial credit for arts and sciences courses at the baccalaureate level. These courses must be completed with a grade of C- or higher. Academic departments decide which transfer courses satisfy requirements for majors and minors at Pacific. Students should consult the department chair in their major field. Students who transfer from an unaccredited college or university must successfully complete 30 hours of work at Pacific before consideration will be given to granting credit for course work completed at the previous institution. In computing transfer credit, 1.5 quarter hours is equal to 1 semester hour.

Application Procedures

1. Forward completed application form and the nonrefundable $30 application fee to the Admissions Office.
2. Give recommendation forms to counselor or appropriate faculty member to be completed and returned to Pacific University Admissions Office.
3. Request that official transcripts for all academic work be forwarded to the Admissions Office. Transfer students with less than 30 semester or 45 quarter hours of transferable credits should submit their final high school transcript, standardized test scores and all college transcripts.
4. Students are encouraged to arrange a visit and interview with a member of the Admissions staff on campus.

INTERNATIONAL STUDENTS

Pacific University welcomes international students. Admission is based on academic preparation and proficiency in English. International students must submit:

1. An International Student Application Form, available from the Admissions Office.
2. The application fee of $30.
3. Complete official academic records (with official English translation) covering all work taken at the secondary and university level (such as secondary school records, certificates of education, final government examinations, college, university, and technical school records)
4. Certification of Finances Form (available from the Admissions Office) and specific evidence of sufficient financial resources. (Letter from bank, etc.)
5. An official score report of the Test of English as a Foreign Language (TOEFL) for those students for whom English is a second language. Results must come directly from the Educational Testing Service. No student copies will be accepted.

To enroll as an undergraduate student, an applicant must earn a TOEFL score of 550 or higher. Students whose academic qualifications are sufficient but who need further language training may attend the English Language Institute prior to entering the undergraduate or graduate programs. All students who enter the United States on a student visa are required to carry at least 12 semester hours of course work in each semester.
FINANCIAL AID

The financial aid program at Pacific University is designed to help students meet their educational expenses. While the primary responsibility for meeting educational expenses belongs to the student and family, Pacific considers itself a partner in that process.

We understand that a family’s financial strength may not be sufficient to meet the student’s educational expenses. Pacific therefore has a strong commitment to a financial aid program based on need as well as academic performance. Of course, financial aid is also governed by annual availability of resources and is affected to some extent by the need for students to apply early.

Financial “need” is the difference between a student’s total educational expenses and the resources the student and parents of dependent students have to meet those expenses. The amount of a student’s financial need is determined by information submitted on the Free Application for Federal Student Aid (FAFSA). Students whose FAFSA is submitted by February 15 will receive priority in the allocation of available funds.

All students should apply for financial assistance to attend Pacific. Admission will be granted without regard to financial status. A prospective student does not have to be admitted to apply for financial aid; however, the student must be accepted for admission to receive a financial aid offer. Financial aid offers are made through an award letter, with the amount of the award credited to the student’s account, as outlined in the Financial Aid Guide, at the beginning of each semester. Information regarding payment of fees may be obtained from the Business Office.

The University encourages all financial aid applicants to seek assistance from other sources—such as community, state, and church—in order to supplement their total aid program. Outside scholarship and grant awards must be reported to the Financial Aid Office and may result in a revision of the student’s award.

APPLICATION PROCEDURES

1. All students applying for financial aid should submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1, listing Pacific University (Federal School Code 003212) as one of the schools that can receive the information. The FAFSA may be obtained from Pacific’s Financial Aid Office or from any secondary or postsecondary school. The FAFSA can also be submitted electronically at www.fafsa.ed.gov.
2. Apply for Admission. Admission requires a separate application from Pacific’s Admissions Office.
3. Students continuing their education at Pacific must complete the FAFSA each year as soon after January 1 as possible.

CONDITIONS OF AWARD

An offer of financial assistance is contingent upon the availability of funds from the Federal government, the State of Oregon, and Pacific University. Financial assistance based
on need is evaluated and offered yearly if students provide the appropriate information, show financial need, and make satisfactory academic progress.

CHANGES IN INFORMATION
Students are required to report any additional assistance they receive. Receipt of additional resources may affect the offer of financial assistance from the University. Students must also report in writing to the Financial Aid Office any change in their enrollment plans. Such changes may also affect a student’s financial aid eligibility.

An offer of financial assistance may be modified or rescinded at any time if there is evidence that conditions of need and merit are not as presented in the original financial statement. A student who is in default on a federal loan or who owes a refund on a federal grant is not eligible for financial assistance.

CORRESPONDENCE
The Financial Aid Office will send all correspondence to the student’s University Center mailbox while classes are in session. Students participating in internships or preceptorships should notify the Registrar’s Office of their temporary addresses and their dates of departure and return.

SATISFACTORY ACADEMIC PROCESS
Students receiving financial assistance at Pacific are expected to meet the satisfactory academic requirements as outlined under the Academic Regulations section of this catalog. Students who are suspended on the basis of their academic performance will have their aid eligibility terminated.

SOURCES & KINDS OF FINANCIAL AID
Grants, loans, and opportunities for part-time employment are available to eligible students. The type of program in which the student is enrolled and the student’s class standing determine the types and amounts of assistance available to each student.

GRANTS
Federal Pell Grants - The largest grant program administered by the federal government, Federal Pell Grants are available to undergraduate students on the basis of need. The U.S. Department of Education sends a Student Aid Report (SAR) directly to the student to inform the student of potential eligibility for this program.

Federal Supplemental Educational Opportunity Grants (FSEOG) - Institutionally controlled grants for undergraduate students with exceptional need. Priority is given to students who receive Federal Pell Grants. Awards range from $500 to $1,500.

Oregon State Need Grants and State Grant Supplemental Awards - Funds awarded on the basis of need to Oregon resident undergraduates. Parents of dependent students must also be Oregon residents for the student to receive consideration. Students must complete the FAFSA to apply for state awards; a separate application is not required.

Pacific Grants - University funds awarded to undergraduates on the basis of need. This award is renewable as long as the student continues to demonstrate sufficient need and remains in good academic standing.

Talent Awards - Institutionally funded grants awarded to undergraduate students on the basis of outstanding talent and participation in music, forensics, and theatre arts.

UCC Tuition Scholarships - Funds awarded to entering students who are dependents of United Church of Christ clergy members. These awards are equivalent to 50% of the student’s tuition charge and are renewable for up to four years of undergraduate study.

The Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program offers financial assistance on a funds available basis to certified occupational therapy, optometry and physical therapy students from 12 western states. The following states currently participate in the programs indicated: Arizona (OT, OP), Colorado (OP), Hawaii (OT, OP, PT), Idaho (OP), Montana (OT, OP), New Mexico (OT, OP, PT), Nevada (OT, OP, PT), North Dakota (OP), Oregon (OT, OP, PT), Utah (OP), Washington (OP), and Wyoming (OT, OP, PT). For more information, contact the WICHE Student Exchange Program, P.O. Box 9752, Boulder CO, 80301-9752, or the Pacific University Office of Graduate Admissions. The application deadline for WICHE funding is October 15 of the year prior to entrance into the program.

LOANS
Federal Perkins Loans - Institutionally controlled loans awarded to students demonstrating exceptional financial need. Undergraduate students may borrow up to $4,000 per year, with a maximum loan ceiling of $20,000 as undergraduates. Graduate students may borrow up to $6,000 per year, with a maximum loan ceiling of $40,000 for graduate and undergraduate work combined. Repayment on principal and interest (fixed rate of 5%) begins nine months after the borrower ceases enrollment.

Federal Direct Stafford Loans - Under the Federal Direct Loan program the federal government makes loans directly to students through the school. Loans have an interest rate that varies annually but will not exceed 8.25%. Students who demonstrate financial need are eligible to borrow subsidized Federal Direct Stafford Loans. No interest accrues on this type of loan during the borrower’s enrollment and for a six month grace period afterward. Unsubsidized Federal Direct Stafford Loans are offered to students who do not demonstrate financial need or whose need has been met with other aid, and to independent students who may borrow at increased loan levels. Borrowers of the unsubsidized loan are responsible for repayment of the interest, which will accrue during enrollment although repayment can be deferred until after the student’s grace period. Students may be offered a combination of subsidized and unsubsidized loan. The amount and type of loan offered is determined by class standing, financial need and dependency status. Annual loan limits are $2,625 for freshmen, $3,500 for sophomores and $5,500 for juniors and seniors. Independent students may borrow up to an additional
$4,000 as freshmen and sophomores and $5,000 as juniors and seniors. Most graduate students are eligible for $18,500 in a combination of subsidized and unsubsidized loan, up to $8,500 of which can be subsidized. Doctoral students in optometry and clinical psychology can borrow unsubsidized loan up to their entire cost minus subsidized loan and other aid.

Federal Direct Parent Loan for Undergraduate Students - The Federal Direct PLUS is available to parents of dependent undergraduate students. Parents with acceptable credit history may borrow on behalf of their dependent student up to the full cost of attendance, minus any financial aid the student is eligible to receive. Interest begins accruing upon disbursement of the funds. The interest rate is variable but will not exceed 9%. Repayment begins 60 days after the loan is fully disbursed.

Health Profession Student Loan (HPSL) - Institutionally controlled funds awarded to optometry students demonstrating exceptional financial need. Students must provide parental information on the Free Application for Federal Student Aid (FAFSA), regardless of their dependency status, to be considered for this low interest (5% fixed) loan. Accrual of interest and repayment begin 12 months after the student is no longer enrolled.

SCHOLARSHIPS

Academic Scholarships - institutional scholarships (Honors, Presidential, Trustee, and Honors) awarded to entering first-year students on the basis of academic merit (cumulative grade point average and standardized test score). The selection criteria for transfer students is the cumulative GPA calculated from all college-level work submitted to the Admissions Office. Recipients are expected to maintain exemplary academic performance at Pacific. At a minimum, students must have a 3.0 cumulative GPA by the end of their second year. If this minimum is met, these scholarships are renewable up to a total of four years.

Phi Theta Kappa Scholarships - Awards offered to entering transfer students who are pursuing their first bachelor’s degree and who are members of Phi Theta Kappa. Students must have attained a 3.5 or higher cumulative grade point average over 45 quarter hours or 30 semester hours of course work to be considered for this renewable $1,500 scholarship.

ENDOWED SCHOLARSHIPS

Endowed scholarships are sources of financial assistance made available to undergraduate students through the generosity of good friends of the University. Awards from endowed funds are made periodically as income permits. The endowed scholarships and a brief description of their restrictions are listed below.

The Alumni Legacy Scholarship (Direct descendants of Pacific alumni)
Lucien P. Arant Scholarship (Journalism)
Claire Argow Scholarship (Career goal of social service/crime enforcement)
Charles Kay Bishop Scholarship (Music)
Tabitha Moffatt Brown Scholarship (Descendants of Tabitha Brown)
Kathrin Cawein Scholarship (Visual and performing arts)
Frances B. Clapp Scholarship (Music)
Maud E. Collier Scholarship (Entering student from Columbia County, Oregon)
Herbert and Frances Cooper Scholarship
Dr. James Dundas Scholarship (Canadian optometry student)
William K. Eaton Scholarship (MAT minority student)
Robert A. Edwards Scholarship (Optometry)
Esther B. Evans Memorial Scholarship (English)
Lester L. Fordham Sr. Scholarship (Business with accounting preference)
Forest Grove Women’s Club Scholarship (Forest Grove High School graduate)
Jane Brown Haskell Scholarship (Ministry as career goal)
Hap Hingston Scholarship (Debate)
Thomas J. Holce Scholarship
Lawrence and Bertha Lommasson Scholarship
Eugene A. and Alyce L. LaMont Scholarship
Loren Leach-Linda Leach Scholarship (Hood River County or Tillamook County, Oregon)
Martynse Hanapepe Hawai’i Christian Church Scholarship (Hawaiian student)
Viola McCready Scholarship
McGill Scholarship (Careers in the health sciences)
Meredith “Mac” McVicker Scholarship
Tom Miles Scholarship (Theater backstage)
Drusilla Montgomery Scholarship (Mathematical sciences)
Maybel Moore Scholarship
Harry W. Olson Memorial Scholarship (Physical therapy)
Parents Club Scholarship
Ruby Peregrine Scholarship
Carol Pratt Scholarship (Optometry)
Henry F. Price Memorial Scholarship
Richard Frost Reath Scholarship (Political science)
Walter Reif Scholarship (Philosophy)
Ernest A. Rueter Scholarship
Annie Roberts Scholarship
Eric Ross Scholarship (Business with marketing preference)
Patrick Maloney Scholarship (Pre-medicine)
Dr. Fred Scheller Scholarship (Debate/Forensics)
Miles Shishido Scholarship (Hawaiian student)
Barbara F. Sowers Scholarship
Edith Clare Steele Scholarship (Minority student)
Irving Story Memorial Scholarship (English)
Elbridge and Mary Stuart Scholarship
Wiberta Teeter (“Help from Mrs. T”) Scholarship (Optometry)
Thomas Thompson Scholarship
Joseph B. Vandervelden Scholarship
William Robertson Warren Memorial Scholarship
Wellington Wallace Washburn Memorial Scholarship
Narcissa Jewett and Carl G. Washburne Scholarship
Hazel Jones Wolf Endowed Memorial Scholarship
Beatrice Young Memorial Scholarship (Foreign languages)
Glenn Zürcher Scholarship

SPECIAL AWARDS
A limited number of special awards are available to students on the basis of need (except where specifically noted), academic achievement, contributions to the campus community, and/or any additional qualifications specified by the donors of individual awards.

Ben B. Cheney Foundation Scholarship - Awarded to one outstanding senior student in each of the academic divisions: Arts, Humanities, Natural Sciences, and Social Sciences.

Chevron U.S.A. Scholarship - A four-year scholarship first awarded at Pacific in 1982-1983 and awarded in alternate years to one academically outstanding entering freshman. Applications are available from high school counselors.

Portland General Electric (PGE) Scholarship - Awarded to one academically outstanding entering freshman for four years. Applications are available from high school counselors.

George Rossman Scholarships - For students certified by the President of Pacific University as being “worthy students”, meaning students who are generally good scholars and of good character and a credit to the University, but not necessarily in need of funds.

Forest Grove Rotary Club Scholarships - Awards in varying amounts are awarded annually to outstanding graduates of Forest Grove, Banks, and Gaston High Schools. Funds for these scholarships are made available by the Forest Grove Rotary Club.

United Church of Christ Matching Scholarships - Students who receive grants or scholarships from a United Church of Christ are eligible to receive matching scholarships from Pacific University. Students with demonstrated financial need are eligible to have awards up to $1,500 matched by University funds, provided that the total does not exceed the student’s need. For students without need, awards of up to $500 will be matched.

Dollars for Scholars Matching Awards - Awards of up to $1,000 provided to recipients of Dollars for Scholars awards given by the Citizen’s Scholarship Foundation of America.

STUDENT EMPLOYMENT
Student employment is offered in the form of Federal Work-Study (FWS) or Pacific Work-Study (PWS) depending on demonstrated financial need and the availability of funding. The majority of student employment positions are located on-campus although students with FWS awards may be able to work in community service positions off-campus. An allocation of FWS or PWS is not a guarantee of employment. It is the student’s responsibility to secure a job and work the hours necessary to earn the student employment allocation. Earnings are paid directly to the student. Students may not work over 20 hours per week while classes are in session, and may not work over 40 hours per week during breaks.

Curricular Goals

Every graduate of the College of Arts and Sciences shall have a command of the basic tools of thought and language:
- Inquiry, critical thinking, and critical analysis
- Modeling, abstract thinking, and structural thinking
- Quantitative reasoning
- Creativity
- Written and oral language so that ideas, knowledge, emotions, 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/her own set of values
- Understand multicultural, diverse, and global perspectives
- Access and evaluate information necessary to make informed decisions
- Participate as an informed person and citizen in the arts, business, fitness & health, politics, and the sciences
- Engage in the practices of a discipline with knowledge of the discipline and an understanding of how such knowledge is constructed and used
- Progress toward a productive and meaningful professional life.

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.
Degree requirements for Bachelor of Arts and Bachelor of Science are listed below (Note: Students may earn only one Bachelor’s Degree at the College of Arts and Sciences). Major requirements are listed in the catalog under the appropriate Division headings. Requirements for students preparing to teach are listed in the School of Education section. 

124 semester hours are required for graduation including:

Bachelor of Arts

I. College Core Requirements

All students are expected to undertake a broad course of study in addition to their major by completing with at least a C- each of the requirements listed below. No course can be counted for more than one requirement.

A. MATHEMATICS: (3 semester hours)

All Math courses numbered 165 or higher, Psych 350 (Behavioral Statistics), Soc 301 (Social Statistics), or equivalent statistics course.

A student may satisfy this requirement by achieving 600 or greater on the quantitative part of the SAT or its equivalent.

B. WRITING: (3 semester hours)

English 201 Expository Writing

Those students who achieve less than 35 on the TSWE are required to take Eng 101 in their first semester.

C. FOREIGN LANGUAGE: (6 semester hours or proficiency)

A proficiency in a language other than English must be demonstrated by the successful completion of a 102-level course or its equivalent.

A student may satisfy this requirement by passing a proficiency test administered by the World Languages department.

Students who have two years of high school study in a single language will be advised to take the 102-level course. The instructor for the 102-level course can approve a shift to a 101-level course, if required to meet the best educational achievement.

A student whose native tongue is not English can be exempted from the Foreign Language Core requirement by obtaining approval from his/her advisor, and the Chair of the World Languages and Literatures department. The advisor shall notify the Registrar.

D. FIRST YEAR SEMINAR ON ORIGINS, IDENTITY, AND MEANING: (4 semester hours)

All freshmen must take Humanities 100 in the fall semester. Transfer students need to substitute six semester hours in literature, history, philosophy, or humanities.

E. CROSS CULTURAL STUDIES: (3 semester hours)

All students must take three semester hours in courses designated by a CC in the Schedule of Classes or catalog. The courses that qualify are those on the culture of Asia, Africa, Latin America, or aspects of American culture that draws upon these areas or the culture of the indigenous peoples of North America, excluding foreign language instruction.

F. THE ARTS (3 semester hours)

Three semester hours in Art, Music, or Theatre.

G. THE SOCIAL SCIENCES (6 semester hours)

Two courses from two different disciplines chosen from Anthropology, Economics, Political Science, Psychology, Sociology, Social Sciences.

H. THE HUMANITIES (6 semester hours)

Two courses from two different disciplines chosen from Literature, History, Media Arts (MedA 111, 112, 120, 121, 401 only), Philosophy, Humanities.

I. THE NATURAL SCIENCES (6 semester hours)

Two courses from two different disciplines chosen from Biology, Chemistry, Environmental Science, Physics, Science or two courses with laboratory in the same discipline.

II. A Major

 Majors require at least 24 hours, including 16 upper division hours (exclusive of courses numbered 475, 478). Major requirements are listed under the appropriate department.

III. Grade point average of 2.0.

A minimum grade point average of 2.0 in all coursework earned at Pacific. In addition, a 2.0 GPA is required in all majors and minors; check major and minor requirements because some departments may have adopted a higher minimum than 2.0. All courses required for the bachelor’s degree and major must be included in the 124 hours presented for graduation. Only grades of “C-” or higher will transfer as credit toward the degree.
IV. 48 hour rule
A maximum of 48 hours in a single department (Exception: in departments combining more than one discipline - Business and Economics, World Languages and Literature, Mathematics and Computer Science, and Music — students may take up to 60 hours but no more than 48 in a single discipline). A program of more than 48 hours which includes an internship may be approved by the Dean of Arts and Sciences upon petition.

V. Upper Division hours
40 hours of upper-division courses (numbered 300 and above), with no more than 10 hours of courses numbered 475 or 478 counting toward this forty-hour requirement. All Study Abroad coursework through Pacific University or affiliates will be counted as upper-division. The first 31 credits of study abroad coursework 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 6 credits from Pacific University in upper division courses in their major and 6 credits from Pacific University in upper division courses for any minor. Individual departments may require a greater number of credits to be completed at Pacific University. For these requirements, consult the list of requirements for each major or minor.

Students must also complete thirty of the last forty hours counted towards their degree at Pacific University.

Bachelor of Science
Candidates for the B. S. degree will fulfill all requirements listed above and will include a major or a minor from the Division of Natural Sciences or a major in Psychology with two additional science laboratory courses.

Advancement to Candidacy
All degree candidates must submit an Application for Degree form to the Registrar by December 15 for May; June 1 for August; or September 1 for December Graduation.

Graduation with Honors
Students who complete the requirements of the College Honors Program receive University Honors. Those students who achieve a grade point average of 3.50 to 3.69 are designated cum laude; for 3.70 to 3.90 magna cum laude, and 3.91 to 4.00 summa cum laude.

Minor
A Minor may be earned by meeting the requirements listed by a department. The minimum requirement is 15 hours of which 6 hours must be upper division.

Activity courses
A maximum of 4 hours in 1-hour activity courses are allowed. Music courses for students pursuing a Bachelor of Arts degree with a major in music are exempt from this activity hour limitation. Activity courses are: HPER 150, MUS 150, MUS 151, MUS 158, MUS 153, MUS 163, MUS 165 and MUS 167.

Internship
A maximum of 17 hours of internship credit will count toward graduation of which no more than 14 credits can be taken in any one semester. A maximum of 10 hours may count toward upper division.

Study Abroad
The first 31 credits of study abroad coursework 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.

Changes in Requirements
Students leaving Pacific University may choose to satisfy core requirements upon return from the year of catalog of original entry or the catalog at re-entry. When more than a year elapses from the time a student last attended Pacific, the student normally must meet requirements (other than core) in effect at the time the student is re-admitted.

Requirements for prospective teachers are set by the Oregon Teacher Standards and Practices Commission. Students expecting to teach must satisfy rules in effect at the time of graduation.

Student Status
Students who register for fewer than 12 credits by the end of the add/drop period will be considered part-time students. Part-time status can adversely affect financial aid awards and athletic eligibility.

Petitions
Students may petition for exceptions to college requirements in extraordinary circumstances upon consultation with their advisors.

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 entering in the Fall of 1991. While most students graduate in four years, the six year graduation rate for the entering class of 1993 is calculated to be 58%.

TEACHER LICENSURE
Students who wish to teach in the K-12 school system are required to have a bachelors degree with a major in an academic subject other than education.

Students interested in a teaching career should consult with the School of Education as early as possible. Programs are available at the undergraduate (see Undergraduate Study in Education) and graduate level (see School of Education section).

Students must apply for admission to the School of Education separately from their admissions to the College of Arts and Sciences. For undergraduates, junior standing is required for concurrent admission to the School of Education.
Honors Program

HONORS PROGRAM

Dr. Sarah Phillips, Director, University Honors Program

The University Honors Program at Pacific University is dedicated to challenging excellent students to explore and develop their gifts as thinkers, researchers, and leaders. Directed by the Honors Director and the University Honors Committee, which is composed of members of the College of Arts and Sciences Faculty, the University Honors Program is a flexible one that enables students to study abroad and pursue other types of educational opportunities, such as internships, as they earn University Honors.

Goals

The goals of the program are: to introduce students into a community of learners committed to integrating experience, formal study, and service; to provide students and faculty with opportunities to engage in imaginative and ambitious interdisciplinary study and discussion; to promote and model creative academic excellence; to prepare students for active, productive lives as learners, professionals, and citizens; and to contribute to the intellectual and cultural liveliness of the community.

Pacific University Honors students bring a wide variety of experiences, backgrounds, and interests to the Program: a typical seminar will include students whose enthusiasms range through the natural and social sciences, the arts, and the humanities; many complete pre-professional programs as they pursue their liberal arts majors. Committed to shaping their educational experience, our students enjoy the discussion-based model common to all Honors courses and often serve the community in various ways, as Resident Assistants, as First-Year Seminar mentors, and as House Tutors; Honors students are active in athletics and student clubs, as well as theatre and music. Many members of the Program volunteer through Pacific’s Humanitarian Center, tutoring public school students, for example, or working on environmental issues or educating migrant workers and their families. In general, Honors students approach their education at Pacific creatively and energetically as they pursue high standards and new experiences. These Honors courses enable students to build a powerful foundation for work in their majors by challenging them to integrate approaches from several disciplines as they strengthen their abilities as writers, critical thinkers, and imaginative problem-solvers. In their first semester, Honors students meet the College’s writing requirement; in the next three, they exercise their skills as writers and thinkers as they work toward satisfying requirements for work in the natural and social sciences, the arts and humanities, and in cross-cultural studies. In the fifth

Faculty

The Honors Program at Pacific University draws on faculty from every Division of the College. Interested in pursuing interdisciplinary research and/or teaching, the Honors faculty develop seminars designed to challenge students to consider the relationships among various disciplines, various means of constructing and presenting knowledge, and various approaches to learning and teaching. Whether teaching a seminar or advising students pursuing individual research projects, faculty in the Honors Program take mentorship as an important model for student-faculty interaction, encouraging students to assume responsibility for the character of their education by reflecting on the significance of their work for self-understanding as well as for academic development.

Characteristics

Honors courses are distinguished by their interdisciplinary focus and the seminar model common to all Honors classes, which sets high expectations for student participation; students must be willing to engage in the creative synthesis of a range of ideas, modalities, and perspectives in order to succeed in a pedagogical model that emphasizes the integration of experience, analysis, and creative expression. Students in Honors learn how to transform their assumptions into hypotheses, gain familiarity with various approaches to learning, and develop skills that enable them to work collaboratively across a range of disciplines. Excellence in Honors is characterized by intellectual curiosity, analytical rigor, and creative risk-taking expressed in independent and in collaborative work. The Student Honors Council reflects the Program’s commitment to helping students develop leadership skills and its insistence that Honors students share responsibility for the quality and character of their educational experience. Grading in the Honors Program is consistent with standards held College-wide.

Interdisciplinary and innovative, Honors seminars allow gifted students to satisfy College Core requirements in the company of others who approach their education creatively and energetically as they pursue high standards and new experiences. These Honors courses enable students to build a powerful foundation for work in their majors by challenging them to integrate approaches from several disciplines as they strengthen their abilities as writers, critical thinkers, and imaginative problem-solvers. In their first semester, Honors students meet the College’s writing requirement; in the next three, they exercise their skills as writers and thinkers as they work toward satisfying requirements for work in the natural and social sciences, the arts and humanities, and in cross-cultural studies. In the fifth
seminar, taken in the spring of the junior year, they prepare for independent capstone projects in their disciplines as they consider the meaning of work, the significance of entering a profession, the obligations that accompany education, and the exercise of power. In their senior year, all Honors students design and complete a capstone project or thesis that demonstrates academic excellence and creativity.

The Honors Program also sponsors co-curricular events that complement the seminars and support the development of a community of learners both within and beyond the Program. The Honors Chautauqua Program, endowed by The Merles Bryan Fund, brings a scholar-in-residence to campus each semester: these visiting scholars and performers meet with Honors students in various settings and present their work to the Pacific community in lectures or performances. The Student Honors Council advises the Director of Honors in selecting the Chautauqua Scholars and coordinates its own co-curricular programming, also underwritten by The Merles Bryan Fund, which supports Honors students both on and off campus, defraying registration and travel costs for students to present their work at conferences. In celebration of achievement in Honors, juniors and seniors in the Program enjoy a spring term retreat at the Oregon Coast, gathering around a set of common questions to seek uncommon answers.

Privileges

Honors students enjoy faculty library privileges and may take 18 units of credit per semester within the regular tuition charge in order to meet the demands of the Honors Program. Our students have traveled to present their research and to moderate discussion at the National Collegiate Honors Council conference, and we are committed to active participation at the regional level as well; Honors students have also presented at the National Conference for Undergraduate Research. Honors students are encouraged to apply for and assisted with their applications for prestigious national scholarships, including the Rhodes, Truman, and Marshall Scholarships. The greatest benefit of Honors, however, is participation in a community of learners and the opportunities for exploration, exchange, and discovery this affords: the variety of activities, the development of relationships centered on common intellectual and cultural experiences and passions, and the self-understanding that emerges from collaborative learning and individual risk-taking.

Admission

Prospective students are invited to apply to the University Honors Program when they apply for admission to the College of Arts and Sciences. University Honors admissions decisions are based on grade point averages, SAT or ACT scores, and an essay that reveals the student’s background, interests, and motivations. University Honors students entering Pacific generally have a high school GPA of 3.7 and SAT scores of 1200 (ACT 26), but applications from other interested students will be considered. Students enrolled at Pacific are invited to apply after their first and second semesters at Pacific: First-year students are invited to apply to the Honors Program for admission in the second semester of their first year on the basis of faculty recommendation since they have not yet established a University GPA; all students with a Pacific GPA of 3.5 or higher at the end of their second semester are invited to apply for admission in the third semester. Interested and qualified transfer students should consult with the Director of Honors to discuss options for entering and completing the Program. In order to remain in the program, students should maintain a cumulative GPA of 3.5. First-year students may continue with a 3.2 or better, but must achieve a 3.5 cumulative GPA by the end of the sophomore year. No courses in the Honors Program may be taken Pass/Fail. The transcripts and diplomas of Honors Students denote Graduation with University Honors, and Honors Students are recognized at Commencement. Interested qualified students should contact Dr. Sarah Phillips, Sociology Department at Pacific University.

Requirements

Honors students who wish to study abroad are encouraged to do so in either the second semester of their sophomore year or the first semester of their junior year. Students choosing to study abroad in their sophomore year may either double their enrollment in Honors in a semester before they leave, or take a 200-level Honors seminar in the spring term of their junior year, concurrently with Honors 350. Students studying abroad for a full year as juniors will be expected to take Honors 350 in the spring term of the year they return.

To graduate with University Honors, students must satisfy the following requirements:

- Honors 100
- Three sections of Honors 200
- Honors 350
- Honors 400/401: a senior thesis or capstone project in their major department
- Participation in Honors co-curricular activities

1) The senior thesis or capstone project must satisfy departmental criteria for Honors work and passes the Honors Review Board, composed of the Director of Honors and the faculty teaching in Honors in the current year.

2) All Honors students must participate in the co-curricular activities supported by the Honors Program, including The Honors Chautauqua Program and the Junior/Senior Year Retreat. Under no circumstances will a student be allowed to graduate with University Honors with a cumulative GPA below 3.5. Students admitted to the University Honors Program must also meet all College of Arts and Sciences graduation requirements, unless an exception is approved by the Honors Committee.

The University Honors Program at Pacific University seeks to mentor students as they prepare for careers, graduate study, and service to their communities, honoring intellect and character, talent and achievement. Reflecting the Program’s emphasis on creative interdisciplinary thinking,
our graduates take a wide variety of paths into the post-baccalaureate world: pursuing graduate degrees across a range of professions and disciplines, preparing for service in the health professions, or practicing an art as a sculptor, writer, painter, or teacher. Honors students build exceptional lives on the foundations of their education at Pacific University.

**Honors Courses (Honr)**

**Honr 100 Writing in Honors**
Reading scientists on the relationship of science to the arts and humanities, to society, and to ethics, students will approach writing from an interdisciplinary perspective, composing a variety of essays involving argument, analysis, and self reflection as they explore their relationship to various ways of knowing. The final paper of the term will require research. This course appears on transcripts as EnwH 100. Satisfies Writing Core requirement. Open only to Honors students. 3 hours. Fall semester, Director of Honors.

**Honr 200 Honors Arts Seminar: Topic varies**
These seminars enable Honors students to fulfill College Arts Core requirements as they continue to develop skills as interdisciplinary learners and thinkers, and may be taken more than once for credit as content varies. Non-Honors students admitted with approval of the Director of Honors. 3 hours. Fall and Spring semester, Honors Faculty.

**Honr 201 Honors Humanities Seminar: Topic varies**
These seminars enable Honors students to fulfill College Humanities Core requirements as they continue to develop skills as interdisciplinary learners and thinkers, and may be taken more than once for credit as content varies. Non-Honors students admitted with approval of the Director of Honors. 3 hours. Fall and Spring semester, Honors Faculty.

**Honr 202 Honors Natural Sciences Seminar: Topic varies**
These seminars enable Honors students to fulfill College Natural Sciences Core requirements as they continue to develop skills as interdisciplinary learners and thinkers, and may be taken more than once for credit as content varies. Non-Honors students admitted with approval of the Director of Honors. 3 hours. Fall and Spring semester, Honors Faculty.

**Honr 203 Honors Social Sciences Seminar: Topic varies**
These seminars enable Honors students to fulfill College Natural Sciences Core requirements as they continue to develop skills as interdisciplinary learners and thinkers, and may be taken more than once for credit as content varies. Non-Honors students admitted with approval of the Director of Honors. 3 hours. Fall and Spring semester, Honors Faculty.

**Honr 350 Junior Honors Seminar**
A capstone commencement seminar designed to enable students to reflect upon their work in general Honors and in their discipline(s) as they begin to develop their ideas for thesis and capstone work in the senior year. Working within an interdisciplinary framework, students will consider the meaning of work, the significance of entering a profession, the obligations that accompany education, the exercise of power, and approaches to lifelong learning. Open only to Honors Students. Spring semester, Director of Honors.

**Honr 400-17 Honors Research/Capstone Project**
Students design and complete a thesis or project that meets the criteria established by their department for senior thesis or project. All theses and projects will be evaluated by an Honors Review Board, composed of the Director of Honors and the faculty teaching in Honors in the current academic year. Honors 400-417 are offered through departments and are designated on transcripts to identify them by department. Open only to Honors students. 3-6 hours. Fall and Spring semesters, College faculty.

**Co-curricular Components**

**The Honors Chautauqua Program**
All Honors students attend the dinner for and public presentation of the Chautauqua Scholar-in-Residence each semester.

**Junior/Senior Retreat**
A required off-campus retreat for juniors and seniors in the Honors Program, facilitated by the Director of Honors and a member of the Honors Faculty. Spring term.
UNDERGRADUATE STUDY IN EDUCATION

The undergraduate program allows a student to complete a bachelor's degree while simultaneously completing the requirements for an Oregon teaching license. Students are provided solid foundations in theory and content, as well as extended field experiences. They are prepared to nurture young peoples' intellectual, social, and moral growth and to appreciate diversity of cultures.

The program prepares students for an Oregon Initial Teaching License with authorizations at any of four levels: Early Childhood Education (age 3 to grade 4), Elementary Education (grades 3-8), Middle School Education (grades 5-10), and High School Education (grades 7-12). Students are strongly encouraged to qualify for two adjacent authorization levels. Those who plan to teach at the Middle School or High School level should complete the Education and Learning major. Those who wish to teach at the Elementary level should complete the Education and Learning major in conjunction with their subject area.

For complete information on teachers licensure programs, see the School of Education.

Education and Learning Major

The Education and Learning major is a joint offering of the College of Arts and Sciences and the School of Education. It is designed to provide students with a deep understanding of the psychological, developmental, 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 Education and Learning major is recommended for students interested in pursuing a license for teaching in early childhood or elementary classrooms as a part of their undergraduate Education at Pacific University. To obtain the initial Oregon teaching license as an undergraduate a student must apply for admission to the School of Education. This is typically done at the end of the sophomore year. Licensure requires an additional 32 credits of professional coursework beyond the requirements of the major. Students interested in licensure should complete the recommended subject area coursework in writing, literature science, mathematics, social science, and the arts as part of the core requirements or electives.

For those who do not want to obtain a teaching license as a part of their undergraduate education, a minor in a complementary subject area is recommended.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Foundations: one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anth 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 102</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>PolS 101</td>
<td>Power &amp; Community</td>
<td></td>
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<tr>
<td>Development: one of the following:</td>
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<td></td>
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<tr>
<td>Psy 180</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 318</td>
<td>Applied Human Development</td>
<td></td>
</tr>
<tr>
<td>Cognition: one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 225</td>
<td>Human Learning &amp; Motivation</td>
<td></td>
</tr>
<tr>
<td>Psy 248</td>
<td>Mind, Theory &amp; Method</td>
<td></td>
</tr>
<tr>
<td>Psy 315</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Psy 352</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>Educ 260</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 300</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 305</td>
<td>Learning Communities</td>
<td></td>
</tr>
<tr>
<td>Educ 361</td>
<td>Foundations of Human Learning &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
<td></td>
</tr>
<tr>
<td>Educ 397</td>
<td>Field Experience</td>
<td></td>
</tr>
<tr>
<td>Educ 420</td>
<td>Normal Language Development</td>
<td></td>
</tr>
<tr>
<td>Educ 427</td>
<td>Psychology of Reading Instruction</td>
<td></td>
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</tbody>
</table>

Required capstone experience: one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 490</td>
<td>Integrating Seminar</td>
<td>6</td>
</tr>
<tr>
<td>Educ 475</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
Feminist Studies is an interdisciplinary minor that investigates the significance of sex and gender in all areas of human life. Feminist analysis 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 Feminist Studies minor includes courses that utilize feminist perspectives to 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, class, and culture to the study of sex and gender.

The Feminist Studies minor has as its basis the theoretical framework of the introductory course and senior seminar, which emphasize the diversity of feminist literature and research. Both courses include service components—a field experience in the introductory course and mentoring experience in the senior seminar—which enable practical application of theories. Elective courses concentrate on substantive issues in the area of feminist studies, women’s, and gender studies and offer a multidisciplinary approach to the program. Such courses address topics that relate directly to feminist theory or have become salient to the minor because of feminist theory.

Students who wish to declare the Feminist Studies Minor must consult with the Co-Directors of Feminist Studies or a FS core faculty member prior to submitting a declaration form. At that time, in consultation with the Directors or core faculty, the student will choose a Feminist Studies Minor advisor. Students should plan to take the first FS core course, Introduction to Feminist Studies, in the Fall semester of their sophomore or junior year. Students meet weekly to discuss readings, read and develop essays/projects of distinction, and share and evaluate the experience of mentoring. Students also act as mentors for students enrolled in the Feminist Studies introductory course. Students meet weekly to discuss readings, read and develop essays/projects of distinction, and share and evaluate the experience of mentoring. Students will select a member of the Feminist Studies Associated Faculty to act as an advisor for their projects. Prerequisites: FS 201 and one must be from either the Arts or Humanities.

Course Approved for FS Elective Credit:

All 300 and 400 level courses listed below when taken for Feminist Studies credit have a prerequisite of FS 201.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 330</td>
<td>Gender in Cross Cultural Perspective</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>ART 280</td>
<td>Women in Art</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>ENGL 425</td>
<td>20th Century Literature: Postmodernity</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>ENGL 430</td>
<td>Major Writers: Woolf</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>FREN 401</td>
<td>Gender, Culture &amp; Society: Women’s Writing</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>FS 300</td>
<td>Special Topics in Feminist Studies</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>HIST 246</td>
<td>Gender and Sexuality in Victorian America</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>HIST 400</td>
<td>Medieval Women</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>MEDA 255</td>
<td>Gender Communication</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>MEDA 401</td>
<td>Women Directors and Feminist Strategies</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>Feminist Epistemology</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>PSYC 260</td>
<td>Psychology of Women</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>The Development of Gender</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>SOC 309</td>
<td>Sociology of the Family</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Gender and Sexuality</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
<tr>
<td>SPAN 485</td>
<td>Women Writers in Latin America</td>
<td>offered for 3-4 hours. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).</td>
</tr>
</tbody>
</table>

Check individual departments for course descriptions and course schedules for semesters offered. Additional courses are approved annually and may be applied to the minor.

Course Descriptions

FS 201 Introduction to Feminist Studies
This introductory level course explores the various foundations of feminist theory, including perspectives from across the disciplines. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: FS 201 (or permission of the instructor).

FS 300 Special Topics in Feminist Studies
This is a special topics course focusing on the specific interests of the faculty and students in the Feminist Studies Minor program. Topics addressed in the course will be derived from a variety of disciplinary standpoints, as well as possibly 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. Offered for 3-4 hours. Pre-requisites: FS 201 (or permission of the instructor).

FS 450 Senior Seminar in Feminist Studies
In this seminar course, students read and analyze advanced works in Feminist Studies. The course culminates in a written essay or research project. Students also act as mentors for students enrolled in the Feminist Studies introductory course. Students meet weekly to discuss readings, read and develop essays/projects of distinction, and share and evaluate the experience of mentoring. Students will select a member of the Feminist Studies Associated Faculty to act as an advisor for their projects. Prerequisites: FS 201 and one must be from either the Natural or Social Sciences. One course must be from either the Arts or Humanities.

Minor In Feminist Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 201</td>
<td>Introduction to Feminist Studies</td>
<td>4</td>
</tr>
<tr>
<td>FS 450</td>
<td>Senior Seminar in Feminist Studies</td>
<td>4</td>
</tr>
<tr>
<td>Three or four electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
International Studies is designed for highly-motivated students who plan careers in law, diplomacy, education, international research and the globalized marketplace of business and economics. National and state leaders have placed a high priority on international studies in order to meet the critical need for college graduates who are competent in world languages and who are familiar with world cultures. The national and regional commitment to internationalism in the United States and the increasing interdependence of nations around the world is reflected in a wide range of job opportunities in both government and the private sector.

Within the International Studies major, students are able to focus upon one of three International Areas: East Asia, Latin America or Western Europe. International students who wish to major in IS may choose the American Studies option. Each area focus provides majors with a multidisciplinary background in a language and culture area. On campus International Studies sponsors lectures, festivals, music presentations and an international film series.

Major in International Studies

Students may apply for the major as early as the second semester of their freshman year at Pacific and, in general, should apply no later than the second semester of their sophomore year. Applications are available from the Director of International Programs, in the Office of International Programs on the second floor of Chapman Hall and from faculty members of World Languages and Literatures. 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.

Immediate after being accepted, students must consult with a member of the International Studies faculty (see list above) and prepare a complete plan of courses that they intend to take to fulfill the requirements of the major. This plan must be updated and resubmitted immediately upon return from the study abroad experience. As part of that plan, each major must declare an area interest, (East Asia, Latin America or Western Europe).

International students (that is, foreign nationals studying at Pacific on a student visa) may select the American Studies option (see the separate requirements for this option set out below). In this case, the foreign language requirement and the study abroad requirement are waived. International students may also complete the regular International Studies major but 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. Students may also want to include a Humanitarian Center multicultural field experience or other relevant internship. The goals and formal requirements for the major (except for international students choosing the American Studies option) are as follows:

Goals for the Major

In successfully completing a major in International Studies a student will possess the following attributes:

- Strong written and oral communication skills
- Proven research and analytical skills
- Knowledge of the history and culture of a specific area of the world
- The ability to build on that knowledge to produce a final written thesis and related oral presentation
- Well-developed intercultural skills
- The ability to work collaboratively
- The ability to speak, read and write in a second or third language
- Experience in living and studying abroad

Requirements - International Area Studies Focus:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 201</td>
<td>Intercultural Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Base history course related to area interest</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives coherently related to area interest</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Foreign language study at 300-level or above</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Research methods</td>
<td>3</td>
</tr>
<tr>
<td>IS 399</td>
<td>Junior Tutorial</td>
<td>2</td>
</tr>
<tr>
<td>IS 401 &amp; IS 402</td>
<td>Senior Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

1) At least one semester of study abroad in a country related to the student’s chosen area interest. The country chosen must have as one of its principal languages, the
Prior to study abroad, the student should fulfill at least the following requirements:

1) IS 201 Intercultural Communications

2) HIST 141-142 History of the United States, or HIST 102 Western Civilization I. However, more specialized upper division history courses approved in advance by the student’s IS advisor may also be used to satisfy this requirement.

In addition, the student must fulfill the following requirements before, during, or after the study abroad experience:

5) At least 21 semester hours of electives chosen in consultation with the student’s IS advisor to create a coherent program of study related to the chosen area interest. Such courses should be approved by students’ IS or language advisors. No more than 12 semester hours from any single department or discipline and no more than 12 semester hours taken during study abroad may be applied to this requirement.

6) At least six hours of foreign language study at Pacific at the 300-level or above after returning from the study abroad experience.

7) One course in theory or research methods to be taken, if possible, prior to enrollment for IS 401 Senior Thesis. Note that students planning to spend the entire junior year abroad should try to complete this requirement prior to study abroad. Students also need to be aware that several of the courses approved for meeting this requirement have one or more prerequisites. The course chosen should be closely related to the research strategy appropriate to the student’s senior thesis project. Approved courses which meet this requirement are the following:

- ANTH 301 Research Methods in Anthropology
- ECON 321 Introduction to Econometrics
- ENGL 333 Theory of Literature
- PSY 350 Behavioral Statistics
- SOC 201 Introduction to Social Research
- SOC 301 Social Statistics

8) IS 395 Junior Tutorial/Seminar in which students work with individual professors to develop a polished senior thesis proposal and meet together in occasional seminar format to share their research proposals. Students who spend their entire junior year abroad should register for IS 395 as an independent study course in close collaboration with a Pacific professor and produce a senior thesis proposal during their second semester of study abroad. A contract for IS 395 while studying abroad should be prepared prior to departure for the study abroad site.

9) IS 401 and IS 402 Senior Thesis in which the student prepares a senior thesis for a public and written presentation. These two semesters of Senior Thesis may not be taken concurrently.

Requirements - American Studies focus
(available only to international students):
1) IS 201 Intercultural Communications,
2) HIST 141-142 History of the United States,
3) Six hours of upper division courses in American history,
4) Six hours of upper division courses in American literature,
5) Twelve hours of electives chosen in consultation with the advisor to create a coherent program of study of the United States with at least six hours of electives outside the Departments of History and English.
6) The same requirements for a methodology course, junior tutorial, and senior thesis as all other IS majors.

International students for whom English is a second language and who elect the America concentration are exempt from the foreign language and study abroad requirements and take instead 27 hours in electives.

Course Descriptions

INTERNATIONAL STUDIES (IS)

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. 3 hours. Ikeda.

IS 399 Junior Tutorial

Directed reading and research in the student’s area of interest. Prerequisite: Junior Standing in IS. 2 hours. Staff.

IS 401-402 Senior Seminar and Thesis

Sources, materials, and methods of research, writing, and critical analysis. Preparation and defense of major research project. Prerequisite: Senior Standing in IS. 2 hours per semester. Staff.

IS 450 Special Topics in International Studies

This seminar course is an elective which focuses on topics of special interest to students and IS 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 and study abroad. 3 hours. Staff.
PEACE AND CONFLICT STUDIES

David B. Boersema, Philosophy, Chair
Lorelle Browning, English
Alyson Burns, Psychology
Russell A. Dondero, Political Science
William T. Jordan, Chemistry
Marshall M. Lee, History
Seth Singleton, Political Science
Michael R. Steele, English, Director, Pacific Humanitarian Center
Byron D. Steiger, Sociology
Robert Van Dyk, Political Science

The Peace and Conflict Studies (PACS) program and curriculum evolved from student and faculty interest and concern, and has drawn wide attention. Students may elect a minor in Peace and Conflict Studies. Courses are drawn from faculty in seven departments. They investigate the causes and manifestations of 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 conflict that can have lifelong application.

Minor in Peace and Conflict Studies

PACS 101 and 105 ............................................................... 4-6
Two courses chosen from PACS 208, 211, 213, 215, 220, 221, 222, 230 .............................................. 6
Three courses chosen from PolS 340*, PACS 305, 313, 317, 325, 411, 430 and 450 ............................ 9

Course Descriptions

Peace and Conflict Studies (PACS)

PACS 101 Introduction to Peace and Conflict Studies
An introduction to concepts drawing on several approaches and disciplines. 3 hours. Steele, Boersema, Dondero, Steiger.

PACS 105 Peace and Conflict Studies: Field Experience
A course designed to introduce the student to service-learning, provided in a field site drawn from the Humanitarian Center’s database and the consequent learning the student will experience with regard to building community, applying one’s academic and own personal experience in the course of providing service. Graded P/NP. 1-3 hours. May be repeated once for credit. Steele.

PACS 208 Addictions and Society
This course takes a transhistorical, interdisciplinary approach to the question of alcohol and substance abuse and the social costs of addiction and use. The question of consciousness and why we choose to alter it will be addressed through discussions of the physiology of addiction; the sociocultural risk factors and cultural representations of drug use. In addition, this course will include a school-activity component in which students will design community interventions and educational activities in conjunction with the student services program. 4 hours. Burns-Glover and Browning. Meets social science core requirement.

PACS 211 Philosophical and Theological Bases of Peace
From the philosophical and theological perspective, what is peace and how is it to be defined? What are the conditions for its achievement? Do human nature and the structure of the universe promote or preclude its realization in history? What is the wisdom of human experience and the teaching of the great philosophers and religious leaders on these questions? 3 hours. Boersema. Meets humanities core requirements.

PACS 213 Psychology of Altruism and Aggression
This course examines those aspects of human altruism and aggression that can be attributed to psychological, biological and social determinants. Topics include: primate studies, competing theories of altruism and aggression, interpersonal and domestic violence, the effects of such variables as gender, race, environmental stress, drugs and alcohol, the media, and current events. Prerequisite: Psyc 150. 3 hours. Burns. Meets social science core requirements.

PACS 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. 3 hours. Steiger.

PACS 220 The 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. 3 hours. Boersema. Meets cross-cultural core requirement.

PACS 221 Community Psychology
The study of how psychology can be applied to social services such as community mental health centers to effect social change. Emphasis is on planning, prevention, early intervention, research and evaluation as well as how to strengthen existing social support networks and create new ones. Empowerment and primary prevention will be the focus of attention. Prerequisite: Psyc 150 or Soc 101 or 102. 3 hours. Schultz. Meets social science core requirement.

PACS 222 The 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 equality in the Southern United States from 1954-1968. 3 hours. Van Dyk. Meets social science core requirement. (Same as POLS 222.)

PACS 230 Navajo Service Learning
This course permits selected students to engage in a cross-cultural immersion service-learning experience in the Navajo nation during the Winter Three term. 3 hours. Meets cross-cultural core requirement.

PACS 305 Advanced Service Learning
This seminar is integrative of a wide variety of one’s educational expe-
periences at Pacific. Students will apply their academic and personal skills directly in 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. 2 hours. Prerequisite: PACS 105.

**PACS 313 The Sociology of Violence**
This course examines the social and structural causes, correlates, and consequences of violence. Topics included are social and political violence, subcultural violence, criminal violence, family violence, the media and violence, sports and violence, and racial violence. Prerequisite: PACS 105 or Soc 101. 3 hours. Bates. Meets social science core requirements.

**PACS 317 War and International Peace**
An examination of war from an historical and political perspective, and of the attempts to evolve regional and international systems of non-violent conflict resolution. 3 hours. Lee.

**PACS 325 The Vietnam War Era**
This course explores the origins, events and consequences of American involvement in Indochina from historical, political, philosophical and personal perspectives. 3 hours. Browning. Meets humanities core requirements.

**PACS 337 War and International Peace**
An examination of war from an historical and political perspective, and of the attempts to evolve regional and international systems of non-violent conflict resolution. 3 hours. Lee.

**PACS 411 Literature About War**
A seminar on fiction and non-fiction writing about war, considering both text and the reality with which the author comes to grips. Readings may include works such as: The Great War, Meditations in Green, All Quiet on the Western Front, Testament of Youth, Johnny Got His Gun, Harp of Burma. 3 hours. Steele. Meets humanities core requirements.

**PACS 430 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. 4 hours. Boersema. Prerequisites: PACS 101 and junior standing. Meets humanities core requirements.

**PACS 450 Issues in Peace and Conflict Studies**
A course wherein students examine important issues and ideas relative to peace and conflict studies, especially for the advanced student completing a minor in PACS. Prerequisite: Permission of instructor. 3 hours. Staff.

*Please see Social Sciences Division for PolS 340.*
The athletic program’s primary purpose is to provide a wide range of opportunities for students and members of the broader community to participate in physical conditioning, athletic competition, support for such programs, or spectatorship at levels appropriate to the individual’s own development and interests. These opportunities should complement the student’s academic pursuits as co-curricular activities and enrich their overall experience at Pacific University. To accomplish this mission the College offers Intercollegiate, Club, and Intramural sports competitions.

Judy Sherman, M.Ed., Athletic Director
Ken Schumann, M.Ed., Assistant Athletic Director
Linda McIntosh, M.S., ATC-R, Head Athletic Trainer
Emad Aboujaoude’, M.S., ATC-R, Athletic Trainer

INTERCOLLEGIATE PROGRAM
Scott Ball, Men’s and Women’s Cross Country Coach and Men’s and Women’s Track and Field Coach
Greg Bradley, Baseball Coach
Tim Copeland, Women’s Soccer Coach
Jeff Enquist, Director of Soccer and Men’s Soccer Coach
Frank Johnson, Wrestling Coach
Melissa Jones, Softball Coach and Volleyball Coach
John Kikuchi, Women’s Tennis Coach
LeeAnn Kriegh, Women’s Basketball Co-Head Coach
Dr. Marshall Lee, Director of Golf and Women’s Golf Coach

David Olmsted, Women’s Basketball Co-Head Coach and Men’s Golf Coach
Jim Pyle, Director of Tennis and Men’s Tennis Coach
Ken Schumann, Men’s Basketball Coach

Pacific University offers 16 intercollegiate sports. These include Baseball, Basketball, Cross Country, Golf, Soccer, Track and Field, and Wrestling for men, and Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track and Field, and Volleyball for women. Pacific competes in the Northwest Conference as a member of the National Collegiate Athletic Association Division III.

CLUB SPORTS
Dr. Mike Steele, Handball
Pacific University provides opportunities for participation in the sport of Handball at the club level. The club sports compete against club level programs from other institutions and in some cases, intercollegiate programs. The Handball Club annually sends club players to the Intercollegiate National Tournament.

INTRAMURALS
Tim Copeland, Director
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 in the spring. Additional activities will be announced on a yearly basis.

ACTIVITY COURSES
Hper 150 Activity Courses
A number of aerobic and anaerobic activities are included under this heading and are announced each term in the class schedule. (e.g. Tennis, Weight Training, Aerobic Dance, Walking, Handball etc.) Graded P/NP. 1 hour. May be repeated*. Staff. *Only four activity courses may count toward the 124 credits required for graduation.

Faculty Athletic Representative
Dave Cassady, Ph.D., Department of Media Arts
ACADEMIC ADVISING

Students are assigned a faculty advisor by the Dean’s Office upon admission to Pacific. Advisors work closely with students to develop a sequence of courses that meets individual needs. Experience shows that successful students are those who have frequent contact with their Faculty Advisors, and students may not register for classes until they have consulted with their advisor.

When students declare a major, during the sophomore year, they should be working with a Faculty Advisor in their major area. Problems with advising should be taken to the Dean’s office.

Students who expect to apply to Pacific programs in Teacher Education, Optometry, Physical Therapy, Occupational Therapy, or Professional Psychology must pass specific prerequisite courses: see the relevant sections of this catalog.

Students are urged to seek the help of the Admission Office which maintains information on prerequisite courses.

PRE-MEDICAL ADVISING

See Division of Natural Sciences section

ACADEMIC REGULATIONS

In the College of Arts and Sciences, matters of academic rules and regulations are handled by Associate Dean Stout in Bates House, in cooperation with the Registrar.

Satisfactory Academic Progress

Students will maintain satisfactory academic progress with:

1. A cumulative GPA at Pacific University of at least 2.0.
2. 12 hours of coursework credited toward graduation in the previous semester in which they were enrolled as a full-time student.
3. A GPA of at least 2.0 in the previous semester.

Warning

Full-time students who do not meet each of these three standards for the first time will be placed on Warning. Students on warning, after meeting with their faculty adviser, may be asked to consult with the Associate Dean, who can help students get the help they need.

The academic progress of students receiving an academic “warning” who have received a “warning” for any previous semester at Pacific University will be reviewed by the Standards and Advising Committee to determine if their status should be changed to “probation” or “suspension”.

Students encountering academic problems are reminded that financial aid eligibility also depends on academic achievement. See Financial Aid section in this catalog, and consult the Financial Aid office.

Suspension and Probation

Students on Warning who fail to meet one or more of the three standards in any subsequent semester may be suspended from the College for one academic year. Students on Warning whose records show significant improvement, or whose circumstances are unusual, may be allowed to continue on academic probation. Decisions on suspension or probation are made by the Standards and Advising Committee of the College of Arts and Sciences.

Students on academic probation are not in good academic standing and are ineligible to participate in University sponsored activities including intercollegiate athletics, forensics, student media and in other activities as the Dean of Arts and Sciences may direct.

Readmission after Suspension

Normally after one year suspended students may apply to the Office of Admissions to begin the readmission process. Applications will be reviewed by the Standards and Advising Committee. Complete applications for readmission for fall semester must be received no later than August 1st; complete applications for spring semester must be received no later than January 2nd. Completed applications received after those dates will be considered for the following semester. Within the application for re-admission students should present evidence of renewed motivation and commitment to academic success via successful employment or study at another college during the interim. With such evidence readmission may be granted, unless the Standards and Advising Committee determines that academic success at Pacific is still unlikely. Students readmitted after being on suspension will be placed on probation (see above). If a readmitted student subsequently does not meet the academic standards of Pacific University and becomes eligible for suspension, that student may be dismissed from the University by the Standards and Advising Committee.

Policy of Academic Integrity

The College of Arts and Sciences at Pacific University is an academic community where the pursuit of knowledge, understanding, and skills unites us as its members. This community depends on the integrity of its members to fulfill its mission, and we all have a clear and vested interest in pro-
moting it. 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 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 they harm the perpetrator, who fails to give him/herself the opportunity to develop ideas and skills.
5. They are unfair, because they give the cheater an advantage over other students who are relying on their own work and knowledge.
6. They are unfair because they weaken the link between grades and work, undercutting 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. They are a violation of the Pacific University Code of Academic Conduct and will be punished according to university and college policy.

The following is intended to explain what comprises academic dishonesty, the sanctions that the College of Arts and Sciences imposes in cases in which it has been determined that academic dishonesty occurred, and how such a finding is reached and sanction(s) determined. It is also intended to inform students of their responsibilities and rights regarding academic dishonesty. After reading this, students wishing to join Pacific’s undergraduate academic community are asked to sign the document. Your signature confirms that you have read and understood this document and agree to uphold the standard explained therein.

**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 cheat from your test paper.
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. 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, depending on the nature of the violation; nevertheless, in all cases it is and 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.

**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 (by the instructor) 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” (which must be signed before joining the University’s electronic network).

Sanctions and Procedures for Handling Cases of Academic Dishonesty

It is Pacific University policy that all acts of academic dishonesty occurring within the confines of the College of Arts and Sciences be reported to the Dean of the College.

Sanctions

The range of possible sanctions that may be imposed in instances of academic dishonesty includes, but is not limited to, those listed below; it is College policy that sanctions are imposed that are consistent with the severity of the violation.

a. An “F” for the assignment.

b. An “F” for the course.

c. In case of violations of the “Acceptable Use Policy”, sanctions range from being barred from the campus electronic network to suspension from the College.

d. In particularly serious broaches of the academic honesty code, or in repeat offenses, suspension or dismissal from the College may be imposed, as well as other appropriate sanctions.

In all instances, the violation shall be reported to the Dean. In most first offenses, no permanent record of the violation will be made. Should the student not be involved in any subsequent incidents of academic dishonesty, then the confidential file will be destroyed upon the student’s graduation. Only those faculty members directly involved in the incident and those serving on panels that might hear a student’s appeal will be notified. Serious or second violations will, however, be noted on the permanent record.

Procedures

The faculty members will follow these procedures when they believe that an instance of academic dishonesty has occurred.

1. Review the evidence to ensure that there are sufficient grounds to warrant a charge of academic dishonesty. Faculty involved will not consult with colleagues and discuss the details of the incident, but instead consult with the Dean’s office to help determine what course of action to pursue.

2. If the faculty member is fairly certain that she or he is dealing with a case of academic dishonesty, the faculty member should meet with the student in question as soon as possible. If the student is unable to explain away the faculty member’s suspicions, then the faculty member will collect all available evidence, keeping the originals and submitting photocopies to the Dean. Consultation with the Dean will occur immediately after having consulted with the student(s) involved. Either the faculty member or the Dean will make a photocopy of the work in question available to the accused student(s) on request.

3. 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/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.

4. In cases in which the student and the faculty member come to an agreement about the violation and its sanction, the faculty member may assign the grade agreed upon. In any event, the faculty member will submit a timely, brief, written report of the incident to the Dean.

5. In cases where mutual agreement between student and faculty member has not been reached, the following procedures shall be followed:

a. the faculty member will collect all available evidence and submit photocopies of it (keeping the originals) to the Dean, along with a brief written report of the incident and a recommended sanction.

b. The Dean will review the evidence, consult with the student(s), make a determination about whether or not academic dishonesty occurred, and, if so, will impose a sanction commensurate with the nature of the offense.

c. The student may appeal the decision of the Dean to the Standards and Advising Committee of the College of Arts and Sciences.

University Level Appeals

Final appeals for all cases of academic misconduct will be heard by the University Standards and Appeals Board, a standing committee of the University. All requests for appeals of rulings by the Standards and Advising Committee shall be submitted in writing to the Provost within 10 school days after the ruling is received by the student. The University Standards and Appeals Board will make the decision to hear appeals of the College’s Standards and Advising Committee ruling if one or more of the following criteria are met:

a. There was an error in procedure by the Standards and Advising committee.

b. There is new evidence sufficient to alter a decision.

c. The sanction imposed was not appropriate to the severity of the violation.

Normally appeals dealing with introduction of new evidence will be returned by the University Standards and Appeals Board to the Standards and Advising committee.
for reconsideration. If the appeal involves inappropriate sanctions or procedural errors, the University Standards and Appeals Board will hear the case and rule on the appeal. Decisions of the University Standards and Appeals Board are final.

**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 what his/her expectations are.

4. Utilize a recognized handbook on the citation of sources (Many professional organizations have style manuals for this purpose, for example, 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/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 incidents of cheating you have observed to the professor.

**Declaration of Majors and Minors**

Every student must have a declared major, with a schedule approved by a faculty advisor in the major department, by the end of the sophomore year. Students are urged to plan wisely for a major program well before that time, in consultation with the faculty advisor.

Minors must be declared by the end of the junior year, and must be approved by a faculty member in the minor subject. Minors may be combined with majors to satisfy interests and more effectively prepare for a profession.

Forms for declaration of majors and minors are available from College of Arts and Science Administration Office in Bates House.

**Registration**

In keeping with Pacific’s philosophy regarding the student-advisor relationship, prior to registration all students are required to meet with their advisor and together develop the student’s schedule of classes.

New students meet with their assigned advisors during orientation; continuing students are advised in April for the fall semester, and in November for the winter term and spring semester. An early registration occurs at the end of those advising periods in November and April, with students registering in priority according to the number of credits earned.

All new students must complete their initial registration no later than the 4th day of classes (or equivalent) of the semester; continuing students may complete initial registration through the 10th day (or equivalent) of the semester. Students may add and drop classes through the 10th day (or equivalent) of the semester. The adding of classes is not normally allowed after the 10th day. Students may withdraw from classes through the 10th week (or equivalent) of the semester, with a “W” posted on the student’s academic record. Please refer to the Schedule of Classes for add/drop equivalents for Winter III and summer terms.

A student is officially registered for classes only after needed approvals from the advisor and instructors have been filed with the Registrar and classes are entered into the computer registration system. All students are required to sign the final registration form at the beginning of each term in the Registrar’s Office.

**Class Attendance**

Students are responsible for class attendance, participation, and completion of assignments. The University believes that students should attend all classes.

Individual faculty members should notify students in their classes of their attendance policy at the beginning of each semester; students should request a clear statement of policy. The instructor may lower a student’s grade or may officially withdraw the student from the course through the tenth week of the semester 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 the instructor.

**Normal Load, Overloads**

To be a full-time student, the student must be registered for at least 12 hours in the semester.

Students may register up to 17.5 semester hours with no additional tuition charges. A normal load is 14 or 15 hours. Hours over 17.5 require approval of the advisor and the Dean, and will be charged at the Arts and Sciences semester hour rate.

In the Winter III a normal load is one course or three credit hours. Overloads during Winter III are not possible.

**Waiver of Departmental Requirements and Prerequisites**

Upon application, academic departments may waive requirements for a major or minor, if faculty are 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 for any requirements.
Dean’s List
In order to make the Dean’s List in the College of Arts and Sciences, a student must achieve a term GPA of 3.70 with 12 or more graded hours.

Transfer Credits and GPA
Only grades earned at Pacific are calculated into the Pacific GPA. Courses taken elsewhere, if approved by the Registrar, can be used to meet degree requirements, but the grades in transfer courses are not included in the calculation of the GPA. A grade of below "C-" earned at another institution will not transfer to Pacific University. Transfer courses used to satisfy a major or minor requirement may need department approval.

ROTC
Students attending Pacific University who are receiving ROTC funding and wish to take ROTC coursework may do so at Portland State University. Pacific will accept up to 14 semester hours 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 the Air Force Reserve Officer Training Corps (AFROTC) offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty, is to select and train students to serve as officers in the United States Air Force.

AFROTC is available to men and women with a minimum of 2 years of college remaining. Scholarships are available on a competitive basis for those who qualify. For more information, check out our web site at www.up.edu/academics/special program/air force rotc and contact the Program Counselor at airforce@up.edu or (503)943-7216.

Oregon Independent Colleges Cross-Registration
Pacific University participates in the Oregon Independent Colleges (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 will be charged for the cross-registered course by either institution, with the exception of possible overload or special course fees. Students may not cross-register for a course that is offered on their own campus unless scheduling conflicts prevent taking the course. Registration is permitted on a “space-available” basis. For more information contact the Pacific University Registrar’s Office.

Class Status

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<td>Junior</td>
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<td>90 +</td>
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Independent Study (Learning Contract)
To undertake advanced and independent study in subjects not covered by regular courses, students may arrange independent study with a professor. An independent study form, available at the Registrar’s Office, must be submitted when registering, along with the necessary registration form or add-drop form. Several approvals must be obtained for independent study, so the student should arrange these before the registration date.

Advanced Placement
Credit toward graduation will be given for a score of 4 or 5 on the advanced placement test in any field. Credit awarded will be four credits in mathematics and the natural sciences and three credits in all other subjects. Actual placement in college courses depends on the student’s preparation and is arranged through the relevant department.

International Baccalaureate Degree
Pacific University recognizes the International Baccalaureate program as providing college-level work. Six semester credits will be awarded for each higher examination passed with a score of 5 or higher. Course credits will be regarded as transfer credit and will be determined by the Registrar in consultation with the appropriate department chairs. No credit will be awarded for Subsidiary courses. A maximum of 30 credits can be earned.

Credit by Examination
In special circumstances, students may obtain credit toward graduation for a regularly listed catalog course by taking an examination which tests the knowledge of the course. Credit by examination requires the approval of both the department and the Dean’s office, and is only available to currently enrolled full-time students. Normally, approval is granted only when the course is required, is not available, and must be taken immediately.

Forms and procedures are available from the Registrar’s Office. A special fee is required prior to taking the examination, and tuition for hours earned will be assessed and due.

Auditing
With the consent of the instructor, students may attend any class. Students auditing classes may participate in discussion with the instructor’s consent, but will not receive credit or evaluation of papers or tests. To receive notation on their transcripts, students must register as auditors and pay the auditing fee. All Audits must be declared by the end of the Add-Drop period.

Progress Assessments
At the beginning of a student’s senior year, or upon student request, the Registrar’s Office will prepare an academic evaluation showing progress toward meeting graduation requirements. Students are expected, however, to know what the requirements are.
OREGON CAMPUS COMPACT

Ellen Hastay, Director
In 1996, Pacific University joined with five other Oregon colleges and universities to form the Oregon Campus Compact, a division of national Campus Compact: The Project for Public and Community Service. 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 to increase campus wide participation in community and public service, and to integrate community service and/or service learning as valued elements of undergraduate 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. The Oregon Campus Compact, now grown to nine members, is headquartered at the Humanitarian Center in Chapman Hall.

INTERNSHIP PROGRAM

Pacific University’s Internship Program reinforces the University’s commitment to an exceptional education and service to the surrounding communities. Recognizing the value of a healthy marriage between academic and experiential learning, Pacific actively helps students to develop opportunities to apply knowledge and skills gained in the classroom to a professional work situation for a sustained period. Each internship is structured by the student, a faculty advisor, a participating organization, and Pacific’s internship coordinator. Internships are available in a variety of settings—large corporations, non-profit organizations, government offices, and small businesses—depending on the needs of the student.

To be eligible for an internship, a student must have upper-division standing and normally a 2.7 GPA. Internships require careful and early planning with a faculty advisor and the internship coordinator, and must be approved by the student’s academic advisor, the department chair, and the Dean of Arts and Sciences. To receive academic credit, the student must first complete a learning contract, obtained in the Registrar’s Office. Interns typically keep a daily journal analyzing work experiences and recording personal reflections, write a paper that integrates course material and on-the-job experience, assemble a portfolio of materials developed during the internship, and give a presentation on the internship to the Pacific community upon completion of the experience.

Both part- and full-time internships are available, and carry one semester hour of credit for each 40 hours of work up to a maximum of 14 credits in any one semester. A maximum of 17 credits of internship may be counted toward graduation.

TUTORING AND STUDY SKILLS

Pauline Beard, Director of Resource Center
Steve Smith, Assistant Director of Resource Center
All students who want assistance with their course work are encouraged to use the Math/Science and Writing Resource Centers.

The Resource Center, located next to The Computer Shop in the UC (daytime), plus The Boxer Pause in the UC (day and evening), provides free consultation service to students who require assistance with writing, English as a second language, World Languages, and with courses in the humanities and social sciences. Trained peer consultants are available on a drop-in system, and by appointment arranged with individual consultants. The center is open to all students from 7 p.m. to 10 p.m. from Sunday through Thursday during the school year, with limited hours during the day and during Winter Three. The center, together with House Tutors, also provides workshops on study skills and various aspects of the writing process. Please contact the Resource Center Web Page through Pacific University’s Home Page.

The Math and Science Center, located in Strain 322, provides free tutorial service to students from 7-10 p.m. every Sunday through Thursday. Qualified tutors are available on a walk-in, first-come, first-served basis.

MALHEUR FIELD STATION

Dr. William Jordan, Chemistry, Campus Representative
Pacific University participates in Malheur Field Station as part of a consortium of 20 colleges and universities in Oregon, Washington and Idaho. Pacific students in Biology sometimes take field trips to Malheur during the school year, and Pacific students are encouraged to take classes for credit offered by the Malheur Field Station.

Malheur Field Station is located in the high desert country, 32 miles south of Burns, Oregon, on the western edge of the Malheur National Wildlife Refuge. An astounding range of wildlife habitats in the region generates more than 840 species of vascular plants, 280 species of birds and 50 species of mammals. Steens Mountain, a large fault block which rises to 9,700 feet, lies along the southeast boundary of the refuge. Desert landforms, outstanding volcanic features, massive uplifts carved by ancient glaciers, numerous 9,000 to 10,000-year-old archeological sites, cattle baron ranches, pioneer settlements, mines and ghost towns are just a few of the rich discoveries nearby.

The field station has dormitories and trailers, food service, laundry facilities, a store, a laboratory building, and a small library.

Courses in ethnobiology, ecology, natural history, biology, ornithology, geology, art, astronomy and photography are offered during the summer. Information about classes and use of the field station is available from Professor Jordan and from The Director, Malheur Field Station, Box 260E, Princeton, OR 97721, telephone (503)493-2629.
OREGON HOLOCAUST RESOURCE CENTER

Established independently in 1984, the Oregon Holocaust Resource Center is a not-for-profit educational organization dedicated to communicating the lessons of the Holocaust to teachers, students and the general community in Oregon and southwest Washington, in fulfillment of the testament left by the victims to the survivors — to remember, to record, to understand, to explain, and to enlighten future generations.

The OHRC maintains curricular materials, the Sylvia Frankel Collection, the Shirley Tanzer Oral History Project, and is a repository for documents, photographs, letters, and other Holocaust artifacts. It also has a Speaker’s Bureau that includes Holocaust witnesses as well as scholars who go out to schools, exhibit sites, and other institutions around the state.

The OHRC organizes a series of annual educational events which include teachers’ workshops and seminars, the Sala Kryszek Writing Competition, and the Holocaust High School. Center Programs targeted at the general public include lectures by internationally known scholars, film presentations, plays, exhibits, symphony and commemorative events such as Yom Hashoah, Day of Holocaust Remembrance.

Pacific University recognizes and fully supports the importance of the work of the OHRC and, accordingly, the OHRC and Pacific joined in a mutual affiliation in 1994. The OHRC’s executive director’s office is located in Warner 25 on the main campus. In addition, the OHRC maintains an office in Portland.

PACIFIC HUMANITARIAN CENTER

Michael R. Steele, Director
Ellen Hastay, Coordinator

The Pacific Humanitarian Center facilitates student access to service-learning opportunities for field placement and courses having a service component. Also living groups, campus organizations, and individual students may find assistance in developing or finding sites for volunteer projects. The Center’s database contains more than 200 local organizations that utilize volunteers as well as community outreach programs coordinated through the Humanitarian Center itself.

Most of the Center’s service placements are in local social service organizations, peace organizations, governmental agencies and public schools. Among the more popular placements are tutoring and mentoring youth, working at homeless and women’s shelters, working with senior citizens, helping environmental agencies, and teaching in literacy programs for Hispanic families.

The purpose of the Humanitarian Center is to help Pacific students secure valuable experience in their major and minor courses of study while becoming engaged with and contributing to their community. Students who take advantage of a service learning placement gain unique insight and experience related to careers and valuable life skills.

The Pacific Humanitarian Center is the action arm of the Peace and Conflict Studies Program and students can receive one to three credits for each PACS field placement. Interested students should contact Professor Michael Steele for PACS registration and visit the Humanitarian Center for assistance in finding community involvement opportunities. The Center is located in Chapman Hall.

CAREER DEVELOPMENT CENTER

Located in Chapman Hall, the Career Development Center’s mission is to help students integrate their classroom education with careful preparation for professional opportunities and graduate programs. Students should take full advantage of the wealth of resources here supporting career exploration, job and internship search, graduate school search, employer research, and related topics. Many career programs and workshops are offered throughout the year, covering such things as resume writing, graduate school applications, and interview preparation. Larger profile programs include alumni career panels throughout the year, as well as an annual job fair in the spring featuring over 150 employers and a graduate school fair in the fall drawing representatives from over 60 programs across the country. Also figuring prominently among these resources is the Alumni Career Network, a database profiling several hundred Pacific alumni ready and willing to lend career networking assistance to students and graduates of the University. Additionally, through the Career Center’s Partnership Program students can embark upon a series of thoughtful work and internship opportunities in a wide range of businesses and organizations. Career Center staff and faculty work together to develop these opportunities and shepherd students through this process to complement an outstanding liberal arts education with a thorough grounding in practical, professional preparation. The staff of the Career Development Center take pride in working with students individually to ensure that they receive the very best career support and guidance possible.

OFFICE OF INTERNATIONAL PROGRAMS

Anne Frey, Director
Akiko Imamura, Assistant Director

Located on the second floor of Chapman Hall, International Programs is the university’s centralized office for providing effective and comprehensive services to Pacific’s international community of foreign students, scholars and faculty. International Programs likewise coordinates all campus-sponsored overseas programs, study abroad and institutional exchanges, and serves as a liaison between students, faculty, staff and administration in all matters of international education and services.

The Director of International Programs holds official designation from the United States Immigration and Naturalization Service (INS) as a Designated School Official and from the United States Information Agency (USIA) as a Responsible Officer in matters related to the issuance and maintenance of non-immigrant visas. The visa classifications of F, J, H as well as Permanent US Residency are routinely administered by International Programs. Given the complex and ever-changing nature of immigration regulations, members of Pacific’s international community are strongly advised to remain in close contact with International Programs for advising and counsel on immigration-related affairs.

Foreign student and scholar advising is consistently available at the International Programs Office. Any member of the campus international community having questions, or experiencing difficulties with matters of cultural adjustment can utilize the International Programs staff’s specialization and familiarity with cultural adjustment and advising issues. Additionally, foreign affairs and extra-curricular programing activities are frequently sponsored by the International Programs Office.
Programs Office on a year-round basis.

International Programs also works closely with students and faculty in the coordination and administration of overseas programs, including both short-term (Winter III and Summer) and long-term (semester and academic year) study abroad programs (see “Study Abroad” section below).

Staff from International Programs are active members in NAFAEA: 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.

STUDY ABROAD

Naoya Fujita, Chair

Pacific University study abroad programs provide students the opportunity to develop skills and knowledge that will prepare them for the diverse community, nation and world in which they will serve. Pacific University considers cross-cultural understanding an integral part of a Pacific students’ education.

Study abroad is required for a major in modern languages or international studies but is open to all students who meet the selection criteria. Credits earned in an approved program count toward graduation up to a maximum of 31 credits. Students should consult their faculty advisor to determine which courses abroad are applicable to their majors or University requirements.

Pacific has an agreement with the Oregon University System (OUS) that gives Pacific students access to OUS study abroad programs. These programs include 24 different study abroad sites in Asia, Europe and South America.

Eligibility

Students—typically sophomores or juniors—must demonstrate proper preparation for the program, be in good academic standing, and have attended Pacific full time for at least one semester. Applications from freshmen to study abroad during their sophomore year will not be approved unless there is a compelling academic reason for the request. Applicants are expected to have an overall GPA of at least 2.75 for foreign language programs and 3.0 for programs in English speaking countries (even higher for some programs) and to have completed the equivalent of at least two years of college-level foreign language study. Students with a GPA below 2.5 at the time of application will have their applications rescinded.

Cost

Students in the program will be charged for resident Pacific tuition. Some programs will also include a charge equal to Pacific’s residence halls on Meal Plan B and possibly a surcharge, if the cost Pacific’s tuition, room, and board by more than $500. The University will provide up to $1,000 for transportation.

The University extends financial aid for approved programs.

The University may also facilitate student access to study abroad programs not affiliated with Pacific, but no financial aid from Pacific is available for such unaffiliated programs.

Application Deadline

The deadline for application to all Pacific study abroad programs is normally at the beginning of second semester (late January-early February) preceding the academic year in which the study abroad program will be undertaken. Application forms, current cost data, and informational brochures about all study abroad programs are available in the Office of International Programs in Chapman Hall.

Chinese

Pacific has recently concluded an exchange agreement with East China Normal University (ECNU) in the dynamic city of Shanghai. Students study intensive Chinese language and culture while at ECNU and represent Pacific University in a variety of ways during their semester of academic year of study in China.

A sister school relationship provides students with an opportunity to study in Guanshi, University. Famous for its natural rock formations, Guanshi is a smaller setting in which to study. Students are eligible to study for one semester or for the full year. Intensive Classes in Chinese are given as well as other classes designed for foreigners. Students are generally placed in a dorm, however, there may be some limited homestays available.

OUS provides a semester-long program at the Central University for Nationalities in Beijing. This program focuses on intensive language training at the beginning, intermediate, and advanced levels and a course entitled Chinese Culture and Chinese National Minorities that includes a three-week study tour to two minority regions in China rarely visited by Westerners. Foreign students are housed together in a University dormitory.

English

Pacific has direct enrollment study programs in Great Britain. Students who choose to study in Wales attend Trinity College, a small liberal arts college in Carmarthen, a rural setting with opportunities for many outdoor activities, including canoeing, backpacking, camping, hiking, and rock climbing. Students may enroll in any class offered in any of Trinity’s five divisions and are also expected to take two courses each term in Welsh Studies. Students are housed in the University’s residence halls along with their Welsh classmates.

The other Central College program is located in London. Students enroll in British Studies courses and an assortment of seminars on special topics in the arts, literature, and social sciences. Students may also pursue a topic of their choice in classes offered through the Inner London Education Authority. In addition, on-site internships in a variety of academic fields as well as social service learning programs are available.

French

Four different year-long French programs are available to Pacific students in Paris, Caen, Lyon, and Poitiers through Central College, Lake Erie College, and OUS.

The Central College program in Paris includes a month-long fall intensive French program in the Mediterranean city of Nice. For the rest of the year, students are housed in several residence halls located throughout the student sections of Paris. Advanced students who pass a placement exam, while continuing language study, may enroll at the prestigous Sorbonne for the Cours de Civilisation Français, which includes four lecture courses on French civilization and literature. For other students, the Institut Catholique offers a variety of options including general course work in the humanities and social sciences, a program in business adminis
The goal of the Arts Division is to engage all students in the discovery of the world of the arts. The creative, spiritual and inspirational aspects of the arts — so critical to human values throughout civilization — are emphasized in courses in Art, Dance, Music, and Theatre. Through exposure to and participation in the arts, the lives of students are enriched in many ways.

Arts Division faculty are practicing artists, performers, directors, and composers who work with students to develop their own creative and performance skills. Concerts, art exhibits, musical theatre, drama, and dance productions provide the opportunity for students to participate and gain personal experience, as well as providing cultural enrichment for the University and surrounding communities.

DEPARTMENT OF ART

Jan Shield, Chair, Professor of Art
Patricia Cheyne, Assistant Professor of Art
Terry Fischer, Assistant Professor of Art
Steve Hourigan, Instructor, Computer Graphics*
Jim Flory, Instructor, Photography*
Ann Wetherell, Assistant Professor of Art History*

*adjunct faculty

ART

In today’s world the well-rounded liberally-educated individual is becoming increasingly in demand. The truly educated person is one with 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 certification in teaching art at the secondary level, 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 two departments. Pacific University also offers specialized classes through a cooperative program with Oregon School of Arts
MAJOR IN ART

In addition to meeting the general University degree requirements, the major in Art must complete the following courses.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 105</td>
<td>Understanding Art</td>
<td>3</td>
</tr>
<tr>
<td>Art 201</td>
<td>Seeing; Adventures in Art</td>
<td>3</td>
</tr>
<tr>
<td>Art 110</td>
<td>Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>Art 210</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>Art 270-280</td>
<td>History of Western Art I, II, or III</td>
<td>3</td>
</tr>
<tr>
<td>Art 270-275</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Additional courses in Art, including a concentration of upper division courses in two-dimensional and/or three-dimensional creative work, Senior Show and Senior Seminar, as approved by the student’s advisor</td>
<td>27</td>
</tr>
</tbody>
</table>

*Note: A minimum of 16 upper division hours must be included.

MINOR IN ART

This minor can be structured to enhance a number of academic majors and provide creative options to both the liberal arts and professional programs of study.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 105</td>
<td>Understanding Art (or)</td>
<td>3</td>
</tr>
<tr>
<td>Art 201</td>
<td>Seeing; Adventures in Art</td>
<td>3</td>
</tr>
<tr>
<td>Art 110</td>
<td>Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>Art 270-280</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives: Selected additional arts courses, two of which must be upper division</td>
<td>12</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

Art 105    Understanding Art
This course will introduce various basic art media (both academically and artistically) to enhance understanding of the artistic process. The course will also present an art historical survey to help students appreciate how the media previously discussed were used in different cultural contexts to create art. Strongly recommended as an introduction to other art history courses. No prerequisites. Meets arts core requirement. 3 hours. Staff.

Art 110    Basic Design
Introduction to the basic elements of design through a concentrated study of its theory and application and by assignments in two- and three-dimensional mediums. The course is open to all students. 3 hours. Staff.

Art 201    Seeing: Adventures in Art
This course will survey the dynamics of visual expression with respect to the historical traditions and influences of Art in the 20th century. Emphasis is placed on awareness, understanding, and appreciation of artistic style, content, and expressive direction from the basis of modern art into the age of the electronic image. No prerequisite. 3 hours. Shield.
Art 210  Drawing I
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. 3 hours. Shield/Cheyne.

Art 217  Computer Graphics Image Design
Studio work introducing the computer as a creative tool. Software applications related to design and painting will be explored. The student will be expected to complete a portfolio of computer generated images. Prerequisites for Art 217 - None. 3 hours. Hourigan.

Art 218  Computer Graphics I Illustration
Studio work introducing the computer as a creative tool. Software applications related to drawing and illustration will be explored. The student will be expected to complete a portfolio of computer generated images. Prerequisites for Art 218 - None. 3 hours. Hourigan.

Art 219  Painting: Watercolor
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. 3 hours. Shield.

Art 220  Painting I: Oil/Acrylic
Studio work investigating methods and techniques related to acrylic, polymer, and/or oil-base paints. Each student generates a series of studies and original painting. Readings and discussion explore the essence of painting. 3 hours. Shield.

Art 225  Sculpture I
Developing a working understanding of sculptural form, working with clay, wood and other mediums. Through reading, discussion, critique, and individual sculpting projects the student explores geometric, abstract and organic form. 3 hours. Shield.

Art 226  Photography I
A thorough nuts and bolts course to teach students basic camera handling operations as well as introductory photography concepts. The “great themes” of photography are introduced to provide a historical perspective. This course is intended for Art majors and non-majors. A 35mm SLR camera is a requirement for the course. 3 hours. Flory.

Art 230  Printmaking I: Relief and Silk-screen
Printmaking
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. The history of printmaking and traditions of the multiples will also be discussed. Offered concurrently with Art 330. 3 hours. Cheyne.

Art 233  Printmaking I: Collagraph and Intaglio
Printmaking
This class is designed to introduce the student to the basic techniques of collagraph prints, intaglio prints (engraving, etc.), monoprints, and multimedia printmaking. The history of printmaking and traditions of multiples will also be discussed. Offered concurrently with Art 333. 3 hours. Cheyne.

Art 235  Illustration I
An introduction to illustration, including drawing techniques, type/fonts, compositional reduction, structural studies, various transfer and printing processes. Emphasis is placed on acquiring skills in, and for use in a wide variety of artistic, commercial and occupational areas. 3 hours. Shield.

Art 240  Ceramics I
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 aesthetics of the ceramic object. 3 hours. Fischer. Offered fall semester.

Art 250  Stained Glass
Designed to acquaint the student with three basic areas in the study and construction of stained glass; history, design concepts, and the acquisition of skills in cutting, soldering, and fitting glass. 3 hours. Fischer.

Art 260  Jewelry / Metals Fabrication I
Introduction to non-ferrous metals fabrication techniques as applied to jewelry making and metalsmithing. Learn to solder, saw and form metal, as well as basic stonesetting techniques. Historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures. 3 hours. Fischer. Offered fall semester.

Art 265  Casting I
Introduction to the lost wax casting process as applied to jewelry making and metalsmithing. Learn wax carving and mold-making procedures to produce models for casting. Historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures. 3 hours. Fischer. Offered fall semester.

Art 270  History of Western Art I: Paleolithic through Late Medieval
This class covers the major monuments in art of western civilizations, beginning with the earliest paintings and sculptures of the Paleolithic period and continuing through the architecture, sculpture, and painting of the late Medieval period. Social, political, and cultural context for the art are a major focus. 3 hours. Wetherell.

Art 271  History of Western Art II: Renaissance through Impressionism
This class examines the development and proliferation of the arts from the proto-Renaissance in Italy in the 13th century and through the French Impressionists of the 19th century. Painting, sculpture, and architecture will be discussed in relation to style and how they reflect the social, political, economic, and religious values of the culture. 3 hours. Wetherell.

Art 272  History of Western Art III: Post-Impressionism through Twentieth Century
This course examines the development and diversity of art in the late 19th and 20th centuries. The pluralism of society and culture, and the development of science and technology are reflected in the variety of visual arts. The social, political, and technological context of the art is a major focus. 3 hours. Wetherell.
Art 273  Art and Architecture of China
This survey of the arts of China concentrates on painting, sculpture, metalwork, and ceramics from the Neolithic period through the 18th century. Major examples of architecture are also considered briefly. Emphasis is given to the development of Chinese landscape painting from the Tang dynasty up through the Qing period. The important philosophical and religious movements of Daoism, Confucianism, Buddhism and Chan (Zen) Buddhism are discussed in relation to Chinese art and society. Works of art are presented in their social and historical context so that students emerge with an appreciation for Chinese art and a general understanding of the culture of historical China as well. Meets cross cultural core requirement. 3 hours. Wetherell.

Art 274  Art and Architecture of Japan
This class covers sculpture, painting, printmaking, ceramics, architecture, and landscape architecture from the Neolithic age through the great Ukiyo-e printmakers of the Edo period. The interrelationship of literature, philosophy, religion, and the arts is emphasized. Students emerge with an understanding of Japanese art in the cultural and historical context of Japanese society. Meets cross cultural core requirement. 3 hours. Wetherell.

Art 275  Art and Architecture of India
This class surveys the sculpture, architecture, and painting of India, starting with the ancient Indus Valley civilization and Vedic period and ending with the art and architecture of the Shah Jahan era (mid 17th century). It covers indigenous art of the Buddhist and Hindu periods, and Indo-Islamic architecture and painting. A basic introduction to Buddhist, Hindu, and Islamic religion is included. Meets cross cultural core requirement. 3 hours. Wetherell.

Art 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 class explores how women have been portrayed in the art at different times and in different cultures. The goal of the class is to shine a light on material that has often been overlooked by the traditional art history cannon. No prerequisites—Feminist Theory class desirable. Meets Feminist study minor requirement. 3 hours. Cheyne.

Art 300  Art Education: Class and Practicum Art Education Methods
This class is designed to teach methods of art instruction to the prospective elementary school teacher. Topics covered are creativity, developmental levels, Discipline Based Art Education, state and national standards, and lesson plan creation. There are hands-on experiences with different art media. In addition, Pacific students have the opportunity to work directly with children ages 4-12 in an after-school Art Workshop. No prerequisite. 4 hours. Cheyne.

Art 310  Drawing II: Advanced Drawing
An advanced drawing class that challenges students to expand on the skills learned in Drawing I. Prerequisite: Art 110, Art 210 or consent of instructor. 3 hours. Shield/Cheyne.

317: Computer Graphics II: Advanced Image Design
Designed for the student to further explore the processes taught in 217. Portfolio will contain more advanced work. Prerequisites for 317: Art 217 or consent of instructor.

Art 318  Computer Graphics II: Advanced Illustration
Art 318 is designed for the student to further explore the processes taught in 218. Portfolio will contain more advanced work. Prerequisites for 318 - Art 218 or consent of instructor.

Art 320  Painting II: Oil/Acrylic
Continuation of Art 220. Further study of the processes involved in painting using oil and acrylic colors and mediums. Emphasis on creation of original advanced works. Prerequisite: Art 220. 3 hours. Shield.

Art 325  Sculpture II
Advanced concepts and techniques of sculpting are explored, including the expressive and structural elements of man-made form. Emphasis on the expressive potential to be found in sculpting. Prerequisites: Art 110, 210, or 225, or consent of the instructor. 3 hours. Shield.

Art 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 black and white photography. Film processing, printing, and darkroom use are a major part of the course. The course takes an artistic approach and is intended for Art majors and/or non-majors. Historical aspects of American photographers working in black and white are introduced. Prerequisites: Art 226. Offered Yearly. 3 hours. Flory.

Art 330  Printmaking II: Advanced Relief and Silkscreen
This class involves the more advanced printmaking student in further exploring the processes taught in 230. It also challenges the students to explore their own artistic voice through the relief and silk-screen processes. Prerequisites: Art 230. 3 hours. Cheyne.
Art 333  Printmaking II: Advanced Collagraph and Intaglio Printmaking
This class challenges the advanced printmaking students to develop their own personal artistic voice in the mediums taught in 233. Prerequisite: 233. 3 hours. Cheyne.

Art 335  Illustration II
Continuation of Art 235. Further development of illustration skills, and advanced techniques related to professional illustration. Student prepare a portfolio of illustrations related to their discipline. Prerequisite: Art 235. 3 hours. Shield.

Art 340  Ceramics II
Continued study of ceramic media with an emphasis on wheelworking techniques. Study of firing techniques, glaze application and formulation of further understanding of how surface decoration can enhance form. Students are challenged to use this information to express their creativity. Prerequisite: Art 240 or consent of instructor. 3 hours. Fischer. Offered spring semester.

Art 350  Stained Glass II
This course is designed to encourage experimentation with glass through slump molds, fusion and three-dimensional construction application. Prerequisite: Art 250 or consent of instructor. 3 hours. Fischer.

Art 356  Color Photography
A comprehensive advanced course covering all aspects of color photography. From the technical aspects of film emulsions, exposure to the artistic potential of color, composition, light, and subject matter. Color transparency printing will be covered in the lab. Students will be encouraged to investigate their own emotional response to color. Prerequisites: Art 226, and 326. 3 hours. Flory.

Art 360  Jewelry / Metals Fabrication II
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: Fabrication I or consent of instructor. 3 hours. Fischer. Offered spring semester.

Art 365  Casting II
A continuation of the study of the techniques learned in Casting I with a more complex application of skills. Emphasis on the use of learned techniques to produce objects that communicate a personal interpretation of the ideas and theory presented in class. 3 hours. Fischer. Offered spring semester.

Art 426  Photography III
This upper-level course deals with several advanced areas of photography. Students will work with medium and large format cameras, studio lighting techniques for portraiture and still-life, and use Polaroid films in a variety of photography related activities. Prerequisite: Art 226 and Art 326. 3 hours. Flory.

Art 485  Individualized Study/Seminar
This course is designed for the advanced art student who wants to pursue intensive in-depth study developing a body of individualized projects in one area of art. Students study under an instructor’s supervision, and in addition the student will be required to participate in Seminar. Seminar is designed to create an artistic community for the advanced art student. Prerequisite: junior or senior standing, art major or minor, or instructor consent. It is strongly recommended that all art majors take Art 485 in the fall of their senior year. 4 hours. Shield/Cheyne/Fischer/Flory/Wetherell.

Art 495  Senior Show
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 to document that show will also be required. In addition, the student will be required to participate in Seminar, designed to create an artistic community for the advanced art student. 3 credits. Staff.
DEPARTMENT OF MUSIC

Michael Burch-Pesses, Chair, Associate Professor
George Harshbarger, Associate Professor
Murry Sidlin, James DePreist Professor of Music
Tim Stephens, Associate Professor
Scott Tuomi, Assistant Professor
Nicole Lee, Instructor*  

*part-time faculty

Adjunct Faculty:
Lisa Actor, Instructor in Voice
Robin Van Dyk Dubay, Instructor in Violin/Viola
Steve Lawrence, Instructor in Percussion
David Franzen, Instructor in Guitar
Craig Gibson, Instructor in Trumpet / Brass Methods
Phil Hansen, Instructor in Cello
Brad Herrett, Instructor in String Bass
Alan Juza, Instructor in Oboe
Steve Kravitiz, Instructor in Woodwinds
Karen Mallory, Instructor in Voice
Phil Neumann, Instructor in Trombone/Tuba
Delbert Saman, Instructor in Organ
Kelli Brown Stephens, Instructor in Piano
Diane Young, Instructor in Bassoon
Santha Zaik, Instructor in Horn

The Department of Music, a fully accredited member of the National Association of Schools of Music, and accredited by the Oregon Teacher Standards and Practices Commission, seeks to fulfill five major functions within the University:

1) to provide access to courses in music for all students of the University regardless of their previous involvement or experience.
2) to provide opportunities for active music-making in a variety of instrumental and vocal ensembles for all interested students, faculty, staff, and members of the community.
3) to prepare elementary and secondary teachers of music.
4) to provide applied music instruction in voice, wind, percussion, string and keyboard instruments; and to offer degrees with performance emphasis in voice and piano.
5) to prepare students for graduate study in music.

Introductory Courses and Courses for General Students

The Music Department offers the following General Studies courses for students with little or no previous experience with music [Note: All Music courses count toward satisfying the Arts requirement in the Academic Core.]:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 101</td>
<td>History of Classical Music</td>
<td>3</td>
</tr>
<tr>
<td>Mus 102</td>
<td>History of Jazz and Rock</td>
<td>3</td>
</tr>
<tr>
<td>Mus 110</td>
<td>Elements of Music</td>
<td>3</td>
</tr>
<tr>
<td>Mus 131</td>
<td>Introduction to MIDI Lab</td>
<td>1</td>
</tr>
<tr>
<td>Mus 181</td>
<td>Class Voice</td>
<td>1</td>
</tr>
</tbody>
</table>

Ensembles — open to all students. See course descriptions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 150</td>
<td>Choral Union</td>
</tr>
<tr>
<td>Mus 151</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>Mus 157</td>
<td>Community Orchestra</td>
</tr>
<tr>
<td>Mus 159</td>
<td>Chamber Ensembles</td>
</tr>
<tr>
<td>Mus 163</td>
<td>Chamber Singers</td>
</tr>
<tr>
<td>Mus 165</td>
<td>Wind Ensemble</td>
</tr>
<tr>
<td>Mus 167</td>
<td>Jazz Choir</td>
</tr>
</tbody>
</table>

Ensembles may be counted as upper division credits in the Junior and Senior years. With Humanities Division approval, ensemble credits may count towards satisfying the Humanities requirement in the Academic Core. Ensembles are activity courses. 3 credits may count as satisfying the Arts requirement in the Academic Core, 4 more credits may be taken toward the minimum total of 124 credits for graduation. Beyond that, except for music majors and minors, they are considered excess credits.

MUSIC DEPARTMENT MISSION STATEMENT AND GOALS:

The Music Department at Pacific University seeks to prepare students:

- for lifelong interest, participation, and enjoyment in music;
- to become informed consumers and 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;
- for careers in elementary and secondary music education;
- to pursue careers as performers specializing in voice or piano;
- for graduate study in music composition, music education, or performance.
DEGREE / CERTIFICATE PROGRAMS

The Music Department offers three baccalaureate degree programs:

- Bachelor of Arts in Music
- Bachelor of Arts in Music: Performance Emphasis (voice and piano)
- Bachelor of Arts in Music Education
- Minor in Music

Certificate Program - Oregon Symphony Conducting Apprenticeship Program at Pacific University

Note: Music courses fulfilling requirements in the baccalaureate music major or music minor must be passed with a grade of “C-“ or higher.

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 120 Accompanying.

Transfer students and students in study abroad programs who major or minor in music at Pacific University must complete Mus 100 Recital Attendance and enroll in the major ensemble appropriate for the student’s instrument or voice each semester in residence or until these requirements are met. Applied Music requirements are met only by Departmental examination.

Music Major Core Requirements:

Music Theory: Mus 111, 111L, 112, 112L, 211, 211L, 212, 212L .............................................................. 16
Music History: Any three of Mus 321, 322, 323, 324 .......... 9
Piano: Mus 185* and 186*. ............................................ 2
Mus 100 Recital Attendance: seven semesters .................. 0

*Waived for students who pass the Piano Proficiency Test without enrolling.

ADDITIONAL REQUIREMENTS SPECIFIC TO DEGREE PROGRAMS:

Bachelor of Arts in Music:

Music Major Core Requirements plus the following:
Applied Music on student’s primary instrument or voice:
eight semesters of 0.5 cr. each,
Mus 171 through 472 ................................................. 4
Ensembles (large ensemble appropriate to instrument/voice, Mus 150, 157, 163, 165) .................... 6
+Electives in Music ........................................................... 9
Senior Project: Mus 495 .................................................. 2

Total Additional Requirement credits .......................... 21
Total Credits in Music .................................................. 48

Bachelor of Arts in Music: Performance Emphasis:

Music Major Core Requirements plus the following:
Applied Music on student’s primary instrument or voice:
eight semesters @ 1 cr. ea, Mus 171 through 472 .......... 8
Ensembles (large ensemble appropriate instrument/voice Mus 150, 157, 163, 165) .................. 7
Music History (one additional course of Mus 321, 322, 323, 324, 326, 427, 428) .............. 3
Pedagogy (Mus 490 or 491, as appropriate) ..................... 2
Mus 394 Junior Recital .................................................. 0
Mus 494 Senior Recital .................................................. 3
Mus 351 Diction for Singers (voice majors only) ............ 1
Mus 282 Basics of Conducting ..................................... 1

Total Additional Requirement credits .......................... 25
Total credits in Music .................................................. 52

Bachelor of Arts in Music Education:

Music Major Core Requirements plus the following:
Applied Music on student’s primary instrument or voice:
eight semesters of 0.5 cr. each, Mus 171 through 472 .... 4
Ensembles: (large ensemble appropriate to instrument/voice Mus 150, 157, 163, 165) .................. 7
Mus 301; and Mus 302 or 303 as appropriate ................. 6
Conducting: Mus 282; and 482 or 483 as appropriate ..... 3
+ Techniques and Methods: Mus 490 and three of: 233, 234, 235, 236 ........................................ 5
Mus 310 .......................................................................... 3

Total Additional Requirement credits ................................ 27
Total credits in Music .................................................. 54
+ Selected in consultation with faculty advisor.
* May be waived by Departmental proficiency examination.

Note: Students majoring in Music Education and seeking K-12 certification to teach in public schools must also complete the general courses prescribed by the School of Education. See Secondary Education requirements.
At the end of the second year of music study, each music major’s progress will be assessed to evaluate the student’s potential to successfully complete upper division music requirements. Music courses fulfilling requirements in the music major or music minor must be passed with a grade of “C-” or higher.

Minor in Music

Requirements:
Music Theory: Mus 111, 111L, 112, 112L .......................... 8
Music History: any two of Mus 321, 322, 323, 324 ......... 6
Piano: Mus 185* and 186*, and pass Piano Proficiency Test ........... 2
Mus 100 Recital Attendance: four semesters ...................... 0
Applied Music on student’s primary instrument or voice:
four semesters of 0.5 cr. each ................................. 2
Ensembles (large ensemble appropriate to instrument/voice, Mus 150, 157, 163, 165) .......................... 4
*Waived for students who pass the Piano Proficiency Test without enrolling.

Total Credits in Music ...................................................... 22

+ Selected in consultation with faculty advisor.
* May be waived by Departmental proficiency examination.

COURSE DESCRIPTIONS

Music (Mus)

Mus 100  Recital Attendance
All music majors must enroll in recital attendance for 7 semesters and attend at least 7 performances per term. All music minors must enroll in recital attendance for 4 semesters and attend at least 5 performances per term. Students enrolled in Mus 111, 112, 211, or 212 (except non-music majors/minors) must also register for Mus 100. Prerequisite: Must be music major or minor. 0 hours. Harshbarger.

Mus 101  History of 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. 3 hours. Sidlin. Offered fall semester.

Mus 102  History of Jazz and Rock
This course will survey the impact of jazz and rock music from both the social/historical and the musical points of view. Emphasis is placed on development of aural skills. The time frame will be primarily 1950 to the present. 3 hours. Burch-Pesses. Offered Winter III.

Mus 103  Theory I
Introductory studies in harmony and counterpoint. Emphasis placed on scales, intervals, triads, non-harmonic tones and seventh chords. Ear training utilizing solfege syllables; encompassing melodic dictation, scales, intervals, triads, non-harmonic tones, and specific chords and their inversions. Prerequisite: placement exam or consent. Corequisite: concurrent enrollment in Mus 111L and Mus 100. 3 hours. Stephens. Offered fall semester.

Mus 104  Theory II
A continuation of Mus 111. Emphasis is on the harmonic, melodic, rhythmic, and basic formal procedures of the common practice period. Fundamental ear training and sight singing procedures continued. Primary topics will be secondary dominants, modulation, Neapolitan and Augmented sixth chords, modulation and analysis. Prerequisite: Mus 111 or consent. Corequisite: concurrent enrollment in Mus 111L and Mus 100. 3 hours. Stephens. Offered spring semester.

Mus 105  Theory III
Connecting sound and notation through analysis, aural dictation and sight singing. For music majors. Corequisite: concurrent enrollment in Mus 111. 1 hour. Stephens. Offered fall semester.

Mus 106  Theory IV
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 112. 1 hour. Stephens. Offered spring semester.

Mus 107  Theory V
A continuation of Mus 112. Emphasis is on the harmonic, melodic, rhythmic, and basic formal procedures of the common practice period. Fundamental ear training and sight singing procedures continued. Primary topics will be secondary dominants, modulation, Neapolitan and Augmented sixth chords, modulation and analysis. Prerequisite: Mus 111 or consent. Corequisite: concurrent enrollment in Mus 111L and Mus 100. 3 hours. Stephens. Offered spring semester.

Mus 108  Theory VI
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 112. 1 hour. Stephens. Offered spring semester.

Mus 109  Theory VII
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 112. 1 hour. Stephens. Offered spring semester.

Mus 110  Elements of Music
Introduction to the expressive elements of music and musical notation. Topics include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Recommended as preparation for the music theory sequence. No previous musical background necessary. 3 hours. Harshbarger.

Mus 111  Music Theory I
Introductory studies in harmony and counterpoint. Emphasis placed on scales, intervals, triads, non-harmonic tones and seventh chords. Ear training utilizing solfege syllables; encompassing melodic dictation, scales, intervals, triads, non-harmonic tones, and specific chords and their inversions. Prerequisite: placement exam or consent. Corequisite: concurrent enrollment in Mus 111L and Mus 100. 3 hours. Stephens. Offered fall semester.

Mus 111L  Music Theory Lab I
Connecting sound and notation through analysis, aural dictation and sight singing. For music majors. Corequisite: concurrent enrollment in Mus 111. 1 hour. Stephens. Offered fall semester.

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. Fundamental ear training and sight singing procedures continued. Primary topics will be secondary dominants, modulation, Neapolitan and Augmented sixth chords, modulation and analysis. Prerequisite: Mus 111 or consent. Corequisite: concurrent enrollment in Mus 111L and Mus 100. 3 hours. Stephens. Offered spring semester.

Mus 112L  Music Theory Lab II
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 112. 1 hour. Stephens. Offered spring semester.

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. Prerequisite: consent of instructor. 1 hour. Burch-Pesses. Offered both semesters.

Mus 150  Choral Union
Rehearsals and performance of traditional choral literature for large, mixed choir. Open to all students, faculty, staff and members of the community. Fundamentals of vocal tone production and musicianship. Public performance required. No audition. 0 or 1 hour per semester. May be repeated. Harshbarger.

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. May be repeated. Prerequisite: audition. 0 or 1 hour. Burch-Pesses.

Mus 158  Community Orchestra
A chamber orchestra open to University students, faculty, staff, and other interested members of the community. The orchestra performs major concerts of standard symphonic literature each year, and during spring semester often collaborates with the Choral Union in the performance of a major choral work. 0 or 1 hour. May be repeated.
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. Prerequisite: Music Department Chair consent. Mus 159-06, 07 and 08 require an audition. 0 or 1 hour. May be repeated. Staff.

Mus 159-01  Chamber Ensemble -Brass  
Mus 159-02  Chamber Ensemble -String  
Mus 159-03  Chamber Ensemble -Woodwind  
Mus 159-04  Chamber Ensemble -Percussion  
Mus 159-05  Chamber Ensemble - Voice  
Mus 159-06  Collegium Musicum - Vocal  
Mus 159-07  Collegium Musicum - Instrumental  
Mus 159-08  Stage Singers’ Workshop  
Mus 159-09  Combination (3 or more)

Mus 163  Chamber Singers  
A small, select mixed ensemble that performs and entertains 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 an annual tour. Prerequisite: audition. 0 or 1 hour per semester. May be repeated. Harshbarger.

Mus 165  Wind Ensemble  
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. 0 or 1 hour. May be repeated. Burch-Pesses.

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: high school level or better ability to play a wind or percussion instrument. 0 or 1 hour. May be repeated. Burch-Pesses.

Mus 171, 271, 371, 471  Performance Studies: Private Lessons  
Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether or not they are Music majors. The -71/-72 sequence of courses is proficiency-based using nationally accepted criteria for advancement to higher levels. Exact course requirements will be determined by the instructor on the basis of the individual student’s needs and experience. Music majors/minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument and individual daily practice is required in addition to the weekly lesson. Lessons are letter graded. Performance Studies jury exams are required of all performance studies students at the end of each semester, except Mus 171. Music majors and minors enrolled in Performance Studies courses 271 and above are required to perform in a Student Performance Forum (student recital) each semester. Half hour lessons once per week (total of twelve per semester) equal 0.5 credit hour; one hour lessons once per week (total of twelve per semester) equal 1 credit. (See class schedule to coordinate section letter with instrument/voice to be studied.) Prerequisites: none for 171/172 level; 271 and above require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5-1.0 hours per semester. See list of instructors. Prerequisite: see Music Department chair for section assignment.

Mus 172, 272, 372, 472  Applied Music: Private Lessons  
A continuation of Mus 171, 271, 371 or 471. .5-1.0 hours per semester. Prerequisite: see music department chair for section assignment. See list of instructors.

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. 1 hour. Tuomi.

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. Offered spring semester. Prerequisite: Music 181. 1 hour. Tuomi.

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 hour. Lee.

Mus 184  Class Piano II  
A continuation of Mus 183. Prerequisite: Mus 183 or consent. 1 hour. Lee.

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: placement exam or consent. 1 hour. Lee.

Mus 186  Functional Piano II  
A continuation of Mus 185. Prerequisite: Mus 185 or consent. 1 hour. Lee.
Mus 187  Class Guitar I
An examination of various techniques and styles of guitar playing including chord formations, positions, tuning and tone quality. 1 hour. Franzen.

Mus 188  Class Guitar II
A continuation of Mus 187. 1 hour. Franzen.

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 or consent. 1 hour. Staff.

Mus 192  Beginning Jazz Improvisation II
A continuation of Mus 191. Studies will expand to include alternative harmonic and rhythmic techniques and materials. Prerequisite: Mus 191 or consent. 1 hour. Staff.

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; advanced ear-training and sight singing. Prerequisite: Mus 112 or consent. Corequisite: concurrent enrollment in Mus 211L and Mus 100. 3 hours. Stephens. Offered fall semester.

Mus 211L  Music Theory Lab III
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 211. 1 hour. Stephens. Offered fall semester.

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; Advanced ear-training and sight singing continued. Primary topics will be the extension of tonality, chromaticism, impressionism, quartal harmony, atonality, serialism, electronic media, and minimalism. Prerequisite: Mus 211. Corequisite: concurrent enrollment in Mus 211L and Mus 100. 3 hours. Stephens. Offered spring semester.

Mus 212L  Music Theory Lab IV
Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Mus 212. Offered spring semester. 1 hour. Stephens.

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. Offered S 2000. Prerequisite: Music Major or consent. 1 hour. Staff.

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: Music Major or consent. Offered alternate years. 1 hour. Staff.

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. Offered alternate years. Prerequisite: Music Major or consent. 1 hour. Staff.

Mus 236  Percussion Methods
Laboratory classes in playing and techniques for teaching, tuning, and care of idiophones, and membranophones. Offered alternate years. Prerequisite: Music Major or consent. 1 hour. Staff.

Mus 240  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. Meets cross-cultural requirements 3 hours. Tuomi.

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: piano major or minor and consent. May be repeated for credit. 1 hour. Lee.

Mus 282  Basics of Conducting
Seminar class covering beginning level music conducting gestures, movement and basic analysis of scores for both vocal and instrumental students. 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. 1 hour. Harshbarger.

Mus 285  Functional Piano III
A Continuation of Mus 124. Prerequisite: Mus 124 or consent. 1 hour. Lee.

Mus 286  Functional Piano IV
A continuation of Mus 223. Prerequisite: Mus 223 or consent. 1 hour. Lee.

Mus 300  Music for Classroom Teachers
Fundamental principles, techniques, and procedures for teaching music in the elementary school. Examination of contemporary literature and materials. Introduction to musical notation and first experiences in piano and recorder. Rate songs, reading-readiness, rhythm training, creative music, and listening lessons. Observation. Fulfills School of Education requirement for elementary teachers. 2 hours. Harshbarger.

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 212 or consent. 3 hours. Harshbarger. Offered alternate years.
Mus 302  Music in the Secondary School (Choral)
Selection and presentation of vocal 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 vocal techniques; curriculum development, and organizational practices. Observation. Prerequisite: Mus 212 or consent. 3 hours. Harshbarger. Offered alternate years.

Mus 303  Music in the Secondary School (Instrumental)
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 or consent. 3 hours. Tuomi. Offered alternate years.

Mus 310  Orchestration and Arranging
Techniques of scoring and transcribing for various combinations of orchestral and band instruments. Scoring and arranging for ensembles of incomplete instrumentation. Exploration of timbral combinations. Introduction to computer applications in this field. Offered alternate years. Prerequisite: Mus 212 or consent. 3 hours. Stephens. Offered alternate years.

Mus 311  Counterpoint
Intensive studies in contrapuntal techniques and styles, species and modal, as they developed in music history. Prerequisite: Mus 212 or consent. Offered each semester on an arrangement basis. 3 hours. Stephens.

Mus 312  Analysis
The study of structure and styles through analysis of characteristic scores of the Baroque, Classical, Romantic, and Modern periods. A study of approaches to analysis including Schenker, Reti, Cooper, Meyer and others. Prerequisites: Mus 311 or consent. Offered each semester on an arrangement basis. 3 hours. Stephens.

Mus 321  Music History: Antiquity to 1585
A study of music written during the Medieval, Renaissance, and early Baroque periods. Attention will also be given to the relationships among music, the visual arts, and historical events. Prerequisite: Mus 111 or consent. 3 hours. Tuomi. Offered alternate years.

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 above. Prerequisite: Mus 111 or consent. 3 hours. Tuomi.

Mus 323  Music History: 1809-1918
A study of works from the late Classic, through the Romantic to the early 20th century. The approach will be similar to that described for Mus 321 above. Prerequisite: Mus 111 or consent. 3 hours. Stephens. Offered alternate years.

Mus 324  Music History: The Twentieth Century
The survey of 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 111 or consent. 3 hours. Stephens. Offered alternate years.

Mus 326  Song Literature
A survey of the development of the art song, beginning with the troubadour and 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, and Mus 323, 324 or consent. 3 hours. Tuomi. Offered alternate years.

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/minors. Prerequisite: Mus 171 and 172 or consent. 1 hour. Tuomi. Offered alternate years.

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 and consent. 2 hours. Lee.

Mus 394  Junior Recital
Candidates for the degree Bachelor of Music in Performance Studies 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 hour per semester. Staff.

Mus 411  Composition I
Techniques of composition and arranging for various combinations of instruments and voices. Prerequisites: Mus 212 or consent. May be repeated for no credit. 3 hours. Stephens.

Mus 427  History of the Cantata and Oratorio
An examination of the primary cantata and oratorio repertoire through in-depth analysis, listening, and concert attendance. Both sacred and secular works will be examined, beginning with examples from the 16th century and extending through 20th century works in the idiom. An elective class for music majors/minors. Offered by arrangement. Prerequisite: Mus 112, 323, 324, or consent. 3 hours. Tuomi.

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. Offered by arrangement. Prerequisite: Mus 112, 323, 324, or consent. 3 hours. Tuomi.
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. Prerequisites: Mus 212, Mus 282 or consent. 2 hours. Burch-Pessis.

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. Students will work with choral ensembles. Prerequisites: Mus 212, Mus 282 or consent. Concurrent enrollment in a Pacific University choral ensemble is required. 2 hours. Harshbarger.

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. Prerequisite: consent of instructor. Offered alternate years. 2 hours. Tuomi.

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: piano major or minor. 2 hours. Lee.

Mus 494 Senior Recital
Candidates for the degree Bachelor of Music: Performance Emphasis 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. 2 hours. Staff.

Mus 495 or 496 Senior Project
Candidates for the degree Bachelor of Arts in Music are required to complete a senior project in an appropriate area of music study. Open to students enrolled in other music degree programs only with approval of the Music Department. 2 hours. Staff.

CERTIFICATE PROGRAM

THE OREGON SYMPHONY
CONDUCTING APPRENTICESHIP
PROGRAM AT PACIFIC UNIVERSITY

Directed by Murry Sidlin, Resident Conductor of The Oregon Symphony and the James DePreist Professor of Music at Pacific University

The Oregon Symphony Conducting Apprenticeship Program at Pacific University is one of total immersion in which the apprentices study under practicing professional conductors, learn repertoire, acquire conducting skills, and experience the enormous diversity of an orchestral season. Apprentices will meet with the concertmaster and other principal players, librarian, personnel manager, production staff, and even represent and speak on behalf of the orchestra in public informal gatherings.

This is the first conducting program sponsored jointly by a University and professional orchestra in which the program director and principal teacher is a professional conductor on the staff of the orchestra and a full professor at the sponsoring University. Mr. Sidlin therefore is able to guide the study of the students collectively and individually, and, as resident conductor of the Oregon Symphony, has the authority to determine conducting assignments with the orchestra throughout the two year residency.

Please write to the Pacific University Department of Music for the most current materials and information.

Features of the Program:

• A total of 3 apprentices will be in residence at any one time and are invited for a two-year term.
• Positions for up to 2 apprentices are available each academic year.
• Fellowships are awarded to successful applicants to the program to cover room, board and tuition.
• Apprentices will attend every rehearsal and concert of the Oregon Symphony during their period of residency.
• Weekly seminars will be with Mr. Sidlin, Maestro DePreist and visiting conductors and guest artists.
• Seminar study of the current Oregon Symphony repertoire will be with Mr. Sidlin.
• Private conducting lessons for each apprentice with Mr. Sidlin.
• Apprentices will conduct portions of Oregon Symphony rehearsals and concerts.
• Apprentices will also observe other arts performance organizations in and around Portland.

Diploma
At the conclusion of the two-year residency, the apprentice conductor will receive an Artist Diploma from Pacific University and the Oregon Symphony signifying successful completion of the program. It is important to note that this is a non-degree program.

Requirements for entry to the program:
It is the expectation that all applicants to the program will have:

1. Considerable conducting training and experience.
2. Competence at the piano and/or professional level performance skills on an orchestral instrument.
3. There are no age restrictions.

Application packet must include:

• A letter describing the candidate’s current level of artistic development and professional intentions.
• A statement of artistic philosophy concerning the role and philosophy of the conductor in American life in the years ahead, both on and off the podium.
• A thorough résumé.

• Three letters of recommendation.

• A video of recent work with orchestra (chamber orchestra or ensemble are acceptable). Must be within the past year.

• A videotaped description of a symphonic composition, as though you were presenting it to an audience. Use piano for examples.

• Applicants who are not U.S. citizens must complete and submit the Pacific University Foreign National Information form at the time of application. Final acceptance into the program is contingent upon the student’s ability to obtain a valid visa.

Send Application packet to:
Murry Sidlin, Music Department
Pacific University
2043 College Way
Forest Grove, OR 97116
• Application deadline: March 15.

Course Sequence

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<tr>
<th>Course Code</th>
<th>Semester</th>
<th>Year</th>
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<tr>
<td>MUS 581</td>
<td>Fall</td>
<td>First year</td>
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<td>MUS 582</td>
<td>Spring</td>
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<td>MUS 681</td>
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<td>MUS 682</td>
<td>Spring</td>
<td>Second year</td>
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Conducting Advisors:

James DePreist, Chair of the Advising Committee, Music Director, Oregon Symphony, Music Director, Monte-Carlo Philharmonic

Thomas Baldner, Professor of Conducting Studies, Indiana University

Sergiu Comissiona, Music director, Vancouver (B.C.) Symphony

Lawrence Foster, Music Director, Barcelona Symphony Orchestra

Norman Leyden, Associate & Pops Conductor, Oregon Symphony

Gerard Schwartz, Music Director, Seattle Symphony

Leonard Slatkin, Music Director, National Symphony

Michael Tilson Thomas, Music Director, San Francisco Symphony

Hans Vonk, Music Director, St. Louis Symphony

Certificate Program Course Descriptions

**Mus 581  Conducting Apprenticeship I**

Four hours per week: seminar with Mr. Sidlin, Maestro DePreist, visiting conductors, guest artists, and musicians of the Oregon Symphony as well as administrative staff of the orchestra. Study scores of current Oregon Symphony repertoire. Ten hours per week: study and observation of the rehearsal process and procedure with a view from both inside and outside the orchestra. Exposure to management, marketing and production responsibilities. One hour per week: private conducting lesson. Coursework will include rehearsals and/or concerts of the Oregon Symphony. Evaluation by Mr. Sidlin, Maestro DePreist, and members of the orchestra. 12 hours. Sidlin. Offered fall semester.

**Mus 582  Conducting Apprenticeship II**

A continuation of MUS 581. Spring semester. 12 hours. Sidlin

**Mus 681  Conducting Apprenticeship III**

A continuation of MUS 582. Fall semester. 12 hours. Sidlin

**Mus 682  Conducting Apprenticeship IV**

A continuation of MUS 681. Spring semester. 12 hours. Sidlin
DEPARTMENT OF THEATRE

Edwin S. Collier, Chair, Associate Professor
Greta Christensen, Costume, Make-up Instructor*
Joan Gunness, Instructor of Dance*
Barbara Stalick, Instructor of Dance*

*adjunct faculty

At Pacific, the theatre experience is offered to all students regardless of background or major. As the most collaborative of the arts, theatre blends performance with literature, history and the visual arts and provides practical, technical and organizational training.

For those interested in professional theatre or teaching, the curriculum provides a well-rounded foundation for graduate school or the professional world. Students in theatre-related fields such as the performance arts of dance and music, or literature, television, film, and advertising, may enroll in theatre courses to develop skills which can best be practiced in theatre productions. Dual majors are often advised.

At Pacific, students are encouraged to become involved. Acting, directing, scenic and costume construction, design, playwriting, lighting and makeup are but a few of the variety of activities available. We invite you to participate.

THEATRE DEPARTMENT GOALS

Through theatrical production and academic study the Pacific Theater Department strives to provide students with:

• A broad spectrum of high-quality theatrical production experiences
  - Appreciation for the Theatre Arts: plays, dance, and musical theatre.
  - Human interaction and social issues from historical and foreign cultures.
  - Dramatic literature: serious drama; historical and social drama; comedy.
  - Theatrical spectacle.

• Theatrical production:
  - Performance: acting; dance musical theatre; improv and public speaking.
  - Production management.
  - Directing and producing.
  - Design: scenography, costume, audio and lighting.
  - Playwriting.

• Real-world work experience for careers after college:
  - Team and small group projects.
  - Practical problem solving.
  - Management, budget and project organization.
  - Personal and group communication.
  - Aesthetic decision making.
  - Time and stress management.
  - Publicity and audience development.

• Preparation for careers in television, film, theatre, advertising, arts management, public relations, etc.

• Preparation for graduate study and careers in teaching.

MAJOR IN THEATRE

Requirements:

Core courses:

Thea 110  Acting I: Fundamentals ........................................ 3
Thea 120  Technical Theatre .................................................. 3
Thea 150  Theatre Company: Performance ............................. 1
Thea 151  Theatre Company: Technical and Organizational ....... 1
Thea 215  Intro to Scene Design ............................................. 3
Thea 225  Makeup ..................................................................... 1
Thea 330  Directing I: Fundamentals .................................... 3
Thea 350  Theatre History or Thea 360 Modern Theatre .........
Thea 495  Thesis (Directing, play writing, choreography, design or acting - Learning Contract required) ......................... 3-6

Arts Electives (6 hours from the following) ......................... 6
Art 110, 210, 218, 219, 226, 235, 270, 274, 310, 335
MEDA 250
Danc 105, 121, 126, 205, 221, 226, 426 (all 1 hour)
Mus 101-102, 111, 112, 211, 212

Upper Division Electives (9 additional hours [6 in Theatre] chosen from the following or others with the approval of Theatre Advisor) ........................................ 9

Art 310, 316, 335
MEDA 319, 320, 330
Danc 426
Engl 323, 340
Fren 304
Mus 321-325
Span 304
Thea 310, 325, 360, 356/456 (individual Study Topics) ........ 36-39

MINOR IN THEATRE

Requirements:

Thea 110  Acting I ................................................................. 3
Thea 150  Theatre Company: Performance ............................. 1
Thea 151  Theatre Company: Technical and Organizational (P/N) .... 1
Thea 120  Technical Theatre .................................................. 3
Thea 330  Directing I: Fundamentals .................................... 3
Thea 350  Theatre History ................................................... 3
Electives: Six upper division hours in Theatre Arts in consultation with the Theatre Director ... 6

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COURSE DESCRIPTIONS

Thea 101  The Theatre Experience
An introductory course for the curious - those with little or no background in theatre. Students write, rehearse and produce plays in class. Attend and critique 4-5 plays during term. Not required for theatre majors. 3 hours. Collier. Offered in even numbered years.
Thea 110  Acting I: Fundamentals
Basic Method technique and vocabulary. Students who hope to
act in plays encouraged to take course Freshman or Sophomore
years. (Advanced beginning acting students are encouraged to
enroll in Thea 210) 3 hours. Collier.

Thea 120  Technical Theatre
An introductory practicum to technical Theatre: scenic construc-
tion, painting, lighting, costume and audio production. A mini-
num of 35 lab hours will include assignments on construction
and running crews for department productions. 3 hours. Collier.

Thea 150  Theatre Company Performance
Active participation in a dramatic production as an actor or per-
former. 1 hour, Collier. Graded P/N. Offered each semester. May
be taken 4 times. Must audition and be cast in a play to enroll.

Thea 151  Theatre Company Technical and Organizational
Active participation in a dramatic production or project as a pro-
duction assistant or technician. 1 hour. Staff. Offered each semes-
ter. May be taken 4 times.

Thea 210  Acting II: Intermediate
Intensive scene work and an introduction to classical and style
acting, dialect and film acting technique based on fundamentals
and vocabulary from Acting I. Advanced beginning actors with
considerable prior experience and basic understanding of method
acting may enroll with instructor’s consent. Prerequisite: Thea
110. 3 hours. Collier. Offered in even numbered years.

Thea 215  Intro to Scene Design
Introduction to scenic design for the stage, with emphasis on con-
cepts of design, script analysis, lighting, drawing, mechanical and
computer design and model building. 3 hours. Collier. Offered in
odd-numbered years or by arrangement in connection with a spe-
cific production.

Thea 225  Makeup
The theoretical and practical application of makeup to the theatre
and media. Students are expected to purchase their own makeup
supplies. 1 hour. Christensen. Offered fall semester.

Thea 270/370  Theatre in London
An experiential two-week exploration of theatre in England, dur-
ing which students attend and critique at least 9 professional plays,
meet with British theatre professionals and tour theatre facilities
in London and Stratford-upon-Avon. Extra cost for airfare, tick-
ets and lodging. (Approximately $1,775.00. See schedule for cur-
rent rate) Offered Winter Three. 3 hours. Collier.

Thea 310  Acting III: Style
Introduction to style acting through research and scene work from
classic drama: Greek play, Comedia del’Arte, Elizabethan
(Shakespeare) 17th Century French and Restoration, 19th Cen-
tury melodrama. 3 hours. Collier. Offered in odd-numbered years.

Thea 325  Directing Performers for the Camera
An exploration of the relationship between directors and performers
in television and film production. Rehearsal and production of short
dramatic scenes utilizing video tape. Prerequisites: A basic working
knowledge of Method Acting, television production experience, or
consent of instructor. 3 hours. Collier. Offered in odd-numbered years.

Thea 330  Directing
Lecture-laboratory course exploring the director’s art: script analy-
sis, production design, casting, rehearsal and production. Pre-
requisites: Thea 110 and 220 or consent of instructor. Limited to
a small number of students committed to the demanding task of
producing one-act plays during a regular academic term. 3 hours.
Collier. Offered in even-numbered years or by arrangement in
connection with a specific project.

Thea 350  Theatre History
An exploration of theatre production from Greece to Broadway,
including comparisons with film and TV drama. Attend and cri-
tique 4-5 plays during term. 3 hours. Collier. Offered in odd-
numbered years.

Thea 360  Modern Theatre
Development of theatre from 1875, to the present with special
emphasis on the influential practitioners and styles of the period.
Attend and critique 3-5 plays during the term. 3 hours. Collier.
Offered in even-numbered years.

Thea 495  Senior Thesis
Intensive practicum arranged with the Director of Theatre. 3-6
hours. Most often a directing assignment, but project may be in
any of the following disciplines:

Directing      Playwriting
Performance    Choreography
Design: Costume or Scenic  Video Drama

DANCE

All dance classes count toward satisfaction of the arts core require-
ment for and can be repeated. All are one credit and are graded P/NP.

Danc 105  Ballet I
Classical ballet technique beginning at basic level. Graded P/N.
May be repeated for credit. 1 hour. Stalick.

Danc 121  Jazz Dance I
Basic jazz dance for beginners. Graded P/N. May be repeated for
credit. 1 hour. Staff.

Danc 126  Modern Dance I
Exploration of basic concepts of dance movement - space, time,
design, expression - and appropriate techniques. Graded P/N. May
be repeated for credit. 1 hour. Guinness.

Danc 205  Intermediate Ballet
Continuation of ballet technique. Graded P/N. May be repeated
for credit. 1 hour. Stalick.

Danc 221  Jazz Dance II
Continuation of Jazz Dance I. Graded P/N. May be repeated for
credit. 1 hour. Staff.

Danc 226  Modern Dance II
Continuation of modern dance technique. Graded P/N. May be
repeated for credit. 1 hour. Guinness.

Danc 426  Advanced Modern Dance
Continuation of Dance 226. Graded P/N. May be repeated for
credit. 1 hour. Guinness.
The Humanities Division is composed of the departments of English, Media Arts, 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 a liberal arts education.

COORDINATED STUDIES IN HUMANITIES

By special arrangement, students may pursue a self-designed course of study in the Humanities. Interested students should submit, by the end of their sophomore year, a proposed program with an identifiable academic focus to the Humanities Division Chair.

Proposals should include:

1. 18 hours in one department in the division plus 24 hours divided among three other departments (English, World Languages and Literatures, Fine Arts and Music, Philosophy, History, Media Arts, and selected Peace and Conflict Studies courses) at Pacific. Students must plan a program with a minimum of 18 upper-division hours

Total ........................................................................................ 42

and

2. A special Project in the Humanities for a minimum of six units chosen from the following options; this project should be approved by the Humanities Division Chair before the end of the student’s junior year:

   Career Internship (Hum. 475) ........................................... 6
   Overseas Study (Hum. 476) ............................................. 6
   Individual Study and Research (Hum. 477) ......................... 6

Minimum Total Units ................................................................ 48

Interested students should consult with Professor David DeMoss, Division Chair.

DIVISIONAL COURSES

HUMANITIES (HUM)

Hum 100 Origins, Identity, and 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 the 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. 4 hours. Staff. Fall semester.

Hum 205 Japanese Culture
This course is a general introduction to Japanese people, land, and culture. Its major emphasis is on culture: arts, science, industry and language. Meets cross-cultural core requirement. 3 hours. Ikeda. Offered yearly.

Hum 206 Latin America
A general introduction to the geography, peoples, and cultures of Latin America, and to their major social and political issues. Meets cross-cultural core requirement. 3 hours. Cabello. Offered intermittently.

Hum 207 German Culture
A general introduction to the literature, film, art and music of people in the German-speaking countries, focusing on the time period from the early 19th century to the present. Special emphasis on the intersection of culture with historical, social, and political events. 3 hours. French. Offered intermittently.
Hum 208 Francophone Africa and the Caribbean
A general introduction to the literature, culture, peoples, and politics of Francophone Africa and the French-speaking Caribbean, focusing in particular on the twentieth century. Special emphasis on the Maghreb, Senegal, and Haiti. Meets cross-cultural requirement. 3 hours. Steinert Borella. Offered intermittently.

Hum 300 Mentoring in the Humanities
Each student serves as a mentor in one section of Humanities 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 students 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. 4 hours. Beard. Fall semester.

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. Meets cross cultural core requirement. 3 hours. Cabello/Christoph. Offered intermittently.

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: Spanish 102. Meets cross-cultural requirement. 4 hours. Bates/Cabello or Phillips/Christoph.

DEPARTMENT OF ENGLISH

Lorelle Browning, Chair, Associate Professor
Pauline Beard, Assistant Professor, Director of First-Year Seminar, Director of Resource Center
Devin Crowe, Instructor*
George G. Evans, Professor (On leave)
Perrin Kerns, Visiting Assistant Professor
Brad Maxfield, Instructor*, Director of English Language Institute
Steve Smith, Instructor, Assistant Director of Resource Center
Michael R. Steele, Professor (On sabbatical Fall)
Tim Thompson, Assistant Professor
Doyle W. Walls, Associate Professor
Diane Young, Associate Professor
Lidia Yukman, Assistant (on leave) Professor
*Indicates part time

The English Department offers the general student guidance in acquiring and developing the skills for critical thinking and clear writing. For students choosing to specialize in Literature or Creative Writing, the curriculum offers the opportunity to engage the literary tradition of British and American writing, as well as world literatures, and to enter into the theory and practice of literature itself. The general student is also welcome to explore the world of letters in any course the department offers, provided he or she has fulfilled departmental prerequisites.

In particular, the English Department seeks to teach students:

- to develop skills that allow them to engage in reflective critical reading;
- to understand and 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.

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 all write creatively—presenting or publishing scholarship, poetry, fiction, drama, or essays—and remain active in the larger community of writers and scholars.

Students may choose to major or minor in Creative Writing or Literature. Both emphases encourage students to do interdisciplinary work, to recognize the connections between the study of literature and the work 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 sponsored by the department. Literature majors and minors, as well as general students, are encouraged to take advantage of this opportunity to produce literature as well. (In addition to offering the community the work of resident writers, the department also presents readings and lectures by noted visiting poets and writers.) Our majors go on to graduate school; teach in high schools and colleges; and use their thinking and writing skills in television, publications, technical writing, insurance, administration, law, library science, special education, and social work. They also go on to give readings of their own.
MAJOR IN CREATIVE WRITING

Requirements:

One course from: ................................................................. 3-4
Engw 201 Expository Writing (Thematic Emphasis Varies)
Engw 301 Advanced Expository Writing

Two courses from: ............................................................... 6
Engw 206 Introduction to Creative Writing, Poetry
Engw 207 Introduction to Creative Writing, Mixed Genre
Engw 208 Introduction to Creative Writing, Fiction

One course from: ................................................................. 3
Engl 200 Introduction to Literature
Engl 220 Literature and Human Concerns (Topics Vary)
Engl 227 Introduction to World Literature
Engl 229 Introduction to American Literature
Engl 232 Introduction to British Literature
Engl 255 (Subject Varies)

Two courses from: ............................................................... 8
Engw 306 Poetry Writing
Engw 308 Fiction Writing
Engw 310 Drama Writing

Two courses from: ............................................................... 6-8
Engl 340 Studies in Drama
Engl 341 Studies in Poetry
Engl 342 Studies in Fiction

Two courses from: ............................................................... 6-8
Engl 323 Shakespeare
Engl 416 British Literature, Beowulf to 1660
Engl 418 British Literature, 1660 - 1790
Engl 420 British Literature, 1790 - 1900
Engl 423 Nineteenth Century American Literature
Engl 425 Twentieth Century Literature
Engl 430 Major Writers (Specific Authors Vary)
Engl 455 (Subject Varies)
WorL World Languages & Literatures (upper division course in a world language; only one course can be used for this requirement)*

Engw 497/498 Senior Seminar in Creative Writing ....... 4
Engl 465 Editing Pacific Review (Pass/No Pass option) ................................................. 2

*Requires world language proficiency.

At least one course (3 hours) from the above requirements must be in American literature.

Recommended courses for Major in Creative Writing:
Art 218/318 Computer Graphics ..................................... 3
Art 235 Illustration ......................................................... 3
Engl 343 Studies in Criticism and Theory ........................... 3
Hist. 300+ An upper-division history course .................... 3
Phil 101 Knowledge and Reality or
Phil 110 Religion and the Quest for Meaning ................. 3
WorL 101-202 World Languages Study .......................... 3-12

Admission Procedures for the Creative Writing Major:

Students desiring to pursue a Creative Writing Major may apply for admission after completing the following prerequisite coursework: English 201 and two 200-level introductory creative writing workshops. To apply, students must submit a creative manuscript to the faculty; the manuscript can be fiction, poetry, personal essay, and/or drama, and should be no more than ten pages in length. It should be accompanied by a 250-word statement of purpose. Students are encouraged to apply for admission to the Major between the second half of their sophomore year and the first half of their junior year.

Students interested in Creative Writing should consult Professors Walls, Young or Yukman.

MAJOR IN LITERATURE

Requirements:

One course from: ................................................................. 3-4
Engw 201 Expository Writing (Thematic Emphasis Varies)
Engw 301 Advanced Expository Writing

One course from: ................................................................. 3
Engw 206 Introduction to Creative Writing, Poetry
Engw 207 Introduction to Creative Writing, Mixed Genre
Engw 208 Introduction to Creative Writing, Fiction

Two courses from: ............................................................... 6-7
Engl 200 Introduction to Literature
Engl 220 Literature and Human Concerns (Topics Vary)
Engl 227 Introduction to World Literature
Engl 229 Introduction to American Literature
Engl 232 Introduction to British Literature
Engl 255 (Subject Varies)
Engl 323 Shakespeare
Engl 416 British Literature, Beowulf to 1660
Engl 418 British Literature, 1660 - 1790
Engl 420 British Literature, 1790 - 1900
Engl 423 Nineteenth Century American Literature
Engl 425 Twentieth Century Literature
Engl 430 Major Writers (Specific Writers Vary)
Engl 455 (Subject Varies)

At least one course (3 hours) from the above requirements must be in American literature.
Two courses from: ............................................................... 6-8
Engl 340  Studies in Drama
Engl 341  Studies in Poetry
Engl 342  Studies in Fiction
Engl 343  Studies in Criticism and Theory
WorL Upper-division course in a world language (only one course can be used for this requirement)*
PACS 411  Literature About War
Engl. 495/496  Senior Seminar in Literature  4
One upper-division history course ................. 3-4
One course chosen from Phil. 101, 110, 205, 206, 207, 208, 303, 309**, or 403** ........... 3-4

34-42

* requires world language proficiency
**check prerequisites

At least one course (3 hours) from the above requirements must be in American literature.

MINOR IN CREATIVE WRITING

Requirements:
One course from: ................................................................. 3-4
Engw 201  Expository Writing (Thematic Emphasis Varies)
Engw 301  Advanced Expository Writing

Two courses from: ................................................................. 6
Engw 206  Introduction to Creative Writing, Poetry
Engw 207  Introduction to Creative Writing, Mixed Genres
Engw 208  Introduction to Creative Writing, Fiction

One course from: ................................................................. 3-4
Engl 200  Introduction to Literature
Engl 220  Literature and Human Concerns (Topics Vary)
Engl 227  Introduction to World Literature
Engl 229  Introduction to American Literature
Engl 232  Introduction to British Literature
Engl 255  (Subject Varies)
Engl 323  Shakespeare

One course from: ................................................................. 4
Engw 306  Poetry Writing
Engw 308  Fiction Writing
Engw 310  Drama Writing

One course from: ................................................................. 3-4
Engl 340  Studies in Drama
Engl 341  Studies in Poetry
Engl 342  Studies in Fiction
Engl 465  Editing Pacific Review (Pass/No Pass option) ......................... 1

20-23

Students interested in Creative Writing should consult Professors Walls, Young or Yukman.

MINOR IN LITERATURE

Requirements:
One course from: ................................................................. 3-4
Engw 201  Expository Writing
Engw 301  Advanced Expository Writing

Two courses from: ................................................................. 6
Engl 200  Introduction to Literature
Engl 220  Literature and Human Concerns
Engl 227  Introduction to World Literature
Engl 229  Introduction to American Literature
Engl 232  Introduction to British Literature
Engl 255  (Subject Varies)
PACS 411  Literature About War

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Three courses from: ................................................................. 9-12
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 416  British Literature, Beowulf to 1660
Engl 418  British Literature, 1660-1790
Engl 420  British Literature, 1790-1900
Engl 423  Nineteenth Century American Literature
Engl 425  Twentieth Century Literature
Engl 430  Major Writers
Engl 455  (Subject Varies)
PACS 411  Literature About War

COURSE DESCRIPTIONS

Writing (ENGW)

Only Engw 201 and Engw 301 satisfy the writing skills core requirement.

Engw 101  Basic Expository Writing
A course devoted to basic writing skills and principles—punctuation, sentence structure, and grammar—and to developing short essays. Graded P/NP. 3 hours. Maxfield.

Engw 150  Basic Expository Writing II
A course designed to refine basic writing skills and develop organizational skills for longer essays. 3 hours. Staff.

Engw 201  Expository Writing
An expository writing course in which various topics and genres are used to help students develop critical thinking skills and an effective prose style. Students will be writing expository essays and a research paper. 3 hours. Staff.

Engw 206  Introduction to Creative Writing, Poetry
An introduction to writing poetry. Prerequisite: College writing skills core requirement met. 3 hours. Walls, Young.
Engw 207  Introduction to Creative Writing, Mixed Genres
An introduction to writing in two or more of the following genres: short fiction, drama, poetry, and the personal essay. Prerequisite: College writing skills core requirement met. 3 hours. Steele, Walls, Young.

Engw 208  Introduction to Creative Writing, Fiction
An introduction to writing fiction. Prerequisite: College writing skills core requirement met. 3 hours. Yukman.

Engw 301  Advanced Expository Writing
An upper-level course providing an overview of the history and theory of rhetoric from Aristotle to James Berlin, and of selected classics of the essay genre from Seneca to Annie Dillard. Engw 301 also gives students the opportunity to articulate their own mature ideas and to refine their higher-level writing skills. May be repeated once for credit with permission of the department. Prerequisite: Engw 201 and consent of instructor. 4 hours. Beard, Thompson, Young. (G)

NOTE: 300-level advanced creative writing workshops require demonstrated experience and ability in creative writing and are designed for Creative Writing majors and minors. Thus, the following prerequisites apply to all advanced creative writing workshops: Satisfactory completion of two lower-division creative writing courses and faculty consent. We also recommend that students be of junior standing when they enroll in these courses. Other students interested in taking these courses should consult the individual instructor but cannot be guaranteed admission to the course.

Engw 306  Advanced Poetry Writing
A workshop for writing and discussing poetry. May be repeated. Prerequisite: College writing skills core requirement met, two courses from Engw 206, 207, or 208, and faculty approval. 4 hours. Walls. (G)

Engw 308  Advanced Fiction Writing
A workshop for writing and discussing fiction. May be repeated. Prerequisite: College writing skills core requirement met, two courses from Engw 206, 207, or 208, and faculty approval. 4 hours. Yukman. (G)

Engw 310  Advanced Drama Writing
A workshop for writing and discussing drama. May be repeated. Prerequisite: College writing skills core requirement met, two courses from Engw 206, 207, or 208, and faculty approval. 4 hours. Evans. Offered by contract. (G)

Engw 465  Editing Pacific Review
A course in which students assist the student editor-in-chief in selecting, editing, and laying out examples of community writing. Graded P/NP. May be repeated. 1 hour. Walls, Young, Yukman.

Engw 497/498  Senior Seminar: Creative Writing
Students in this capstone experience for creative writing majors will discuss the historical experience of the creative writer, and the condition, role, and production of literature in contemporary society as they prepare and revise a reflective essay on the creative process and finally compose a significant manuscript of original work in poetry, fiction, personal essay, or drama; all students will present their manuscripts in a public reading. Prerequisite: Senior standing. 2 hours per semester. Walls, Young, Yukman.

Literature (ENGL)

Engl 200  Introduction to Literature
An introduction to the study of literature by examining fiction, poetry, drama, and essays from various periods and countries. 3 hours. Staff.

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. May be repeated more than once when content varies. 3 hours. Staff.

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. 3 hours. Young.

Engl 229  Introduction to American Literature
An introduction to selected American authors and themes. 3 hours. Evans, Thompson.

Engl 232  Introduction to British Literature
An introduction to selected British writers and themes. 3 hours. Steele.

NOTE: 300-level courses demand that students have familiarity with the close analysis of literature; one lower-division literature course is prerequisite, and we recommend that students be of junior standing when they enroll for these courses. All upper-division literature courses are offered at 3 or 4 hours of credit, depending upon instructor’s choice; note minimum course and hour requirements for majors and minors within the department.

Engl 323  Shakespeare
An analysis of Shakespeare’s major plays with emphasis on both literary and theatrical qualities. Prerequisite: one lower-division literature course. 3 or 4 hours. Beard, Browning, Steele, Young. (G)

Engl 332  Introduction to Linguistics
An introduction to the principles, methods, and basic vocabulary of modern linguistic theory, with emphasis on the elements of phonology, morphology, and modern grammatical theory. Provides a basic introduction to the history and structure of English, but examples are drawn from a variety of languages. No previous language training necessary. 3 hours. Fujita. Offered every year. Note: This course does not count towards the Humanities Core Requirement.

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 the plays. Prerequisite: one lower-division literature course. 3 or 4 hours. Beard, Browning, Thompson. (G)
Engl 341  Studies in Poetry
An upper level introduction to reading poetry, with an emphasis on structure, traditional models, periods, and interpretation. Prerequisite: one lower-division literature course. 3 or 4 hours. Walls, Young. (G)

Engl 342  Studies in Fiction
A study of the development of the short story and novel, with an emphasis on exploring interpretive models. Prerequisite: one lower-division literature course. 3 or 4 hours. Beard, Yukman. (G)

Engl 343  Studies in Criticism and Theory
A study and application of some of the critical and theoretical approaches used in the study of literature. Prerequisite: one lower-division literature course. 3 or 4 hours. Steele, Young, Yukman. (G)

NOTE: 400-level courses are the most advanced courses offered by the Department: they are designed for juniors and seniors. Two literature courses are prerequisite, and we recommend that students have completed at least one 300-level literature course. All upper-division literature courses are offered at 3 or 4 hours of credit, depending upon instructor’s choice; note minimum course and hour requirements for majors and minors within the department.

Engl 416  British Literature, Beowulf to 1660
Intensive studies in the period to include such figures as the author of Beowulf, Chaucer, Shakespeare, Spenser, Milton, Donne, Marvell, Congreve. The focus changes from time to time to include drama or prose or lyric poetry. Prerequisites: two literature courses and junior standing. 3 or 4 hours. Browning, Young. Offered alternate years. (G)

Engl 418  British Literature, 1660 - 1790
Investigates major works of the Restoration and eighteenth century and is focused to explore central philosophical, intellectual, or cultural themes of the period. Prerequisites: literature courses and junior standing. 3 or 4 hours. Young. Offered alternate years. (G)

Engl 420  British Literature, 1790 - 1900
Investigates major examples from various genres in the Romantic and Victorian periods. Prerequisites: two literature courses and junior standing. 3 or 4 hours. Steele. Offered alternate years. (G)

Engl 422  Nineteenth 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. Prerequisites: two literature courses and junior standing. 3 or 4 hours. Thompson. (G)

Intensive studies in major writers of the period. Prerequisites: two literature courses and junior standing. 3 or 4 hours. Walls, Yukman. (G)

Engl 430  Major Writers
A detailed study of the works of selected writers: for example, Chaucer, Milton, Dickens, Blake, Yeats, Thoreau, Woolf. Prerequisites: two literature courses and junior standing. May be repeated once for credit when content varies. 3 or 4 hours. Staff. Offered intermittently.

Engl 495/496  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: Senior standing. 2 hours per semester. Beard, Browning, Steele, Thompson.

NOTE: In addition, PACS 411 may be counted toward the major and minor in Literature.
DEPARTMENT OF MEDIA ARTS

Dave Cassady, Chair, Associate Professor
Nancy Breaux, Assistant Professor
Melissa Jones, Assistant Professor
Samuel Mathies, Instructor and Director of Forensics

A major in media arts prepares students for careers in a variety of media-related fields including journalism, broadcasting, video, film and multimedia production, public relations and advertising. The program emphasizes theoretical and social aspects of the media as well as the creative and technical components.

In addition to course work, students are able to gain further experience through work with student media outlets such as the student newspaper (Index), television productions (Pacific Productions), and radio station (KPUR) and a variety of campus integrated media projects. All student publications are open to any Pacific student.

Qualified Media Arts students are also eligible for summer internships in professional media.

Students interested in a major in Media Arts or careers in the media and related fields should consult the department chair, Dave Cassady.

DEPARTMENTAL GOALS

The overall goal of the Media Arts Department curriculum is to produce graduates who are technically and aesthetically proficient in creating mass media and non-media communication and knowledgeable in the legal, ethical and social aspects of the media.

Specific goals include:
- Developing graduates who are capable of understanding communication in a media, organizational, interpersonal and social context.

- Providing students with an understanding of the history and social and cultural roles of mass 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 media areas such as video and visual production, writing and computer skills.

MAJOR IN MEDIA ARTS

Students who major in media arts at Pacific may specialize in one of six concentrations: journalism, video production, integrated media, film production, film studies or general media arts. Students may receive credit for more than one concentration (journalism, video, integrated media or film only) by completing the required courses in each emphasis. In addition to the media arts course requirements, students must also complete a minor or second major in an area outside of Media Arts or may design, with the consent of the faculty, an 18-hour program of study outside the department. The 18-hour program must include at least 9 upper-division hours.

Requirements:

MedA core plus
MedA 225 Introduction to Black & White Photography 3
MedA 240 Writing for Print Media 3
MedA 350 Reporting 3
MedA 363 Publication Design 3
MedA 370 Advanced Reporting 3
Upper Division Media Arts Electives 6

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GENERAL MEDIA ARTS CONCENTRATION

Requirements:

MedA core plus
MedA 111 Cultural and Historical Foundations 3
MedA 112 Media in Modern Society 3
MedA 225 Introduction to Black & White Photography 3
MedA 240 Writing for the Print Media 3
MedA 250 Elements of Video Production 3
MedA 260 Elements of Multimedia Production 3
MedA 311 Broadcast Writing 3
Upper Division Media Arts Electives 6

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JOURNALISM CONCENTRATION

Requirements:

MedA core plus
MedA 111 Cultural and Historical Foundations 3
MedA 112 Media in Modern Society 3
MedA 225 Introduction to Black & White Photography 3
MedA 240 Writing for Print Media 3
MedA 340 Reporting 3
MedA 363 Publication Design 3
MedA 370 Advanced Reporting 3
Upper Division Media Arts Electives 6

21
VIDEO PRODUCTION CONCENTRATION

Requirements:

MedA core plus
MedA 250 Elements of Video Production ........................................ 3
MedA 260 Elements of Multimedia Design ....................................... 3
MedA 311 Broadcast Writing .......................................................... 3
MedA 320 Studio Production ............................................................ 3
MedA 330 Field Production ............................................................. 3
Upper Division Media Arts Electives .............................................. 6

It is expected that majors in Video Production will become involved with Pacific Productions and/or KPUR radio.

FILM STUDIES CONCENTRATION

Requirements

MedA Core plus:
MedA 120 Introduction to Film ..................................................... 3
MedA 250 Elements of Production ................................................. 3
MedA 301 Special topics: Film Theory ............................................ 3
MedA 305 Non-narrative Film ....................................................... 3
MedA 401 Special topics: Topographies ........................................ 3

Plus six additional credits from the following:
Engl 220 Film Literature .............................................................. 3
Hist 212 China Past and Present with Film ..................................... 3
Anth 202 Film, Text and Culture ................................................. 3
Anth 300 Research Methods ....................................................... 3
or Soc 300 Research Methods ..................................................... 3

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FILM PRODUCTION CONCENTRATION

The film production concentration is offered in cooperation with the Northwest Film Center in Portland. Students majoring in Film Production will have the fees for courses taught by Northwest Film Center faculty waived for up to 20 credits. No more than 20 hours of coursework from the Film Center may count toward the 124-hour requirement.

Requirements

MedA core plus:
MedA 105 Art of Filmmaking ....................................................... 3
MedA 205 16mm Film Editing ...................................................... 2
MedA 210 16mm Cinematography ................................................. 3
MedA 250 Elements of Production ............................................... 3
MedA 321 Sound Design .............................................................. 2
MedA 430 Sync Sound Production .............................................. 4

Plus six additional credits from the following:
MedA 225 B/W photography ......................................................... 3
MedA 305 Graphics/Audio for Integrated Media ........................... 3
MedA 312 Screenwriting ............................................................. 3
MedA 315 Art of Animation ......................................................... 3
MedA 320 Video Studio Production .............................................. 3
MedA 330 Video Field Production ................................................. 3
MedA 350 Integrated Media Production ....................................... 3
MedA 380 Directing Actors ......................................................... 3
MedA 390 Fundraising ............................................................... 3
MedA 415 Computer Advanced Animation .................................... 3
MedA 440 Optical Printing ........................................................... 3

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INTEGRATED MEDIA CONCENTRATION

Requirements:

Core curriculum
MedA 111 Cultural and Historical Foundations ......................... 3
MedA 112 Modern Mass Media .....................................................
Art 110 Basic Design ............................................................... 3
Art 217 Computer Graphics I ..................................................... 3
Art 226 Photography I ............................................................ 3
CS 120 The Information Era ..................................................... 3
CS 205 Programming for Multimedia ...................................... 3
MedA 260 Elements of Multimedia Design ................................. 3
MedA 305 Graphics and Audio for Integrated Media ................. 3
MedA 311 Broadcast Writing ..................................................... 3
MedA 225 B/W photography ......................................................... 3
POLS 221 Politics in Literature and Film ..................................... 3
Hist 212 China Past and Present with Film ................................ 3
Anth 202 Film, Text and Culture ................................................. 3
Anth 300 Research Methods ..................................................... 3
or Soc 300 Research Methods ..................................................... 3

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In addition to the IM core, students must complete one of the following emphases:

Art
Art 210 Illustration ................................................................. 3
Art 318 Computer Graphics II ................................................... 3
Art 326 Photography II ............................................................ 3

9

Computer Science
CS 150 Introduction to Computer Science I ............................... 3
CS 355 Human Computer Interface Design ............................... 3

6
COURSE DESCRIPTIONS

MEDIA ARTS (MedA)

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. 3 hours. Staff.

MedA 105 The Art of Filmmaking  
A comprehensive introduction to film production and basic analysis, uses Super 8mm format to examine aesthetic properties of light, movement and time as they relate to the art of filmmaking. Basic camera operation and shooting techniques examined along with basic principles of editing. Prerequisite: Film production majors only. Taught at Northwest Film Center. 3 hours. NFC staff. Fee $490.00.

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. 3 hours. Mathies.

MedA 111 Cultural and Historical Foundations of Mass Communication  
The historical and theoretical development of the American mass media. Emphasis placed on the integration of historical background, contemporary mass communication theory and modern mass communication institutions. 3 hours. Cassady. Fall.

Media 112 Media in Modern Society  
A study of the mass media in modern America and the world. Focuses on the economic, technological, legal and social aspects of the media. 3 hours. Staff. Spring.

MedA 120 Introduction to Film: History  
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. The course is international in scope, and regular screenings are included. 3 hours. Breaux. Offered alternate years.

MedA 150 Pacific Index  
Working for the student newspaper in editorial, reporting, advertising, design and other capacities. P/NP. 1 hour. May be repeated for credit. Cassady.

MedA 151 Intercollegiate Debate  
Participating in intercollegiate forensics as part of the Pacific University team. P/NP. 1 hour. May be repeated for credit. Mathies.

MedA 152 Pacific Productions: Crewing  
Working with Pacific University student video production organization doing video productions. P/NP. 1 hour. May be repeated for credit. Breaux.
MedA 200  Argumentation and Debate  
The study of classical and modern argumentation theory and its application to problem solving through reasoning, evidence, and persuasion. The course also covers the structure of collegiate debate as a model for modern debate theory and practice. 3 hours. Mathies. Fall.

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. 3 hours. Mathies, Jones.

MedA 205  16mm Film Editing  
Explores the relationship of image to image and image to sound, both in terms of aesthetics and hands on manipulation of a 16mm flatbed editor and magnasync dubber. Editing outside class required. Taught at the Northwest Film Center. Prerequisite: Film Production majors only. 2 hours NFC Staff. Fee $560.00.

MedA 210  16mm Cinematography  
First of a two class sequence in 16mm film (the second is MedA 430, Sync Sound Production). Teaches the fundamentals of 16mm pre-production, shooting, directing, lighting and editing. Emphasis on camera loading and operations, lighting, composition, continuity, lens properties and film stocks. Taught at Northwest Film Center. Prerequisite: MedA 105. Film Production majors only. 3 hours. NFC staff. Fee $590.00.

MedA 225  Introduction to Black & White Photography  
A course designed for Communication majors that consists of basic camera handling techniques and black and white darkroom techniques and procedures. The course has a photojournalistic orientation and assignments are intended for students to photograph for the printed page. Students have an opportunity to have work selected for the University’s student paper, the “Index”. Students should have a 35mm camera and be prepared to purchase a reasonable amount of film and paper for the course. Non-majors must have consent of the Instructor. 3 hours. Flory. Fall.

MedA 240  Writing for the Print Media  
An introduction to writing for the print media. Course focuses on the basics of writing for print publication in the form of news and feature stories. Major emphasis upon conciseness and adaptation to the writing situation and material. 3 hours. Cassady. Fall.

MedA 250  Elements of Production  
Study of the various elements which combine to create television and film products. Includes production planning, scriptwriting, camerawork, sound, editing, and directing. Some time spent in the studio for application of learned techniques. Prerequisite: MedA 111, 112. 3 hours. Breaux. Fall.

MedA 260  Elements of Multimedia Design  
Introduces students to the fundamental tools and principles of the development of multimedia applications. Prerequisite: CS 120. 3 hours. Staff. Fall.

MedA 300  Argumentation and Debate  
A survey of communication approaches to social influence. Both past and contemporary theorizing will be examined. Rhetorical, social and psychological principles used to influence behaviors of individuals and groups will be studied. Prerequisite: Junior standing or consent of instructor. 3 hours. Jones. Spring.

MedA 301  Special topics: Film Theory  
An intensive study focusing on a singular application of film theory with an emphasis on contemporary cultural and critical theories. Topics vary each term offered. Prerequisites: MedA 120, 250 or consent of instructor. 3 hours. May be repeated for credit. Breaux. Offered alternate years.

MedA 305  Graphics and Audio for Integrated Media  
Introduces students to the advanced tools and techniques associated with the development of interactive media image, text and sound resources. Prerequisite: CS 120. 3 hours. Staff. Fall, alternate years.

MedA 307  Gender Communication  
Examines the process of gender communication. Principles, concepts, and theories of gender relationships and communication styles will be analyzed, discussed and evaluated in their application to daily interaction. Prerequisite: Junior standing or instructor consent. 3 hours. Mathies. Alternate Winters.

MedA 311  Broadcast Writing  
Various forms of writing for radio and television. Includes extensive practice in preparing scripts for broadcast announcements, commercials, and narrative drama. Prerequisite: MedA 250 and Junior standing. 3 hours. Staff. Spring.

MedA 312  Screenwriting  
Explores the art and business of screenwriting, acquainting students with various markets and techniques necessary to produce professional quality dramas for film and television. Emphasis will be on character development, story construction, dialogue, conflict and resolution. Taught at Northwest Film Center. Prerequisite: Film Production majors only. 3 hours. NFC staff. Fee $385.00.

MedA 315  The Art of Animation  
An introduction to the techniques and materials of animation filmmaking. Focuses on the development of personal vision and builds toward a firm grasp of process. Through screenings, demonstration and hands-on activities, a range of animation techniques and principles will be explored. Taught at Northwest Film Center. Prerequisite: Film Production Majors only. 3 hours. NFC staff. Fee $500.00.

MedA 320  Video Studio Production  
MedA 321  Sound Design
Develops a filmmaker’s aesthetic appreciation of the sound element in film/video production. Participants will develop a historical understanding of sound’s use in film, see and hear clips from selected works and familiarize themselves with equipment in sound design firsthand through hands-on exercises. Editing outside class is required. Taught at Northwest Film Center. Prerequisite: Film Production majors only; MedA 105, 205 and proficiency with Macintosh computers. 2 hours. NFC staff. Fee $525.00.

MedA 330  Video Field Production
The study of facts and practices of Electronic Field Production using single camera/multiple-camera and post-production. Prerequisite: MedA 250. 3 hours. Breaux. Fall.

MedA 340  Reporting
Development of news gathering and reporting skills, and techniques for the mass media. Prerequisite: MedA 240. 3 hours. Cassady. Spring.

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. Prerequisite MedA 260, 305. 3 hours. Staff. Offered alternate years.

MedA 352  Pacific Productions: Production Coordination

MedA 360  Integrated Media Project Design
Provides students the opportunity to apply their advanced knowledge of interactive media to issues currently affecting the industry. Students develop a complete proposal, including technical and design specifications, to bring an interactive media solution to areas such as academic and non-academic publications, advertising, dissemination of information and participation in the political process. Prerequisite: MedA 260 and MedA 305. 3 hours. Staff. Offered alternate years.

MedA 363  Publication Editing and Design
Copy editing and print layout and design techniques with the emphasis on publication editing and design. 3 hours. Cassady. Offered alternate years.

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. Prerequisites: MedA 240 and 340. 3 hours. Cassady.

MedA 380  Directing Actors
Covers the process of acting and provides the tools to communicate effectively with artists who work on behalf of the director in front of the camera. Dramatic action, emotional throughline, sense memory, beats, physicalization, intention, obstacles, improvisation, tempos and mood imagery will be covered. Taught at Northwest Film Center. Prerequisite: Film Production Major, MedA 105, MedA 312 or consent of instructor. 3 hours. NFC staff. Fee $350.00.

MedA 390  Fundraising
Focuses on fundraising and career development. Helps filmmakers attractively position their project, identify and address their strengths and weaknesses as fundraisers and draw upon appropriate fundraising tools. Teaches looking beyond current projects and developing long range career plans. Includes development of mission statement, marketing with integrity and effective video promotion clips. Taught at Northwest Film Center. Prerequisite: Film Production Major. Fee $105.00.

MedA 399  Independent Study
Individual study in Media Arts: The student meets with an advisor for reading and discussion. Prerequisite: senior standing or consent of the instructor. 2-3 hours. Staff.

MedA 401  Special topics: Film Topographies
In-depth look at various film movements, genres and directors. Will focus on the question of “what is style?” by examining a wide range of formal conventions, filmic genres, narrative movements and industrial production techniques. Topic varies each term offered. May be repeated for credit. Prerequisite: MedA 120, 250 or consent of instructor. 3 hours. Breaux. Annually.

MedA 410  Communication Topics
In-depth study of various topics in speech communication. Subject varies each term offered. Prerequisite: Junior standing. May be repeated for credit. 3 hours. Jones, Mathies.

MedA 415  Computer /Advanced Animation
Basic principles, vocabulary and process of computer animation utilizing Lightwave 3D. Includes object modeling, surfaces, textures and lighting and other effects, animation movement layout and compositing with video footage. Taught at Northwest Film Center. Prerequisite: Film Production Major. 3 hours. NFC staff. Fee $395.00.

MedA 422  Media Criticism
In-depth analysis of the relationship of the mass media and the political, social, philosophical and moral aspects of modern society. Includes historical and contemporary aspects of the modern mass media. Prerequisites: Senior standing, MedA 111, 112 or consent of instructor. 3 hours. Staff. Spring. (G)

MedA 425  Media Topics
In-depth study of specific areas in mass communication and mass media. May be repeated for credit. 3 hours. Staff. Offered intermittently. (G)
MedA 430  Sync Sound Production
The production of a short sync sound narrative film in a small
group setting.  16mm sync sound recording, advanced lighting
techniques, script supervision, budgeting, storyboarding, continuity cutting techniques, sound track construction and working
with the film lab are covered. Taught at Northwest Film Center.
Prerequisites: Film Production Major, MedA 205, MedA 210. 4
hours. NFC staff. Fee $850.00.

MedA 434  Mass Communication Law and Regulation
The study of mass communication law and regulation including
First Amendment theory, libel, slander, privacy, free press and
fair trial, obscenity, FCC regulation and copyright. Prerequisite:
Junior standing, MedA 111 and 112 or consent of instructor. 3
hours. Cassady. Fall. (G)

MedA 440  Optical Printing
Hands-on seminar examines the capabilities of the Film Center’s
16mm optical printer by covering loading of the camera and projec-
tion unit and programming of the sequencer as well as film
stocks, data logging and cleaning procedures. Students will view
sample works and shoot weekly exercises for critique the follow-
ing session. Outside time is required for shooting and can be
scheduled to fit a variety of schedules. Film/processing and equip-
ment provided through Equipment/Lab Fee. Completion of the
workshop qualifies participants to utilize the unit for personal
and other noncommercial projects at subsidized rental rates as
part of the Film Center’s Equipment Access program. Taught at
Northwest Film Center. Prerequisite: Film Production Major,
MedA 205, MedA 210. 3 hours. NFC staff. Fee $260.00.

MedA 475  Internship Seminar
An intensive review of internship experiences with emphasis on the
media work experience and the community in which the expe-
rience was gained. Prerequisite: Consent of instructor. Approved
internship. 1-3 hours. P/NP. Cassady.

MedA 495  Senior Project
The student creates a product of professional quality. 495 is of-
ered in the Fall and is the planning and proposal stage. Prereq-
usite: Senior standing and consent of the instructor. 2 hours.
Staff.

MedA 496  Senior Project
Production of project proposed under 495. Consent of instructor.
2 hours. Staff.
DEPARTMENT OF PHILOSOPHY
Marc Marenco, Chair, Associate Professor of Philosophy
David B. Boersema, Professor of Philosophy, Douglas C. Strain Chair of Natural Philosophy
David DeMoss, Associate Professor of Philosophy

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 bioethics emphasis are educated in the liberal arts tradition, with a particular focus on the interface between philosophy and the health professions.

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.

Departmental goals

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 and minors should be able to:

a) exhibit a general understanding of the history and development of philosophy, and a specific understanding of some portion of that history,

b) 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 deontological approach to ethics, and the existentialist analysis of the human condition),

c) 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).

In addition, 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, etc.).

We pride ourselves on preparing students who intend to pursue graduate studies and/or interdisciplinary career programs; graduating majors and minors should not only 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 philosophically reflect on and express clearly their own goals and choices at this stage in their lives.

MAJOR IN PHILOSOPHY

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality or</td>
<td>3</td>
</tr>
<tr>
<td>Phil 102</td>
<td>Ethics and Values</td>
<td>3</td>
</tr>
<tr>
<td>Phil/Math 212</td>
<td>Language and Logic</td>
<td>3</td>
</tr>
<tr>
<td>Two courses</td>
<td>from Phil 205, 206, 207, 208</td>
<td>6</td>
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<td>Phil 495</td>
<td>Senior Seminar</td>
<td>4</td>
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<tr>
<td>Upper-division electives in Philosophy</td>
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<tr>
<td>Additional philosophy course (200 or above) or one course from the following list:</td>
<td>3-4</td>
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<tr>
<td>PACS 430</td>
<td>Human Rights</td>
<td></td>
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<tr>
<td>Hist 339</td>
<td>History of Science</td>
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<tr>
<td>Psy 226</td>
<td>History &amp; Systems</td>
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<tr>
<td>PolS 308</td>
<td>Origins of Western Political Thought</td>
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<td>PolS 309</td>
<td>Modern Political Thought</td>
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<td>Psy 315</td>
<td>Cognitive Neuroscience</td>
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<td>Soc 414</td>
<td>Sociological Theory</td>
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<tr>
<td>Engl 332</td>
<td>Introduction to Linguistics</td>
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MAJOR IN PHILOSOPHY (BIOETHICS EMPHASIS)

Majors in the bioethics emphasis are educated in the liberal arts tradition, with a particular focus on the interface between philosophy and the health professions.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 102</td>
<td>Ethics and Values</td>
<td>3</td>
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<tr>
<td>Phil/Math 212</td>
<td>Language and Logic</td>
<td>3</td>
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<tr>
<td>Two courses</td>
<td>from Phil 205, 206, 207, 208</td>
<td>6</td>
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<tr>
<td>Phil 307</td>
<td>Ethics, Medicine &amp; Health Care</td>
<td>4</td>
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<td>Phil 409</td>
<td>Moral Philosophy</td>
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<tr>
<td>Phil 495</td>
<td>Senior Seminar</td>
<td>4</td>
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<tr>
<td>One course in biology</td>
<td>3</td>
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<tr>
<td>Two courses</td>
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<tr>
<td>Phil 310</td>
<td>Philosophy of Science</td>
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<td>Phil 312</td>
<td>Philosophy of Biology</td>
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<td>Psy 440</td>
<td>Health Psychology and Behavioral Medicine</td>
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<td>Hist 339</td>
<td>History of Science</td>
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<td>Soc 319</td>
<td>Sociology of Medicine</td>
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</table>

College of Arts & Sciences
MINOR IN PHILOSOPHY

Requirements
Phil 101 Knowledge and Reality or Phil 102 Ethics and Values .............................................. 3
Phil/Math 212 Language and Logic ..................................... 3
One course from Phil 205, 206, 207, 208 .................................. 3
Upper-division electives in Philosophy ......................... 6-8
15-17

MINOR IN RELIGION

Requirements
Phil/Math 212 Language and Logic .................................. 3
Phil 110 Religion and the Quest for Meaning .................... 3
Phil 205 or 206 Ancient Philosophy or Medieval Philosophy .............................................. 3
Phil 309 Philosophy of Religion .................................... 4
Upper division elective in philosophy ............. 3-4
16-17

COURSE DESCRIPTIONS

Philosophy (PHIL)

Phil 101 Knowledge and Reality
An introduction to traditional issues in epistemology and metaphysics, 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. 3 hours. Boersema, DeMoss.

Phil 102 Ethics and Values
After developing a few tools of the trade for doing moral analysis, this course will explore the moral reasoning behind a number of contemporary moral issues. What is moral reasoning? What is the grammar of moral discourse? Is morality subjective or objective? Is moral discourse possible in the 21st century? What ethical insight might we derive from such complex contemporary debates as abortion, freedom of expression, and sexual ethics? 3 hours. Marenco, DeMoss.

Phil 110 Religion and the Quest for Meaning
This course is an introduction to the academic study of religion. What are the most fundamental meta-narratives that supply people and their communities with self-understanding? Typically, this course explores the identity mythologies of a variety of religious traditions. Religions normally covered are: Buddhism, Hinduism, Christianity, Judaism and Islam. Meets cross cultural requirement. 3 hours. Marenco. Offered alternate years.

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). 3 hours. DeMoss, Boersema. Offered alternate years.

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. 3 hours. DeMoss, Boersema. Offered alternate years.

Phil 207 Early Modern Philosophy, 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. 3 hours. DeMoss, Boersema. Offered alternate years.

Phil 208 Late Modern Philosophy, 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. 3 hours. DeMoss, Boersema. Offered alternate years.

Phil/Math 212 Language and Logic
This course is 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. 3 hours. Boersema.

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. 4 hours. Boersema. Offered alternate years.

Phil 305 Non-western Philosophy
A study of nonwestern philosophical texts both historical and contemporary from various cultures, including Indian, Chinese, Japanese, African, Arabic, Persian, Native American, and Latin American. Prerequisite: sophomore standing. 4 hours. DeMoss. Offered alternate years.

Phil 307 Ethics, Medicine and 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. Prerequisite: sophomore standing. 4 hours. Marenco.
Phil 309  Philosophy of Religion  
An investigation of the structure and content of religious truth-claims. The various arguments for and against the existence of God will be considered along with a few of the more important theories about the nature of religious belief, the logical status of religious propositions and the notion of a “religious use” of language. Prerequisite: Phil 110 or Phil 101 or instructor’s approval. 4 hours. Marenco. Offered alternate years.

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. 4 hours. Boersema. Offered alternate years.

Phil 312  Philosophy of Biology  
An introduction to philosophical issues within and about biology, including such topics as design, fitness, and adaptation; units of selection; the nature of species; taxonomy and classification; molecular biology and reductionism; sociobiology. Prerequisite: 8 hours in philosophy or biology. 3 hours. Boersema. Offered alternate years.

Phil 314  Philosophy of Mind  
This course focuses on 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. 4 hours. DeMoss. Offered alternate years.

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. 3 hours. Boersema. Offered alternate years.

Phil 329  Feminist Epistemology  
This seminar is designed to set contemporary discussions of the possibility of a feminist epistemology in the larger context of the longstanding philosophical work on the problem of epistemology in general and how contemporary feminist theory might shed light on traditional approaches to epistemology. Feminist epistemology is a form of perspectival or standpoint epistemology and so we will investigate the advantages and disadvantages of such an approach. Do women have access to certain knowledge that men do not by virtue of their difference in gender, however “gender” is understood? Do the obvious differences in constructed role interests amount to an epistemology? Pre-requisite: Previous course work in feminist studies and/or philosophy or instructor’s consent. 3 hours. Marenco. Offered intermittently.

Phil 403  Twentieth Century Philosophy  
A 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 or instructor’s approval. 4 hours. Boersema. Offered alternate years.

Phil 409  Moral Philosophy  
Intensive study in the field of moral philosophy, including such topics as the nature of moral epistemology, metaethics, and the metaphysics of morals. Prerequisite: nine hours in philosophy or instructor’s approval. 4 hours. Marenco. Offered alternate years.

Phil 412  Major Philosophers  
Intensive study of the works of a major philosopher. Prerequisite: nine hours in philosophy or instructor’s approval. 4 hours. DeMoss. Offered alternate years.

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: Nine hours in philosophy or instructor’s approval. 4 hours. Boersema, DeMoss, Marenco.

Phil 495  Senior Seminar  
Required of all Philosophy majors. The foci of this seminar are learning how to write philosophy and in-depth discussion of topics guided by the instructor and the interests represented by the philosophical work of graduating students. Prerequisites: fifteen hours in philosophy and instructor’s approval. 4 hours. Boersema, DeMoss, Marenco.
DEPARTMENT OF WORLD LANGUAGES AND LITERATURES

Susan U. Cabello, Chair, Professor of Spanish
Nancy Christoph, Assistant Professor of Spanish
Lorely French, Professor of German
Naoya Fujita, Assistant Professor of Japanese
Kazuko Ikeda, Associate Professor of Japanese
Victor Rodriguez, Associate Professor of Spanish
Sara Steinert Borella, Associate Professor of French
David F. Stout, Associate Professor of German, Associate Dean of Arts and Sciences
Marcus Welsh, Instructor of Spanish
Sandra Garcia, Instructor of Spanish and Japanese*
Lynnetta Richardson, Instructor of French*

* indicates part-time

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. There are eight full-time faculty members and three part-time members. Seven languages are represented in the curriculum: Chinese, French, German, Italian, Japanese, Latin, and Spanish. All the members of the faculty carry out research or creative writing projects, publish regularly, and participate actively in professional organizations.

The Modern Languages student may concentrate in Chinese, French, German, Japanese, or Spanish as a primary language. 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. Students may also select a major in Japanese or Spanish or a major in Chinese, French or German Studies. 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 the appropriate section in this catalog.)

All courses in the department are open to non-majors having 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 Professor Cabello.

Goals for majors in the Department of World Languages and Literatures

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 and intellectual trends of the culture 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.

MAJOR IN MODERN LANGUAGES

Requirements:

Primary Language (Chinese, French, German, Japanese, Spanish) ........................................ 30
Lower Division ........................................................................ 12
Upper Division (at Pacific) ...................................................... 6
Upper Division (overseas) ...................................................... 12
Secondary Language(s) ......................................................... 12
English Literature or Linguistics (300 or above) .................. 3

Students will enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 12 hours of lower-division credit.

International students, who have taken ESL classes at the university level and who want to major in Modern Languages, may be exempted from the 12 credits of a secondary foreign language.
MAJOR IN JAPANESE

Requirements:

Japn 101-102 ................................................................. 6
Japn 201-202 ................................................................. 6
Upper division hours earned overseas ....................... 12-16
4 Upper division classes at Pacific, at least two of which
must be numbered 400 ........................................... 12
36-40

Students will enter the sequence at a level appropriate to
their previous preparation and may be exempt from up to
12 hours of lower-division credit.

MAJOR IN SPANISH

Requirements:

Span 101-102 ............................................................... 6
Span 201-202 ............................................................... 6
2 classes numbered 300 at Pacific ............................. 6
2 classes numbered 400 at Pacific ............................. 6
Upper division hours earned overseas ....................... 12
Span 485 Seminar in Hispanic Studies ....................... 3
39-43

Students will enter the sequence at a level appropriate to
their previous preparation and may be exempt from up to
12 hours of lower-division credit.

MAJOR IN CHINESE STUDIES

Rationale: To provide a viable major that emphasizes Chi-
nese language, literature, and culture.

Requirements:

Chin 101-102 ............................................................... 6
Chin 201-202 ............................................................... 6
Upper division hours earned overseas in a Chinese-
speaking country ................................................. 12-16
3 upper division Chinese courses at Pacific ............... 9
3 classes from the following list of related classes:
(Must include at least 6 credit hours taken at Pacific) ...... 9-12
Anthropology:
  Anth 340: Symbolism, Myth and Ritual (3 hours)
  Anth 400: Transnationalism in a Postmodern World
            (3 hours)
Art:
  Art 273: Art and Architecture of China (3 hours)
  Art 271: History of Western Art II: Renaissance
            through Impressionism (3 hours)
  Art 272: History of Western Art III: Post Impression-
            ism Through 20th Century (3 hours)
English/International Studies:
  Engl 332: Introduction to Linguistics (3 hours)
  or Engl 343 Studies in Criticism and Theory
  or IS 201: Intercultural Communications
            (3 hours)
History:
  Hist 206: France from Caesar to Napoleon
            (3 hours)
  Hist 301: The Medieval World, 400-1500
            (3 hours)
  Hist 302: Renaissance, Reformation, Revolt: 1500-
            1800 (3 hours)
  Hist 401: Charlemagne and his Era (3 hours)
Media Arts:
  MedA 401: Film Topics* (3 hours)
Philosophy:
  Phil 403: Twentieth-Century Philosophy (4 hours)
  Phil 412: Major Philosophers* (4 hours)
  Phil 420: Seminar in Philosophy* (4 hours)
(*will depend on topic)
(Check individual departments for course descriptions and course
schedules for semesters offered.)
Thesis (2 credits/semester) ........................................ 4
46-53

MAJOR IN FRENCH STUDIES

Rationale: To provide a viable major that emphasizes France
and the French-speaking world.

Requirements:

Fren 101-102 ............................................................... 6
Fren 201-202 ............................................................... 6
Upper division hours earned overseas in a French-
speaking country ................................................. 12-16
2 French classes numbered 300 at Pacific .................... 6
1 French class numbered 400 at Pacific ....................... 3
3 classes from the following list of related classes:
(Must include at least 6 credit hours taken at Pacific) ...... 9-12
Anthropology:
  Anth 340: Symbolism, Myth and Ritual (3 hours)
  Anth 341: Symbolism, Myth and Ritual
  Anthrop 400: Transnationalism in a Postmodern World
            (3 hours)
Art:
  Art 271: History of Western Art II: Renaissance
            through Impressionism (3 hours)
  Art 272: History of Western Art III: Post Impression-
            ism Through 20th Century (3 hours)
English/International Studies:
  Engl 332: Introduction to Linguistics (3 hours)
  or Engl 343 Studies in Criticism and Theory
  or IS 201: Intercultural Communications
            (3 hours)
History:
  Hist 206: France from Caesar to Napoleon
            (3 hours)
  Hist 301: The Medieval World, 400-1500
            (3 hours)
  Hist 302: Renaissance, Reformation, Revolt: 1500-
            1800 (3 hours)
  Hist 401: Charlemagne and his Era (3 hours)
Media Arts:
  MedA 401: Film Topics* (3 hours)
Philosophy:
  Phil 403: Twentieth-Century Philosophy (4 hours)
  Phil 412: Major Philosophers* (4 hours)
  Phil 420: Seminar in Philosophy* (4 hours)
(*will depend on topic)
(Check individual departments for course descriptions and course
schedules for semesters offered.)
Thesis (2 credits/semester) ........................................ 4
46-53
MAJOR IN GERMAN STUDIES

Rationale: To provide a viable major that emphasizes Germany and the German-speaking world.

Requirements:

Ger 101-102 ................................................................. 6
Ger 201-202 ................................................................. 6
Upper division hours earned overseas in a German-speaking country .................. 12-16
2 German classes numbered 300 at Pacific ......................... 6
1 German class numbered 400 at Pacific ......................... 3
3 classes from the following list of related classes: ....... 9-12
(Must include at least 6 credit hours taken at Pacific)

English/International Studies:
Engl 332: Introduction to Linguistics (3 hours)
or
Engl 343: Studies in Criticism and Theory (3 hours)
or
IS 201: Intercultural Communications (3 hours)
Engl 220: Literature and Human Concerns: The Holocaust

History:
Hist 232: The Holocaust (3 hours)
Hist 301: The Medieval World, 400-1500 (3 hours)
Hist 302: Renaissance, Reformation, Revolt: 1500-1800 (3 hours)
Hist 401: Charlemagne and his Era (3 hours)
Hist 430: Adolf Hitler and the Question of Germany (3 hours)

Media Arts:
MedA 401: Film Topics* (3 hours)

Music:
Mus 322: Music History: 1585-1809 (3 hours)
Mus 323: Music History: 1809-1918 (3 hours)

Philosophy:
Phil 403: Twentieth Century Philosophy
Phil 412: Major Philosophers* (4 hours)
Phil 420: Seminar in Philosophy* (4 hours)
(*will depend on topic)

(Check individual departments for course descriptions, prerequisites, and course schedules for semesters offered.)

Thesis (2 credits/semester) ................................................. 4

46-53

MINORS IN MODERN LANGUAGES

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Requirements:

Chinese
Chin 101-102 Introduction to Chinese Language and Culture .......... 6
Chin 201-202 Intermediate Chinese .................................. 6
Upper Division work in Chinese ......................... 6

French
Fren 101-102 Introduction to French Language and Culture .................. 6
Fren 201-202 Intermediate French .................................. 6
Upper Division work in French ................................. 4

German
Ger 101-102 Introduction to German Language and Culture ................. 6
Ger 201-202 German Conversation and Grammar Review ......... 6
Upper Division work in German .................................. 6

Japanese
Japn 101-102 Introduction to Japanese Language and Culture ................. 6
Japn 201-202 Intermediate Japanese .................................. 6
Upper Division work in Japanese ................................. 6

Spanish
Span 101-102 Introduction to Spanish Language and Culture ................. 6
Span 201-202 Intermediate Spanish .................................. 6
Upper Division work in Spanish .................................. 6

Students who enter with previous foreign language training may be exempt from a maximum of 6 hours of the minor requirement. Students entering the sequence at the 301 level will complete a minimum of 12 hours selected from upper-division offerings.

COURSE DESCRIPTIONS

Teaching Languages
World Languages (WorL)

WorL 301-302 Mentoring in Language Teaching
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. Mentors are responsible for facilitating the activities for the fourth hour. They do not participate in the evaluation of students, except to take attendance during the fourth hour. The mentor meets once a week with the supervising professor in the language to develop activities that build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty three times per semester to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Prerequisite: consent of instructor. 3 hours. Graded P/NP. Cabello, Staff.
WorL 430  Methods of Teaching Foreign Languages
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. Prerequisite: consent of the instructor. 3 hours. Staff. Offered intermittently. (G)

WorL 432  Teaching English as a Second Language
The course is designed as a practicum for students who may be planning to teach English abroad. The first half of the course covers elements of English grammar and phonology, together with theoretical aspects of second language teaching. The second half of the semester will involve practice teaching with ESL students in the University's English Language Institute. Prerequisite: consent of instructor. 3 hours. Maxfield. Spring.

WORLD LANGUAGES AND LITERATURES

CHINESE (CHIN)
Chin 101-102 Introduction to Chinese Language and 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. 3 hours each semester. Staff.

Chin 201-202 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 equivalent proficiency. 3 hours each semester. Staff.

Chin 301  Communicating in Chinese
Development of communicative competence in Chinese with emphasis on conversational skill. Application of cultural awareness in various communication situations. Prerequisite: Chinese 202 or equivalent proficiency. Taught in Chinese. 3 hours. Staff.

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. 3 hours. Staff.

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: Chinese 301 and 305, or equivalent proficiency. 3 hours. Meets Literature core requirement. Staff. Offered alternate years.

Chin 485  Seminar in Chinese Studies
An in-depth study of various cultural issues as reflected in the literature, history, politics, society, films & television, art & music, and sports & leisure of China. Taught in Chinese. 3 hours. May be repeated once for credit when content varies. Prerequisite: consent of instructor. Staff. Offered alternate years.

Chin 494/495 Senior Thesis in Chinese Studies
This course is designed to assist senior students who are writing a thesis for a major in Chinese Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisites: Senior standing and study abroad. 2 hours per semester. Staff.

FRENCH (FREN)

Fren 101-102 Introduction to French Language and 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. 3 hours each semester. Steinert Borella, Richardson.

Fren 201-202 Intermediate French
Expansion of conversational skills and continuation of reading practice. Use of periodical and literary sources and audio-visual aids. Prerequisite: Fren 102 or an equivalent proficiency. 3 hours each semester. Steinert Borella, Richardson.

Fren 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 French. Prerequisite: Fren 202 or equivalent competency. 3 hours. Steinert Borella. Offered alternate years.

Fren 304  Twentieth-Century French 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. Prerequisite: Fren 202 or equivalent competency. Taught in French. 3 hours. Meets Literature core requirement. Steinert Borella. Offered intermittently. (G)

Fren 305  French Literature and Culture: 1637 to the present
An introduction to major developments in French literature and culture including Classicism, the Enlightenment, Romanticism, Realism, surrealism, and the "nouveau roman". Prerequisite: French 202 or equivalent. Taught in French. 3 hours. Meets Literature core requirement. Steinert Borella. Offered intermittently. (G)

Fren 307  The Contemporary Short Story
Study of significant short stories by major writers in the French-speaking world, among them Maupassant, Leciezio, Kamanda, Roy, and others. Prerequisite: Fren 202 or an equivalent proficiency. Taught in French. 3 hours. Meets Literature core requirement. Steinert Borella. Offered alternate years. (G)

Fren 308  Contemporary Issues in French Press
Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio-visual materials. Prerequisite: Fren 202 or equivalent proficiency. Taught in French. 3 hours. Steinert Borella. Offered intermittently. (G)
Fren 401  Gender, Culture, and Society: Women’s Writing in the Francophone World
Survey of women’s writing in the Francophone world throughout the twentieth 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 will be included. Taught in French. 3 hours. Meets Literature and Cross-cultural core requirement. Steinert Borella. Offered intermittently. (G)

Fren 485  Seminar in French Studies
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 nineteenth-century French novel, writing and resistance: 1848-1968, and literature in French-speaking Switzerland. May be taken more than once for credit. Prerequisite: Consent of the instructor. Taught in French. 3 hours. Steinert Borella. Offered intermittently.

Fren 494/495 Senior Thesis in French Studies
This course is designed to assist senior students who are writing a thesis for a major in French Studies. 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. Prerequisites: Senior standing and study abroad. Taught in French. 2 hours per semester. Staff.

GERMAN (GER)
Ger 101-102 Introduction to German Language and 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. 3 hours each semester. French.

Ger 201-202 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: Germ 102 or an equivalent proficiency. 3 hours. French, Stout.

Ger 301  Topics in German Culture
Extensive practice in composition and conversation. Reading and discussion of materials from German newspapers, magazines, and short story collections. Audio-visual materials develop the students’ comprehension of the German language, media, society and culture. Prerequisites: Germ 202 or an equivalent proficiency. 3 hours. French. Offered alternate years.

Ger 302  Contemporary Short Stories and Narrations
Study of significant short stories by major writers in the post-WWII, German-speaking world: Ingeborg Bachmann, Peter Bichsel, Heinrich Böll, Irmtraud Morgner, Peter Schneider, Christa Wolf, and others. Students report on stories or authors not covered in the classroom. Prerequisite: Germ 202 or equivalent proficiency. 3 hours. Meets Literature core requirement. French. Offered alternate years. (G)

Ger 303  German Literature and Culture 1750 to the present
Study of significant developments in literature and culture with focus on the Enlightenment, Classicism, Romanticism, Realism, Expressionism, the Nazi period, and the post-WW II period, including the 1990 unification. Prerequisite: Germ 202 or equivalent proficiency. Taught in German. 3 hours. Meets Literature core requirement. French. Offered intermittently. (G)

Ger 315  Advanced Grammar and Composition
Extensive review of advanced grammatical concepts and practice of written idiom through reading, viewing, discussing, and writing using short stories, newspapers, films, and magazine articles. Development of vocabulary and grammatical constructions through composition with analysis and correction of students’ errors in class. Prerequisite: Germ 202 or equivalent proficiency. 3 hours. French. Offered intermittently. (G)

Ger 400  German Film
Analysis of significant 20th-century German films with concentration on films from the Weimar Republic and on New German Cinema. Study of theoretical and literary texts in relation to the cultural and political climate. Prerequisite: consent of the instructor. Taught in German. 3 hours. French. Offered alternate years. (G)

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. Taught in German. Prerequisite: consent of the instructor. 3 hours. French. Offered alternate years. (G)

Ger 494/495 Senior Thesis in German Studies
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. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisites: Senior standing and study abroad. Taught in German. 2 hours per semester. Staff.

ITALIAN (ITAL)
Ital 100 Elementary Conversational Italian
This beginning course is intended to give immersion training in Italian during the Winter 3 period. Conversation and reading related to the cultures of Italian-speaking areas. Classroom work is supplemented by video work and laboratory experience. This course does NOT meet the core requirement. 3 hours. Steinert Borella. Offered intermittently.

JAPANESE (JAPN)
Jap 101-102 Introduction to Japanese Language and Culture
Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Kana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. 3 hours each semester. Ikeda, Fujita.
Japn 201-202 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 102 or an equivalent proficiency. 3 hours each semester. Ikeda, Fujita.

Japn 301-302 Communicating in Japanese
Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced. Application of cultural awareness in various communication situations. Prerequisite: Japn 202 or equivalent proficiency. 3 hours. Ikeda, Fujita.

Japn 307 Readings in Contemporary Japanese Writers
Study of short stories and essays written by major writers in Japan. Reading materials are utilized for vocabulary expansion, Kanji recognition and writing in order to achieve better understanding of the content by grasping cultural meanings. Prerequisite: Japn 202 or equivalent proficiency. 3 hours. Ikeda, Fujita.

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 correction of students’ errors in class. Prerequisite: Japn 202 or equivalent proficiency. 3 hours. Ikeda, Fujita. Offered alternate years.

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: 302. 3 hours. Meets Literature core requirement. Ikeda, Fujita. Offered alternate years.

Japn 402 Selected Issues in the 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 students’ understanding of the Japanese language, people, and culture. Prerequisite: Japn 302. Taught in Japanese. 3 hours. Ikeda, Fujita. Offered intermittently. (G)

Japn 415 Structure of Japanese
Development of linguistic knowledge about the Japanese language. Study of structure of Japanese words and their categorization. Grammatical and syntactical analysis of Japanese sentences. Structural analysis of Japanese paragraphs. This course will be of use to both students of Japanese and to those who intend to become teachers of Japanese. Prerequisite: Japn 301 and 302, or equivalent proficiency. 3 hours. Fujita. Offered intermittently. (G)

Japn 431 Methods of Teaching Japanese
This course will provide the opportunity to develop methods, knowledge, and techniques which are specific to teaching Japanese. FL 430 Methods of Teaching Foreign Languages, which deals with methods and techniques about foreign language teaching in general, is the prerequisite for this course. Students will be required to demonstrate the methods in the classroom situation for practice. Prerequisite: FL 430 Methods of Teaching Foreign Languages. 2 hours. Ikeda. Offered intermittently. (G)

Japn 445 The Sociolinguistics of Japanese
This course will provide the opportunity to study the impact of the Japanese social norm, and cultural attitudes and values on language usage. Attitudes toward standard language and dialects will be discussed. Variations of styles in spoken and written Japanese will be also analyzed. This course will be of use to both students of Japanese and to those who intend to become teachers of Japanese. Prerequisite: Japn 302, or equivalent proficiency. 3 hours. Fujita. (G)

Japn 485 Seminar in Japanese Studies (G)
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: consent of the instructor. 3 hours. May be taken more than once for credit. Ikeda, Fujita. (G)

Spanish (Span)
Span 101-102 Introduction to Spanish Language and 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. 3 hours. Christoph, Rodríguez, and Staff.

Span 201-202 Intermediate Spanish
Expansion of conversational skills and continuation of reading practice. Use of periodical and literary sources and audio-visual aids. Prerequisite: Span 102 or an equivalent proficiency. 3 hours. Cabello, Christoph, and Rodríguez.

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. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Christoph and Rodríguez. Offered annually.

Span 302 Contemporary Spanish Novel
Study of representative twentieth century novels from both Spain and Latin America. Student reports on works and authors not covered in the classroom. Prerequisite: Span 202 or an equivalent proficiency. Taught in Spanish. 3 hours. Meets Literature core requirement. Cabello and Rodríguez. Offered intermittently. (G)
Span 303  Introduction to Hispanic Literatures
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 editing. Prerequi-
site: Span 202 or an equivalent proficiency. Taught in Spanish.
3 hours. Christoph. Offered annually.

Span 304  Contemporary Spanish Drama
Analysis of representative plays of contemporary dramatists from
both Spain and Latin America: Sastre, Milura, Arrabal, Usigli,
Wolf, Carballido, and others. Students report on plays and au-
thors not covered in class. Prerequisite: Span 202 or equivalent
proficiency. Taught in Spanish. 3 hours. Meets Literature core
requirement. Christoph. Offered intermittently. (G)

Span 305  Contemporary Spanish Poetry
Analysis of representative poems of the major contemporary po-
ets 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 equivalent
proficiency. Taught in Spanish. 3 hours. Meets Literature core
requirement. Cabello. Offered Intermittently. (G)

Span 308  Contemporary Short Story
A study of short stories by major contemporary writers in the
Spanish-speaking world: Borges, Cortazar, Rulfo, Onetti, Garcia
Marquez, Concha Lagos, Carmen Conde, Medardo Fraile, and
others. Student reports on stories and authors not covered in the
classroom. Prerequisite: Span 202 or equivalent proficiency.
Taught in Spanish. 3 hours. Meets Literature core requirement.
Cabello and Rodriguez. Offered intermittently. (G)

Span 315  Advanced Grammar and Phonetics
Grammatical analysis of the syntax of Spanish and English with
emphasis on the differences in structure and idiom. Analysis of
sounds, intonation, and rhythm. Taught in Spanish. Prerequi-
site: Span 202. 3 hours. Christoph. Offered intermittently. (G)

Span 401-402  Development of Spanish Literature
A study of the major works and literary movements of Spain.
Student reports on authors, genres, or works not covered in the
classroom. Prerequisite: a Spanish course at 300 level or consent
of the instructor. Taught in Spanish. 3 hours. Meets Literature
core requirement. Cabello and Christoph. Offered alternate years.
(G)

Span 411-412  Survey of Spanish American Literature
A study of the major works and literary movements of Spanish
America from the pre-Columbian era through the Twentieth Cen-
tury. Prerequisite: a Spanish course at 300 level or consent of the
instructor. Taught in Spanish. 3 hours. Meets Literature core re-
quirement. Christoph and Rodriguez. Offered alternate years.

Span 485  Seminar in Hispanic Studies
Detailed study of the works of one or more contemporary writers
or of selected areas of Hispanic culture. Students will conduct
research and complete a major paper. Taught in Spanish. Prereq-
quisite: completion of study abroad or near-native fluency. May be
repeated once for credit when content varies. 3 hours. Cabello,
Christoph, and Rodriguez.
The overall goal of the division is to help students develop the ability to utilize the methods of scientific inquiry. Students learn how the concepts and theories of science are developed as well as the ways in which they can be applied. The study of science and mathematics helps students build skills in problem solving and logical analysis.

The Division of Natural Sciences includes five departments: Biology, Chemistry, Exercise Science, Mathematical Sciences and Physics, and several interdisciplinary programs. Ten majors are offered: Applied Science, Biology, Chemistry, Computer Science, Environmental Biology, Exercise Science, Mathematics, Physics, and special majors in Health Sciences (Biology with Human Emphasis and Health Sciences/Physical Therapy), which serve students admitted to Pacific’s master’s degree program in Physical Therapy.

Cooperative programs with other institutions in computer science, engineering and environmental science are also available. Five-year programs in computer science, electrical engineering, and environmental science are offered in cooperation with the nearby Oregon Graduate Institute of Science and Technology (OGI). A student completing one of these programs earns both a B.S. degree from Pacific University and an M.S. from OGI. Medical Technology is available in conjunction with accredited professional schools of medical technology.

Applied Science major requirements, majors in the Environmental Science Program, and cooperative degree programs are outlined here under the divisional heading. Consult departments within the division for major requirements in Biology, Chemistry, Computer Science, Mathematics, and Physics.

PRE-MEDICAL ADVISING

See Dr. Lisa Sardinia

Because of the sequential nature of many of the required courses, students who are considering medical school should seek out the advice of Dr. Lisa Sardinia, Biology during their first year.

All medical schools require introductory courses in Biology, Chemistry, Mathematics and Physics. However, students may enter medical school with any major. A list of courses that will satisfy the admission requirements of nearly all medical schools is given below.

For those students who wish to enter medical school in the year following graduation from Pacific, it is necessary to complete all of the listed courses by the end of the junior year to ensure adequate background for the MCAT exam required for application to all U.S. medical schools.

Applications to take the MCAT and applications for medical school (through AMCAS) are available in the Career Development Center. Most medical schools require some clinical experience prior to medical school.

The Career Development Center can assist students in finding an internship or field experience in the medical field.

<table>
<thead>
<tr>
<th>General Biology I &amp; II</th>
<th>Biol 202 &amp; Biol 204</th>
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<tbody>
<tr>
<td>General Chemistry I &amp; II</td>
<td>Chem 220, 221 &amp; 230, 231</td>
</tr>
<tr>
<td>Organic Chemistry I &amp; II</td>
<td>Chem 310, 311 &amp; 320, 321</td>
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<tr>
<td>Calculus I</td>
<td>Math 226</td>
</tr>
<tr>
<td>General Physics I &amp; II</td>
<td>Phys 232 &amp; Phys 242</td>
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<tr>
<td>or Introductory Physics I &amp; II</td>
<td>Phys 130, 201 &amp; 140, 203</td>
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MAJOR IN APPLIED SCIENCE

The Applied Science program leads to a well-rounded cross-disciplinary degree in science. It is well-suited for students seeking technical employment in areas where a cross-disciplinary background in science is desirable. It is also appropriate for students interested in a career in the high-tech industry, those planning further work in a specialty via a joint B.S./M.S. (particularly in engineering) or those transferring into programs in the health sciences. Students interested in teaching science via the integrated science norm or those interested in cross-disciplinary areas such as environmental science may choose this program.

In most cases, cooperative programs have additional requirements beyond those of the Applied Science major. Any student interested in such a program should carefully review its requirements and consult with members of the Department of Physics.

Requirements:
1. All requirements for two minors within the Division of Natural Sciences. For students choosing physics as one of the two minors, the requirements for the Applied Physics minor must be completed.
3. CS 150, Introduction to Computer Science I or CS 230, Advanced Software Tools
4. 28 upper-division hours within the Division of Natural Sciences selected to meet specific career or interdisciplinary objectives. These courses must be approved by a faculty advisor in science. Courses in engineering or other approved science-related professional programs may be counted in this total, but no more than 7 hours of internship may be counted here.
5. Seven hours of internship or one year of course work in an approved science-related professional program (e.g. engineering, etc.).

ENVIRONMENTAL STUDIES PROGRAM

The Environmental Studies Program in the College of Arts and Sciences provides students with modern environmental science degrees in the context of a liberal arts and sciences curriculum. In these programs, students and faculty have an opportunity to pursue varied interests in this broad and multidisciplinary field. The program is guided by faculty who are in the traditional disciplines of biology, chemistry, and environmental science but who choose to apply their knowledge to environmental problems that cross disciplinary boundaries.

The Environmental Biology major offers a program in the basic biological sciences and is tailored for students who want an interdisciplinary biology degree that is centered around environmental issues. It emphasizes field approaches to understanding the environment and ecological problems. The principal uniqueness of the environmental biology major can be found in the integration of interdisciplinary core courses with a mission oriented, problem solving methodology. Pacific University environmental biology majors study in the unique surroundings of the Tualatin River Basin, Pacific’s John Blodgett Arboretum, the Columbia River and Tillamook Estuaries, and Fernhill Wetlands (300 acres), which is located in Forest Grove. 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 degree program. Please refer to the Biology Department for the specific requirements for the Environmental Biology major.

The Environmental Chemistry major couples a 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 our 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 various related graduate programs. Please refer to the Chemistry Department for the specific requirements for the Environmental Chemistry major.

ENVIRONMENTAL BIOLOGY MAJOR

See Biology Department

CHEMISTRY MAJOR WITH AN EMPHASIS IN ENVIRONMENTAL CHEMISTRY

See Chemistry Department.

COURSE DESCRIPTIONS

ENSC 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 US will be described. 1 hour. Staff.

ENSC 200  Our Global Environment
Human activities have changed the types and rates of the processes occurring throughout the planet. Understanding the near-term effects of these actions on the quality of the environment requires a broad view of how the earth functions without human intervention, and how society has changed these functions to support itself. Prerequisite: Chem 220. 4 hours. Staff.
ENSC 301 Environmental Biology
The effects of human activity on natural environment depends both on the initial condition of the site and the type and intensity of human activity. This course will work with eight ecosystem types: forests, cropland, rangeland, urban landscapes, wetlands, estuaries, streams, and lakes. For each type, biological principles will be applied to reconstruct the history of the site, assess its current condition, and predict future condition depending upon current actions. Prerequisite: ES 200, Biol 204, and one semester of organic chemistry. 4 hours. Staff.

ENSC 310 Environmental Chemistry
Changes in the environment, whether they involve degradation or restoration, are ultimately the result of chemical processes. This course studies the state of and theoretical basis for change in the atmosphere, groundwater and the various aquatic environments. Methodology for monitoring and modeling these systems will be included. Prerequisite: ES 200, Biol 204, and Chem 320. 4 hours. Staff.

ENSC 490 Environmental Studies Capstone
Designed to allow students to pursue undergraduate environmental science research projects or work in an internship type environment. Students will write a thesis and present their experiences or research to the campus community. Requires senior standing in an Environmental Science major.

COOPERATIVE PROGRAMS

3-2 Engineering, Cooperative Program

Contact Dr. Fehrs or Dr. Wiener

Pacific currently has a formal cooperative program with Washington University in St. Louis, and informal programs with other schools including Oregon State University, Washington State University, and Portland State University. 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 will usually be assured for those students who maintain a “B” average and who are recommended by the Division of Natural Sciences. Program details for the various engineering schools are available from professors Dr. Fehrs or Dr. Wiener.

The program is designed as a 3-2 transfer program 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. One of the primary advantages that engineering schools see for the 3-2 package is that students who come into engineering from a liberal arts background frequently have a broader perspective than the average engineering student.

Requirements:
In addition to Pacific’s core requirements, students planning on 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. They must also 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. With prior approval, select professional courses may be used to meet some major requirements.

Econ 101 or 102 Macroeconomics or Microeconomics 3
Chem 220-230 General Chemistry I-II 8
C.S. 150 Introduction to Computer Science I 3
Math 226-228 Calculus I-III 12
Math 306 Linear Algebra 3
Math 311 Differential Equations 3
Phy 232-242 General (Workshop) Physics I-II 8
Phy 320/321 Modern Physics I with lab 4
Phy 376 Engineering Mechanics: Statics or
Phy 364 Electronics 3 or 4

The student must also successfully complete 30 semester credits in engineering courses taken in an accredited engineering program, which may be transferred back to Pacific University. At least 30 of these credits must be at the upper-division level.

Cooperative Programs with OGI

There is a formal cooperative arrangement between OGI (Oregon Graduate Institute of Science and Technology) and Pacific University which allows for free interchange of students and faculty as well as use of facilities. Specifically, Pacific students are encouraged to take courses, attend seminars, and participate in research at OGI. Courses such as Applied Mathematics, Chemical Group Theory, Solid State Physics and Complex Analysis might be taken by interested advanced undergraduates. In addition there are three co-
operative advanced-degree programs with OGI in Electrical and Computer Engineering, Computer Science and Engineering, and Environmental Science and Engineering. These are all five year programs in which the student earns both B.S. and M.S. degrees. During the fourth year, students are enrolled as full-time students at OGI.

**Computer Science, Cooperative Program**

*Contact Professor Ryan*

A 3-2 program requiring five years of study for the well-prepared student, three years at Pacific and two years at OGI. Degrees awarded are a baccalaureate degree (normally in Mathematics, Computer Science or Applied Science) from Pacific, and a Master of Science degree in Computer Science from the Oregon Graduate Institute. Upon completion, the two degrees will be awarded concurrently.

The student applies for the program during the sophomore year. During the senior year, the student will transfer to OGI to continue study in Computer Science and specialized mathematics.

**Requirements:**

Students planning on a cooperative program must complete the courses below. In addition, students must complete all other Pacific University requirements for a B.S. degree with a major of their choice, normally Applied Science, Computer Science or Mathematics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CS 150</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CS 250</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CS 320</td>
<td>Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>Math 226-227</td>
<td>Calculus I-II</td>
<td>8</td>
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<tr>
<td></td>
<td>Upper Division Electives selected from</td>
<td>6-9</td>
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<tr>
<td></td>
<td>CS 310, 360, 430, 440, 441, 460, 480/481 or Phy 364</td>
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The student must also complete at least 45 quarter hours of graduate study in computer science and engineering, including a satisfactory written thesis.

**Electrical Engineering, Cooperative Program**

*Contact Dr. Fehrs or Dr. Wiener*

This is a five-year program involving four years at Pacific and one year at the Oregon Graduate Institute for Science and Technology (OGI). The student will normally receive a baccalaureate degree in physics from Pacific at the end of the fourth year and a Master of Science degree in Electrical Engineering from OGI at the end of the fifth year. A few courses may be taken at OGI while the student is still enrolled at Pacific.

While at Pacific the student will complete all required courses for the physics major as well as the pre-engineering requirements listed above. Within the electives in the physics major program, it is recommended that the student complete Physics 384 (Thermodynamics). Physics 364 (Electronics) must be completed as part of the pre-engineering requirements.

The requirements for the M.S.E.E. are listed on the OGI Web page (http://www.ogi.edu) and can be completed in a nine-month academic year.

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**DIVISIONAL COURSES**

**Science (Sci)**

Sci 140 Physical Geology
An introduction to the structure of the earth and dynamic earth-shaping processes including plate tectonics, rocks and minerals and the origin and evolution of landforms through volcanic activity, folding, faulting and erosion. Co- or prerequisite: Sci 141. 3 hours. Jordan.

Sci 141 Geology Laboratory
Laboratory experience to accompany Sci 140 and Sci 150, one of which must be taken concurrently. 1 hour. Jordan.

Sci 150 Historical Geology
An introduction to the history of the earth beginning with the origin of the solar system and including the evolution of the continents, the evolution of life, geologic time and stratigraphy. Co- or prerequisite: Sci 141. 3 hours. Jordan.

Sci 170 Astronomy
A survey of astronomy, including the solar system, stars and stellar evolution, galaxies, cosmology, astronomical instruments, and space science. Evening observation sessions. 3 hours. Staff. Alternate years.

Sci 285 Pre-Engineering and Applied Science Seminar
An introduction to the fields of engineering and applied science, 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 hour. Fehrs, Wiener.
DEPARTMENT OF BIOLOGY

Robert E. Stockhouse II, Chair, Professor
Edmond Alkaslassy, Assistant Professor
Edward J. Buecher, Professor
Andrew Doggett, Lab Preparator
Pamela T. Lopez, Associate Professor and
Thomas J. and Joyce Holce, Professorship in Science
Marlene Martínez, Assistant Professor
Lori Rynd, Professor
Lisa Sardinia, Assistant Professor

The Biology Department provides unique educational experiences for students in biology and related fields. The faculty in the department has particular expertise in ecology, botany, molecular biology, genetics, physiology, developmental biology, anatomy, invertebrate zoology, vertebrate zoology, marine biology, animal behavior, and microbiology.

The courses in Biology are designed 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.

The Biology Department encourages students to obtain additional experience in the specialized area of their choice, through career internships or through independent research projects. Field courses provide direct experience through field trips to Henry Blodgett Arboretum, Malheur Field Station, and other habitats throughout Oregon.

The Biology Department sponsors the Omicron Xi Chapter of Beta Beta Beta, a national biological honor society. The purpose of this organization is to promote student interest and participation in research.

GOALS FOR THE MAJOR

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) subcellular/cellular; 2) multicellular organisms; 3) populations;

• the ability to think critically and synthesize information from a variety of different sources.

• the ability to communicate effectively in the discipline both orally and in writing.

MAJOR IN BIOLOGY

Requirements:

Biol 190  Biology Passport .............................. 1
Biol 202  General Biology I ............................. 4
Biol 204  General Biology II ........................... 4
Biol 304  General Biology III ........................... 4
Biol 490  Capstone Experience ........................ 2

Students must also take one course from each of the following three groups:

Group I  Subcellular/Cellular Biology ................. 4
Biol 308  Microbiology
Biol 310  Medical Microbiology
Biol 400  Molecular Biology
Biol 320  Cell Biology

Group II  Biology of Multicellular Organisms .......... 4
Biol 316  General Botany
Biol 350  Principles of Development
Biol 410  Invertebrate Zoology
Biol 420  Vertebrate Zoology
Biol 460  Comparative Vertebrate Anatomy
Biol 470  Animal Physiology

Group III  Biology of Populations ...................... 4
Biol 305  General Ecology
Biol 450  Tropical Rainforest Biology
Biol 340  Animal Behavior
Biol 345  Marine Biology
Biol 430  Plant Systematics

Group IV  (Electives) .................................. 7-8
Two additional upper division classes.

Students may substitute one additional class from groups I, II, or III as an elective. Up to 6 hours of Biology 495 may be used toward elective hours.
Additional work outside of Biology:
- General Chemistry I and II (Chem 220, 230) .................. 8
- Organic Chemistry (Chemistry 310-311 and 320-321 or Chem 240-241) ........................................ 4-8
- Physics (Physics 130-201, 140-203 or Physics 232, 242 ...... 8
- Computer Science (CS 130) .................................... 2

Restrictions: In order to receive a Biology degree from Pacific University a student must complete a minimum of three Biology lecture courses including Biol 304 Biology III, and the Senior Capstone on campus.

Though not a requirement for a major, it is strongly recommended that Biology majors planning graduate work include a statistics course and independent research.

MINOR IN BIOLOGY

Requirements:

The following courses must be completed for a Biology minor: Biology I (Biol 202), Biology II (Biol 204), Biology III (Biol 304), General Chemistry I and II, and two additional upper division biology courses. Biology III (Biol 304) and two upper division biology courses must be taken from Pacific University. Courses for non-science major students do not count toward the minor.

Any student interested in a Biology minor should consult with a faculty member in the Biology Department.

ENVIRONMENTAL BIOLOGY MAJOR

Required courses:
- ENSC 100 Environmental Seminar ..................... 1
- ENSC 200 Our Global Environment .................... 4
- ENSC 301 Environmental Biology ....................... 4
- Chem 220 General Chemistry I ......................... 4
- Chem 230 General Chemistry II ......................... 4
- Biol 202 Biology I ........................................... 4
- Biol 204 Biology II ......................................... 4
- Biol 304 Biology III ........................................ 4
- Biol 305 Ecology ............................................. 4
- Biol 410 or Biol 345 Invertebrate Zoology or Marine Biology .............................................. 4
- Biol 420 or Biol 340 Vertebrate Zoology or Animal Behavior ..................................................... 4
- Biol 430 or Biol 316 Plant Systematics or General Botany ......................................................... 4
- Biol 308 Microbiology .................................... 4
- Pols 224 Environmental Politics ....................... 3
- Econ 355 Environmental Economics .................. 3
- CS 130 Introduction to Software Tools ............... 2
- ENSC 490 Environmental Science Capstone .......... 2-6
- Internship or Research

(Students may be able to substitute applied summer field research in a specified area for course credit)

55-61

Recommended:
- Introductory Physics or General Physics
- One year calculus
- An introductory statistics course
- Technical Writing course, if available

COURSE DESCRIPTIONS

BIOLOGY (BIOL)

Biol 110 Human Biology
An introduction to basic anatomy and physiology of the human organism. This course is designed for non-science majors. Laboratory is integrated with lecture. There are no prerequisites. (Students cannot receive credit for both Biol 110, and the sequence Biol 224 and 240.) (Does not count toward Biology major or minor.) 4 hours. Staff.

Biol 115 Microbiology for Nonscience Majors
An introductory biology course to meet the Natural Science core requirement. This course stresses the history of microbiology and the diversity within the microbial world. It includes some aspects of medical, ecological and industrial microbiology. (Does not count toward Biology major or minor.) 3 hours. Staff.

Biol 145 Marine Biology for Nonscience Majors
This course is designed to acquaint students with the spectrum of marine organisms inhabiting the littoral waters of the coast. Taxonomy, ecological relationships, and organismal adaptations are stressed, with field trips to the marine intertidal zones. (Does not count toward Biology major or minor.) 3 hours. Staff.

Biol 180 Biology of Human Reproduction
A study of the biology, psychology and sociology of human reproduction, designed primarily for the non-science major. The course emphasizes the anatomy, development and physiology of the human reproductive system. Some aspects of psychology and sociology are introduced as they relate to birth control, venereal disease, control of reproduction and population control. (Does not count toward Biology minor.) 3 hours. Staff.

Biol 190 Biology Passport
An introductory course for students interested in the biological sciences as a major or minor. Activities and faculty/guest speakers will introduce students to the biology program at Pacific University and to the diversity of possible biological careers. (Biol 190 will be waived if a student is unable to take it as a first semester freshman.) Pass/No Pass. 1 hour. Staff.

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 and Chem 230 as well as Biol 202 with grade of C- or better.) 4 hours. Staff.

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. Prerequisites: Biol 202 and Chem 230 (both with a grade of C- or better). 4 hours. Staff.
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: a grade of C- or better in Biol 202. (Students cannot receive credit for both Biol 224 and Biol 110 Human Biology.) 4 hours. Staff.

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. (Students cannot receive credit for both Biol 240 and Biol 110.) Prerequisite: a grade of C- or better in Biol 224 Human Anatomy.

Biol 304  General Biology III
This course utilizes a hands-on, application-oriented approach to enhance student understanding of: (1) the scientific method, (2) the diversity of techniques used by biologists in the field and laboratory, (3) how to conduct searches for and effectively use the primary biological literature, and (4) how to present biological research in the form of scientific papers, oral presentations and posters. Prerequisite: Biol 204 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Staff.

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 four day field trip to Malheur National Wildlife Refuge (additional fee required). Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

Biol 308  Microbiology
A survey of microorganisms with emphasis on bacterial and viral forms. Basic concepts in micro structure, physiology, genetics and classification will be covered. Laboratory involves the development of techniques specific to the area of microbiology as well as morphological and biochemical analysis of bacterial species. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Buecher.

Biol 310  Medical Microbiology
A study of the systematics and the fundamentals of morphology and physiology of medically-important microorganisms. Basic principles of immunology and host response to infection are stressed. A diagnostic laboratory to study microbial pathogens is included. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Buecher. (G)

Biol 316  General Botany
Fundamental principles of plant biology with emphasis on morphology, anatomy, taxonomy, physiology and evolution of algae, fungi, non-vascular and vascular plants. Includes laboratory and field experiences. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

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. Prerequisites: Biol 304 (with a grade of C- or better), Chem 240/241 or Chem 320/321. Laboratory experiences are integrated in the course. 4 hours. Rynd. (G)

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. Biol 304 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Sardinia. (G)

Biol 340  Animal Behavior
A study of the ecology and evolution of animal behavior, including such topics as foraging strategies, predator-prey interactions, mating systems, sexual selection and communication. Mechanisms of animal behavior (such as endocrinology, genetics and neurobiology) are also discussed. Includes laboratory and field experiences which are integrated into the course. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Lopez. (G)

Biol 345  Marine Biology
This course is designed to acquaint students with the spectrum of marine organisms inhabiting the littoral waters of the coast. Taxonomy, ecological relationships, and organismal adaptations are stressed, with field trips to the marine intertidal zones. Laboratory experiences are integrated in the course. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Martinez.

Biol 350  Principles of Development
A study of molecular and cellular aspects of development and embryological differentiation of selected species. Prerequisite: Biol 304 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Rynd. (G)

Biol 400  Molecular Biology
A laboratory-intensive course focusing on nucleic acid biology, with special emphasis on bacterial and viral genetics, recombinant DNA and biotechnology. Prerequisites: Biol 304 (with a grade of C- or better) and Chem 240-241 or Chem 320/321. 4 hours. Sardinia. (G)

Biol 410  Invertebrate Zoology
A study of invertebrate organisms including their systematics, morphology and ecology. Prerequisite: Biol 304 (with a grade of C- or better). Includes some field trips on Saturdays and Sundays. Laboratory experiences are integrated in the course. 4 hours. Martinez. (G)

Biol 420  Vertebrate Zoology
A study of vertebrate organisms, including their systematics, life histories, morphological and physiological adaptations, and behavior. Includes laboratory and field experiences with a four day field trip to Malheur National Wildlife Refuge (additional fee required). Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Lopez. (G)

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. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

Biol 440  Human Histology
A coordinated lecture and laboratory course. The study of cellular and tissue structure and the interrelationships of tissues in the organ systems of the human body. Prerequisite: Biol 300 (with
a grade of C- or better). 3 hours.  Staff (G)

**Biol 450  Tropical Rainforest Biology**
A study of tropical rainforest ecology and natural history, and current biological research in tropical rainforests. The course meets during the fall semester for 1 credit, during which students gain the background required for the field component of the course held in Costa Rica during January (additional fee required).  Prerequisite: Biol 304 (with a grade of C- or better). Alternate years. 4 hours. Lopez / Alkaslassy.

**Biol 460  Comparative Vertebrate Anatomy**
A comparative study of the functional anatomy of the vertebrates, including their skin, skeleton, muscles, digestive systems, respiratory systems, circulatory systems, urogenital systems, nervous systems, sensory systems and endocrine systems. In lab, students will dissect and conduct experiments on a variety of vertebrates, which may include the dogfish shark, the mudpuppy, the bullfrog, the pigeon and the cat.  Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Staff. (G)

**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.  Prerequisites: Biol 304 (with a grade of C- or better), and organic chemistry (with a grade of C- or better in either Chem 240/241 or Chem 320/321). Laboratory experiences are integrated in the course. 4 hours. Rynd. (G)

**Biol 480  Advanced Methods in Cell Biology**
This course is a laboratory course designed to introduce the student to a variety of cellular and biochemical techniques for investigating the behavior and function of living cells. Students will be required to understand the concepts of the techniques used, as well as to demonstrate hands-on competence in the laboratory. The course will meet all day during the January three week term. This course is strongly recommended for those students interested in undergraduate research projects, graduate school, or employment as a laboratory technician. Prerequisites: C- or better in Biol 308, Biol 310, Biol 320 or Biol 400. Junior standing recommended. 3 semester credits. Staff. (G)

**Biol 490  Capstone Experience**
Designed to allow students to expand on research projects from upper level biology courses by more thoroughly examining the primary literature, reanalyzing data, writing a thesis and presenting a thesis in a public forum.  Prerequisite: Senior standing and an approved data set. 2 hours. Staff.

**Biol 495  Research**
Faculty supervised, student-conducted, individual research project.  Prerequisite: consent of instructor. 1-6 hours. (G)
Chemistry plays a central role in the sciences because the goal of chemical study is understanding natural processes on an atomic and molecular level. Thus, graduating 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 the molecular level structure and properties and the behavior of macroscopic matter. Majors should be prepared for immediate industrial employment, for entry into programs of professional study such as medicine or engineering, or for graduate study in chemistry or a related field. This mission suggests 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, physical, and analytical chemistry). A working knowledge is demonstrated 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 analysis, laboratory safety).
- have an understanding of principles and applications of modern instrumentation, computation, experimental design, and data analysis.
- have the ability to formulate and carry out strategies for solving scientific problems.
- develop experience working with others as part of a team to solve scientific problems.
- develop good scientific communication including writing, oral communication and presentation skills and the ability to read, understand and use scientific literature.
- have had the opportunity to gain experience with an individual research project within the university or in another appropriate setting.

**MAJOR IN CHEMISTRY**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Chem 220-230 General Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>Chem 310-311</td>
<td></td>
</tr>
<tr>
<td>Chem 320-321 Organic Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>Chem 340-341 Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Chem 410-411 Thermodynamics and Kinetics</td>
<td>4</td>
</tr>
<tr>
<td>Chem 430 Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 485 Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Math 226-227 Calculus I-II .................................................. 8  
(Math 228 strongly recommended)

Physics - One year with laboratory  
(Phys 232-242 recommended) ........................................... 8

At least one of the following emphases must be fulfilled

**Emphases:**

**Chemistry**

Biol 202 & 204 General Biology I-II ................................. 8
Two upper division electives (with lab if available) ...... 6-8

58-60

Note: For students planning to work as chemists or attend graduate school in chemistry the following courses should be included:

Chem 350-351 Instrumental Analysis ............................... 4
Chem 420-421 Quantum Chemistry and Spectroscopy ...... 4
Chem 440 Advanced Organic Laboratory  
or Chem. 498/499 Thesis ........................................ 3-4

69-72

**Chemical Physics**

Chem 420-421 Quantum Chemistry and Spectroscopy ...... 4
Phys 320-321 Modern Physics ........................................... 4
One upper division Physics course from the following  
(Phys 364, 376, 380, 420, 460, or 472) ............ 3-4
One additional upper division course in Chem., Physics,  
or Math ...................................................... 3-4

58-60

**Biological Chemistry**

Chem 380 Biochemistry ............................................... 3
Biol 202, 204, & 306 General Biology I, II and III ...... 12
Biol 400 Molecular Biology ............................................ 4

One of the following: ...................................................... 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Biol 308 Microbiology</td>
<td></td>
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<tr>
<td>Biol 320 Cell Biology</td>
<td></td>
</tr>
<tr>
<td>Biol 340 Animal Physiology</td>
<td></td>
</tr>
</tbody>
</table>

57
Environmental Chemistry
ENSC 100 Environmental Seminar.......................... 1
Biol 202 & 204 General Biology I-II .......................  8
Chem 350-351 Instrumental Analysis........................  4
ENSC 200 Our Global Environment..........................  4
ENSC 310 Environmental Chemistry..........................  4
One of the following: ............................................ 3-4
   ENSC 301 Environmental Biology
   PolS 224 Environmental Politics
   Econ 355 Environmental Economics

At least six credits of upper-division chemistry, including at least one credit of chemistry laboratory must be taken at Pacific University. A course in computer science (CS 150 or 230) is also recommended.

MINOR IN CHEMISTRY

Requirements:
Chem 220-230 General Chemistry I-II .......................  8
Chem 310-311
Chem 320-321 Organic Chemistry I-II .......................  8
Chem 340-341 Quantitative Analysis........................  4
Chem 385 Seminar .................................................. 1
Elective: Choose one of the following ...................... 3-4
   Chem 350-351 Instrumental Analysis
   Chem 380 Biochemistry
   Chem 410-411 Thermodynamics and Kinetics
   Chem 420-421 Quantum Chemistry and Spectroscopy
   Chem 430 Advanced Inorganic Chemistry

At least one credit of upper-division chemistry laboratory, must be taken at Pacific University. Any student interested in a Chemistry minor should consult with a faculty member in the Chemistry Department.

COURSE DESCRIPTIONS

Chemistry (Chem)
Chem 110 Chemistry for Nonscientists.
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 may include the structure and function of selected biological molecules, atmospheric chemistry, chemical sources of energy, and foods. 3 hours. Staff

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, properties of materials, nomenclature, equilibrium, kinetics, thermodynamics, and electrochemistry. These topics are studied in the context of inorganic and organic chemistry. In addition to three lectures per week, the class meets three hours weekly for a laboratory or activity session. Prerequisite: Math 122 or equivalent. 4 hours. Staff.

Chem 230 General Chemistry II
The second of a two semester sequence continuing from Chem 220. In addition to three lectures per week, the class meets three hours weekly for a laboratory or activity session. Prerequisite: Chem 220 (with a grade of “C-” or higher) and Math 125 or equivalent. 4 hours. Staff.

Chem 240 Survey of Organic Chemistry

Chem 241 Survey of Organic Chemistry Laboratory

Chem 310 Organic Chemistry I
An integrated study of aliphatic and aromatic chemistry. Emphasis is placed on the mechanistic approach to understanding organic reactions. Prerequisite: Chem 230. Note: Students cannot receive credit for both Chem 240-241 and the 310-311, 320-321 series. 3 hours. Currie.

Chem 311 Organic Chemistry Laboratory I
A laboratory course in organic chemistry concerned with the synthesis, isolation and purification of characteristic organic compounds including an introduction to the qualitative identification of unknown compounds. Prerequisite: Chem 230. Co-requisite: Chem 310. 1 hour. Currie.

Chem 320 Organic Chemistry II
A continuation of Chem 310, which is a prerequisite. 3 hours. Currie.

Chem 321 Organic Chemistry Laboratory II
A continuation of Chem 311, which is a prerequisite. 1 hour. Currie.

Chem 340 Quantitative Analysis
An introduction to the theory and principles of volumetric, gravimetric, and colorimetric methods of analysis. Prerequisite: Chem 230. 2 hours. Whiteley.

Chem 341 Quantitative Analysis Laboratory
A laboratory course to accompany and give practical illustration to the principles covered in Chem 340, which is a co-requisite. Prerequisite: Chem 230. 2 hours. Whiteley.

Chem 350 Instrumental Analysis

Chem 351 Instrumental Analysis Laboratory
Laboratory experiences to augment and illustrate Chem 350, which is a co-requisite. Prerequisite: Chem 341. 1 hour. Whiteley. Alternate years. 2000-01.
Chem 380  Biochemistry
A general biochemistry course including the structure and function of biological molecules in metabolism, bioenergetics, and enzyme action. Prerequisites: Chem 240 or 320. 3 hours. Jordan. Alternate years. 2000-01.

Chem 385  Seminar
Participation in discussions about recent advances in the field of chemistry. May be taken twice for credit. P/NP. 1 hour. Currie.

Chem 410  Thermodynamics and Kinetics
Presentation, discussion, and application of the laws of thermodynamics, including gas behavior, equations of state, phase transformations, chemical equilibria and kinetics. Prerequisites: Chem 230 and Calculus II and one year of college physics. 3 hours. Johnson. Alternate years. 2000-01.

Chem 411  Thermodynamics and Kinetics Laboratory
A laboratory course to accompany Chem 410, which is a co-requisite. Prerequisite: Chem 230. 1 hour. Johnson. Alternate years. 2000-01.

Chem 420  Quantum Chemistry and Spectroscopy
An introduction to quantum mechanics and its applications to chemistry including structure, the chemical bond and spectroscopy. Prerequisites: Chem 230 and Calculus II and one year college physics. 3 hours. Johnson. Alternate years. 1999-2000.

Chem 421  Quantum Chemistry and Spectroscopy Laboratory
A laboratory course designed to accompany Chem 420, which is a co-requisite. Prerequisite: Chem 230. 1 hour. Johnson. Alternate years. 1999-2000.

Chem 430  Advanced Inorganic Chemistry

Chem 440  Advanced Organic Laboratory
An advanced laboratory for majors and serious pre-professional students who require more practical laboratory experience than can be given in the introductory course sequence, Chem 311 and 321. Prerequisite: Chem 321. 3 hours. Currie. Alternate years. 1999-2000.

Chem 445  Reactivity Modeling
Practical application of computer modeling to the determination of molecular properties and reactivity. Topics include both classical and quantum mechanical approaches. Prerequisites: Chem 310 or 240 (one semester of organic chemistry). 1 hour. Currie.

Chem 450  Analytical Topics, Lecture
Lecture in single analytical technique such as electrochemistry, nuclear magnetic resonance, or mass spectrometry. May be repeated for credit in different techniques. 1 hour.

Chem 451  Analytical Topics, Laboratory
Lecture and laboratory work in a single, analytical technique such as gas chromatography, electrochemistry, liquid chromatography, or atomic absorption spectroscopy. May be repeated for different techniques. 1 hour.


DEPARTMENT OF EXERCISE SCIENCE

Judith Sherman, Chair, Professor
Emad Aboujaoude, Athletic Trainer
Robert Brooks, Assistant Professor of Exercise Science
Shawn Henry, Assistant Professor of Exercise Science
Linda McIntosh, Head Athletic Trainer
Jean Rix, Instructor*
Richard Rutt, Asst. Professor of Physical Therapy*
Sheryl Sanders, Asst. Professor of Physical Anatomy*
Ken Schumann, Instructor*

*adjunct faculty

The Department of Exercise Science offers a major in Exercise Science with emphasis areas in Human Performance and Sports Medicine and minors in Coaching and Exercise Science.

Graduates with this major are prepared for graduate study in Physical Therapy, Occupational Therapy, Exercise Physiology and related fields of Medicine. Majors with a Human Performance emphasis are prepared for careers in Recreation, Fitness Centers and with the appropriate licensure, teaching Physical Education in the public schools. The major with a Sports Medicine emphasis helps prepare students to take the test for NATA Certification.

MAJOR IN EXERCISE SCIENCE

Goals For Students Majoring in the Department of Exercise Science

The Department of Exercise Science is dedicated to the development of competent professionals within the field of Exercise Science. The department offers courses which provide the knowledge and skills necessary for successful performance in entry level positions or graduate school.

Exercise Science

A student who successfully completes the major in Exercise Science will be able to:

- Demonstrate an understanding of the components of health-related fitness: muscular strength, muscular endurance, cardiorespiratory fitness, flexibility and body composition.

- Demonstrate knowledge of form and function of the human body during exercise and the adaptations that occur in response to exercise.

- Define the major components of motor fitness: speed, agility, power, balance and coordination.

- Understand and apply scientific principles necessary to enhance human performance; optimize the injury rehabilitation process; and maintain health, fitness, and wellness in the general population—quantitatively and qualitatively improving quality of life.

- Clearly articulate the application of biomechanical principles to human movement.

- Demonstrate the ability to use the scientific method when analyzing problems and synthesizing information.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 202</td>
<td>General Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Biol 204</td>
<td>General Biology II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Biol 224</td>
<td>Human Anatomy and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Biol 240</td>
<td>Human Physiology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 220</td>
<td>General Chemistry I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 230</td>
<td>General Chemistry II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Phy 130/201</td>
<td>Intro to Physics I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Spmd 204</td>
<td>Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>Exsc 230</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Exsc 380/381</td>
<td>Kinesiology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Exsc 414</td>
<td>Perceptual Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>Exsc 475</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Exsc 480/481</td>
<td>Physiology of Exercise and Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose two of the following: 7-8

- Hper 330 Adult Fitness
- Exsc 430 Biomechanics
- Exsc 400/401 Adv Gross Anatomy and Lab
- Exsc 490/491 Adv Phys of Exercise and Lab

EXERCISE SCIENCE WITH AN EMPHASIS IN HUMAN PERFORMANCE

Human Performance

A student who successfully completes the major in Exercise Science with an emphasis in Human Performance will be able to:

- Plan a scope and sequence of physical education instruction for grades PK-12 that promotes an appreciation of lifelong learning and participation in physical activity.

- Plan and implement a program of instruction consistent
Choose one of the following

- Hper 480/481 Exercise Physiology for Human Perf .......... 4
- Hper 372 Principles and Administration of
  Hper 331 Adult Fitness Practicum ................................... 1
- Hper 323 Secondary Human Performance Practicum ........... 3
- Hper 316 Teaching Health and Physical
  Education in the Elementary School ....................... 1
- Hper 315 Adaptive Physical Education ....................... 3
- Hper 314 Measure and Eval in Physical Education ...... 1
- Hper 270 Techniques of Aquatics, Rhythms,
  Badminton, Tennis, Track ...................................... 3
- Hper 231 Measure and Eval in Physical Education ...... 1
- Hper 170 Techniques of Recreational Games,
  Personal Defense, Gymnastics, Fitness,
  Pickleball, Handball, Racquetball ...................... 1
- Hper 105 First Aid ...................................................... 1
- Phys 110/111 Physics of Everyday and Lab ................... 4
  (May substitute Phys 130/201)
- Exsc 230 Nutrition .................................................... 3
- Exsc 380/381 Kinesiology and Lab ............................... 4
- Exsc 414 Perceptual Motor Learning ......................... 3
- Spmd 204 Athletic Training ........................................... 1
- Hper 103 Personal Health .............................................. 3
- Hper 980/981 Exercise Physiology for Human Perf ........ 4

**Requirements:**

- Biol 202 General Biology I and Lab ......................... 4
- Biol 204 General Biology II and Lab .......................... 4
- Biol 224 Human Anatomy and Lab ............................... 4
- Biol 240 Human Physiology and Lab ............................. 4
- Phy 110/111 Physics of Everyday and Lab ................... 4
  (May substitute Phys 130/201)
- Exsc 230 Nutrition .................................................... 3
- Exsc 380/381 Kinesiology and Lab ............................... 4
- Exsc 414 Perceptual Motor Learning ......................... 3
- Exsc 475 Internship .................................................... 3
- Exsc 480/481 Physiology of Exercise and Lab ............. 4
- Exsc 490/491 Adv Phys of Exercise and Lab .............. 4
- Spmd 204 Athletic Training ........................................ 3
- Spmd 205 Athletic Training Room Procedures .............. 1
- Spmd 206 Athletic Training Coverage of
  Collegiate Practices & Games .................................. 1
- Spmd 304 Treatment and Evaluation of Athletic Injury .... 3
- Spmd 404 Advanced Principles of Athletic Training ....... 3
- Hper 103 Personal Health .............................................. 3
- Hper 231 Measure and Eval in Physical Education ...... 1
- Hper 315 Adaptive Physical Education ....................... 3

A student who successfully completes the major of Exercise Science with an emphasis in Sports Medicine will be able to:

- Demonstrate knowledge of techniques for the accommodation of varied skill levels and special populations within the same class or activity group.
- Evaluate student progress using outcome goals, standards and benchmarks.
- Demonstrate the ability to communicate clearly and effectively with exercise participants in groups and individually.
- Clearly articulate and implement the components that create and maintain a safe learning environment.
- Demonstrate a knowledge of techniques for the accommodation of varied skill levels and special populations within the same class or activity group.
- Show familiarity with the administration of an athletic training program and manage a treatment facility for athletes.

**Requirements:**

- Biol 202 General Biology I and Lab ......................... 4
- Biol 204 General Biology II and Lab .......................... 4
- Biol 224 Human Anatomy and Lab ............................... 4
- Biol 240 Human Physiology and Lab ............................. 4
- Chem 220 General Chemistry I and Lab ..................... 4
- Chem 230 General Chemistry II and Lab .................... 4
- Phy 110/111 Physics of Everyday and Lab ................... 4
  (May substitute Phys 130/201)
- Exsc 230 Nutrition .................................................... 3
- Exsc 380/381 Kinesiology and Lab ............................... 4
- Exsc 414 Perceptual Motor Learning ......................... 3
- Exsc 475 Internship .................................................... 3
- Exsc 480/481 Physiology of Exercise and Lab ............. 4
- Exsc 490/491 Adv Phys of Exercise and Lab .............. 4
- Spmd 204 Athletic Training ........................................ 3
- Spmd 205 Athletic Training Room Procedures .............. 1
- Spmd 206 Athletic Training Coverage of
  Collegiate Practices & Games .................................. 1
- Spmd 304 Treatment and Evaluation of Athletic Injury .... 3
- Spmd 404 Advanced Principles of Athletic Training ....... 3
- Hper 103 Personal Health .............................................. 3
- Hper 231 Measure and Eval in Physical Education ...... 1
- Hper 315 Adaptive Physical Education ....................... 3

Students may obtain certification by the National Athletic Trainers Association (NATA) by completing at least 1500 hours of Athletic Training Experience under direct supervision of a NATA Certified Athletic Trainer. These hours must have been attained over a minimum of two years and not more than five years.
COACHING MINOR

This minor is available for those students interested in obtaining a coaching position in the public/private schools or in youth or adult programs.

Hper 105 First Aid .................................................. 1
Hper 311 Coaching Methods ..................................... 1
Hper 320 Sport and Society ..................................... 3
Hper 322 Sport Psychology ...................................... 3
Hper 372 Principles and Administration of Physical Education and Athletic Programs ... 3
Hper 420 Principles and Techniques of Coaching .......... 3
Spmd 204 Athletic Training .................................. 2

EXERCISE SCIENCE MINOR

This minor is available for those students who, with the appropriate major, seek entry into the School of Physical Therapy or are interested in careers in the Sports and Fitness industry.

Biol 202 General Biology I and Lab ....................... 4
Biol 224 Human Anatomy and Lab ....................... 4
Biol 240 Human Physiology and Lab ..................... 4
Spmd 204 Athletic Training .................................. 2
Exsc 230 Nutrition .............................................. 3
Exsc 380/381 Kinesiology and Lab ......................... 3
Exsc 480/481 Physiology of Exercise and Lab ............ 4
(May substitute Hper 480/481) ............................ 1

COURSE DESCRIPTIONS

Exercise Science (Exsc)

Exsc 190 Exercise Science Passport

An introductory course for students interested in exercise science as a major or minor. Activities and faculty/guest speakers will introduce students to the Exercise Science Program at Pacific and to the wide array of careers related to exercise science. 1 hour. Henry.

Exsc 230 Nutrition

An in-depth study of the relationship between nutrition and total individual health through 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 project will be required. 3 hours. Henry.

Exsc 380 Kinesiology

A study of the aspects of human movement; actions of bones and muscles in motor activities. Prerequisite: Biol 224, Phy 110/111 or 130/201. 3 Hours. Brooks.

Exsc 381 Kinesiology Laboratory

To be taken concurrently with Exsc 380. 1 hour. Brooks.

Exsc 400 Gross Human Anatomy

Advanced study of gross and histological structure of the human body. Introduction into musculoskeletal, nervous and cardiovascular systems. Prerequisite: Biol 224. 3 hours. Sanders.

Exsc 401 Gross Human Anatomy Lab

To be taken concurrently with Exsc 400. 1 Hour. Sanders.

Exsc 414 Perceptual Motor Learning

An in-depth study of learning theories, acquisition of skill, perception and motor control as they apply to the learning of a motor skill. Prerequisite: Biol 202. 3 hours. Brooks.

Exsc 430 Biomechanics

The physical laws and mechanical aspects governing human motor functioning; analytical processes emphasized. Prerequisite: Phy 110/111 or 130/201 (Math 125 is a prerequisite for Phy 130/201) and Exsc 380/381. 3 hours. Brooks.

Exsc 475 Internship

An internship consists of a field experience in a student’s specific career choice. Application of theories is emphasized. Arrangements for the course must be completed two weeks prior to the term in which the course is being taken. The internship is a capstone experience recommended to be taken during the senior year. Instructor’s consent is required. Prerequisite: 12 hours of Exercise Science/Human Performance/Sports Medicine. Graded P/N. Course may be repeated once for credit. 1-14 hours. Staff.

Exsc 480 Physiology of Exercise

The study and application of principles to the development of efficient human movement. Includes emphasis in physiology of exercise and in motor learning development. Prerequisites: Biol 204 and 240. 3 hours. Henry.

Exsc 481 Physiology of Exercise Laboratory

To be taken concurrently with Exsc 480. 1 hour. Henry.

Exsc 490 Advanced Physiology of Exercise

The advanced study and application of principles of physiology to the development of efficient human movement. Includes emphasis in the following areas: metabolism, muscle physiology, cardiovascular and respiratory dynamics, strength physiology, methods designed to improve performance, and instrumentation frequently used in the exercise physiology setting. Prerequisites: Successful completion of Exsc 480/481. 3 hours. Henry.

Exsc 491 Advanced Physiology of Exercise Laboratory

To be taken concurrently with Exsc 490. 1 hour. Henry.

Human Performance (Hper)

Hper 103 Personal Health

The study of physical, mental, intellectual and social well being effective functioning, both within the individual and by the individual, within the environment. 3 hours. Rix.

Hper 105 First Aid

The study of basic anatomy and physiology of body systems as they relate to the prevention and care of injury and safety. More advanced than a standard first aid class outlined by the American Red Cross. 1 hour. Boyd.
Hper 170  Techniques of Fitness, Gymnastics, Recreational Games, Handball, Self Defense, Racquetball, Pickleball.
Personal skill development, methods and materials for teaching and evaluating in the areas of gymnastics, recreational games, handball, self defense, racquetball, pickleball, and fitness parameters. 3 hours. Fall Alternate Years. Sherman/Staff.

Hper 204  Methods of Officiating
The study of officials' duties for various sports; general officiating diagnosis to discover methods and techniques used for better officiating. 3 hours. Bafaro.

Hper 231  Measurement and Evaluation in Physical Education
A study of the basic statistical concepts and procedures for use in evaluating the process and the product in physical education programming. 1 hour. Brooks.

Hper 270  Techniques of Swimming, Badminton, Tennis, Rhythms, Track
Personal skill development, methods and materials for teaching and evaluating in the areas of swimming, badminton, rhythms, tennis, track and field. 3 hours. Spring Alternate Years. Sherman/Staff.

Hper 311  Coaching Methods
A series of individual courses designed to give students insight and direction in leading or assisting in the coaching of athletics. Students may elect from a variety of coaching methods courses in the areas of baseball and softball, basketball, cross country, football, golf and tennis, soccer, volleyball, and wrestling. May be repeated for different sports. Prerequisite: Hper 105. 1 hour each. Staff.

Hper 315  Adaptive Physical Education
An introduction to adapted, corrective and developmental physical education. Emphasis is placed on instruction of physical activities for the exceptional child. 3 hours. Bafaro.

Hper 316  Teaching Physical Education in the Elementary School
Program development; methods of instruction in elementary school physical education. The purpose and requirements of the elementary physical education program with emphasis on program planning methods. 3 hours. Spring Alternate Years. Rix.

Hper 320  Sport and Society
Investigation of sport as a social phenomenon, including small groups in sport, sport organizations, sport subcultures, socializing institutions, and an in-depth analysis of interscholastic and intercollegiate sport programs. 3 hours. Jr. Standing. Alternate Years. Jones.

Hper 321  Elementary Human Performance Practicum
A supervised practical experience teaching physical education activities and concepts to elementary age school children. Prerequisite: Hper 316. 1 hour. Rix.

Hper 322  Sport Psychology
Examination of the psychological basis of sport including effects on learning, perception, motivation, social, and behavioral aspects. 3 hours. Jr. Standing. Alternate Years. Jones.

Hper 323  Secondary Human Performance Practicum
A supervised practical experience teaching physical education activities and concepts to junior high, high school and/or college-age students. Prerequisite: Junior standing in exercise science major or consent of the instructor. 1 hour. Rix.

Hper 330  Adult Fitness Principles
A study of the physiological, psychological and sociological aspects of adult fitness. The course includes materials and programs for use in initiating, prescribing, evaluating, monitoring and supervising adult fitness programs. Prerequisites: Biol 240 and Exsc 230. 3 hours. Staff.

Hper 331  Adult Fitness Programming Practicum
A supervised practical experience working with adults in a physical fitness program. Prerequisite: Hper 330. 1 hour. Staff.

Hper 370  Techniques of Softball, Basketball, Flag Football, Soccer, Volleyball, Archery, Golf
Personal skill development, methods and materials for teaching and evaluating in the areas of softball, basketball, flag football, soccer, volleyball, archery and golf. 3 hours. Fall Alternate Years. Sherman/Staff.

Hper 371  Principles and Administration of Physical Education and Athletic Programs
A study of the principles and practices of administration and supervision which relate to the conducting of sound physical education and athletic programs. Emphasis placed on the discussion and solution of administrative problems and procedures. Prerequisite: Jr. Standing. 3 hours. Fall odd years. Schumann.

Hper 420  Principles and Techniques of Coaching
Principles technically applicable to the coaching of sports, including legal liability, budgeting, organizational and communication skills. Prerequisite: Hper 105. 3 hours. Alternate Years. Schumann.

Hper 480  Physiology of Exercise for Human Performance
The study and application of principles to the development of efficient human movement as it applies to human performance and educational settings. Prerequisites: Biol 202 and 240. 3 hours. Henry.

Hper 481  Physiology of Exercise for Human Performance Lab
To be taken concurrently with Hper 480. 1 hour. Henry.

Sports Medicine (Spmd)
Spmd 204  Athletic Training
A basic study of prevention and care of athletic injuries. Students will learn to prevent, evaluate, and care for common injuries. Students will also learn the basics of emergency care and the application of preventive taping. 2 hours. Prerequisite: Hper 105. $5 Lab Fee. Staff.

Spmd 205  Athletic Training Room Procedures
Observation of Pacific University athletic training facility and its operations. Prerequisite: Spmd 204. 1 hour. Aboujaoude’.
DEPARTMENT OF MATHEMATICAL SCIENCES

Michael Boardman, Chair, Associate Professor, Mathematics
Margaret Chou, Associate Professor, Mathematics
Michael C. Clock, Professor, Mathematics
Christine Guenther, Assistant Professor, Mathematics
Gowri Meda, Assistant Professor, Mathematics
Douglas J. Ryan, Professor, Computer Science

The Department of Mathematical Sciences offers programs of study in Mathematics and Computer Science.

Our Computer Science program is characterized by small class sizes, close interaction with faculty, and a curriculum with a breadth and depth rarely encountered in a small university. Because the department follows the ACM (Association for Computing Machinery) curriculum guidelines, students graduating with a degree in Computer Science from Pacific are well-prepared to pursue immediate employment in the computer/electronics industry or continue on to graduate school. With 100% placement in the field since the program inception, our graduates are employed at industry leaders such as Intel, Microsoft, and Hewlett Packard.

The Mathematics major provides students a strong mathematics foundation with emphasis in several key areas including analysis, abstract structures and applied mathematics. Students completing this major are able to pursue careers in applied mathematics, enter graduate programs in mathematics and other fields, or complete certification requirements to teach mathematics in K-12 (see the College of Education section of this catalog for more details).

The Mathematical Sciences department has extensive computing facilities. The main Computer Science lab contains PC and UNIX machines. Our network of Pentium machines is used primarily in courses such as Interactive Computer Graphics, Windows Programming, and Assembly Language Programming. Our UNIX platform consists of an Ultra 5 and a SUN SPARC/10 with Tektronix color X-terminals and is used in courses such as Introduction to Computer Science I and II, System Design, Compilers, and Operating Systems. Several other Linux-based servers of various architectures are used for software development and systems administration training. Access to the computer science lab is granted to all Computer Science majors and minors.

The James F. Price Memorial Mathematics Computer Laboratory and Resource Center, financed through a generous gift in memory of Dr. Price and the National Science Foundation, is used by mathematics majors and minors and other students enrolled in mathematics classes making use of the computing facilities. The lab is equipped with Power Macintoshes, professional monitors and projection equipment. Each computer has an array of software including Maple (a computer algebra system), Stella (mathematical modeling software), fractal generating programs, internet software, database and spreadsheet programs, editors and word processors. Information on graduate schools and careers related to mathematics as well as a small library of mathematics books are available in the resource center.
DEPARTMENT GOALS

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.

For students majoring in Computer Science, we provide, within the context of the liberal arts, excellent preparation for high-tech careers or graduate study in Computer Science.

Students with a program of study in Mathematics will learn methods of mathematical modeling, abstraction, argumentation, and abstract mathematical constructs and paradigms, develop competence in carrying out algorithms, and learn to read and speak the language of mathematics.

A mathematics degree from Pacific prepares students for work in science related fields or graduate study in mathematics.

MAJOR IN COMPUTER SCIENCE

Requirements

Math 206 Computational Linear Algebra .................. 3
Math 240 Discrete Mathematics ................................ 3
Math 226 Calculus I ..................................................... 4
CS 150 Introduction to Computer Science I ............ 3
CS 250 Introduction to Computer Science II .......... 3
CS 310 Theoretical Computer Science ..................... 3
CS 320 Assembly Language Programming ............... 3
CS 430 Computer Architecture .................................. 3
CS 440 System Design ............................................... 3
CS 441 System Design Lab ......................................... 2
CS 460 Operating Systems ........................................ 3
CS 480 Principles of Compiler Design ..................... 3
CS 481 Compiler Laboratory I .................................... 1
6 Credits selected from the following courses ............ 6
CS 360 Special Topics* 
Phy 364 Electronics 

* Note: CS 360 can be counted twice as an elective as long as the topics are different.

Restrictions:

1. At least 18 hours of upper division C.S. courses must be taken from Pacific University (credit by examination not acceptable).
2. At most 1 course passed with a grade below C- can count towards the Computer Science major.

MINOR IN COMPUTER SCIENCE

Math 125 Precalculus or Math 226 Calculus ................. 4
CS 150 Introduction to Computer Science I ............ 3
CS 250 Introduction to Computer Science II .......... 3
Electives .................................................................. 9
Electives are selected from: CS 205, CS 230, CS 310, CS 320, CS 360, CS 430, CS 440/441, CS 460, CS 480/481, Math 206, Math 240, Math 324, Phys 364. Six of the elective credit hours must be upper division Computer Science courses taken at Pacific University.

COURSE DESCRIPTIONS

Computer Science (C.S.)

Note that all prerequisite courses must be completed with a grade of C- or better.

CS 120 The Information Era
An exploration, with the use of computers, of how information technology is playing an ever increasing role in society. Students will explore a host of topics for using and accessing information such as: searching and navigating the Internet, the World-Wide Web (WWW), interactive multimedia, communications, and ethics. This is not a programming class and is intended to give students the ability to access and manipulate information in a variety of ways. (Class includes lab projects). 3 hours.

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 some software tools that aid in this process. Software which is widely used at Pacific includes: StatView, Excel, Equation Editor, Power Point and Word. (Class includes lab projects). Prerequisite: Math 125. 2 hours (10 weeks). Students cannot get credit for both CS130 and 230.

CS 150 Introduction to Computer Science I
A first course in computing fundamentals where no previous programming experience is presumed. This course is taught in C++ and includes programming projects in a wide variety of areas. Course content includes selections, repetitions, functions, arrays, structures, classes, unions, and I/O. (Class includes lab projects). Co-requisite: Math 125. 3 hours.
CS 205 Introduction to Programming for Multimedia
This course introduces students to the programming process and logic. Multimedia projects will be discussed and developed using state of the art scripting and macro languages such as HTML, Java, Perl, and/or Director. Prerequisite: CS 120 or equivalent. Alternate Years 2000-2001.

CS 230 Introduction to Advanced Software Tools
This course covers the same topics as CS 130 in the first ten weeks. The last four weeks are spent doing more intense work with StatView, Excel, and Maple. Some programming in Maple will be required. (Class includes lab projects). Pre-requisite: Math 226. 3 hours (14 weeks). Students cannot get credit for both CS 130 and 230.

CS 250 Introduction to Computer Science II
A second course in computing fundamentals which is a continuation of CS 150. The study of data structures such as stacks, queues, linked lists, trees: searching and sorting are an integral component of the class. This course will teach an object-oriented approach to computing and include classes, function and operator overloading, and inheritance. (Class includes lab projects). Prerequisite: CS 150. 3 hours.

CS 310 Theoretical Computer Science
This course introduces the foundations of formal language theory, computability, 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. 3 hours. Alternate years 2000-2001.

CS 320 Assembly Language Programming
An introduction to digital logic, machine structure and instruction sets, assembly language programming (arrays, subroutines, I/O conversion, sorting, searching, lists, look-up tables), interrupts and resets. Prerequisite: CS 250 or instructor consent. 3 hours. (Class includes lab projects using MASM).

CS 360 Special Topics
Consists of an area in Computer Science that is getting a great deal of attention. Current topics include (but are not limited to) the following: Windows Programming - This class uses Visual C++ to introduce basic concepts of GUI. (Class includes lab projects). Interactive Computer Graphics - An introduction to interactive computer graphics, including: bit-mapped graphics (low level routines), line drawing algorithms, circle generators, two-dimensional transformations, clipping and windowing, solid area scan conversion, three-dimensional transformations, fractals, and ray tracing. (Class includes lab projects using C/C++, Java, and/or OpenGL). Survey of Programming Languages - An overview of programming languages to include the fundamentals of procedural, functional, and object-oriented languages. (Class includes lab projects using C/C++, Modula-2, and LISP). Prerequisite: CS250 or instructor consent. 3 hours.

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, memory (virtual & cache), I/O devices, pipelined instruction execution, bus structures, microprogramming, and RISC/CISC philosophies. Prerequisite: CS 320. 3 hours. Alternate years 2000-2001.

CS 440 System Design
The design of an Assembler, syntax analysis, code generation, macros, linkers and loaders. In particular, the first three phases of the software development cycle (requirements analysis, system specification, and system design) will be implemented for a large software system. Prerequisite: CS 320. 3 hours. Alternate years 1999-2000.

CS 441 System Design Laboratory I
A laboratory course which completes the software life cycle of implementation and system testing of the software system designed in CS440. Involves coding, verification, and validation of an assembler. Prerequisite: CS 440. 2 hours. (Class project is implemented on a SUN Ultra 5 using C/Unix). Alternate years 1999-2000.

CS 460 Operating Systems
The Operating System as a resource manager. Topics to include: Processes and threads, CPU scheduling, memory management, I/O systems, distributed file systems, multiprocessor operating systems, and case studies. Prerequisite: CS 320. 3 hours. Alternate years 1999-2000.

CS 480 Principles of Compiler Design
An introduction to compilers. Topics to include: attribute grammars, syntax-directed translations, lex, yacc, LR(1) parsers, symbol tables, semantic analysis, and code generation. Prerequisite: CS310. 3 hours. Alternate years 2000-2001.

CS 481 Compiler Laboratory
A laboratory course which must be taken concurrently with CS 480. Involves coding, verification, and validation of a compiler. 1 hour. (Class project is implemented on a SUN Ultra 5 using C/Unix). Alternate years 2000-2001.
MAJOR IN MATHEMATICS

Core

Mathematics Courses
Math 226, 227, 228 Calculus I-III ........................................ 12
Math 240 Discrete Mathematics .............................................. 3
Math 306 Linear Algebra ......................................................... 3
Math 311 Ordinary Differential Equations ................................. 3
Math 485 Senior Seminar ......................................................... 1

Supporting Courses
CS 150 Introduction to Computer Science I .................. 3
Phys 232 General Physics I ...................................................... 4

Elective Groups
At least one course from each of the following groups
Analysis ................................................................. 3
Math 405 Real Analysis
Math 412 Complex Analysis
Abstract Structures ........................................................... 3
Math 402 Abstract Algebra
Math 440 Topics in Algebraic Structures
Applied Mathematics ........................................................... 3
Math 324 Numerical Analysis
Math 411 Partial Differential Equations
Supporting Courses ............................................................. 3-4
CS 250 Introduction to Computer Science II
Phys 242 General Physics II
Phys 380 Classical Mechanics

General Electives
At least 2 other mathematics courses numbered 300 or higher ........................................ 6

Total credits 47-48

Restriction:
At most 1 course passed with a grade below C- can count towards the mathematics major.

MINOR IN MATHEMATICS

Core

Math 226, 227 Calculus I & II ................................................ 8
Math 240 Discrete Mathematics .............................................. 3
CS 150 Introduction to Computer Science I .................. 3
Electives ................................................................. 9
At least 3 additional mathematics courses numbered 200 or higher, excluding Math 221 or Math 223. At least 2 of these courses must be numbered 300 or higher.

Restriction:
At most 1 course passed with a grade below C- can count towards the mathematics minor.

COURSE DESCRIPTIONS

Mathematics courses of at least 3 credits numbered 165 and above satisfy the mathematics core requirement.
All prerequisite courses must be completed with a grade of C or better.

MATHEMATICS (MATH)

Math 122 College Algebra
This course 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 basic algebra, graphing, rational exponents, polynomials, linear and non-linear equations and inequalities, and an introduction to functions. 3 hours.

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 or placement. 4 hours.

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, 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. 3 hours.

Math 206 Computational Linear Algebra
This course is intended as an introduction to Linear Algebra with emphasis on the computational aspects of the material. Topics covered include matrices, determinants, Gaussian elimination, vector spaces, eigenvalues and eigenvectors, orthogonal matrices and least squares. This course will include programming assignments in Maple and/or other computer algebra systems. Co-requisite: Math 226. 3 hours.

Math 207 General Elementary Statistics
A great deal of modern research in the social and natural sciences relies upon the mathematical theories of probability and statistics. This course will introduce students to the basic theory and practice of statistics. Emphasis is on the general ideas of hypothesis testing and estimation. Other topics include classification and presentation of data, descriptive statistics, basic probability distributions, and correlation and regression. Prerequisite: Math 122 or placement. 3 hours.
Phil/Math 212    Language and Logic
This course is 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 exten-
sions such as multivalued logics.  3 hours. Boersema.

Math 221    Foundations of Arithmetic
Designed for elementary education majors.  Elements of logic,
umeration, the number systems of arithmetic, elementary num-
ber theory, the algorithms of arithmetic.  3 hours. Alternate years

Math 222    Foundations of Geometry
Designed for elementary education majors.  Intuitive geometry
in two and three dimensions, systems of measurement, estima-
tion and approximation.  3 hours. Alternate years 1999-2000.

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 Funda-
mental Theorem of Calculus.  Prerequisite: Math 125 or place-
ment.  4 hours.

Math 227    Calculus II
Investigation of single variable integration including techniques
of symbolic integration, numerical integration and error analy-
sis, applications of integration, and improper integrals.  Infinite
sequences, infinite series, and Taylor series will be introduced.
Prerequisite: Math 226.  4 hours.

Math 228    Calculus III
The study of calculus of several variables.  Topics include visual-
ization techniques, vectors and solid analytic geometry, vector
arithmetic, partial differentiation and its applications, gradients,
optimization techniques, iterated integrals, line integrals, diver-
gence, curl and related theorems.  Prerequisite: Math 227.  4
hours.

Math 240    Discrete Mathematics
This course introduces the fundamentals of number systems, sets,
functions and relations, logic and proof, elementary combinator-
ics, Boolean algebra and graph theory.  It plays the role of a tran-
sition course for mathematics majors, moving them from calcul-
us to the higher level courses in mathematics, and as an impor-
tant course in logic for computer science majors.  Prerequisite:
Math 125 or placement.  Math 226 strongly recommended.  3
hours.

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 exami-
nation and analysis of frequently used models in physics, chemis-
try, biology and other sciences.  Students will also experience gen-
rating and testing new models.  Prerequisite: Math 226.  3 hours.

Math 306    Linear Algebra
Geometrical vectors; their applications and basic properties; real
vector spaces; dependence, basis, dimensions; systems of linear
equations; linear transformations and matrices; determinants;
quadatic forms.  Emphasis on argumentation.  Prerequisites: Math
226, Math 240.  3 hours.

Math 311    Ordinary Differential Equations
Ordinary differential equations and their applications.  Topics in-
clude 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.  Pre-

Math 316    Mathematical Probability
Summary and display of data, properties of probability, discrete
and continuous distributions, moment-generating functions, cen-
tral limit theorem, and transformations of random variables.
Prerequisites: Math 228, Math 240.  3 hours.  Alternate years.

Math 321    Higher Geometry
A rigorous study of both Euclidean and non-Euclidean geometries.
Prerequisite: Math 240.  3 hours.  Alternate years. 2000-2001.

Math 324    Numerical Analysis
Linear difference equations, iteration, acceleration of convergence,
interpolating polynomials, Fourier analysis, numerical differen-
tiation and integration.  Prerequisite: Math 227.  3 hours.  Al-

Math 402    Abstract Algebra
A survey of fundamental concepts in abstract algebra.  Topics
may include Group theory, including quotient groups; fundamen-
tal 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 classi-
cal results concerning constructibility and solvability.  Prerequi-
Math 405  Real Analysis I
A rigorous treatment of the limit concept, continuity, differentia-
tion and integration.  Sequence and series convergence, with some
attention to regular methods of summability.  Uniform and
pointwise convergence of sequence and series of functions.  Pre-
requisites: Math 228, Math 240.  3 hours.  Alternate years. 1999-
2000.

Math 411  Partial Differential Equations
This course addresses solution methods for the three basic partial
differential equations of mathematical physics:  the heat, wave
and potential equations.  Methods covered will include power se-
ries, Fourier series, Laplace transform methods, separation of vari-
ables, 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 per-
archs.  Prerequisites: Math 228, Math 311.  3 hours.  Alternate

Math 412  Complex Analysis
Complex numbers, analytic functions, elementary functions,
mapping by elementary functions, integrals, series, residues and
poles, conformal mapping.  Prerequisites: Math 228, Math 240.

Math 440  Topics in Algebraic Structures
This course covers various important subjects in mathematics in
which algebraic structures play a central role, introducing alge-
bric ideas by their applications to these fields.  Topics may in-
clude number theory, matrix groups, topology, coding theory and
algebraic geometry.  Prerequisites: Math 228, Math 306.  3 hours.

Math 485  Senior Seminar
Designed to acquaint the mathematics major with recent advances
in mathematics, help synthesize the student’s mathematical knowl-
edge and provide experience in the preparation and oral presenta-
tion of mathematical topics.  Prerequisite: Mathematics major
with senior standing, or consent of instructor.  1 hour.
MAJOR IN PHYSICS

The student majoring in physics must complete the following:

**Physics Core Requirements:**

Phy 232-242 General (Workshop) Physics I-II or Phy 130/201 and 140/203 Introductory Physics I-II with lab .......................................................... 8
Phy 320/321 Modern Physics with lab ........................................ 4
Phy 380 Classical Mechanics: Dynamics ..................................... 4
Phy 420 Quantum Mechanics ................................................ 4
Phy 460 Electric and Magnetic Fields ...................................... 4
Phy 490-492 Physics Capstone ............................................... 6
OR
Phy 480-482 Physics Capstone Seminar ................................ 2
and an internship or research .............................................. 4-9

Upper Division electives .................................................... 9

**39-44**

Other Requirements:
Chem 220-230 General Chemistry I-II .................................. 8
Math 226-228 Calculus I-III ................................................. 12

**Total 59-64**

Because there are so many possible career paths for physics majors, we would like to offer some recommendations for the 9 additional upper division hours that are required for the major. Below are suggestions for what we think would offer the best preparation for these alternatives. However, each student’s interests are different; please discuss yours with a member of the department to develop a personalized selection of courses. All physics majors are strongly encouraged to take Math 311 (Differential Equations), Math 301 (Mathematical Modeling), and/or CS 150 (Introduction to Computer Science) depending on their interests.

**Optics/Optometry**
- Geometric Optics
- Physical Optics
- Modern Topics in Physics
- Thermodynamics

**Engineering/Applied Science**
- Electronics
- Engineering Mechanics: Statics
- Modern Topics in Physics

**Graduate School in Physical Science**
- Relativity
- Thermodynamics
- Physical Optics
- Modern Topics in Physics

**Health Science Careers**
- Thermodynamics
- Electronics
- Engineering Mechanics: Statics
- Modern Topics in Physics

MINOR IN 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.

**Requirements:**

Phy 232-242 General (Workshop) Physics I-II or Phy 130/201 and 140/203 Introductory Physics I-II with lab .......................................................... 8
Math 226-227 Calculus I-II .................................................... 8
Phy 320/321 Modern Physics with lab ..................................... 4
Seven additional upper-division credits in physics ................. 7

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MINOR IN APPLIED PHYSICS

The minor in applied physics is designed for students interested in employment in the high tech industry or in engineering. The minor in applied physics can be used toward completion of the applied science major. Requirements:

Math 226-227 Calculus I-II .................................................... 8
Phy 232-242 General (Workshop) Physics I-II or Phy 130/201 and 140/203 Introductory Physics I-II with lab .......................................................... 8
Math 226-227 Calculus I-II .................................................... 8
Phy 320/321 Modern Physics with lab ..................................... 4
Phy 364 Electronics ............................................................ 4

One of the following:
- Phy 376 Engineering Mechanics: Statics, or
- Phy 384 Thermodynamics, or
- Phy 340/341 Physical Optics with lab ..................................... 3

One of the following:
- Phy 380 Classical Mechanics: Dynamics, or
- Phy 420 Quantum Mechanics, or
- Phy 460 Electric & Magnetic Fields ...................................... 4

Any student interested in a physics minor should consult with a faculty member in the Department of Physics. Since many of our upper division courses are taught on an alternate year basis, below is a schedule of our courses for the next two years:

**Upper Division Course offerings 1999-2000**

**Fall**
- Modern Physics with lab
- Geometric Optics with lab
- Electronics
- Physics Capstone I
- Physics Capstone Seminar I
- Winter III
- Relativity
Spring
- Quantum Mechanics
- Physical Optics with lab
- Modern Topics in Physics
- Physics Capstone II
- Physics Capstone Seminar II

Upper Division Course offerings 2000-2001
Fall
- Modern Physics with lab
- Geometric Optics with lab
- Classical Mechanics: Dynamics
- Physics Capstone I
- Physics Capstone Seminar I
Winter III
- Engineering Mechanics: Statics
Spring
- Thermodynamics
- Physical Optics with lab
- Electric and Magnetic Fields
- Physics Capstone II
- Physics Capstone Seminar II

COURSE DESCRIPTIONS

Physics (Phy)

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. 3 hours. Fehrs, Hellman.

Phy 111 Physics of Everyday Phenomena Laboratory
A laboratory course taught for Phy 110 students. Includes experiments in mechanics, thermal physics, and electric circuits. Satisfies laboratory core requirement. Co-requisite: Phy 110. 1 hour. Fehrs

Phy 120 Inquiries in Electricity and Magnetism
This is an activity based course for non-science majors, designed to develop a conceptual understanding of both current and static electricity, magnetism, electromagnetic induction, and related concepts at an introductory level. Laboratory investigations are an integral component of this course. Students cannot receive credit for both Phy 110 and Phy 120. 3 hours. Wainwright.

Phy 130 Introductory Physics I
The first semester of an algebra-based sequence in physics. Topics include Newtonian mechanics, work, momentum, and energy. Prerequisite: Math 125. 3 hours. Fehrs.

Phy 140 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. Prerequisite: Phy 130 or Phy 232. 3 hours. Winer.

Phy 201 Introductory Physics Laboratory I
A laboratory course taught in conjunction with Phy 130. Includes computer based experiments in mechanics. Satisfies laboratory core requirement. Co-requisite: Phy 130. 1 hour. Staff.

Phy 203 Introductory Physics Laboratory II
A laboratory course taught in conjunction with Phy 140. Includes computer based experiments in heat and thermodynamics; electric circuits. Satisfies laboratory core requirement. Co-requisite: Phy 140. 1 hour. Staff.

Phy 232 General Physics I - Workshop Physics 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. Satisfies Natural Science core requirement. Co-requisite: Math 226. 4 hours. Brosing.

Phy 242 General Physics II - Workshop Physics II
A continuation of Phy 232 including electricity and magnetism, thermodynamics, and nuclear physics. Satisfies Natural Science core requirement. Prerequisite: Math 226, Phy 232 or Phy 130. 4 hours. Brosing.

Shown above is Professor Brosing (right) and Ted Bertram, a student in Workshop Physics, our first-year calculus-based physics course. The students spend two days taking measurements and doing calculations before breaking a board with their hands. It is one of the highlights of the semester!
Phy 310  Relativity
An introduction to Einstein’s special and general theories of relativity, with emphasis on the special theory. Topics include the principle of relativity, space-time effects of the Lorentz transformations, relativistic energy and momentum, Minkowski diagrams, the equivalence principle, the geometry of space-time, and gravity. Prerequisite: Phy 130 or 232. 3 hours. Wiener. Alternate years 1999-00.

Phy 320  Modern Physics
The historical development of modern physics including the origins of the quantum theory; the Bohr theory of the atom; atomic spectra; particle and nuclear physics. Prerequisite: Phy 140 or 242, Math 227. 3 hours. Griffith.

Phy 321  Modern Physics Lab
A laboratory course taught in conjunction with Phy 320. Involves classic experiments in modern physics that have shaped our understanding of matter and light. These typically include (but are not limited to) e/m measurements, the photoelectric effect, visible light spectroscopy, blackbody radiation, and X-ray diffraction. Co-requisite: Phy 320. 1 hour. Griffith.

Phy 325  Modern Topics in Physics
A class with lab on topics of current interest in physics. The topic for the semester will be one of the following: solid state physics; nuclear physics; nonlinear dynamics and chaos; Fourier optics; or elementary particles. May be taken more than once for credit, as the topic will vary. Prerequisites: Phy 320, 321. 3 hours. Brosing.

Phy 330  Geometric Optics
(Also listed as Opt 501) The principles and applications of geometric optics, including the propagation of light, reflection and refraction, thin lenses, combinations of lenses, thick lenses, lens systems, mirrors, aberrations, stops and pupils, gradient-index lenses, and optical systems. Prerequisite: Phy 140 or 242, and physics major or minor. 3 hours. Griffith.

Phy 331  Geometric Optics Laboratory

Phy 340  Physical Optics
(Also listed as Opt 502) Principles of wave optics, including interference, diffraction, thin films, optics of transformations, holography, light scattering, polarization, photometry, quantum optics, spectroscopy, and lasers. Prerequisite: Phy 140 or 242 and physics major or minor. 2 hours. Griffith.

Phy 341  Physical Optics Laboratory

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, Phy 140/203 or 242. 4 hours. Wiener. Alternate years 1999-00.

Phy 376  Engineering Mechanics: Statics
Presentation, discussion, and application of the principles of static mechanics to problems in physics and engineering including: force analysis, equilibrium in two and three dimensions, trusses and frames, internal forces, centroids, and cables. Special emphasis is given to problem-solving techniques. Prerequisite: Phy 232 or Phy 130, Math 226. 3 hours. Brosing. Alternate years. 2000-01.

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: Phy 140 or 242, Math 227. 4 hours. Fehrs. Alternate years. 2000-01.

Phy 384  Thermodynamics
Presentation, discussion, and application of the laws of thermodynamics including gas behavior, equations of states, phase transformations, and kinetic theory. Prerequisite: Phy 140 or 242, Math 227. 3 hours. Brosing. Alternate years. 2000-01.

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. Prerequisites: Phy 320/321, Math 228. 4 hours. Fehrs. Alternate years. 1999-00.

Phy 450  Electric and 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 140 or 242, Math 228. 4 hours. Wiener. Alternate years. 2000-01.

Phy 480  Physics Capstone Seminar I
The physics seminar portion of Phy 490. (See description of Phy 490). Co-requisite: senior standing as a physics major, and research or an internship in physics. 1 hour. Brosing, Fehrs, Griffith, Wiener.

Phy 482  Physics Capstone Seminar II
The physics seminar portion of Phy 492. (See description of Phy 492). Co-requisite: senior standing as a physics major, and research or an internship in physics. 1 hour. Brosing, Fehrs, Griffith, Wiener.
Phy 490  Physics Capstone I
The capstone course involves a weekly seminar and a year long research project. In the weekly seminar, students learn how to make presentations and how to do “on-the-spot” problem solving. There will also be outside speakers on current physics research. The other portion of the capstone experience is a year long research project. In addition, there will be weekly meetings in which students discuss their ongoing research projects. The research project will comprise 2 credits of the course. Co-requisite: senior standing as a physics major. 3 hours. Brosing, Fehrs, Griffith, Wiener.

Phy 492  Physics Capstone II
A continuation of Physics 490. At the end of Physics 482 students will give final oral presentations on their research project or their internship, and submit their research/internship paper. Prerequisite: Physics 490. 3 hours. Brosing, Fehrs, Griffith, Wiener.

Phy 495  Research
Student-conducted individual research project. 1-3 hours. Brosing, Fehrs, Griffith, Wiener.
Social Science is a study of relationships and interactions in human society. The five departments within the Division of Social Sciences are: Business and Economics, History, Politics and Government, Psychology, and Sociology/Anthropology.

Each of these disciplines has a unique perspective and emphasis in the investigation of human relationships and interactions. The common goal of these disciplines is to develop a deeper awareness and sophisticated understanding of society and the world in which we live and the influence society exerts on the shaping of individual values and goals. Students are evaluated by their ability to think critically, write clearly and to engage in meaningful analytical and rigorous discourse about the subject matter covered in divisional courses.

DEPARTMENT OF BUSINESS AND ECONOMICS

Charles O’Connor, Chair, Professor of Business Administration
Michelle Baron, Assistant Professor of Business Administration
Michelle M. Nelson, Assistant Professor of Business Administration
Philip J. Ruder, Assistant Professor of Economics
H. Joe Story, Professor of Economics

A major within the Department of Business and Economics is designed to prepare the student to enter business or government as a beginning professional or to enter a graduate program in business administration or in economics. The department attempts to develop a broadly-educated individual who is flexible, well versed in problem-solving methods, and responsive to the pressures and challenges of the modern world.

The department offers a major in business and a major in economics. Students majoring in business have the option of concentrating in one of the following areas: marketing, accounting, finance or management.

The major students will plan electives in consultation with their adviser in order to improve skills in speech and writing, develop the strongest possible background in the area of concentration, and achieve a well-rounded liberal arts education. Off-campus full-time internships during a semester in the senior year are available for responsible students who have identified specific career goals. The off-campus experience is intended to provide an opportunity for the student to be involved in the practical application of classroom concepts. The department also offers part-time internship experiences called practiums. This allows juniors and seniors to spend approximately ten hours per week in an off-campus experience working for a corporation and receiving three semester hours (one course) of credit. Students may have two practiums in two different semesters. Normally, students are required to obtain an overall grade point average of 3.0 or higher to be eligible for an internship or a practicum.
GOALS FOR BUSINESS AND ECONOMICS MAJORS

A successful graduate of the department will be able to:

• read and understand standard textbooks and general publications covering topics in business and economics.

• write essays, short papers and major research papers in a clear and concise fashion with emphasis on content, style, and analytical ability.

• organize and present ideas and information orally in small group settings, and as a sole presenter.

• use data and statistics in order to understand and analyze relevant problems.

• use contemporary information technology effectively including the library, the internet, and computer software applications.

• design and carry out independent and collaborative projects.

MAJOR IN BUSINESS ADMINISTRATION

The Business and Economics Department offers a major in Business Administration with the option of concentrating in one of four areas or to complete the program with no specific concentration. Each major in Business Administration must complete at least 39 hours (of which 18 hours of upper level courses must be taken at Pacific) in business and economics courses and 3 hours in statistics. A minimum 2.0 grade point average is required in all business and economics courses; only grades “C-” or above may be used to satisfy department requirements, including Math 207.

Normally, majors are required to complete satisfactorily BA 201, 202, Econ 101, 102, and Math 207 prior to taking any of the upper division core requirements. Exceptions to this rule must be approved by the department chair. 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 hours of college course work, which is the equivalent of five years of college, prior to taking the CPA exam.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Econ 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 300+</td>
<td>Upper-division economics elective</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 201</td>
<td>Financial Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 202</td>
<td>Management Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 300</td>
<td>Management Principles</td>
<td>3</td>
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<tr>
<td>B.A. 305</td>
<td>Business Finance</td>
<td>3</td>
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<tr>
<td>B.A. 309</td>
<td>Marketing</td>
<td>3</td>
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<tr>
<td>B.A. 405</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>Math 207</td>
<td>General Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CS 120</td>
<td>The Information Era</td>
<td></td>
</tr>
<tr>
<td>CS 130</td>
<td>Introduction to Software Tools</td>
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</tbody>
</table>

MAJOR WITHOUT CONCENTRATION

Additional courses in business and economics, including at least 6 hours of upper division .......................... 15

MAJOR WITH CONCENTRATION

Students may elect to concentrate in one of a number of areas: accounting, finance, marketing, or management. Only one concentration is noted on the student’s official transcript (e.g., major Business Administration, concentration in Accounting).

Unless otherwise stated, each student must complete the required core courses for the major in Business Administration, plus the courses listed under the appropriate concentration area.

Concentration in Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>B.A. 313</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 314</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>At least three of the following:</td>
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<tr>
<td>B.A. 316</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 306</td>
<td>Business Law</td>
<td></td>
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<tr>
<td>B.A. 357</td>
<td>Income Tax Accounting</td>
<td></td>
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<tr>
<td>B.A. 415</td>
<td>Auditing</td>
<td></td>
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<tr>
<td>B.A. 425</td>
<td>Advanced Accounting</td>
<td></td>
</tr>
<tr>
<td>B.A. 430</td>
<td>Financial Accounting Topics</td>
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</tbody>
</table>

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Concentration in Finance

Business core courses ..................................................... 32-33
At least five of the following: ................................................... 15
    B.A. 352 Investments
    Econ 331 Money and Banking
    B.A. 334 Real Estate Principles
    B.A. 313 Intermediate Accounting
    Econ 321 Introduction to Econometrics
    Econ 327 Microeconomic Theory
    B.A. 316 Cost Accounting

Concentration in Marketing

Business core courses ..................................................... 32-33
    B.A. 333 Consumer Behavior .......................................... 3
    B.A. 410 Marketing Research .......................................... 3
    B.A. 440 Promotion Management ................................... 3
At least two of the following: ..................................................... 6
    B.A. 312 International Business
    B.A. 443 Special Topics in Marketing
    MedA 260 Elements of Multimedia Design

Concentration in Management

Business Core Courses .................................................. 32-33
    B.A. 450 Organizational Behavior .................................. 3
At least four of the following: .................................................. 12
    B.A. 306 Business Law
    B.A. 302 Small Business Management
    B.A. 312 International Business
    B.A. 320 Human Resource Management
    B.A. 350 Operations Management
    Psy 308 Social Psychology

MINOR IN BUSINESS ADMINISTRATION

The Business and Economics Department offers a minor in Business Administration which requires completion of 21 hours of departmental courses including 9 hours of electives. A minimum 2.0 grade point average is required. Any student interested in a Business Administration minor should consult with a faculty member in the Business and Economics Department.

Requirements:

Econ 101 Principles of Macroeconomics ......................... 3
Econ 102 Principles of Microeconomics .......................... 3
B.A. 201 Financial Accounting Principles .............. 3
Mat 207 General Elementary Statistics ........................ 3
Econ 321 Introduction to Econometrics ........................ 3
Econ 327 Microeconomic Theory ..................................... 3
Econ 328 Macroeconomic Theory .................................... 3
Econ 300+ Economics Electives ....................................... 15
One of the following ........................................................... 2-3
    CS 120 The Information Era
    CS 130 Introduction to Software Tools
    CS 230 Introduction to Advanced Software Tools

MINOR IN ECONOMICS

The Business and Economics Department offers a minor in Economics which requires completion of 18 hours of departmental courses including 9 hours 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 Business and Economics Department.

Requirements:

Econ 101 Principles of Macroeconomics ......................... 3
Econ 102 Principles of Microeconomics .......................... 3
Econ 327 Microeconomic Theory ..................................... 3
Econ 328 Macroeconomic Theory .................................... 3
Econ 300+ Economics Electives ....................................... 9

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NOTE: One of the electives may be selected from B.A. 305, B.A. 334, Hist 317, Hist 343, or PolS. 335

MAJOR IN ECONOMICS

The major in economics requires completion of 30 hours in economics courses, 3 hours in accounting, 3 hours in statistics and 2-3 hours in computer science. Principles of Microeconomics and Macroeconomics 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. A minimum 2.0 grade point average is required in all major courses; only grades "C−" or above may be used to satisfy department requirements, including Math 207.

The department advises that students intending to do graduate work in economics should complete the calculus sequence and other selected math courses.

Requirements:

Econ 101 Principles of Macroeconomics ......................... 3
Econ 102 Principles of Microeconomics .......................... 3
B.A. 201 Financial Accounting Principles .............. 3
Mat 207 General Elementary Statistics ........................ 3
Econ 321 Introduction to Econometrics ........................ 3
Econ 327 Microeconomic Theory ..................................... 3
Econ 328 Macroeconomic Theory .................................... 3
Econ 300+ Economics Electives ....................................... 15
One of the following ........................................................... 2-3
    CS 120 The Information Era
    CS 130 Introduction to Software Tools
    CS 230 Introduction to Advanced Software Tools

Note: One of the electives may be selected from B.A. 305, B.A. 334, Hist 317, Hist 343, or PolS. 335

38-39

Note: One of the electives can be an upper level economics course.
COURSE DESCRIPTIONS

Economics (Econ)

Econ 101  Principles of Macroeconomics
An introduction to the U.S. economic system with emphasis on understanding the forces that cause economic problems and the policies that can be used to solve them. The causes and effects of inflation and unemployment, the role of money and banks in the economy and the causes and consequences of economic growth. No prerequisites. 3 hours.

Econ 102  Principles of Microeconomics
An introduction to the economics of choice in a private enterprise economy. How individuals and firms make decisions in a world of scarce resources. The limitations of the market in dealing with problems such as pollution, monopoly power, and income distribution. The role of government in correcting market failure. An examination of the international economy including balance of payments and exchange rates. No prerequisites. 3 hours.

Econ 180  Contemporary Economic Problems
Seminar in current economic conditions and problems, analysis of economic policies and practices affecting such problems; contribution of the social sciences toward understanding and providing solutions to such problems. Prerequisites: Econ 101, or 102. 1-3 hours. This course may be graded Pass/No Pass at the discretion of the instructor.

Econ 321  Introduction to Econometrics
Statistical techniques used in measurement of relationships among economic variables, emphasizing practical applications; estimation of econometric models, prediction, and hypothesis-testing; extensive use of computer. Prerequisites: Econ 101 and 102, Math 207. 3 hours.

Econ 327  Microeconomic Theory
Principles of price and resource allocation theory in a decentralized economy; theory of consumer choice; price determination under different market situations; effects on economic efficiency. Prerequisites: Econ 101 and 102, and Math 125. 3 hours.

Econ 328  Macroeconomic Theory
The economics of national income and employment. An analysis of measures of national income and the factors determining levels of income and employment. Prerequisites: Econ 101 and 102. 3 hours.

Econ 329  International Economics
The economic analysis of the determinants of the international exchange of goods, services and financial assets. International trade topics include the effect of trade policy on national income level and distribution. International finance topics will include the balance of payments, foreign exchange rate regimes, and the flow of foreign investment. Special attention will be paid to examples relevant to U.S.-Europe, and North-South economic relations. Prerequisites: Econ 101 and 102. 4 hours.

Econ 330  Industry Studies
An applied field of economics that deals with the problems of explaining the behavior of markets for goods and services. The emphasis is upon the market structure, conduct, and performance of selected industries, the problems of ownership and control, competitive behavior and pricing policy, technology and obsolescence, entry and size; the implications of trade practices for public policy. Prerequisites: Econ 101 and Econ 102. 3 hours.

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. Prerequisites: Econ 101 and 102. 3 hours.

Econ 340  The Asian Economies
An examination of the performance of the East and Southeast Asian economies, addressing problems associated with economic growth, state intervention, industrialization, agricultural development, trade, and foreign investment; recent economic reforms in China; rise of the newly-industrializing countries; transferability of the Japanese experience to other economies; impact of the Asian economies on the United States. Prerequisites: Econ 101 or 102. 3 hours. Meets cross cultural requirement.

Econ 341  Economic Development in Latin America
The application of economic development theory to the study of several Latin American nations. The focus of the course is on the effects of monetary, fiscal, trade and agricultural policies on sustainable economic growth and the distribution of income in various developing nations in the Western Hemisphere. Prerequisites: Econ 101 or 102. 3 hours.

Econ 375  Practicum
Supervised practicum in public and private placements in which students apply and advance concepts and skills learned in their economics course work. Students work at least 9 hours a week at the practicum site, attend a bi-weekly seminar through the semester, and complete a practicum paper. Students can take this course a maximum of two times. Usually taken in the second semester of the junior year or senior year, and normally a 3.00 cumulative GPA and successful completion of the economics major lower level core courses needed. Prerequisite: Approval of Department Chair. Graded Pass/No Pass.

Econ 490  Senior Research Seminar
This seminar enables each student to apply the concepts and tools of economic analysis in the exploration of current policy issues, and to undertake a research project on a topic of particular interest. Normally students will have at least a 3.3 GPA to be eligible for the seminar. Emphasis will be placed on student-led discussion, with active participation of faculty members. Prerequisites: Senior standing in Economics and consent of instructor. 3 hours.

Econ 495  Independent Research
Student-conducted individual research/theoretical project. Faculty supervised.
Accounting and Finance (B.A.)

B.A. 201 Financial Accounting Principles
Introduction to financial accounting concepts and application of these concepts; transaction analysis and financial statement preparation; accounting systems and controls; accounting for assets and liabilities; partnerships and corporations; cash flow analysis and financial statement analysis. Prerequisite: Sophomore standing. 3 hours.

B.A. 202 Management Accounting Principles
Introduction to management accounting concepts and application of these concepts; cost terminology, behavior and systems design; the planning and control process; using cost data in decision making. Prerequisite: B.A. 201. 3 hours.

B.A. 203 The Accounting Process
Detailed coverage of the accounting cycle for those students planning to continue in accounting courses beyond B.A. 202. Prerequisite: B.A. 201. 1 hour.

B.A. 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. Prerequisite: B.A. 202. 3 hours.

B.A. 313-314 Intermediate Accounting
Financial accounting statement interpretation, presentation, and disclosure including coverage of functions and basic theory; asset recognition and measurement; liability recognition and measurement; stockholders’ equity, dilutive securities, and investments; issues related to income measurement; and preparation and interpretation of financial statements. Prerequisites: B.A. 202. B.A. 313 is a prerequisite to B.A. 314. 3 hours per semester.

B.A. 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: B.A. 202. 3 hours.

B.A. 352 Investments
To gain an understanding of investing in marketable securities. To develop a vocabulary and knowledge of types of securities including common stocks, bonds and other types of investments. To understand and use fundamental and technical security analysis. To incorporate current financial events with reading materials and projects. Prerequisites: B.A. 202, junior standing. 3 hours.

B.A. 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: B.A. 202 and junior standing. 3 hours.

B.A. 415 Auditing
Studies both the theory and practice of auditing through the consideration of the auditing environment, standards, ethics, and liability and consideration of internal control techniques, audit evidence and working paper techniques, and methods of auditing procedures and types of reports. Prerequisites: B.A. 313, Math 207. 3 hours.

B.A. 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. Prerequisites: B.A. 313, B.A. 314 preferred. 3 hours.

B.A. 430 Financial Accounting Topics
Coverage of financial accounting topics not covered in B.A. 313-314 and B.A. 425. Topics include cash basis and accrual basis, partnerships, retail land sales, other real estate sales, estates and trusts, insolvent business solutions, not-for-profit entities, and governments. Prerequisite: B.A. 313. 3 hours.

Management and Administration (B.A.)

B.A. 100 Principles of Business
An overview of the structure of business and industry. The interrelationships of various business functions. Survey course for non-majors and an introductory course for those emphasizing business and economics. 3 hours.

B.A. 300 Management Principles
This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. Prerequisites: Econ 101 and 102. 3 hours.

B.A. 302 Small Business Management
Development of the students’ understanding of the economic and social environment in which small concerns function. The processes involved in initiating new ventures are discussed. The course focuses on the areas of marketing and financial management and the legal and governmental relations of the small firm. A detailed treatment of the problems involved in managing specific fields of small business such as a retail store, a franchise, a service firm, and a production plant. Prerequisite: junior standing. 3 hours.

B.A. 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. 3 hours.

B.A. 320 Human Resource Management
Functions of a personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, labor management relations and other personnel programs. Prerequisite: junior standing. 3 hours.
B.A. 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 total quality management, project management, materials management, capacity planning, work design, facility layout and operational scheduling. Prerequisites: Econ 101 and 102, junior standing. 3 hours.

B.A. 405  Business Policy
A case-oriented approach to business problem solving. All functional areas of business are viewed as a system. Solutions to problems attempt to optimize attainment of corporate objectives rather than to optimize attainment of functional area objectives. Prerequisite: B.A. 300, B.A. 305 and senior standing in Business and Economics. 3 hours.

B.A. 450  Organizational Behavior
Theory and policy concerning the nature and control of business organizations; sociology of business institutional structure; problems of centralization and decentralization, communication nets; informal organization; delegation of authority and the assignment of responsibility; control practices and policy determination. Prerequisite: junior standing. 3 hours.

Marketing (B.A.)
B.A. 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 analyses and presentations. Prerequisites: Econ 101 and 102 and junior standing. 3 hours.

B.A. 333  Consumer Behavior
Identification and analysis of environmental and individual factors which influence behavior in the consumer market, emphasizing consumer decision processes and market responses. Course includes case analysis, presentation, and individual semester projects. Prerequisite: B.A. 309

B.A. 410  Marketing Research
Application of research techniques and statistical analysis to the consumer market through case analyses and individual research project. Each student works with a local business to design research, administer survey, conduct appropriate statistical analysis, and present findings (with operational recommendations) to management. Prerequisites: Math 207, B.A. 309, senior standing. 3 hours.

B.A. 440  Promotion Management
A study of communication techniques used in product, service and nonprofit organizations, focusing on the promotion mix elements: advertising, publicity, personal sales, and sales promotion. Course includes case analysis, presentations, and individual semester projects. Prerequisites: B.A. 309, senior standing, or permission. Recommended: B.A. 333. 3 hours.

B.A. 443  Special Topics in Marketing
A course focusing on topics of special interest to students and faculty, such as Services Marketing, Internet Marketing, Public Policy and Marketing, and Sports Marketing. Prerequisites: B.A. 309, junior standing. 3 hours.

Other Departmental Courses (B.A.)
B.A. 312  International Business
Survey course covering recent and important issues in international business, trade and investment. Topics might include the International Business environment, the government and regulatory environment, international comparative environments, international monetary environment, international marketing, international finance, management strategies, and the future of international business. Prerequisites: Econ 101, 102, B.A. 300. B.A. 309. 3 hours.

B.A. 334  Real Estate Principles
An introductory course in real estate. The following areas are emphasized: the real estate industry and the economy; real estate brokerage; real estate finance; real property appraisal; title examination, title insurance and closing; land-use planning and zoning. Prerequisite: junior standing. 3 hours.

B.A. 375  Practicum
Supervised practicum in public and private placements which students apply and advance concepts and skills learned in their Business Administration course work. Students work at least 9 hours a week at the practicum site, attend a bi-weekly seminar through the semester, and complete a practicum paper. Students can take this course a maximum of two times. Usually taken in the second semester of the junior year or senior year, and normally a 3.00 cumulative GPA and successful completion of the Business Administration major lower level core courses needed. Prerequisites: Approval of Department Chair. Graded Pass/No-Pass.

B.A. 495  Independent Research
Student-conducted individual research/theoretical project. Faculty supervised.
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 shaped not only 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.

GOALS

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 thorough research projects, to read historical materials with understanding, to engage in critical analyses from a 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, 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, contributing 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, this means students will become familiar with basic historical narratives. At the upper-division level, students will use primary sources in pursuit of questions of an increasingly thematic nature. Their research will capitalize on the electronic resources currently available. As seniors, history majors participate in a seminar emphasizing historical perspectives, methodological techniques, and a variety of interpretive historical models. History majors will complete a thesis in the last semester of their senior year that demonstrates competence with historical theory and methods.

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.

MAJOR IN HISTORY

Requirements:

At least four courses must be from the following:............ 12
Hist 101-102 Western Civilization I & II
Hist 111 or 112 East Asia
Hist 141-142 American History I & II
At least five additional courses, not more than one of which may be at the 200-level and at least one of which must be at the 400-level ........................................ 15-20
Hist 490 Senior Research Seminar .................................. 3
Hist 495 Senior Thesis .................................................... 3
Plus either two years of an appropriate foreign language or a minor, chosen in consultation with an advisor from the history department, or the completion of the Social Studies endorsement for secondary teaching.................. 12+

MINOR IN HISTORY

Requirements:

For a minor in history a student must complete seven courses in the History Department, at least three of which must be at the 300-level or above ......................... 21-28

Any student interested in a history minor should consult with a faculty member in the history department. For additional information as to staff, program, and student work, see the department’s WWW site at: http://mcel.pacificu.edu/history/index.html

COURSE DESCRIPTIONS

History (Hist)

Hist 101 Western Civilization I
The development of western culture and institutions from the ancient world to the late Middle Ages. 3 hours. Rampton.

Hist 102 Western Civilization II
The development of western culture and institutions from the Renaissance to the modern age. 3 hours. Lee.

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. We will also consider issues relative to modern Asia, and to Asian-American family life and culture. The approach will be primarily through original Asian texts in translation. Although it is not required, concurrent registration in History 255, “History Web Lab” (1 hour credit), is recommended. In that lab, students will learn to develop electronic materials for the World Wide Web which will both teach
Hist 200  The Islamic Middle East, 570-1453
This is a survey of the history of the Middle East (from Morocco to India) from the birth of Mohammed in 570 to the fall of Constantinople in 1453. The course concentrates on political developments and institutions as well as the growth and evolution of Islam and Islamic cultures. 3 hours. Rampton.

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, discussions, and lecture, the course deals with the distinctiveness of France as well as placing the nation within a broad European historical context. 3 hours. Rampton.

Hist 207  Spain from Rome to Revolution
This course covers the history and culture of Spain from the Roman era through the Moorish period and touches lightly on the dissolution of the Spanish Empire in the eighteenth century. Equal attention is given to political and social/cultural aspects of Spanish history. Through reading of primary sources, discussions and lecture, the course deals with the distinctiveness of Spain, as well as placing the nation within a broad European historical context. 3 hours. Rampton.

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. 3 hours. Rampton.

Hist 209  East Asia
This course surveys the modern histories of China, Japan 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. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web page production, but will also enhance student understanding of materials covered in the class itself. 3 hours. Barlow.

Hist 141-142  American History I-II
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. 3 hours per semester. Lipin.

Hist 200  The Islamic Middle East, 570-1453
This is a survey of the history of the Middle East (from Morocco to India) from the birth of Mohammed in 570 to the fall of Constantinople in 1453. The course concentrates on political developments and institutions as well as the growth and evolution of Islam and Islamic cultures. 3 hours. Rampton.

Hist 210  Ancient Kingdoms of Indochina: Vietnam, Cambodia, and Laos
This course covers the pre-modern kingdoms of Vietnam, Cambodia, and Laos, with some reference to contiguous areas of Southeast Asia. These kingdoms, such as those of the Vietnamese, the Cham, the Lao, and the Khmer, will be considered within a historical perspective with regard to such topics as political, social, religious, and economic institutions. The Vietnamese will be used as the unifying element around which to understand the other peoples and their kingdoms. Although it is not required concurrent registration in History 255, “History Web Lab” (1 hour credit), is recommended. In that lab, students will learn to develop electronic materials for the World Wide Web which will both teach them to create Web pages and will illuminate the contents of the course. 3 hours. Barlow.

Hist 211  Japan Past and Present with Film
This class will survey Japanese history and culture using classic 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. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web pages production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.

Hist 212  China Past and Present with Film
This course will provide a survey of the basic institutions and values of China, considered both within their past, or Classical, and their present, or Modern, forms. We will cover such topics as political system 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. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web pages production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.

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. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is volun-
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>Hist 230</td>
<td>The Great War: World War I</td>
<td>This is a course in the history of World War I. The course includes a discussion of the origins of the war, the military history of the conflict, the domestic political, social, and economic conditions in the belligerent nations and the political consequences of this, the formative event of the Twentieth Century. 3 hours. Rampton.</td>
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<tr>
<td>Hist 231</td>
<td>The Experience of Total War: World War II</td>
<td>This is a course in the history of World War II in Europe. Included are a discussion of the origins of the war, the military history of the conflict, the domestic conditions in the belligerent nations and the political consequences of this, the greatest conflict in human history. 3 hours. Lee.</td>
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<tr>
<td>Hist 232</td>
<td>The Holocaust</td>
<td>Team-taught interdisciplinary course on the Nazi persecution and ultimate extermination of the Jews of Europe, Gypsies, political enemies of the National Socialist Dictatorship, and those considered undesirable by the NS State. Cross-listed with Engl. 220, Literature and Human Concerns: The Holocaust. 3 hours. Lee.</td>
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<tr>
<td>Hist 240</td>
<td>Latin American History</td>
<td>A broad survey of political, social, and economic history of Latin America from the pre-Columbian civilizations to the 20th century. Special emphasis will be given to the complex ramifications of the interaction of European conquerors/settlers, African slaves, and the indigenous peoples of the region. Meets cross-cultural requirement. 3 hours. Seward.</td>
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<tr>
<td>Hist 242</td>
<td>History of the American West</td>
<td>An exploration into the history of the western United States, with an emphasis on the historical encounter between peoples and cultures, between human societies and nature, between regional and federal governments, between local communities and an international economy, and between popular culture and historical experiences. While the course covers these themes for the entire geographical expanse west of the Mississippi, there will be a strong focus on the Pacific Northwest. 3 hours. Lipin.</td>
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<tr>
<td>Hist 246</td>
<td>Gender and Sexuality in Victorian America</td>
<td>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. 3 hours. Lipin.</td>
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<tr>
<td>Hist 300</td>
<td>The Ancient World to AD 400</td>
<td>This class treats the ancient world from the first civilizations in the fertile Crescent through ancient Egypt, to the development of medieval institutions in 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. Prerequisites: junior standing or consent of instructor. 4 hours. Rampton.</td>
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<tr>
<td>Hist 301</td>
<td>The Medieval World, 400-1500</td>
<td>This class treats the medieval world from the development of medieval institutions in the fifth 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. Prerequisites: junior standing or consent of the instructor. 4 hours. Rampton.</td>
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<tr>
<td>Hist 302</td>
<td>Renaissance, Reformation, Revolt: 1500-1800</td>
<td>This is a history of early modern Europe from the Reformation to the French Revolution. The course treats the spiritual, intellectual, social, political and economic foundations of modern Europe. Prerequisites: junior standing or consent of the instructor. 4 hours. Rampton.</td>
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<tr>
<td>Hist 315</td>
<td>Modern Japan</td>
<td>This course will cover Japanese history from the Meiji Restoration to the present, with an emphasis upon the twentieth century. The primary focus of the course will be 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 211 or consent of instructor. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web pages production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.</td>
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<tr>
<td>Hist 316</td>
<td>China from Mao to Tiananmen</td>
<td>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, 1965-69. 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. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255. “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are urged to enroll as the lab will not only teach web page production, but will also enhance student understanding of the materials covered in class itself. Prerequisites: Hist 112 or 212, or consent of instructor. 3 hours. Barlow.</td>
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<tr>
<td>Hist 330</td>
<td>Industrial Foundations of Modern Europe</td>
<td>From the origins of the Industrial Revolution to the present technological revolution. The technical, social and political foundations of the modern industrial state and competing economic ideologies. Prerequisites: Hist 102; or Econ 101, or junior standing. 3 hours. Lee.</td>
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Hist 331 Europe, 1815-1914
Nineteenth-century Europe
Emphasis on new and revolutionary social movements, the development of national institutions and the breakdown of the old diplomatic and international order. Prerequisites: Hist 102 or junior standing. 4 hours. Lee.

Hist 332 Europe Since 1914
Twentieth-century Europe. Emphasis on new and revolutionary social movements, the development of national institutions and the breakdown of the old diplomatic and international order. Prerequisites: Hist 102 or 311 or junior standing. 3 hours. Lee.

Hist 334 Twentieth Century Russia
Russia’s development in late Tsarist times, the Bolshevik revolution; Soviet communism under Lenin, Stalin, Khrushchev, and Brezhnev; nationalism and the non-Russian republics; the Gorbachev reforms and the collapse of the USSR; the current situation. 3 hours. Singleton.

PACS 337 War and International Peace
An examination of war from an historical and political perspective, and of the attempts to evolve regional and international systems of non-violent conflict resolution. 3 hours. Lee.

Hist 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 on western science, including Arab and Islamic contributions. Examination of the impact of culture on science and science on culture. Prerequisite: sophomore standing. 4 hours. Boersena.

Hist 341 American Revolution & Constitution
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. Course incorporates research regarding women, African-Americans, and common people into the broader movement. Prerequisites: History 141 or junior standing. 4 hours. Lipin.

Hist 342 Civil War and Reconstruction
Treats the Civil War and its aftermath in context of a broader Western move away from bonded servitude and restrictions 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. 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 social and political sources of support and opposition to Reconstruction. Prerequisites: History 141 or 142, or junior standing. 4 hours. Lipin.

Hist 343 Industrialization, Labor and the State in America, 1877-1939
Covers the rise of modern industry in the United States, the problem of labor conflict associated with it, and the steps taken by government, both at the state and the federal level, to regulate the new economy, beginning with laissez-faire governance of the late nineteenth century and concluding with the full elaboration of FDR’s New Deal. Course focuses on social, economic and political forces. Prerequisites: History 142 or Junior Standing. 4 hours. Lipin.

Hist 346 Race and Ethnicity in American History
Examines the historical experience of specific minority groups (African-Americans, Mexican-Americans, immigrants from Asia, and those from Southern and Eastern Europe) in the United States, the historical roots of racism and its connection to American political and social thought. Prerequisites: History 141 or 142, or junior standing. 3 hours. Lipin. Meets cross-cultural core requirement.

Hist 400 Medieval Women
This course is a seminar on the attitudes towards, roles, work, and responsibilities of women in the period from the fourth 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. Prerequisites: Junior standing or consent of instructor. 4 hours. Rampton.

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. Prerequisites: Junior standing or consent of instructor. 4 hours. Rampton.

Hist 430 Adolf Hitler and the Question of Germany
The problem of Adolf Hitler in German history. The continuity and break in German history-1848-1945. Prerequisites: Hist 102, 332 and junior standing. 3 hours. Lee.

Hist 431 Women in European History
This course is a seminar on the attitudes towards, roles, work, and responsibilities of women in the period from the fourth 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 journal articles. Prerequisites: Junior standing or consent of instructor. 4 hours. Rampton.

Hist 432 Europe Since 1914
Twentieth-century Europe. Emphasis on new and revolutionary social movements, the development of national institutions and the breakdown of the old diplomatic and international order. Prerequisites: Hist 102 or 311 or junior standing. 3 hours. Lee.

Hist 433 Special Topics in History
Seminar or tutorial course focusing on topics of special interest to students and faculty. Prerequisite: Junior standing. Specific courses taught in this series will be noted in more detail in annual course schedule. 3 hours. Staff.

Hist 434 Independent Research
Student-conducted individual research leading to a senior thesis. Required of all History majors prior to embarking on the thesis. Prerequisite: Senior standing in History. Annually in the fall. 3 hours. Staff.

Hist 435 Senior Research Seminar
Combines a variety of historical methods with major historical themes and controversies. Required of all senior History majors. 3 hours. Staff.
GOALS

The goals of our curriculum emphasize 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; how to make oral presentations; how to find information; how to write well in the form of a memorandum, short essay, a research report, and an academic paper; how to work in groups; and how to use electronic communication.

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 preparation. The required senior thesis may take a variety of forms ranging from a hands on project based on student field research to statistical analysis of quantitative data to an abstract theoretical treatment of a problem in political philosophy.

The Department’s co-curricular program is highlighted by the annual Tom McCall Forum, an event which brings pairs of nationally prominent speakers to Pacific and Oregon. Recent pairings have included Mario Cuomo and Lynn Martin, James Carville and William Safire, John Sununu and Pierre Salinger, Geraldine Ferraro and William Bennett, Robert Bork and Arthur Schlesinger, and Pat Schroeder and Jeanne Kirkpatrick. Students are intimately involved in this event through active participation in the Politics and Law Forum, which also sponsors debates and other events on campus dealing with important local, state, and national issues.

Internships and Study Abroad

While it is not an absolute requirement, the Department strongly encourages all majors to include in their program a semester-long, off-campus experience.

Over half of our majors find internships, most commonly in the Oregon Legislature or Congressional offices in Washington. Other possible internship sites include social service agencies, government agencies, interest groups, law firms, and the media. Internships for credit involve close collaboration with a faculty advisor and are limited to one semester. Only six hours 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 Study Abroad section of the catalog. Students going abroad should include in their plan the language, history, culture, and economy of their area of interest. No more than six hours of academic work taken abroad (nine hours in the case of those studying abroad for an entire academic year) may be directly applied to the requirements of the major.

Junior year is the best time for off-campus study. Seniors off campus in the fall semester may omit the fall term senior seminar but during that time must prepare a first draft of their senior project for completion and presentation in the spring.

Portfolio

The Department will keep a file of each student to measure benchmarks of academic progress, to include a current transcript, the study plan, the second year seminar research report, internship and study abroad reports, selected course papers, material related to relevant extracurricular activities, and the final draft of the senior project. Students are welcome to add other material to their portfolio and should keep their own copy of its contents.

MAJOR IN POLITICS AND GOVERNMENT

Introductory courses

The department offers three introductory level courses, PolS 101, PolS 140, and PolS 180, described in more detail below. None of these courses are required for the major but any of them may be counted for the major. Students interested in the possibility of majoring in politics and government are strongly encouraged to begin with one of these courses.

Required complementary course work

The following complementary course work outside the Department is a required part of the major. Prospective majors should try to complete these requirements as early as possible in their academic program.

Econ 101 or 102 (one required, both recommended) ...... 3-6
Soc 301 Social Statistics .................................................. 4
Two semester course in history approved by the Department of Politics and Government .......... 6-8
PolS Requirements:

- **PolS 299** Political Analysis ................................................. 4
- **PolS 309** Modern Political Philosophy (PolS 308 also strongly recommended) ............................................. 3
- **PolS 401-402** Senior Seminar and Thesis .............................. 6
- 21 Semester hours of PolS electives ...................................... 21

These 21 hours must include:

1) at least one upper division course in American Politics and Law
2) at least one upper division course in Comparative Politics/International Relations
3) at least two other upper division PolS courses. Up to six hours of PolS internship credit may be counted toward the major, but these six hours may not be counted toward any of the specific upper division requirements listed above.

**MINOR IN POLITICAL SCIENCE:**

Requirements:

- 18 semester hours of PolS electives, at least 12 hours of which must be at the upper division level.

**COURSE DESCRIPTIONS**

Political Science (PolS)

- **PolS 101** Power and Community
  Exploration of such key concepts as power, authority, legitimacy, justice, law, democracy, social welfare, and human rights. Introduction to analysis of policy problems. 3 hours.

- **PolS 140** Conflict and Controversy in American 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. 3 hours.

- **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 “offshore” issues such as human rights and peacekeeping 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 twentieth century background. Students will prepare a case study analysis, a policy and negotiating proposal, and a response to a crisis scenario. 3 hours.

- **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 topics vary. Winter III only. 3 hours.

- **PolS 222** The 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 course material is on the political movement for racial equality in the United States from 1954-1968. Winter III only. 3 hours.

- **PolS 223** Women in Politics
  This course surveys historical perspectives and contemporary realities about the role of women in political life. Major topics covered include the treatment of women in the classic texts of political philosophy and feminist reactions to that tradition, feminist reworking of key concepts in the political philosophy tradition, a survey of historical and contemporary women’s political movements and political participation in the United States and a comparative view of women’s political participation in non-US settings (cross-listed in Feminist Studies). 3 hours.

- **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. Students will attend the Environmental Law Conference in Eugene in March, and they will go on several shorter field trips. 3 hours.

- **PolS 240** Latin American History
  A broad survey of political, social, and economic history of Latin America from pre-Columbian civilizations to the 20th century. Special emphasis will be given to the complex ramifications of the interaction of European conquerors/settlers, African slaves and the indigenous peoples of the region (cross-listed in History). Meets cross-cultural requirement. 3 hours.

- **PolS 299** Political Analysis Seminar
  This course introduces students to some of the basic forms of political analysis including scholarly research, policy analysis, and political strategy. The course is organized as a seminar in which students will be required to present their own projects to the class and actively participate in class discussion. Required for majors (should be taken sophomore year). Prerequisite: PolS 101 strongly recommended. 4 hours.

- **PolS 301** Politics & 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 hours.

- **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 encouraged. Biennially. 3 hours.

- **PolS 303** Congressional Politics
  Course focuses on the organizational dynamics of the Congress as the primary legislative body in our national government. The external environment will also be examined to understand how the lobby, the media, the other branches of government influence the legislative agenda. Biennially. 3 hours.
**PolS 304 Grassroots Politics**
Course examines how citizens and interest groups shape "grassroots" politics, i.e., state and local government in the United States. 3 hours.

**PolS 305 The Presidency**
An examination of the evolution of the American presidency as the dominant office within our political system. Biennially. 3 hours.

**PolS 308 The Origins of Western Political Thought: Plato to Machiavelli**
Examines the evolution of European thought from Ancient Greece to the Renaissance. Major political theorists who may be covered include Plato, Aristotle, Augustine, Aquinas, Dante, Luther, Calvin, and Machiavelli. 3 hours.

**PolS 309 Modern Political Thought: Social Contract Theory to Postmodernism**
Examines the evolution of modern and contemporary political thought from the Renaissance to the 20th century. Major political theorists who may be studied include: Hobbes, Locke, Rousseau, Hegel, Mills, Marx, Arendt, Rawls, Nozick as well as feminist and postmodernist critics of traditional political thought. Required for majors. Prerequisite: PolS 308 strongly recommended. 3 hours.

**PolS 310 Political Economy**
An examination of 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. Prerequisite: Economics 101 or 102 strongly recommended. 3 hours.

**PolS 320 Law and Society**
An introduction to the role of law in structuring social relations. The course examines the various ways we encounter the law as it is made by legislatures, as it is made by judges, and as it is practically applied. The course requires an extensive case study of the law as written and applied in a business or political organization. Biennially. 3 credits.

**PolS 321 Protest Dissent and 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. 3 hours.

**PolS 322 Management and Policy**
How organizations function, and how they are managed and led, applied to government and nonprofit agencies. Policy analysis, decision-making, and policy effectiveness. Students will write a case study analyzing an organization or decision, based on field research. Prerequisite: upper division standing. 4 hours.

**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. Biennially. 4 hours.

**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 hours.

**PolS 332 Contemporary Latin America**
An introduction to the politics of the region with a brief survey of history, race relations and political economy of Latin America followed by an analysis of selected individual countries including Brazil, Mexico, Cuba and others. Meets cross cultural requirement. 3 hours.

**PolS 334 Russia and Its Neighbors**
Causes and effects of the collapse of communism; Russia’s prospects; breakup of the Soviet Union and the new nations in Eastern Europe, the Transcaucasus, and Central Asia. Students will present a research paper. Prerequisite: Russian and Soviet History (see description for Hist 350), or consent of instructor. 3 hours.

**PolS 336 Contemporary Europe**
This course is a survey of contemporary political, economic, and (to a lesser extent) social institutions and issues in contemporary Europe with a focus on the major countries of Western Europe and the pan-European process of economic and political integration. Topics may include the crisis of European political parties, problems associated with economic and political integration, resurgent nationalism and ethnic conflicts within and across national boundaries, the problem of “European” identity, the New Right, the political role of women. 3 hours.

**PolS 340 International Relations**
Nationalism; the international system; conflict and war; recent and current world politics; international organizations such as United Nations and the European Union; issues of economic and cultural globalization and development. Prerequisite: upper division standing. 3 hours.

**PolS 342 American Foreign Policy**
American concept of its role in world affairs; foreign policy 1917-present; foreign policy-making in the White House and Departments of Defense, State, Commerce, and the CIA; current issues including trade policy, immigration, peacekeeping, terrorism. 3 hours.

**PolS 344 East Asia in World Affairs**
Focus on China, Japan, and Korea, secondarily on Southeast Asia, interaction with the West; revolutionary change and conflict in the twentieth century; the “economic miracle” of Asian development and its impact; current questions of trade, Asia-Pacific integration, nationalism and reunification, nuclear proliferation and security, and future power relations. 3 hours.

**PolS 350 Special Topics in Political Science**
Courses of varying formats on specific topics not included in the regular curriculum. Recent examples include Conservative Political Thought, Contemporary Mexico, and Contemporary Brazil. May be repeated for credit when the topics vary. 3 hours.
POL 370  School and Society
Explores the relationship between schools and society. The readings, discussion, and reflections are designed to help aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 hours.

POL 399  Independent Study
Student-conducted individual research/theoretical project. Faculty supervised. 1-3 hours.

POL 401-402  Senior Seminar and Thesis
In the first semester, students will define their research project, gather necessary information, and write the first draft of their thesis. The seminar will also meet weekly or bi-weekly to discuss selected readings in political issues and ideas. In the second semester, along with further group meetings and discussions, students will revise and complete their project and formally present it to the seminar. Both semesters required of all majors in their final year. Prerequisite: POL 299 and two 300-level POLS classes. 3 hours each semester.

DEPARTMENT OF PSYCHOLOGY

Linda Gallahan, Chair, Associate Professor
Alyson Burns-Glover, Associate Professor
Therese Huston, Assistant Professor
Todd Schultz, Assistant Professor

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, economics, international affairs, health and biological sciences—virtually any field of study profits from attention to psychological variables. Psychology is a versatile, inherently interdisciplinary, and multi-methodological enterprise. We concur with William James, who wrote: “The union of the mathematician with the poet, fervor with measure, passion with correctness; that surely is the ideal.”

Our faculty teach a range of courses representing the discipline’s major subject areas: Social, Developmental, Biocognitive, and Personality/Clinical. Psychology classes stress the importance of data analysis, but at the same time encourage students to keep theoretical, “Big Picture” issues in mind. Because we support the traditional aims of liberal arts education, we help students learn how to think clearly and critically, challenge orthodox assumptions, organize and present complicated information, make use of both qualitative and quantitative methods, write well, and develop a commitment to ideals of scholarship and lifelong learning.

Initial requirements for the major in Psychology include Introduction to Psychology; Mind, Theory & Method; Experimental Psychology; and Behavioral Statistics. Students then choose from a menu of elective courses, some focused on basic processes, some strictly theoretical, and some applied. The major concludes with a required Senior Capstone project in which students reflect over the field, consolidate knowledge from previous classes, and form and test hypotheses of their own.

GOALS OF THE MAJOR

The goals of the Psychology Department are to:
• introduce students to methods of critical analysis that will allow them to interpret and evaluate research and theory;
• expose students to a broad selection of courses that typify the breadth of the discipline and the expertise of departmental faculty;
• instill in students cooperative learning strategies that will enable them to participate effectively in group projects;
• perfect students’ abilities to write clearly, succinctly and with authority, and to orally present theory and data in a research forum;
• and guide students’ career choices by providing them with information on opportunities in basic and applied Psychology, as well as allied health and service professions.
MAJOR IN PSYCHOLOGY

The Psychology major must complete the following required courses with a grade of “C” or better and maintain a 2.0 grade point average for Psychology electives:

Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 248</td>
<td>Mind, Theory &amp; Method</td>
<td>3</td>
</tr>
<tr>
<td>Psy 348</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 349</td>
<td>Experimental Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>Psy 350</td>
<td>Behavioral Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psy 390</td>
<td>Junior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Psy 490</td>
<td>Senior Thesis Preparation</td>
<td>2</td>
</tr>
<tr>
<td>Psy 495</td>
<td>Senior Thesis Project</td>
<td>2</td>
</tr>
</tbody>
</table>

20

Plus required electives:

Courses that reflect the study of mind, body, & behavior
- over time: Psy 180, 318, or 340  ......................................................... 3
- in diverse contexts: Psy 160, 213, 260, 308, or 408  .................. 3

Courses that explore:
- the human psyche: Psy 208, 309, 311 or 444 (or Phil 314)  .............. 3
- the function of brain/body: Psy 315, 321, or 352  ................... 3
- theory/praxis relations in applied settings: Psy 341, or 395, or 475, or theory/praxis courses from other departments, (by approval) ................................. 1-4

13-16

Plus general electives:

Any 2 Psychology, or approved, electives
(One must be at the 400 level and have a Psy prefix)  .................. 6

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MINOR IN PSYCHOLOGY

The Psychology minor must complete the following required courses with a grade of “C” or better and maintain a 2.0 grade point average for Psychology electives.

Requirements:

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<td>3</td>
</tr>
</tbody>
</table>

Plus five electives .................................................................. 15

(Two must have a Psy prefix. Two must be upper division courses.)

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Students interested in the Psychology minor should consult with a faculty member of the department prior to choosing electives.

Courses from other Departments Approved for Elective Credits in Psychology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 330</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 103</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Phil 310</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 314</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Soc 317</td>
<td>Gender &amp; Sexuality</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

Psychology (Psy)

Psy 150  Introduction to Psychology

This course provides an overview of psychology including psychobiology, learning, memory, perception, motivation, development, social, behavioral/emotional problems and treatments. 3 hours.

Psy 160  Culture and Behavior

This course provides 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. Fills cross-cultural core requirement. 3 hours. Burns-Glover.

Psy 180  Lifespan Human Development

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. 3 hours. Gallahan.

Psy 208  Addictions and Behavior (see PACS in Interdisciplinary Programs)

This course takes a transhistorical, interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. We will address the human motive to alter consciousness using classic and modern research in the physiology of addiction; sociocultural risk factors and changing cultural representations of drug use. In addition, this course will include a community-action component in which students will participate in the design of community interventions and educational activities. 4 hours. Burns-Glover.

Psy 210  Current Issues in Psychology

A seminar-style course on subjects of special interest and current importance within the field, such as The Nature of Self-Concept, Life-Story Models of Identity, Intelligence, Evolutionary Psychology, or Buddhism, Psychology, and the Mind. Precise topic varies from semester to semester. May be repeated for credit as topic varies. 3 hours.

Psy 213  Psychology of Altruism and Aggression

(see PACS in Interdisciplinary Programs)

Historical and modern review of the human and non-human primate behaviors related to altruism, empathy, violence, competition and aggression from a social, biological, interspecies and cross-cultural perspective. 3 hours. Burns-Glover.
Psy 215  Memory and Mind
The study of human memory which focuses on how memory and other mental functions work, how they fail, and why we think the ways that we do. This course samples across a range of human thought processes, including memory, reasoning, language, and problem solving. 3 hours. Huston.

Psy 220  Community Psychology
The study of how psychology can be applied to social services such as community mental health centers to effect social change. Emphasis is on planning, prevention, early intervention, research and evaluation as well as how to strengthen existing social support networks and create new ones. Empowerment and primary prevention will be focus of attention. Prerequisite: Psy 150 or upper division standing. 3 hours. Huston.

Psy 225  Human Learning and Motivation
Course investigates principles of learning and motivation among humans and other animals. Class will explore applications of these principles in education and society at large. 3 hours. Huston.

Psy 226  History and Systems of Psychology
An inquiry into the foundations of modern psychology. The intellectual heritage of the discipline within philosophy and the natural sciences will be examined and critiqued. We will consider major theories, emerging research directions and controversies within the sub disciplines of psychology. 3 hours.

Psy 248  Mind, Theory and Method
This course will present the historical dialectic between rationalism [theory] and empiricism [data] within the discipline. We will focus our attention on the current rise of neuroscience, behavioral genetics and the 'return to mind' in psychological research. Students will learn the current status of several controversial dichotomies: Mind-body dualism, Nativism-Environmentalism, Essentialism-Operationalism, etc., and the role that social values play in the creation, testing, and interpretation of scientific theories. 3 hours.

Psy 260  Psychology of Women (See Feminist Studies in Special Academic Programs)
A survey of the physiological, emotional, and cognitive aspects of the female experience. This course examines both the similarities and differences between men and women, with emphasis on experiences which are unique to women. Cultural expectations are examined, particularly those which either overemphasize or underestimate the differences between women and men. 3 hours. Gallahan.

Psy 280  Children in Time and Place
This course examines human cognitive, social, personality and physical development from conception through adolescence across cultures with an emphasis on cross-cultural comparisons and universals. Meets cross-cultural core-requirement. 3 hours. Gallahan.

Psy 308  Social Psychology
A consideration of humans as social beings - how they affect and are affected by others. Topics included are: perception of persons, affiliation, communication and attitude change, group processes, leadership, intergroup tension, cultural syndromes, and social roles. Prerequisite: Psy 150 and upper-division standing (or permission of the instructor). 3 hours. Burns-Glover.

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. We 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. Prerequisites: Psy 150 and upper division standing (or permission of the instructor). 3 hours. Schultz.

Psy 311  Abnormal Psychology
Students critically explore major categories of disorder, 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. Includes both textbook and original readings. Prerequisites: Psy 150 and upper division standing (or permission of the instructor). 3 hours. Schultz.

Psy 315  Cognitive Neuroscience
This course examines a range of cognitive processes including perception, memory, problem solving, imagery, and language. A special emphasis will be placed on current neuro-scientific investigations into these topics. Prerequisite: Psy 150 and upper division standing (or permission of the instructor). Bio 110 or 224 or 240 strongly recommended. 3 hours. Huston.

Psy 318  Applied Human Development
This course 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 lifespan. 3 hours. Prerequisite: Psy 150 or Soc 101 or Soc 102 and upper division standing (or permission of the instructor). 3 hours. Gallahan.

Psy 321  Sensation and Perception
An in-depth analysis of how organisms perceive and comprehend their world. The course explores how receptors, transactions, and neural networks shape and constrain our perception of reality. Prerequisites: Psy 150 and upper division standing (or permission of the instructor). Bio 110 or 224 or 240 strongly recommended. 3 hours. Huston.

Psy 325  Applied Clinical Psychology
This class explores both formal and applied aspects of clinical work. Through readings and discussions, students are introduced to theories of psychotherapy—including specific techniques for specific disorders or situations—and spend an equal amount of time working in clinically-oriented settings throughout the community. Prerequisites: Psy 311 and upper division standing (or permission of the instructor). 3 hours. Schultz.

Psy 340  Child Development
An in-depth analysis of child development with a focus on contemporary research from the bio-social-behavioral framework. Students will conduct an in-depth study on a chosen topic that complements the research project for the Human Development Lab. Prerequisite: Psy 348 and upper division standing; Co-requisite Psy 341 (or permission of the instructor). Recommended for Spring semester of Junior year. 3 hours. Gallahan.
Psy 341  Human Development Lab
A laboratory course to be taken concurrently or after Child Development or Applied Human Development. Students will have the opportunity to work with/observe children of various ages in research and applied settings. Prerequisite: Psy 349, upper division standing and permission of the instructor. Co or prerequisite: Psy 318; or Psy 340. May be repeated for credit. 1 hour. Gallahan.

Psy 348  Experimental Psychology
This course examines the principles of research design, methodology, and analysis, and their application to a wide range of substantive areas in psychology. The use of a wide variety of social research strategies will be addressed. Prerequisite: Psy 150 and upper division standing (or permission of the instructor). Must be taken in Junior year. Co-requisite: Psy 349. 3 hours. Fall Only. Huston.

Psy 349  Experimental Psychology Laboratory
A laboratory course to be taken concurrently with Psy 348. 1 hour. Co-requisite: Psy 348. Fall only. Huston.

Psy 350  Behavioral Statistics
An introduction to experimental design, descriptive and inferential statistics as well as computer statistical analysis. Math 165 strongly recommended. Co-requisite: Psy 348 and Psy 349. Any student substituting Math 207 for Psy 350 must obtain permission through the Psychology Department and must take one additional upper division elective in Psychology. Fall only. 3 hours. Huston.

Psy 352  Physiological Psychology
An introduction to the basic biological foundations of behavior. This course examines neuroanatomy and neurophysiology, and explores how these principles help explain behavior. Bio 110 or 224 or 240 strongly recommended. Prerequisite: Psy 150 and upper division standing. 3 hours. Huston.

Psy 390  Junior Seminar
An intensive and advanced review of issues central to the discipline of psychology which asks students to reflect critically on, and consolidate knowledge gained in previous psychology classes. Prerequisites: Psy 348/49, Upper division standing and instructor’s consent. Open to Psychology majors declaring in Junior Year. Spring only. 3 hours.

Psy 408  Social Psychology of Intergroup Relations
This course examines the theories and research in the social psychological study of how group membership affects individual’s behaviors special attention will be paid to studies of international conflict, race and gender relations. The course is seminar style and will include survey research and class demonstrations. Prerequisite: Psy 308 and upper division standing (or permission of the instructor). 3 hours. Meets cross-cultural core requirement. Burns-Glover.

Psy 420  Special Topics in Psychology
Seminar course focusing on topics of special interest to students and faculty, such as Adolescence, Aging, Developmental Psychopathology, Personality, Self-Concept, and Intelligence. Prerequisite: Psy 150 and Junior standing and permission of the instructor. May be repeated for credit as topic varies. 3 hours.

Psy 425  Basic Clinical Techniques
This class introduces students to various theories of psychotherapy through the use of original writings by the theorists themselves. A disorder-based approach is taken, and students learn specific techniques for specific types of clients and situations. Some self-analysis takes place as a way of exploring principles of interpretation. Prerequisite: Psy 311 (or permission of the instructor). 3 hours. Schultz.

Psy 440  Health Psychology and Behavioral Medicine
Course focuses on the application of psychological theories, principles, and techniques to the prevention, diagnosis, and treatment of health problems. Topics include the role of behavioral and life style variables in illness, procedures for changing health habits and developing healthy life styles, and the utilization of psychological treatment as an adjunct to the medical treatment of health problems, e.g. biofeedback, stress management. Prerequisites: Psy 352 and upper division standing (or permission of the instructor). 3 hours. Huston.

Psy 444  Psychobiography
An effort to understand the form and content of artistic work from the vantage point of the artist’s life history. Previous classes have focused on Sylvia Plath, Picasso, Oscar Wilde, Jackson Pollock, Vladimir Nabokov, Roald Dahl, Jack Kerouac, James Agee, 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. Prerequisites: Psy 150 and upper division standing (or permission of the instructor). 3 hours. Schultz.

Psy 490  Senior Thesis Preparation
An intensive writing and research preparation course to be taken following the Junior Seminar course, this course emphasizes the selection of an area of interest from which to develop an independent research project. Students will formulate, draft, and submit a Senior Thesis Research Proposal which will then be used to carry out a Senior Research Project in the spring. Prerequisites: Psy 390 and permission of instructor. 2 hours. Fall only.

Psy 495  Senior Thesis Research Project
Students will execute the research projects they designed during the fall semester and do public presentations of their completed projects. Course includes both independent research and lecture components. Senior psychology majors who are required to complete a thesis project will enroll in this course after successfully completing the Senior Thesis Preparation course. Prerequisites: Psy 490 and permission of the instructor. 2 hours. Spring only.
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Vernon L. Bates, Chair, Professor of Sociology
Cheleen Mahar, Associate Professor of Anthropology
Sarah R. Phillips, Assistant Professor of Sociology
Byron D. Steiger, Professor of Sociology
Christopher Wilkes, Professor of Sociology

The Department of Sociology and Anthropology offers the following programs: a major in Anthropology and Sociology; a major in Sociology; and an interdisciplinary major in Social Work. In addition to the majors, the Department offers a minor in Sociology and in Anthropology.

The major in Anthropology and Sociology recognizes that both fields share a common philosophical and theoretical history. As well, both share a concern for the social and cultural conditions of human life. The fundamental aims of the major 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 are essential.

The major in Sociology is designed to provide basic knowledge about the development, structure and function of human groups and societies, and conflicts among these groups and societies. The program contributes to liberal education, prepares for graduate training in sociology, and is preparatory for social services and other careers.

The interdisciplinary program in Social Work provides general knowledge about human needs and resources and elementary skills in building counseling relationships. The major is intended to either provide sufficient skills to function at an entry-level position, such as Public Assistance Case-worker, or to provide the background necessary for entry into graduate study, which is required for many specific careers.

GOALS FOR THE MAJORS

Students who successfully complete one of the majors should have the ability to carry out an independent senior research project and to present that project in 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 / anthropological imagination - seeing the relationship between individuals and historical, cultural, and social forces;
• an ability to see the general in the particular - how one’s particular life experiences are shaped by the general categories into which one happens to fall: class, age, race, ethnicity, gender, religion, and subculture;
• a fundamental understanding of the important theoretical constructs of each discipline;
• a fundamental understanding of the basic scientific methods of the disciplines, 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.

MAJOR IN ANTHROPOLOGY AND SOCIOLOGY

A major in Anthropology and 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.

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Anth 301</td>
<td>Research Methods in Anthropology, or Soc. 300, Methods of Social Research</td>
<td>4</td>
</tr>
<tr>
<td>Anth 400</td>
<td>Transnationalism in a Postmodern World</td>
<td>4</td>
</tr>
<tr>
<td>Anth 494</td>
<td>Senior Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Anth 495</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 414</td>
<td>Sociological Theory</td>
<td>4</td>
</tr>
</tbody>
</table>

Three of the following courses in Anthropology:

- 202, 210, 320, 330, 340 (minimum 9-10)
- and three of the following courses in Sociology:

- 308, 366, 325, 412, 413 (minimum 9-10)

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MINOR IN ANTHROPOLOGY

Requirements:

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<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Choose three courses in Anthropology, at least two must be upper division courses

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MAJOR IN SOCIOLOGY

The Sociology major 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 sociology and anthropology.

Requirements:

<table>
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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
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<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Soc 300</td>
<td>Introduction to Social Research</td>
<td>4</td>
</tr>
<tr>
<td>Soc 301</td>
<td>Social Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Soc 414</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>Soc 495</td>
<td>Independent Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional courses in sociology which must include at least one 400 level course

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(Note: Soc 400 and 401 cannot be used for the sociology major)

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Strongly recommended for a sociology major: Hist 101, 102; Phil 101, Econ 101, 102.
MINOR IN SOCIOLOGY

Requirements:

Soc 101 Introduction to Sociology .................... 3
Soc 102 Social Problems .................................... 3
Electives .................................................. 15
Choose five or more 3-hour courses in sociology, at least four of which must be upper division.
(Note: Soc 400 and Soc 401 cannot be used for the Sociology Minor)

Any student interested in a Sociology minor should consult with a faculty member in the Sociology Department before the end of the sophomore year.

MAJOR IN SOCIAL WORK

The Social Work major must complete the following core courses with a grade of “C-” or better and maintain a 2.0 average in the major.

Requirements:

Psy 150 Introduction to Psychology .................... 3
Psy 180 or Psy 318 or Psy 340 (a Developmental Psychology course) ................... 3
Psy 311 Abnormal Psychology ............................ 3
Psy 425 Basic Clinic and Counseling Techniques ..... 3
Either Soc 101 or Soc 102 .................................... 3
Soc 101 Introduction to Sociology
Soc 102 Social Problems
Soc 299 Field Experience ..................................... 2
Either Anth 301 or Soc 300 .................................... 4
Anth 301 Research Methods in Anthropology
Soc 300 Methods of Social Research
Soc 301 Social Statistics ..................................... 4
Soc 400 Micro Social Work Practice .................... 4
Soc 401 Macro Social Work Practice .................... 4
Soc 470, and either Soc 471 or Soc 472:
Soc 470 Social Work Research Seminar ............... 1
Soc 472 Social Work Internship .......................... 4 - 14
Two of the following courses: ................................... 6
Soc 304 Criminology
Soc 308 Minorities
Soc 309 Sociology of the Family
Soc 311 Delinquency
Soc 325 Hispanics in the U.S.
Soc 321 Sociology of the City
Soc 317 Gender and Sexuality
Soc 366 Deviance

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COURSE DESCRIPTIONS

Anthropology (ANTH)

Anth 101 Introduction to Anthropology
The character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples. 3 hours. Mahar. Annually.

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 or Soc 401 or 102. 3 hours. Mahar.

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 or Soc 101 or 102 or consent of instructor. 3 hours. Mahar. Biennially. Meets cross-cultural requirement.

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: 6 hours of Anthropology or Sociology or consent of instructor. 4 hours. Mahar. Biennially.

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, developed through the anthropological study of contemporary peoples. 3 hours. Mahar. Biennially. Meets cross-cultural requirement.

Anth 330 Gender in Cross Cultural Perspective.
This class investigates the notion of gender as it has been constituted in different times and places. The course examines theoretical developments in the anthropology of gender and explores gender cross-culturally, using examples from a wide range of societies, past and present. Prerequisite: Anth 101 or Soc 101 or 102 or consent of instructor. Prerequisite: 6 hours of Anthropology or Sociology or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirement.

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 or 202 or Soc 413 or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirement.
Anth 400  Transnationalism in a Post Modern World
Ethnographic approaches to the study of an increasingly mobile and interconnected world. Topics include migration, identity, transnational communities; tourism and cultural self-representation; developments in mass media and communications; and consumerism and international markets. Prerequisites: 9 hours of Anthropology or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirements.

Anth 494  Senior Research Seminar
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. Prerequisites: 19 hrs. of Anthropology or Sociology including Anth 301 or Soc 300. 1 hour. Annually in the Fall. Pass/No Pass. Staff

Anth 495  Independent Research
Student-conducted individual research/theoretical project. Prerequisite: 20 hours of Anthropology or Sociology including Anth 494. 3 hours. Faculty supervised.

Sociology (Soc)

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. 3 hours. Staff.

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. 3 hours. Staff.

Soc 299  Field Experience
A course to introduce the student to social service occupations. Placement is made in agencies such as youth services, counseling, and welfare services. Paper required. Instructor’s consent required at least two weeks prior to the beginning of the course. Graded P/N. 2 hours. Course may be repeated once for credit. Staff.

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 102. 4 hours. Biennially. Phillips.

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. Prerequisites: Math 122 or consent of instructor. 4 hours. Phillips.

Soc 304  Criminology
An analysis of criminal behavior from theft to homicide, and society’s reaction to it. Specific areas covered include: the defining of criminal behavior, the varieties of crime, the causes of crime, and the criminal justice system from arrest to imprisonment. Prerequisite: Soc 101 or 102. 3 hours. Steiger.

Soc 308  Race Relations
The primary emphasis is on the relationships between dominant (majority) and subordinate (minority) racial and ethnic groups in the United States. Designed to enable the student to understand the principles and processes which shape the patterns of relations among racial, ethnic, and other groups in society. Prerequisite: Soc 101 or 102. 3 hours. Bates.

Soc 309  Sociology of the Family
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, social change, definitions of the family, socialization, courtship, marriage, divorce, sex roles, sexuality, socio-economic forces, alternative forms, and the future. Prerequisite: Soc 101 or 102. 3 hours. Bates.

Soc 311  Juvenile Delinquency
An analysis of the definition of delinquency, its history, causes, societal reaction, and treatment and prevention. Prerequisite: Soc 101 or 102. 3 hours. Phillips.

PACS 313  The Sociology of Violence (see PACS in section on Special Academic programs)
Counts toward the major in Sociology. 3 hours. Bates. Biennially.

Soc 315  Equality and Inequality
The course analyzes inequalities of wealth, power, and prestige in societies. The sources and consequence of inequality as well as the moral issues involved are emphasized. Implications for social mobility for the individual or for social groups are analyzed. Prerequisite: Soc 101 or 102. 3 hours. Steiger. Biennially.

Soc 317  Gender and 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. Prerequisites: Soc 101 or 102. 3 hours. Steiger. Biennially.

Soc 319  Sociology of Medicine
The course analyzes the social and demographic variables affecting health, morbidity, and 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 are debated. Prerequisite: Soc 101. 3 hours. Steiger. Biennially.

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 102. 3 hours. Phillips.
Soc 325  Hispanics in the U.S.
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 experience in the Hispanic community. Prerequisite: Spanish 102. Fulfills cross cultural requirement. 4 hours. Bates/Phillips

Soc 366  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. Prerequisites: Soc 101 or 102. 3 hours. Bates.

Soc 400  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: Soc 299 and Jr. standing. 4 hours. Staff.

Soc 401  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: Soc 299 and Jr. standing 4 hours. Staff.

Soc 407  Collective Behavior and Social Movements
Description and analysis of human behavior in collectives. Concentration focuses on the dynamics of rumor, panics, crowds, mass behavior, mass communication, fashions, fads, public opinion, and social movements. Prerequisite: 9 hours of Sociology. Jr. standing 4 hours. Bates. Biennially.

Soc 411  Social Change
Review and critique of theories of social change. Analysis of factors causing change and the mechanisms by which social change comes about. Emphasis is placed on understanding the 20th century. Prerequisite: 9 hours of Sociology. 3 of the 9 may be taken in Anthropology. Jr. standing. 3 hours. Steiger. Biennially.

Soc 412  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: 9 hours of Sociology. 3 of the 9 may be taken in Anthropology. Jr. standing. 3 hours. Bates. Biennially.

Soc 413  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: 9 semester hours of Sociology. 3 of the 9 may be taken in Anthropology. Jr. standing. 3 hours. Bates. Biennially.

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: 9 hours of Sociology. Jr. standing 4 hours. Steiger. Biennially.

Soc 450  Special Topics in Sociology
Seminar or tutorial course focusing on topics of interest to students and faculty. This course may be repeated for credit when topics vary. 3 hours. Prerequisite: Sociology 101 or 102 and Junior Standing.

Soc 470  Social Work Research Seminar
The focus is to assist students in selecting an area of interest from which to draw an independent evaluation research project for social work. Students will do an initial literature review to develop a theoretical framework and to develop a research methodology. This course is to be taken before or concurrently with Soc 471 or Soc 472. Prerequisites: 19 hours in Social Work required courses including Soc 300 or Anthro 301 and Soc 301. 1 hour. Staff.

Soc 471  Evaluation Research For Social Work
Social work majors may choose, as one alternative, to engage in an evaluation research project - evaluating a social service agency using social science research methods - to fulfill their Social Work major requirements. Prerequisites: 19 hours in Social Work required courses including Soc 300 or Anthro 301, Soc 301 and Soc 470. 3 hours. Staff.

Soc 472  Social Work Internship
An internship in a social service agency may be chosen as one alternative to fulfill the requirement for social work majors. Interns will be required to meet with the instructor, with other social work interns, and with those students doing evaluation research, in a seminar setting (Soc 470) to discuss their work in this field placement. Prerequisites: 2.75 G.P.A., 19 hours in Social Work required courses including Soc 300 or Anthro 301, Soc 301 and Soc 470. 4-14 hours. Staff.

Soc 474  Senior Research Seminar
The focus is to assist students in selecting an areas 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. Prerequisites: 19 hrs of Sociology, including Soc 300 and Soc. 301. 1 hour. Staff. Annually in the Fall. Pass/No Pass. Staff.

Soc 494  Independent Research
Student-conducted individual research/theoretical project. Prerequisite: 20 hours of Sociology including Soc. 494. 3 hours. Faculty supervised.
Special topics in sociology taught periodically at faculty discretion:

**Soc 255 Sociology of Humor**
Humor and laughter play a part in all societies. This course examines various theories of humor (including Aristotle, Darwin, and Freud) and analyzes the contributions that the sociological perspective can add to our understanding of the functions and roles humor plays in society. Prerequisite: Any Soc or Anthro course. 3 hours. Steiger.

**Soc 255 Sociology Through Science Fiction**
Sociology is concerned with understanding the culture and organization of societies. Sociology is concerned with norms, roles, values and institutions (e.g., economics, family, political). The course will develop sociological thinking through the analysis of selected science fiction novels, which have to develop fully realized alternative worlds. Prerequisite: Any Soc or Anthro course.

**Soc 255 The Sociology of HIV/AIDS**
An examination of the epidemiologic, political, and social history of HIV and AIDS in the United States. The social construction of AIDS is studied, as is the social response to AIDS and people living with AIDS. We will examine the ethical issues raised by testing, reporting, and treatment policies. Psy 350, 450 and Psy 490 and permission of the instructor. Spring only. Phillips.
The mission of Pacific University’s School of Education is to prepare aspiring and practicing teachers, as well as other Education and health professionals, to promote and nurture learners’ intellectual, social, emotional and moral growth.

The education of teachers has been an integral part of Pacific University’s mission and offerings for more than eighty years. Established in 1842 as a school to serve Native American children, Pacific began offering courses for teachers in 1911 - one of only three colleges authorized by the State of Oregon to recommend graduates for high school teaching certificates. 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 TSPC approval to offer the Fifth Year Master of Arts in Teaching program. Until 1992, this program offered only secondary endorsement areas at which time it was expanded to include an elementary education component. Until very recently, teacher education programs were lodged within the Division of Education which was a unit of the College of Arts and Sciences, the undergraduate college at Pacific. However, as an increasing number of teacher education students opted for the Fifth Year Program it became clear that the opportunities and demands associated with graduate teacher education extended substantially beyond the mission of the undergraduate College of Arts and Sciences. So, 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.

The School of Education was founded on the mission cited above. The founding faculty was also very clear about the values which they espouse and hope to actualize in the offerings of the School of Education. These values include:

- education as a lifelong process for learners of all ages and backgrounds;
- educational environments that provide opportunities for developing and sharpening intellectual, analytical, and reflective abilities;
- a commitment by professional educators to respect, appreciate and celebrate humanity in its ethnic, linguistic and cultural diversity;
- participation of teacher educators as agents of change in the education profession within and beyond the University;
- modeling of ethical behavior by professional educators in their classrooms and in their communities;
- professional educators as keen observers of learners and of the environment;
- modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits;
- promotion by professional educators of intellectual independence and active, responsible learning; and
- professional educators who, as reflective practitioners, continually strive to improve the effectiveness of their teaching.

Today’s programs, which have recently been redesigned to meet the demands of school reform in Oregon and the nation, have been structured around the faculty’s vision of the characteristics and competencies to be attained by graduates of the School of Education. This vision, translated into the following goal statements, guide our thinking about how to assess our students’ performance and how to evaluate the effectiveness of our program.

I. Teachers who graduate from Pacific University Education programs will model and promote personal awareness and intellectual rigor. They will:

- Maintain high ethical and professional standards
- Reflect critically on their own practices
- Continually evaluate and question educational theory and practice
- Understand the value of research in informing practice
- Maintain openness to new ideas
- Develop a healthy skepticism
- Demonstrate flexibility and creativity
- Continue to develop a personal teaching style

II. Teachers who graduate from Pacific University teacher education programs will possess relational and instructional skills that emerge from a commitment to effective communication, collaboration, and the celebration of diversity. They will:

- Develop and utilize a comprehensive repertoire of
instructional strategies
• Design curricula that appropriately integrate disciplines
• Create student-centered environments that promote inquiry
• Promote the active construction of student understandings
• Accept and nurture a broad range of learning styles and intelligences
• Design activities appropriate for students’ developmental levels
• Recognize the impact of language and culture on student learning
• Continue to expand their receptive and expressive communications skills

III. Teachers who graduate from Pacific University teacher education programs will possess the knowledge, attitudes, and competencies to model and promote active participation in the community. They will:
• Provide leadership and service within the profession and education organizations
• Demonstrate respect for local and global environments and communities
• Develop and support democratic learning communities
• Recognize and value the interdependence of communities
• Think systemically about the contexts surrounding the learner
• Consider the school in its socio-political context
• Understand and participate in both conservation and change

Programs of the School of Education are offered at two sites, Forest Grove and Eugene. On the main campus, in Forest Grove, the School of Education offers three pre-service education programs: an undergraduate teacher education program offered in conjunction with the College of Arts and Sciences, the MAT 5th-year program for those holding a bachelor’s degree, and a post-baccalaureate program for part-time students which may also lead to a master’s degree. The School also offers a MAT Standard License program for in-service teachers holding a basic license.

The second site is in Eugene. This site was established in 1992 to serve Lane County and the surrounding area. Here the School offers two pre-service programs, the MAT 5th Year program and a post-baccalaureate program. The MAT 5th Year program in Eugene operates on a January to December calendar rather than the traditional academic calendar followed in Forest Grove. The MAT Standard License program for teachers with a basic license is also offered in Eugene.

PROGRAMS

The School of Education offers two types of programs: those which lead to an initial or standard teaching license from the State of Oregon and those which lead to an advanced degree in education but do not lead to a teaching license.

Operating under new licensure rules established in January 1999, the School of Education offers three programs which lead to Oregon’s Initial Teaching License. These programs prepare teachers for the Initial Teaching License 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 in grades 3-8 in an elementary school); Middle School (valid for teaching in grades 5-10 in a middle or junior high school); and High School (valid for teaching in integrated subjects and departmental assignments in grades 7-12 in a mid-high or high school).

There are three routes for obtaining the Initial Teaching License:
• Undergraduate program in Teacher Education
• Post-Baccalaureate Program
• Master of Arts in Teaching 5th Year Program

For those holding the Oregon Basic Teaching License, issued under prior rules, the School of Education will continue to offer a Master of Arts in Teaching leading to the Standard Teaching License.

Advanced degree programs which do not lead to licensure include:
• Master of Arts in Education/Curriculum Studies
• Master of Education, Visual Function in Learning for optometry students or practicing optometrists

Application Information

For application information and forms, contact the Education Admissions Office at 503-359-2958 or toll-free at 1-800-635-0561, extension 2958. Contact may also be made through e-mail at ed.admissions@pacificu.edu. Office hours are Monday-Friday, 8:00 am-4:30 pm.

Financial Aid

Several types of loans and some scholarships are available for graduate students. Information is available from the Financial Aid Office at (503)359-2222 or toll-free at 1-800-635-0561, ext. 2222.
UNDERGRADUATE STUDY IN
EDUCATION

The undergraduate program allows a student to complete a bachelor’s degree while simultaneously completing the requirements for an Oregon teaching license. Students are provided solid foundations in theory and content, as well as extended field experiences. They are prepared to nurture young peoples’ intellectual, social, and moral growth and to appreciate diversity of cultures.

The program prepares students for an Oregon Initial Teaching License with authorizations at any of four levels: Early Childhood Education (age 3 to grade 4), Elementary Education (grades 3-8), Middle School Education (grades 5-10), and High School Education (grades 7-12). Students are strongly encouraged to qualify for two adjacent authorizations. Students who wish to qualify for the Early Childhood and Elementary authorizations will complete the Education and Learning major. Those who plan to teach at the Middle School or High School level will major in the subject area in which they wish to teach and complete the professional sequence of courses in the School of Education.

Early Childhood and Elementary Education

Education and Learning Major

The Education and Learning major is a joint offering of the College of Arts and Sciences and the School of Education. It is designed to provide students with a deep understanding of the psychological, developmental, 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 Education and Learning major is recommended for students interested in pursuing a license for teaching in early childhood or elementary classroom as a part of their undergraduate education at Pacific University. To obtain the initial Oregon teaching license as an undergraduate a student must apply for admission to the School of Education. This is typically done at the end of the sophomore year. Licensure requires an additional 32 credits of professional coursework beyond the requirements of the major. Students interested in licensure should complete the recommended subject area coursework in writing, literature, science, mathematics, social science, and the arts as part of the core requirements or electives.

For those who do not want to obtain a teaching license as a part of their undergraduate education, a minor in a complimentary subject area is recommended.

Education and Learning Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Foundations: one of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Anth 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>PolS 101</td>
<td>Power &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>Development: one of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 180</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 318</td>
<td>Applied Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Cognition: one of the following</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 225</td>
<td>Human Learning &amp; Motivation</td>
<td>3</td>
</tr>
<tr>
<td>Psy 248</td>
<td>Mind, Theory &amp; Method</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Psy 352</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 260</td>
<td>Foundations of Education</td>
<td>2</td>
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<tr>
<td>Educ 300</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 305</td>
<td>Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>Educ 361</td>
<td>Foundations of Human Learning &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
<td>2</td>
</tr>
<tr>
<td>Educ 397</td>
<td>Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>Educ 420</td>
<td>Normal Language Development</td>
<td>2</td>
</tr>
<tr>
<td>Educ 427</td>
<td>Psychology of Reading Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Required capstone experience: one of the following</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Educ 490</td>
<td>Integrating Seminar</td>
<td>6</td>
</tr>
<tr>
<td>Educ 475</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Required Professional Courses for Early Childhood and Elementary School Authorizations

The following courses are required to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood Education or Elementary Education. Some of these courses will also fulfill requirements for the Education and Learning major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 305</td>
<td>Learning Community: Personal Awareness and Diversity</td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
</tr>
<tr>
<td>Educ 361</td>
<td>Foundations of Human Development and Psychology</td>
</tr>
<tr>
<td>Educ 436</td>
<td>Technology across the Curriculum</td>
</tr>
<tr>
<td>Educ 431</td>
<td>Integrated Methods I: General Methods</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Integrated Methods II: Reading and Language Arts in ECE</td>
</tr>
<tr>
<td>Educ 444</td>
<td>Integrated Methods II: Reading and Language Arts in Elem. Ed.</td>
</tr>
<tr>
<td>Educ 409</td>
<td>Integrated Methods IIIa: Math in Early Childhood Education</td>
</tr>
<tr>
<td>Educ 343</td>
<td>Integrated Methods IIIa: Math in Elementary Education</td>
</tr>
<tr>
<td>Educ 328</td>
<td>Integrated Methods IIIb: Science and Health in Early Childhood</td>
</tr>
<tr>
<td>Educ 329</td>
<td>Integrated Methods IIIb: Science and Health in Elementary Education</td>
</tr>
<tr>
<td>Educ 410</td>
<td>Integrated Methods IV: Expressive Arts in ECE</td>
</tr>
</tbody>
</table>
Middle School and High School Authorizations

Students who plan to complete the requirements for the Middle School and High School authorizations should major in the content area in which they wish to teach, complete the required coursework in professional education, and successfully meet the requirements of student teaching.

Students will have the opportunity to qualify for both Middle School and High School authorizations. While qualification for both is not required, students will be encouraged to do so. The exception is that those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030. To obtain the initial Oregon teaching license as an undergraduate a student must apply for admission to the School of Education. This is typically done at the end of the sophomore year.

Programs are available to enable students to meet the requirements for the following subject area teaching endorsements: Art, Foreign Languages (French, German, Japanese, and Spanish), Language Arts, Mathematics (Basic and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies.

Following are the requirements that students seeking a subject area endorsement in the Middle School and High School authorizations must meet outside of the education sequence offered by the School of Education:

Art (Must meet the requirement for two levels of authorization.): A major in art. A Computer Graphics or Illustration course is recommended.

Biology: A major in Biology, including Human Anatomy, Human Physiology, and Invertebrate Zoology.

Chemistry: A major in Chemistry.

Foreign Languages: A major in Foreign Language. Primary language must be selected from French, German, or Spanish. Successful completion of Methods of Teaching Foreign Languages.


Integrated Science: Students who are interested in this endorsement will complete a major from the Natural Science Division and work with their advisor in education to develop a program that includes broad basic coursework in Biology, Chemistry, and Physics as well as Geology, Astronomy, and Meteorology.

Language Arts: A major in Literature, Creative Writing including a Shakespeare course, a course on the theory of literature, a course in Linguistics, and two courses in Oral Expression.

Mathematics, Basic: Students will take sufficient courses to pass the appropriate PRAXIS test. Suggest taking the mathematics sequence through Calculus I, including Statistics and a computer programming course.


Music (Must meet the requirements for two levels of authorization.): A major in Music Education.

Physical Education (Must meet the requirements for two levels of authorization): A major in Exercise Science with an emphasis in Human Performance.

Physics: A major in Physics including courses in Thermodynamics and Geometric Optics.

Social Studies: A major in a social science, including history. Students interested in this endorsement area will work with their education advisor to develop a program that provides the breadth of knowledge necessary to teach social studies at the secondary level. This would include at least 3 courses of non-U.S. history, political science, sociology, psychology or anthropology; 3 courses in U.S. History; 2 courses in Politics and Government; 2 courses in Economics; Cultural Geography; and one course in contemporary issues.

Required Professional Courses for Middle School and High School Authorizations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Educ 305</td>
<td>Learning Community: Personal Awareness and Diversity</td>
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<tr>
<td>Educ 370</td>
<td>School and Society</td>
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<tr>
<td>Educ 361</td>
<td>Foundations of Human Development and Psychology</td>
</tr>
<tr>
<td>Educ 436</td>
<td>Technology across the Curriculum</td>
</tr>
<tr>
<td>Educ 327</td>
<td>Teaching and Assessment in the Middle School</td>
</tr>
<tr>
<td>Educ 326</td>
<td>Teaching and Assessment in the High School</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Reading and Writing Across the Curriculum</td>
</tr>
<tr>
<td>Educ 302</td>
<td>Teaching Art in the Middle and High School</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Teaching Music in the Middle and High School</td>
</tr>
<tr>
<td>Educ 338</td>
<td>Teaching Science in the Middle and High School</td>
</tr>
<tr>
<td>Educ 339</td>
<td>Teaching PE in the Middle and High School</td>
</tr>
<tr>
<td>Educ 349</td>
<td>Teaching Math in the Middle and High School</td>
</tr>
</tbody>
</table>

School of Education  ❖  143
Admission

An undergraduate student may apply for admission to the School of Education during the sophomore year. Applications for admission of undergraduates to Teacher Education are accepted throughout the year. Enrollment in methods courses requires admission to the School of Education. Transfer students, who have already satisfied Pacific University’s core requirements and are applying for admission to the College of Arts and Sciences, may simultaneously apply to the undergraduate Teacher Education Program. Separate applications must be completed for each and acceptance into the College of Arts and Sciences does not guarantee admission to the Teacher Education Program.

Admission requirements include:

- 2.75 minimum GPA (cumulative and endorsement)
- Passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT)
- Academic and pre-professional recommendations
- Personal interview and writing sample to be completed at time of interview

State Requirements for Licensure

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test (CBEST, PPST, or CBT), NTE or PRAXIS Subject Matter Assessment Test, and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.

Continuation in Program

Students must meet academic and professional program requirements in order to student teach. Students must attain a 2.75 minimum GPA in all required professional education and endorsement area courses with no grade lower than “C”. (C- is not acceptable).

BASIC READING ENDORSEMENT

Anita McClain, Coordinator

The Basic Reading Endorsement is available at all authorization levels, but only to those who have fulfilled the requirements for two authorizations.

Educ 408 Integrated Methods II: Reading and Language Arts in ECE ................................. 4
or
Educ 444 Integrated Methods II: Reading and Language Arts in Elem. Ed. ......................... 4
or
Educ 314 Reading and Writing Across the Curriculum .. 2
Educ 420 Normal Language Development in Children .. 2
Educ 421 Diagnostic Practice in Reading, Clinic ........ 1
Educ 423 Diagnostic Practice in Reading, Formal .... 1
Educ 425 Diagnostic Practice in Reading, Informal .... 1
Educ 426 Practicum: Reading Remediation ............ 3
Educ 427 Psychology of Reading Instruction ............ 2
Educ 315 Child and Adolescent Literature ............. 2

GRADUATE STUDY IN EDUCATION

Pacific University offers a post-baccalaureate program and four master’s degree programs. Students meet with advisors to develop planned programs designed to meet individual needs.

POST-BACCALAUREATE PROGRAM

Nancy Watt, Forest Grove Campus
Robert Bumstead, Coordinator, Lane County Campus

Students holding a baccalaureate degree may apply for admission to the post-baccalaureate program to meet requirements for an initial teaching license with authorizations for Early Childhood Education (ages 3 to grade 4), Elementary Education (grades 3-8), Middle School (grades 5-10) and High School (grades 7-12). Candidates may enroll in a maximum of 8 hours of coursework before admission to the program and should apply through the School of Education Admissions Office.

Required Professional Courses for Early Childhood and Elementary Authorizations

The following courses are required to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood and Elementary Education.

Educ 305G Learning Community: Personal Awareness and Diversity ................................. 3
Educ 370G School and Society .................................. 2
Educ 361G Foundations of Human Development and Psychology ................................. 3
Educ 436G Technology across the Curriculum ............ 2
Educ 431G Integrated Methods I: General Methods .... 3
Educ 408G Integrated Methods II: Reading and Language Arts in ECE ......................... 4
or
Educ 444G Integrated Methods II: Reading and Language Arts in Elem. Ed. .................... 4
Middle School and High School Authorizations

Programs are available for the following endorsements: Art, Drama, Foreign Languages (French, German, Japanese, and Spanish), Health, Language Arts, Mathematics (Basic and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. It is expected that students seeking specific endorsements will have completed an undergraduate major that enables passing the appropriate PRAXIS subject test.

**Required Professional Courses for Middle School and High School Authorizations**

- Educ 305G Learning Community: Personal Awareness and Diversity .............................................. 3
- Educ 370G School and Society ................................................................. 2
- Educ 361G Foundations of Human Development and Psychology ...................................................... 3
- Educ 436G Technology across the Curriculum ................................................... 1
- Educ 327G Teaching and Assessment in the Middle School .................................................. 2
- Educ 326G Teaching and Assessment in the High School ............................................... 2
- Educ 341G Reading and Writing Across the Curriculum ..................................................... 2
- Special Methods (in appropriate content area) ......................................................... 3
- Educ 302G Teaching Art in the Middle and High School
- Educ 303G Teaching Music in the Middle and High School
- Educ 336G Teaching Health in the Middle and High School
- Educ 338G Teaching Science in the Middle and High School
- Educ 339G Teaching PE in the Middle and High School
- Educ 349G Teaching Math in the Middle and High School
- Educ 447G Teaching Foreign Language in the Middle and High School

**Admission to the Post-baccalaureate Program**

Applications are accepted throughout the year. Admission is selective. Transcripts are assessed on an individual basis. Professional education courses must be completed within six years of date of admission.

**Requirements for admission include:**

1. Official transcripts documenting coursework from each college or university attended.
2. 2.75 minimum GPA.
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of applicant’s academic capabilities
   b. an individual knowledgeable about applicant’s potential to work with students
   c. an employer
4. Basic skills test. All candidates must submit passing scores on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
5. Completed application.
6. Demonstrated ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current educational issue.
7. Checklist of TSPC character questions.

The subject area assessment test is not required for admission, but preference is given to those candidates who submit passing scores on the appropriate subject area test at the time of application. The required test for candidates in early childhood and elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary Education should consult the PRAXIS registration bulletin for specific tests required in Oregon.
Selection Process
1. The applicant pool is screened by the selection committee using the following criteria:
   - Depth and breadth of undergraduate preparation
   - Strength of recommendations
   - Written communication skills as assessed in essay
   - Critical thinking skills as assessed in an essay.
1. Selected applicants are invited for a personal interview and, at that time, asked to provide a timed writing sample.
3. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
4. Applicants will be notified of their status by mail.

Continuation in Program
Students must meet academic and professional program requirements in order to student teach. Students must attain a 2.75 minimum GPA in all required professional education and endorsement area courses with no grade lower than “C". (C- is not acceptable).

State Requirements for Licensure
Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, the appropriate subject matter assessment test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.

MASTER OF ARTS IN TEACHING 5TH YEAR PROGRAM

Anita McClain, Coordinator, Forest Grove Campus
Rose Mary Gray, Coordinator, Lane County Campus

In cooperation with local school districts, Pacific University offers an innovative and rigorous teacher education program for liberal arts graduates seeking initial licensure with Early Childhood Education, Elementary Education, Middle School, and High School authorizations. During the twelve-month program, students complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching (MAT) degree.

The MAT 5th Year program provides the opportunity for students to qualify for the initial teaching license with Early Childhood Education, Elementary School, Middle School, and High School authorizations. Subject area endorsements for the Middle School and High School authorizations include Art, Business Education (high school only), Drama, Foreign Languages, Health, Language Arts, Mathematics, Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. All students will have the opportunity to qualify for two authorizations and, while qualification for two is not required, students will be encouraged to do so. The exception is that those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030.

MAT 5th Year Curriculum

The Foundations Block- all authorizations
Edc 504 Learning Community I:
   Personal Awareness ..................................... 2
Edc 570 School and Society ............................................. 2
Edc 515 Foundations of Human Development
   and Psychology (ECE/Elem) ................................. 4
or
Edc 516 Foundations of Human Development
   and Psychology (MS/HS) ................................. 4
Edc 537 Technology Across the Curriculum .................. 1

The Methods Block - Early Childhood Education authorization
Edc 505 Learning Community II: About Diversity .... 2
Edc 533 Integrated Methods I: General Methods ..... 3
Edc 508 Integrated Methods II: Reading
   and Language Arts in ECE ................................. 4
Edc 509 Integrated Methods IIIa: Math
   in Early Childhood Education ......................... 2
Edc 528 Integrated Methods IIIb: Science & Health in ECE ............................ 2
Edc 510 Integrated Methods IV: Expressive
   Arts in ECE ............................................... 2
Edc 573 Practicum ......................................................... 2

The Methods Block - Elementary School authorization
Edc 505 Learning Community II: About Diversity .... 2
Edc 533 Integrated Methods I: General Methods ..... 3
Edc 544 Integrated Methods II: Reading
   and Language Arts in Elem. Ed. .......................... 4
Edc 543 Integrated Methods IIIa:
   Math in Elementary Education ......................... 2
Edc 529 Integrated Methods IIIb: Science & Health
   in Elementary Education ................................. 2
Edc 545 Integrated Methods IV: Thematic Teaching
   through SS and the Arts ................................... 2
Edc 573 Practicum ......................................................... 2

The Methods Block - Middle School and High School authorizations
Edc 505 Learning Community II: About Diversity .... 2
Edc 527 Teaching and Assessment in the Middle
   School ......................................................... 3
or
Edc 526 Teaching and Assessment
   in the High School .......................................... 3
Educ 541  Reading and Writing
Across the Curriculum ............................. 2

Special Methods (in a 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 Middle and 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 568  Curriculum Design: Middle School ............ 2
or
Educ 567  Curriculum Design: High School ............... 2
Educ 573  Practicum .......................................................... 2

The Applications Block - all authorizations
Educ 585  Teachers as Researchers .......................... 3
Educ 576  Learning Communities III: Reflection and Practice ....................................................... 2
Educ 575  Student Teaching ........................................ 15

Admission

Applications are accepted beginning in December and are accepted through March 15 for the Forest Grove program. In Lane County, applications are accepted from August through October 15. Admission is selective.

The admissions criteria and procedures for the MAT 5th Year program are the same for both campuses, although they operate on different schedules. While the admissions process is competitive, those admitted to the program must meet the following requirements:
1. A baccalaureate degree from an accredited college or university.
2. A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
3. Basic skills test. All candidates must submit a passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
4. Three recommendations, including one from each of the following:
   a. an immediate supervisor in an educational or social agency who can attest to the applicant’s competence to work with school-aged children or youth in volunteer or paid work experiences
   b. a university or college professor with direct knowledge of applicant’s academic abilities
   c. an employer
5. Completed application.
6. Demonstrated ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current educational issue.
7. Completed checklist of TSPC character questions.

The subject area assessment test is not required for admission, but preference is given to those candidates who submit passing scores on the appropriate subject area test at the time of application. The required test for candidates in early childhood and elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary education should consult the PRAXIS registration bulletin for specific tests required in Oregon.

In selecting candidates for the Early Childhood and Elementary School strands, preference will be given to those who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), American history, cross-cultural courses, the mathematics sequence for elementary teachers, and the expressive arts.

In the selection process 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; 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, at that time, asked to complete a timed writing sample. Recommendations for acceptance into the program are made by the selection committee to the School of Education faculty. Applicants will be notified of their status by mail.

Continuation in Program

In addition to the above course requirements, students must maintain a 3.0 GPA and receive a Pass for all P/NP course work. All grades must be "C" or above to be credited toward a graduate degree; "C-" is not acceptable. Progress toward meeting program requirements will be assessed at the end of each semester. Students must meet academic and professional program requirements in order to continue in the program. We recommend that students should not be employed or coach during the full-time internship; if either of these interfere with satisfactory progress, such responsibilities must be dropped before continuing in the program.
State Requirements for Licensure

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, the appropriate subject matter assessment test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.

MASTER OF ARTS IN TEACHING / STANDARD LICENSE (MAT/STD)

Camille Wainwright, Coordinator, Forest Grove Campus  
Nancy Meltzoff, Coordinator, Lane County Campus

The MAT/Standard license program is designed to meet the professional growth needs of experienced teachers who have completed bachelor’s degrees and hold Oregon Basic Teaching Licenses. Candidates develop, with academic advisors, planned programs which include coursework in professional education, endorsements (content areas), and electives.

Programs are completed within 6 years and are available in the following endorsement areas:
- Art
- Biology
- Chemistry
- Early Childhood Education*
- Elementary Education
- Foreign Languages
- Health
- Integrated Science
- Language Arts
- Mathematics, Advanced
- Mathematics, Basic*
- Music
- Physical Education
- Physics
- Reading*
- Social Studies

*must be combined with another endorsement

Curriculum

Candidates complete a minimum of 30 semester hours of graduate coursework in individually planned programs, which include the following:

A. 10-12 semester hours in Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 421G Diagnostic Practice in Reading: Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Educ 425G Diagnostic Practice in Reading: Informal</td>
<td>1</td>
</tr>
<tr>
<td>Educ 460G Advanced Teaching Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Educ 514 Teachers as Counselors</td>
<td></td>
</tr>
<tr>
<td>Educ 560 Teaching Composition in the Schools, PP-12 ...</td>
<td>2</td>
</tr>
<tr>
<td>Educ 595 Teachers as Researchers</td>
<td>3</td>
</tr>
<tr>
<td>Educ 596 Education Research Project</td>
<td>2</td>
</tr>
</tbody>
</table>

10-12

B. 12 semester hours in the endorsement area

(these courses are selected with the advisor, considering the candidate’s career plans and professional needs).

C. Sufficient electives to total 30 graduate semester hours.

1. All 30 semester hours of coursework must be at the graduate level, including at least 20 hours earned at Pacific University. No more than 8 hours taken before admission to the program may be counted. A maximum of 10 hours may be transferred from another institution. Transcripts will, however, be evaluated on an individual basis. Some undergraduate upper division classes may be completed for graduate credit with additional requirements, approval of instructor, and approval of advisor.

2. Courses applied toward another degree may not be counted toward requirements for the master’s degree. No single course can meet program requirements for both the Basic and Standard License.

3. All work submitted for the master’s degree (including transferred credits and research project) must be completed within six calendar years.

4. 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.)

5. With the exception of EDUC 596, Education Research Project, students must receive letter grades in all courses.

6. To obtain the Standard Teaching License, applicants must be able to provide verification of three years of successful teaching experience in Oregon schools while holding the Basic Teaching License or a Five-Year Regular License.

7. To obtain the Standard Teaching License, passing scores on the appropriate PRAXIS test must be submitted to TSPC. The required test for candidates in elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary education should consult the PRAXIS registration bulletin for specific subject assessment tests required in Oregon. The NTE Professional Knowledge Test is required of all candidates.

All MAT/Standard courses are available through Pacific University’s summer, evening, and weekend classes. Special classes and workshops are also available. For more information, contact the School of Education office.

Academic Procedures

1. Upon admission into the graduate program, the student 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 School of Education before the end of the first semester following admission.

2. Meetings should be scheduled with advisors at least once a year.
3. Students must submit degree applications to the Registrar by December 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August diploma, submit by June 1.)

4. All students receiving degrees are encouraged to participate in the University’s hooding and commencement ceremonies. Students who are within 4 hours of completing their program may participate in the May commencement ceremony.

Research Project

The capstone experience for graduate students obtaining the MAT Standard License is a research project, providing an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Students will complete their projects, including final oral presentations, in conjunction with two required courses, EDUC 595: Teachers as Researchers and EDUC 596: Education Research Project.

Admission

Applications are accepted until November 1 for spring admission and until April 1 for summer and fall admissions. Admission is selective. Students may complete a maximum of 8 semester hours before admission. Those admitted to the program must meet the following requirements.

1. Official transcripts from each college or university attended.
2. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of applicant’s academic capabilities
   b. an individual who can attest to applicant’s professional teaching performance or potential to work with students
   c. an employer
4. Completed application.
5. One page essay on a current educational issue.
6. Copy of Oregon Basic Teaching License.

Selection Process

1. The applicant pool is screened by the selection committee. 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 essay
   • Critical thinking skills as assessed in essay
2. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
3. Applicants will be notified of their status by mail.

MASTER OF ARTS IN EDUCATION/ CURRICULUM STUDIES (MAE/CS)

Camille Wainwright, Coordinator, Forest Grove Campus
Nancy Meltzoff, Coordinator, Lane County Campus

The Master of Arts in Education, Curriculum Studies allows graduate students to pursue a rigorous, interdisciplinary program in the foundations of education. This degree is suited primarily for the experienced teacher or the liberal arts degree holder who wishes to develop expertise in curriculum development, teaching practices, and program evaluation. The MAE/CS does not satisfy requirements for teaching licensure in Oregon.

Curriculum

Candidates complete, within a 6-year period, a minimum of 30 semester hours of graduate courses in individual planned programs which include the following:

1. 13-15 semester hours in Professional Education
2. 12 semester hours in the Liberal Arts
3. EDUC 595: Teachers As Researchers (3 hours), EDUC 596: Education Research Project (2 hours)

Academic Procedures

1. Upon admission into the graduate program, the student 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 School of Education before the end of the first semester following admission.
2. Meetings should be scheduled with advisors at least once a year.
3. Students must submit degree applications to the Registrar by December 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August diploma, submit by June 1.)
4. All students receiving degrees are encouraged to participate in the University’s hooding and commencement ceremonies. Students who are within 4 hours of completing their program may participate in the May commencement ceremony.

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.
Research Project

The capstone experience is a research project. Candidates have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Guided by University faculty mentors, they complete the project and give oral presentations.

Admission

Applications are accepted until November 1 for the spring semester and until April 1 for the fall semester. Admission is limited and selective.

Requirements include:
1. Transcripts from each college or university attended.
2. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of your academic capabilities
   b. an individual knowledgeable about your interest in schools and educational issues
   c. an employer
4. Completed application.
5. Statement of purpose explaining why the applicant is seeking this interdisciplinary degree.
6. Writing sample.

In addition, international students who wish to enroll in the program must complete the TOEFL examination with a minimum score of 575. Students with undergraduate degrees from foreign countries will be expected to spend at least one semester in the English Language Institute prior to their acceptance into the School of Education.

Selection Process

1. The applicant pool is screened by the selection committee. Selection is based on the published minimum requirements for admission and the following criteria:
   a. Depth and breadth of undergraduate preparation
   b. Strength of recommendations
   c. Written communication skills as assessed in essay
   d. Critical thinking skills as assessed in essay.
2. Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample.
3. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
4. Applicants will be notified of their status by mail.

MASTER OF EDUCATION, VISUAL FUNCTION IN LEARNING (MED/VFL)

Anita McClain, Coordinator

The MED/VFL program, 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. All optometry students will have 11 credit hours available for coursework of their choice over and above the annual required hours within the O.D. degree.

The objectives of the Visual Function in Learning program are:
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; awareness of the varied constituencies that the public schools must satisfy.
2. To develop skills in research and in diagnosis, therapy, and case management within a multi-disciplinary setting.

Curriculum

Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which include the following:
A. 20 semester hours in the School of Education
B. 4 semester hours in the College of Optometry
C. 6 semester hours of electives

Requirements:

AREA I: Education
Educ 420G Normal Language Development in Children .. 2
Educ 421G Diagnostic Practice in Reading: Clinic ........... 1
Educ 423G Diagnostic Practice in Reading: Formal Assessment ................................................... 1
Educ 425G Diagnostic Practice in Reading: Informal Assessment .................................................. 1
Educ 426G Practicum: Reading Remediation .............. 3
Educ 514 Principles of Guidance and Counseling, ...... 2
Educ 531 The Exceptional Child ...................................... 2
Educ 565 Seminar: Educational and Optometric Connections ................................................... 1
Educ 555 Independent Study ............................................ 1

13
AREA II: Optometry
VED/Opt 744 Visual Problems That Relate to Learning Difficulties with lab ..................................... 3
VED/Opt 765 Seminar in Multidisciplinary Service ........ 1

AREA III: Research and Thesis (minimum 6 hours)
EDUC 596 Education Research Project ................................ 6

AREA IV: Electives
Elective Courses ...................................................................... 6
(Approved courses from Arts and Sciences, Optometry, School of Education or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661)

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. Electives must be approved by the MEd/VFL Coordinator. A planned program of courses must be filed with the School of Education.

Thesis
The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. University faculty mentors who serve on thesis committees guide students in completing their theses.

Academic Procedures
1. 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 needs to be reviewed by the Coordinator of MEd, VFL and the Dean of Optometry, or their designates. The proposal must be approved seven months before the date of proposed graduation. The Thesis Committee will then advise the student during the course of research and the preparation of the thesis.

2. When the final, bound thesis is approved and signed by the Thesis Committee, the student must submit two copies of the thesis to the library two weeks before commencement.

3. The Thesis Committee will include the following members:
   a. Chair, appointed by the Coordinator, MEd/VFL. The chair serves as the student’s advisor and instructor of credit for the thesis hours.
   b. Faculty Member, appointed by the Coordinator, MEd/VFL.
   c. Faculty Member nominated by the student and approved by the Coordinator, MEd/VFL.

4. Students who are within six hours of completing their program may participate in the May Commencement ceremony.

5. 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.)

Admission
Applications are accepted twice a year: November 1 and April 1. Requirements include:
1. Transcripts from each college or university attended
2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. O.D. degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty
5. Completed application
6. Written essay explaining why the applicant is seeking this degree
7. Personal interview

Selection Process
1. The applicant pool is screened by the selection committee. Selection is based on the published minimum admission requirements and the following:
   - Depth and breadth of undergraduate preparation
   - Recommendations
   - Written communication skills as assessed in essay
   - Critical thinking skills as assessed in essay

2. Recommendations for acceptance into the program are made by the selection committee of the faculty of the School of Education and the College of Optometry.

3. Applicants will be notified of their status by mail.

Professional and Academic Standards in the School of Education
Good academic standing in the School of Education is defined as continued enrollment, satisfactory academic progress, sound practicum skills, behavior that leads to professional competence as well as positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in all these areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current ethical code established by the Teachers Standards and Practices Commission, and state and federal laws governing the conduct of teaching. The School of Education 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 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 their academic standing and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to qualify for financial aid.

Class Attendance
Students have personal responsibility for class attendance, participation, and completion of assignments. While the University believes that students should be in attendance at all class sessions, individual faculty members are responsible for notifying students in their classes of their attendance expectations. Students are expected to inform their instructors of unavoidable absence in advance. Assignment of make-up work, if any, is at the discretion of the instructor. Evaluations may be affected by unexcused absences.

Guidelines for Professional Behavior
Students in the School of Education are expected to learn and practice appropriate professional behavior as delineated below while at the University and representing the University. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the School. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and fraud are considered unprofessional conduct and will not be tolerated.

University rules and policies: Students are expected to follow all guidelines set forth by the University including those concerning smoking, parking, alcohol use on campus, etc.

Attitude: Students are expected to treat faculty, peers, and their own students with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Ability to work independently: Students are expected to initiate and pursue independent study.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Research: Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.

Appearance: Students are expected to observe professional guidelines for cleanliness and appropriate dress.

Citizenship: Students are expected to conform to all city, state, and federal laws and regulations.

Standards for Competent and Ethical Performance of Oregon Educators
Standards for competent and ethical behavior have been established by the Teachers Standards and Practice Commission. The following legislative guidelines apply to teacher education students while at Pacific University:

The Competent Educator
584-20-010 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
584-20-035 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; and
(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

(2) The ethical educator, in fulfilling obligations to the district, will:
(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
(c) Strive for continued improvement and professional growth;
(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
(e) Not use the district’s or school’s name, property, or resources for noneducational benefit 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
COURSE DESCRIPTIONS

EDUC 260 Foundations of Education
An introductory course in the foundations of American Education and schooling. Issues of schooling and the teaching profession will be examined from an interdisciplinary approach that includes a variety of perspectives. Spring. 2 hours.

EDUC 300(G) Introduction to Early Childhood Education
An introduction to the field of early childhood education including a) history and foundation of programs; b) mission and ethics; c) legislation and public policy; d) Educational reform; e) goals that are appropriate for normative and special developmental needs within varied social and cultural contexts; and f) observation methodology. Participation in 2 hours of weekly field experience and observations of children is required. Fall. 4 hours.

EDUC 302(G) Special Methods: Teaching Art in the Middle and High School
Introduces the basic methods of art instruction for the middle and high school classroom. Topics to be covered will be creativity, developmental levels, Discipline-based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 303(G) Special Methods: Teaching Music in the Middle and High School
Consideration of the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 305(G) Learning Communities: Personal Awareness and Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Fall. 3 hours.

EDUC 307(G) Basic Methods for Music, Art, and PE
Methods of instructing art, music, physical education, and drama in the elementary school. Prerequisite: Admission to Teacher Education or permission of instructor. Winter III. P/NP. 2 hours.

EDUC 308(G) Special Methods: Teaching Physical Education in Elementary Schools
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 309(G) Special Methods: Teaching Physical Education in High Schools
Develops skills in designing, organizing, and assessing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 310(G) Special Methods: Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Topics to be covered will be creativity, developmental levels, Discipline-based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 311(G) Special Methods: Teaching Music in the Elementary School
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand 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 into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 2 hours.

EDUC 312(G) Child and 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. Spring. 3 hours.

EDUC 313(G) Reading and Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand 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 into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 2 hours.
skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 2 hours.

EDUC 328(G) Integrated Methods IIIa: Teaching Science and Health in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 329(G) Integrated Methods IIIb: Teaching Science and Health in Elementary Education
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 331(G) The Exceptional Child
Characteristics and needs of children who are exceptional (physically, mentally, emotionally, socially), implications for curriculum, teaching strategies, and facilities. Summer. 2 hours.

EDUC 336(G) Special Methods: Teaching Health in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to health curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 2 hours.

EDUC 338(G) Special Methods: Teaching Science in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 339(G) Special Methods: Teaching Physical Education in the Middle and High School
Introduces aspiring teachers to teach middle school/high school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 340(G) Curriculum: Early Childhood Education
The development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight including a) assessment of children's diverse individual developments, family, and group/community needs and values; b) creation, implementation and evaluation of teaching materials and learning experiences in the areas of language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement; c) the psychology of literacy and reading instruction; d) young children's literature; e) management of the classroom. Participation in 2 hours of weekly field experience and observations of children is required. Prerequisites: ED 300/300G or consent of the instructor. 4 hours.

EDUC 343(G) Integrated Methods IIIa: Teaching Mathematics in Elementary Education
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 349(G) Special Methods: Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.

EDUC 361(G) Foundations of Human Development and Psychology
Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Topics also relate 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. In addition, the class gives an overview of available resources and practices intended to support students with special needs in the regular school setting. Corequisite: EDUC 397. Offered each semester. 3 hours.

EDUC 370(G) School and Society
Explores the relationship between schools and society. The readings, discussion, and reflections are designed to help aspiring teachers develop an understanding of the philosophical, historical, sociocultural, and legal foundations of education. Fall. 2 hours.

EDUC 397(G) Field Experience
Participation in a professional experience in public schools. Prerequisite: Admission into Teacher Education or permission of instructor. Offered each semester. 1 hour.

EDUC 408(G) Integrated Methods II: Reading and Language Arts in Early Childhood Education
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. This course is designed to help 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.
The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 4 hours.

EDUC 409(G) Integrated Methods III: Teaching Mathematics in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 410(G) Integrated Methods IV: The Expressive Arts in Early Childhood Education
Assists aspiring early childhood teacher to become knowledgeable about methods for teaching art, music, and physical educational and become skillful in integrating art, music, and physical education activities into the curriculum. Course content will include 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. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 420(G) Normal Language Development in Children
The nature of language as a system of human communication, language development as a basis for understanding the reading process, language readiness for reading. Prerequisite: Admission to Teacher Education or permission of instructor. Spring. 2 hours.

EDUC 421(G) Diagnostic Practice in Reading: Clinic
A supervised diagnostic and remedial laboratory experience for the improvement of reading. Prerequisite: EDUC 423 & 425. Can be taken concurrently with EDUC 423 & 425. Fall. 1 hour.

EDUC 423(G) Diagnostic Practice in Reading: Formal Assessment
Survey of formal diagnostic reading instruments. Prerequisite: EDUC 425. Can be taken concurrently with EDUC 421 and 425. Fall. 1 hour.

EDUC 425(G) Diagnostic Practice in Reading: Informal Assessment
Survey of informal diagnostic reading instruments. Prerequisites: Admission to Teacher Education, EDUC 313 or 314 or graduate standing. Can be taken concurrently with EDUC 421 and 423. Offered each semester. 1 hour.

EDUC 426(G) Practicum: Reading Remediation
A supervised clinical experience in the diagnosis and remediation of reading and learning difficulties of school-aged children. Prerequisite: EDUC 421, 423, & 425. Spring. 3 hours.

EDUC 427(G) Psychology of Reading Instruction
The nature of the reading process and principles of development and learning related to reading achievement. Psychological foundations of methods and materials utilized in reading instruction. Examines the learner with reading difficulties. Prerequisite: Junior standing or permission of instructor. Fall. 2 hours.

EDUC 431(G) Integrated Methods I: General Methods
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. Course content will include an examination of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general methods will be organized. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours.

EDUC 436(G) Technology Across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Consisting of a series of readings, presentations, lab work, small group work, and independent exploration, this course is intended to develop and expand students’ skills and knowledge of educational technology. Spring. 2 hours.

EDUC 444(G) Integrated Methods II: Reading and Language Arts in the Elementary School
Introduces preservice educators to the survey and implementation of specific curricular methods for elementary educators. This course is designed to help 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. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 4 hours.

EDUC 445(G) Integrated Methods IV: Thematic Teaching through Social Studies and the Arts
Assists students in developing thematic curricula which is based on broad concepts drawn from social studies. Students will review and reflect on previous learning in the MAT program and use the resources, skills, and concepts acquired or studied to develop a long range curriculum plan which integrates the arts, sciences, humanities, and social sciences. Special emphasis will be placed on identifying appropriate social studies themes and strategies which will form the bases for thematic instruction. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 4 hours.

EDUC 447(G) Special Methods: Teaching a Foreign Language in the Middle and High School
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the 5 skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours.
EDUC 451(G) Special Methods: Teaching Social Studies in the Middle and High School
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Students will review the development of social studies, engage in planning, presenting, and assessing social studies units and lessons, participate in interactive instructional activities, and debate current issues in the field. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 475. Offered each semester. P/NP. 2 hours.

EDUC 452(G) Special Methods: Teaching Language Arts in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Through the use of readings, presentations, small group work, and independent exploration, this course expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. This course will further help students identify and design lessons which develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 475. Fall. 3 hours.

EDUC 455(G) Practicum
Variable credit student teaching. Participation in a school setting under guidance of a classroom and a University supervisor. Prerequisite: Completion of professional sequence and admission into student teaching program. Corequisite: EDUC 475. Offered each semester. P/NP. Variable credit.

EDUC 459(G) 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 previous to student teaching. Prerequisite: Admission into Teacher Education or permission of instructor. Offered each semester. 2 hours.

EDUC 460(G) Advanced Teaching Strategies
Advanced study of instructional practices, elements of instruction, classroom management, multicultural education, alternative learning strategies, parent involvement, reflective practices, cooperative learning, instructional technology, integrated academics, students' special needs, and authentic assessment. Summer. 2 hours.

EDUC 471 (G) Global Issues in Education
This graduate seminar will provide participants with the opportunity to develop curricula which brings a global perspective to their teaching practice. Participants will research a topic of interest, review a variety of resources, and investigate current issues in global education. 3 credits. P/NP.

EDUC 475(G) Student Teaching
Full-time participation in a school setting under guidance of a classroom and a University supervisor. Prerequisite: Completion of professional sequence and admission into student teaching program. Corequisite: EDUC 476. Offered each semester. P/NP. 12 hours.

EDUC 476(G) Student Teaching Seminar
Designed to serve as both a support and knowledge base for student teachers. Offered each semester. Corequisite: EDUC 475 or EDUC 435. 2 hours. P/NP

EDUC 490 Integrating Seminar
Synthesizes the learnings from major coursework in education, psychology, and subject area content for a fuller understanding of the education and learning process. Students complete and present a senior research project focused on a specific aspect of schooling or the learning process. Prerequisite: Senior standing. Offered each semester. 6 hours.

EDUC 502 Special Methods: Teaching Art in the Middle and High School
Introduces the basic methods of art instruction for the middle and high school classroom. Topics to be covered will be creativity, developmental levels, discipline-based art education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours.

EDUC 503 Special Methods: Teaching Music in the Middle and High School
Consideration of the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 504 Learning Communities I: Personal Awareness
Explores the personal, relational and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Admission to MAT 5th Year or consent of instructor. Summer. 2 hours.

EDUC 505 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 506 Integrated Methods I: Reading and Language Arts in Early Childhood Education
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. This course is designed to help 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. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 4 hours.
EDUC 509 Integrated Methods IIIa: Teaching Mathematics in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 510 Integrated Methods IV: The Expressive Arts in Early Childhood Education
Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical education, and become skillful in integrating art, music, and physical education activities into the curriculum. Course content will include 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. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 514 Teachers as Counselors
Examines practical principles and programs related to the guidance and counseling curriculum in schools. Designed to assist elementary and secondary school teachers in developing effective strategies for promoting positive classroom climates while solving individual discipline issues. Required for the MAT/Standard License and MEd./VFL programs. Summer. 2 hours.

EDUC 515 Foundations of Human Development and Psychology: Early Childhood and Elementary
Acquaints students with the terminology, concepts, theories, and issues central to child development and educational psychology, and to explore the relation between these fields as they are applied in elementary school classrooms. Prerequisite: Admission to MAT 5th Year or consent of instructor. Summer. 4 hours.

EDUC 516 Foundations of Human Development and Psychology: Middle and High School
Acquaints students with the terminology, concepts, theories, and issues central to adolescent development and educational psychology, and to explore the relation between these fields as they are applied in secondary school classrooms. Prerequisite: Admission to MAT 5th Year or consent of instructor. Summer. 4 hours.

EDUC 517 Special Methods: Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Topics to be covered will be creativity, developmental levels, discipline-based art education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 518 Special Methods: Teaching Music in the Elementary School
Considers the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 519 Special Methods: Teaching Physical Education in Elementary Schools
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 526 Teaching and Assessment in the High School
Develops skills in designing and organizing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 527 Teaching and Assessment in the Middle School
Develops skills in designing and organizing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 528 Integrated Methods IIIb: Teaching Science and Health in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 529 Integrated Methods IIIb: Teaching Science and Health in the Elementary School
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 531 The Exceptional Child
Characteristics and needs of children who are exceptional (physically, mentally, emotionally, and/or socially), implications for curriculum, methodology, media, and facilities. Summer. 2 hours.

EDUC 533 Integrated Methods I: General Methods
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. Course content will include an examination-
tion of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general methods will be organized. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 536 Special Methods: Teaching Health in the Middle School and High School
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 537 Technology Across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Consisting of a series of readings, presentations, lab work, small group work, and independent exploration, this course is intended to develop and expand students’ skills and knowledge of educational technology. Prerequisite: Admission to MAT 5th Year or consent of instructor. Summer. 1 hour.

EDUC 538 Special Methods: Teaching Science in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 539 Special Methods: Teaching Physical Education in the Middle and High School
Prepares preservice teachers to teach middle school/high school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 541 Reading and Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand 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 MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 543 Integrated Methods III: Teaching Mathematics in the Elementary School
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 544 Integrated Methods II: Reading and Language Arts in the Elementary School
Introduces preservice educators to the survey and implementation of specific curricular methods for elementary educators. This course is designed to help 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. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 4 hours.

EDUC 545 Integrated Methods IV: Thematic Teaching through Social Studies and the Arts
Assists students in developing thematic curricula which is based on broad concepts drawn from the social studies. Students will review and reflect on previous learning in the MAT program and use the resources, skills, and concepts acquired or studied to develop a long range curriculum plan which integrates the arts, sciences, humanities, and social sciences. Special emphasis will be placed on identifying appropriate social studies themes and strategies which will form the bases for thematic instruction. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 546 Special Methods: Teaching Business in the High School
Explores materials and methods for teaching business education in the high school. Particular emphasis on current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 547 Special Methods: Teaching a Foreign Language in the Middle and High School
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 MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 549 Special Methods: Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 551 Special Methods: Teaching Social Studies in the Middle and High School
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Students will review the development of social studies, engage in planning, presenting, and assessing social studies units and lessons, participate in interactive instructional activities, and debate current issues in the field. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.
EDUC 552  Special Methods: Teaching Language Arts in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Through the use of readings, presentations, small group work, and independent exploration, this course expands students’ knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. This course will further help students identify and design lessons which develop Oregon’s Standard and Benchmark abilities for high school students. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 553  Special Methods: Teaching Drama in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 3 hours.

EDUC 560  Teaching Composition in Schools, PP-12
Focus on the writing process, combining skills which teachers of all content areas can use. Addresses school reform issues (e.g. CIM, CAM) for language arts. Emphasis on practical activities which can be used in the classroom. Summer. 2 hours.

EDUC 565  Seminar: Educational and Optometric Connection
Explores the connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. A review of the literature regarding the overlap of the procedures will be investigated. Includes field experience. Prerequisite: Consent of instructor. Fall. 1 hour. P/NP.

EDUC 567  Curriculum Design: High School
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. Students will review and reflect on previous learning in the MAT program and use the resources, skills, readings, and concepts acquired or studied, to design a year-long course in one content area. In addition, students will work as members of interdisciplinary teams to integrate their individual course plans with subjects across the curriculum. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 568  Curriculum Design: Middle School
Assists students in understanding the process of curriculum development in a middle school setting. Students will apply previous learning in the MAT program to the design of a semester or year-long course which is highly integrated across the curriculum. Emphasis will be placed upon the team planning process and appropriate selection and blending of resources. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours.

EDUC 570  School and Society
Explores the relationship between schools and society. The readings, discussion, and reflections are designed to help aspiring teachers develop an understanding of the philosophical, historical, sociocultural, and legal foundations of education. Prerequisite: Admission to MAT 5th Year or consent of instructor. Summer. 2 hours.

EDUC 573  Practicum
Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. The practicum setting is in the major authorization area. The two day per week practicum is a prerequisite to full-time student teaching. The practicum may be either 15 or 18 weeks. Prerequisite: Admission to MAT 5th Year or consent of instructor. Fall. 2 hours. P/NP.

EDUC 575  Student Teaching
Provides a classroom setting for preservice teachers to apply principles of education pedagogy and methodology. 9 to 14 weeks will be at the authorization level of major emphasis. 4 to 9 weeks will be at the authorization level of minor emphasis. Prerequisite: Admission to MAT 5th Year or consent of instructor. Spring. 15 hours. P/NP.

EDUC 576  Learning Communities III
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The experience of participating in a democratic, inclusive, reflective learning community is designed to help aspiring teachers develop a rich understanding of how to meet the needs of all students. Prerequisite: Admission to MAT 5th Year or consent of instructor. Spring. 2 hours. P/NP.

EDUC 585  Teachers as Researchers
Enables students to locate, read, and understand current educational research and consider its impact on teaching practice. Students will design and conduct a small research project, write a research report, and present their research findings to their peers. Prerequisite: Admission to MAT 5th Year or consent of instructor. Winter III. 3 hours.

EDUC 589  Teachers as Researchers
Introduction to the current methods of conducting research as it relates to teaching, curriculum development, and educational research. Includes the philosophy of educational research and qualitative and quantitative methods of inquiry. Prerequisite: Completion of half of planned program. Summer. 3 hours.

EDUC 596  Education Research Project
Completion of research project based on approved proposal developed in EDUC 595 (excluding MEd./VFL students). Prerequisite: EDUC 595 (excluding MEd./VFL students). 2-6 hours.
School of Occupational Therapy

MOLLY McEWEN, M.H.S., OTR, DIRECTOR

GENERAL INFORMATION

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 daily life activities including self care, work, and play/leisure. Occupational therapy explores how people can live more productively, facilitating a person's ability to engage in 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.

Occupational therapy practitioners study how people occupy their time at various ages and developmental stages of their lives. The occupational therapist considers the individual as a whole—the integration of mind, body and spirit. Occupational therapy focuses on the achievement of complete physical, mental, social and spiritual well-being through 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. Through 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 strives to maintain 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 and facilitate meaningful intervention based on what people DO. A person’s ability to occupy their time in a state of physical, social and spiritual well-being facilitates and enhances a natural rhythm of pleasing-ease (Adolph Meyer, 1921). The occupational therapist assists in empowering individuals to take a more active role and to exercise greater control in caring for their own health and quality of life.

History of the School

Established in 1984, 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 was successfully re-accredited in 1991 being cited for a “cutting edge curriculum” in occupational therapy. The School has continually grown and developed. One of the most recent changes has been a shift to a 29-month master’s entry-level curriculum. The first Master entry-level students began in Fall 1997 and will graduate in 2000. Professional Entry-Level Occupational Therapy Programs are 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 phone number is 301-999-7979, AOTA’s phone number is 301-652-AOTA.

Program of Study

The School of Occupational Therapy at Pacific University offers a 29 month entry-level Master’s degree program, resulting in a Masters 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. Entrance to the program is in the fall semester only; all courses and fieldwork are taken sequentially and completed prior to graduation. Upon successful completion of all program requirements and resultant graduation, the student is eligible to take the National Board of Certification in Occupational Therapy (NBCOT) examination. Upon successful completion of this examination, the examinee becomes a nationally registered occupational therapist, certified for practice and eligible for state licensure.

The curriculum embraces a wholistic view of the 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 “anything is possible” and embracing this wholistic perspective of health, the Pacific University School of Occupational Therapy reflects the philosophy of the profession. Health, wellness and wholeness proceed from a balanced, integrated interaction with the environment through the process of engaging in meaningful activities of self-care, work and play/leisure. Grounded in the belief that the process of doing becomes the process of self-actualization/self-awareness, the faculty of the School of Occupational Therapy utilize process as a means for developing creative problem solving skills in critical reasoning, enabling the students to become active and effective agents of change. The faculty of the School of Occupational Therapy seek to model the practice of the profession by using educational and community environments to open the doors of possibilities and opportunities for active engagement of the students in planning, creating and participating in the learning process. Graduates from the program exceed the defined stan-
ards 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 community experiences are integrated throughout the curriculum, sequencing the fieldwork component in phases with progressively higher levels of performance and responsibility expected on the part of the student. Fieldwork experiences are opportunities to apply academic learning to the practice of occupational therapy in a variety of different settings—hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, social service organizations, non-profit facilities, business and industrial settings. The School of Occupational Therapy has agreements with many facilities throughout the northwest region, as well as the nation, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student’s experience.

Mission of the Occupational Therapy Program

The mission of the School of Occupational Therapy is to produce practitioners who, through use of creative problem solving based on sound clinical reasoning, will become active and effective agents of change, well grounded in the ethics and values necessary to serve society and to achieve fulfillment in an ever-changing environment.

The primary focus of occupational therapy is the development of a person’s adaptive skills and performance capacity. Its concern is with a person’s ability to function in meaningful daily life activities or occupation, the factors which promote, influence or enhance such function, as well as those factors which serve as barriers or impediments. Mindful of this concern, the School of Occupational Therapy is committed to establishing an optimal learning environment which involves full participation of faculty, students and community in a dynamic interchange of ideas, concepts and actions.

The mission, therefore, is dependent upon the collaboration of faculty, students and the community in facilitating optimal learning. The faculty, aspiring to excellence in teaching, provide a quality education in the fundamentals of occupational therapy; the students, always questioning and reaching for new insights into truth, provide active inquisitive minds; the community, committed to the enhancement of health care through education, provides a laboratory of real life within which the students and practicing professionals test ideas and concepts formulated in the classroom.

Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service. The mission of the School of Occupational Therapy supports the University’s mission as summarized by Sidney Harper Marsh, first president of Pacific University (1853-1879): “It is intended that the study and instruction here given shall cultivate the power of right thinking and ground the student in the principles of right action.” Further, the School of Occupational Therapy strives to provide students, faculty and community with the understanding that, “Life requires more than knowledge....Life demands right action if knowledge is to come alive.” (D. Millman, 1980).

Career Opportunities

Occupational Therapy provides a good career choice for individuals who value a wholistic/humanistic approach to health care. According to the Bureau of Labor Statistics, occupational therapy is expected to be one of the ten fastest growing occupations and offers outstanding employment opportunities. Occupational therapists can choose to practice in a variety of settings and roles: practitioner, administrator, educator and researcher. Employment opportunities for occupational therapists are numerous and varied throughout the United States and in foreign countries.

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, “occupations” within the context of family, work and community life. 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 various conditions such as physical, social or environmental. Career opportunities are vast: the occupational therapist has career opportunities nationwide 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/or daycare. Increasing numbers of practitioners are in private practice.

An occupational therapist may perform in the role of an administrator, which would require her/him to coordinate the activities of an occupational therapy department or a program in a health facility or community setting. Responsibilities might range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel coordination.

The occupational therapist may have an opportunity to assume the role of an educator 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 in occupational therapy clinical practice.

As a researcher, the occupational therapist defines problems for investigation and designs research programs. The research occupational therapist collects and analyzes data, evaluating and publishing the results of his or her research. Active research is critical to any health profession and offers challenges to the professional. An occupational therapist may, of course, combine research with other work in the field, and many therapists do, in fact, explore many of these roles in the course of their careers.
Admission to the Entry-Level Masters of Occupational Therapy Professional Program

Applicants to the professional program should request an occupational therapy application packet from the Office of Admission for Professional Programs. The application deadline is in December prior to fall entry.

Enrollment in the professional program is limited to 26 students per class and admission is highly selective. A bachelor's degree is highly recommended but not required. Students who enter without a bachelor's degree will receive a Bachelor of Science degree in Human Occupation following completion of their first year in the graduate curriculum.

The faculty in the School of Occupational Therapy believe 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.

The admission process required for enrollment to the School of Occupational Therapy requires two steps: 1) the application review and 2) an on-campus interview. First, the Committee reviews the application for essential criteria which determine those candidates who will be invited for on-campus interviews. The second step of the admission process, the on-campus interview, is required for admission and is a major factor in the admission decision. It allows the applicant the opportunity to assess her/his “fit” with the program and also allows the admission committee to continue to assess essential skills and traits of the applicant which may or may not be reflected in the application.

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: all academic prerequisite coursework completed at a “C” grade or higher with a minimum prerequisite coursework GPA of 2.7 required. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

During the application review and during the on-campus interview, 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 self-generated 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 which includes 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

Prerequisites: Coursework and Corresponding Skills

Students who are eligible to apply for admission must, prior to entrance, have:

- acquired a bachelor’s degree and all specified School of Occupational Therapy prerequisite coursework; OR
- Completed a minimum of three academic years of college coursework (90 semester hours) including a minimum of four (4) upper division courses, the specified School of Occupational Therapy prerequisites coursework, and Pacific University bachelor core requirements (see Pacific core requirements below).

Following is a list of prerequisite coursework which must be completed prior to enrollment in the occupational therapy professional program. Quarter credit hours are acceptable but need to be translated into semester hours. To convert credit hours divide quarter credits by 1.5 to obtain semester credits. Refer to application packet for details. If, after careful review, there is doubt about transfer of certain course credits or stated requirements, please consult with the Pacific University Office of Admission.

Natural Sciences

12 semester hours. Must include courses in both human anatomy and human physiology. A single course combining anatomy and physiology is not acceptable. In addition,
students to: 1) engage in a creative process, 2) experience opportunities for emotional and intellectual self expression, and 3) explore varied creative activities (occupations).

Communication

2 semester hours. Must include courses in the areas of debate or public speaking.

Completion of this prerequisite will enable the applicant to: 1) gain a broader perspective of communication, and 2) develop skills in public speaking, critical thinking and argumentation.

Research Design

2 semester hours. It is recommended that this be taken in a department of psychology, sociology, or anthropology and include a qualitative research component. Statistics will be accepted.

Completion of this prerequisite will enable the applicant to: 1) examine principles of research design, methodology and analysis, 2) systematically analyze qualitative and quantitative research, and 3) apply principles of research to health care.

Humanities

9 semester hours (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 will enable 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.

Cross Cultural Studies

2 semester hours. Must include courses on the cultures of Africa, Asia, Latin America, or aspects of the United States culture that draw upon these areas or cultures of the indigenous peoples of North America.

Completion of this prerequisite will enable the applicant to gain an awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world.

Physical Fitness

2 semester hours. Physical education activity courses. May be taken “pass/no pass.”

Completion of this prerequisite will enable the applicant to support a sound mind through sound body. (cf. Plato, The Republic).

Medical Terminology

A complete sequence or survey course. May be taken “credit/no credit.”

First Aid

A course in first aid including CPR must be completed prior to entrance. This need not be for credit.

Pacific Core Requirements

The following degree requirements are not covered by prerequisite courses. The requirements must be met by all occupational therapy applicants unless the student has (or will have) completed a bachelor’s degree prior to entrance in the professional program:

Mathematics - 3 semester hours. Proficiency at a basic level is required. This can be demonstrated by a sufficient score on the mathematics test given to entering students, by completion of a course equal to Mathematics 121 at Pa-

Social Sciences

15 semester hours. These courses should address the individual and group patterns of thought and behavior. Must include courses from minimally three (3) of the following areas: psychology, sociology, anthropology, politics, government, business, and economics. Specifically, must include 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.

Completion of this prerequisite will enable 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.

Writing

3 semester hours. 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 will enable the applicant to develop skills for critical thinking and clear writing necessary for professional practice and self-reflection.

Applied Arts

9 semester hours. Possible courses could include: basic design, ceramics, dance, photography or music. Personal “life experience” does not meet this requirement. Art or music appreciation, history, or theory courses do not meet this requirement. A portion of this requirement may be completed through recent organized non-credit courses (within the past seven years; maximum 3 semester hours). If you select to do so, you must contact the Office of Admission for procedural forms prior to submitting your application.

Completion of this prerequisite will enable the applicant to: 1) examine principles of research design, methodology and analysis, 2) systematically analyze qualitative and quantitative research, and 3) apply principles of research to health care.

Anatomy and physiology must be completed within the last seven years.

A physics course is recommended. This course need not be calculus based. All courses must include laboratory. Anatomy and physiology must be completed within the last seven years.

Completion of this prerequisite will enable the applicant to: 1) understand the way in which the human body develops, is anatomically structured and physiologically functions, 2) utilize methods of scientific inquiry, 3) apply concepts and theories of science, and 4) build skills in problem solving and logical analysis.
specific University, or by completion of a statistics course.

Foreign Language - 6 semester hours or proficiency. A proficiency in a language other than English must be demonstrated by the successful completion of a 102-level course or its equivalent. A student may satisfy this requirement by passing a proficiency test administered by the World Languages department. Students who have two years of high school study in a single language will be advised to take the 102-level course. The instructor for the 102-level course can approve a shift to a 101-level course, if required to meet the best educational achievement. A student whose native tongue is not English can be exempted from the Foreign Language Core requirement by obtaining approval from his/her advisor, and the Chair of the World Languages and Literatures department.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found on page 52. Additional 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:
The 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

Academic Standards

Good academic standing in the School of Occupational Therapy is defined as continued enrollment, satisfactory academic progress, sound practice skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students receive feedback regularly in these four areas.

A student’s academic standing may be jeopardized by one or more of the following:
1. Indications of poor academic performance
2. Insufficient progress in the development of practice skills
3. Failure to comply with school rules or procedures
4. Unprofessional conduct, unethical conduct, or illegal conduct
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations

Academic and Fieldwork Performance
To maintain good academic standing (which refers to both academic and fieldwork courses, including the demonstration of satisfactory development of practice skills), students must attain a grade of “C” (or better) or a “Pass” in all OT coursework. A grade of “C-” (or lower) or No Pass (NP) in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Students also must maintain a minimum cumulative grade point average (GPA) of 2.7 for all OT courses. Failure to maintain a cumulative 2.7 GPA will result in academic probation or dismissal from the program.

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 their academic standing in the School of Occupational Therapy and may constitute grounds for probation or dismissal from the program. In addition, failure to provide written documentation of all health records (immunizations, TB screenings, CPR, First Aid) according to the School of Occupational Therapy guidelines will result in academic warning, probation, or dismissal from the program.

Professional/Ethical Conduct
To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Demonstration of unprofessional, unethical, or illegal conduct may be grounds for an academic warning, probation, or dismissal from the program.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current Professional Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy. 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.

Students must maintain good standing in the program in order to be eligible for, or continued on, in any School of Occupational Therapy administered scholarships.

Academic Standard Procedures
Faculty will evaluate academic performance, practice skills, and professional development and behaviors demonstrated in the educational environment and in fieldwork performance according to standards set forth in the University
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 warning, 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 requirement of probation in a timely manner may result in removal from the program.

In the case of flagrant and intentional violations of the Occupational Therapy Professional Code of Ethics, a student may be removed without previous warning at any time in his or her academic career.

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.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in the Pacific University Catalog, Pacific Stuff, and the School of Occupational Therapy Student Handbook.

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.

1999-2000 COURSES IN THE MASTER OF OCCUPATIONAL THERAPY CURRICULUM

First Year

First Year/Fall Semester

Prerequisites
To enroll in first year fall classes, students must be admitted members of the entering occupational therapy class or obtain approval from faculty and/or the Director of the School of Occupational Therapy.

O.T. 401 Self Discovery Through Cultural and Historical Exploration I ......................... 6
O.T. 403 Understanding Human Occupation in Self-Context ........................................ 6
O.T. 405 Practicum I .................................................................................. 1
O.T. 408 Foundational Knowledge and Skills I .......... 1
O.T. 412 Occupational Explorations I ...................... 1

First Year Winter-Spring-Summer Semesters

Prerequisites
To enroll in first year, winter-spring classes, students must successfully complete all first year fall coursework and be advanced to the first year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 402 Self Discovery Through Cultural and Historical Exploration II .................. 7
O.T. 404 Understanding Human Occupation in Context of Others .......................... 7
O.T. 406 Practicum II .............................................................................. 1
O.T. 409 Foundational Knowledge and Skills II ....... 1
O.T. 413 Occupational Explorations II ..................... 1
O.T. 520 Level I Fieldwork ................................................................. 4

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Second Year

Second Year/Fall Semester

Prerequisites
To enroll in second year fall classes, students must successfully complete all first year coursework and be advanced to the second year by approval of the School of Occupational Therapy faculty.

O.T. 501 Professional Body of Knowledge Guiding Practice I ....................................... 6
O.T. 504 The Human Condition: Health and Wellness Continuum .................................. 6
O.T. 521 Level I Fieldwork ................................................................. 2
O.T. 410 Foundational Knowledge and Skills III ...... 1
O.T. 414 Occupational Explorations III .................. 1

Second Year/Winter-Spring-Summer Semesters

Prerequisites
To enroll in second year winter-spring classes, students must successfully complete all second year fall coursework and be advanced to the second year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 621 Level II Fieldwork ............................................................. 6
O.T. 502 Professional Body of Knowledge Guiding Practice II ....................................... 5
O.T. 503 Synthesis and Integration of Treatment Planning Process ................................... 3
O.T. 601 Systems Analysis and Program Planning/ Management .................................. 2
O.T. 411 Foundational Knowledge and Skills IV ...... 1
O.T. 415 Occupational Explorations IV .................. 1
O.T. 622 Level II Fieldwork B ......................................................... 8

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Third Year

Third Year/Fall Semester

Prerequisites
To enroll in third year fall classes, students must successfully complete all second year coursework and be advanced to the third year by approval of the School of Occupational Therapy faculty.

O.T. 623 Level II Fieldwork C ................................... 7
O.T. 624 Fieldwork Seminar ..................................... 1
O.T. 602 System Analysis and Program Planning and Management II ................................. 3
O.T. 604 Professional Research Project I .......................... 3
O.T. 610 Tutorials/Independent Study ............................ 2

Third Year/Winter-Spring Semesters

Prerequisites
To enroll in third year winter-spring classes, students must successfully complete all third year fall coursework and be advanced to the third year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 625 Practice Model Programs (Level II Fieldwork D) ....................... 7
O.T. 626 Practice Model Programs Seminar ......................... 2
O.T. 603 Emerging Practice Foundations .......................... 3
O.T. 604 Professional Research Project II .......................... 3
O.T. 611 Independent Study/Tutorial ............................... 2

COURSE DESCRIPTIONS

O.T. 401 Self Discovery Through Cultural and Historical Exploration I
This course provides an overview of the student’s cultural heritage which supports the understanding of how people have occupied their time throughout the ages. The student will adopt diverse ways of viewing the world which will support critical thinking and problem solving. 6 hours.

O.T. 402 Self Discovery Through Cultural and Historical Exploration II
This course continues the study of how people have occupied their time through the ages, with special focus on the 19th and 20th centuries. Utilizing story telling strategies, the student will begin the process of understanding oneself as a product of one’s ancestral context. Prerequisite: O.T. 401. 7 hours.

O.T. 403 Understanding Human Occupation in Self-Context
This course introduces the student to the historical roots and philosophy of the profession as a foundation for students’ developing their own organizing framework for practice. Understanding the basic concepts of human occupation and their relationship to health will occur through the students’ study of personal occupational histories and behaviors. 6 hours.

O.T. 404 Understanding Human Occupation in Context of Others
This course introduces the student to the occupational therapy process through observation, evaluation and interpretation of people, across the age span, engaged in human occupations within varied environments. Performance contexts and underlying component skills and supports will be explored. Organizational models emerging from the profession will be critically analyzed for further development of the students’ own organizing framework for practice. Prerequisite: O.T. 403. 7 hours.

O.T. 405 Practicum I
This community experience provides opportunities for observation and participation in various environments where people live, work and play for the purpose of the students’ evaluation of their own occupational values, beliefs and motivations. To be taken concurrently with O.T. 403. 1 hour. Graded P/NP.

O.T. 406 Practicum II
This community/lab experience provides opportunities for applying skills in observation, evaluation and interpretation of people engaged in various occupations. The student will utilize various models and theoretical frames of reference as a means of organizing and interpreting information gathered. Prerequisite: O.T. 405. To be taken concurrently with O.T. 404. 1 hour. Graded P/NP.

O.T. 408 Foundational Knowledge and Skills I
This course provides an introduction to, and the development of, foundation skills and knowledge corresponding to core courses, to support the student’s socialization into the profession. To be taken concurrently with O.T. 401 and O.T. 403. 1 hour. Graded P/NP.

O.T. 409 Foundational Knowledge and Skills II
This course is a continuation of the introduction to, and the development of, foundational skills and knowledge corresponding to core courses to support the student’s socialization into the profession. Prerequisite: O.T. 408. To be taken concurrently with O.T. 402 and O.T. 404. 1 hour. Graded P/NP.

O.T. 410 Foundational Knowledge and Skills III
This course provides for the development of specific skills and knowledge which will support the students application of theory to practice. Prerequisite: O.T. 409. To be taken concurrently with O.T. 501 and 504. 1 hour. Graded P/NP.

O.T. 411 Foundational Knowledge and Skills IV
This course is a continuation of O.T. 410 and focuses on the development of specific skills and knowledge which will support the students application of theory to practice. Prerequisite: O.T. 410. To be taken concurrently with O.T. 502 and O.T. 503. 1 hour. Graded P/NP.

O.T. 412 Occupational Explorations I
This course provides the student with an opportunity to engage in unfamiliar activities for further exploration and understanding of how people occupy their time. 1 hour. Graded P/NP.

O.T. 413 Occupational Explorations II
This course continues to provide the student with an opportunity to engage in novel activities for exploration and to begin to recognize the meaning of occupation as unique to individuals. Participating in varied occupations/activities allows the student to integrate and apply those concepts of occupation studied, simultaneously, in other aspects of the curriculum. Occupational analysis will be introduced. Prerequisite: O.T. 412. 1 hour. Graded P/NP.
O.T. 414 Occupational Explorations III
This course provides the student with the opportunity to develop her/his skills in activities explored in O.T. 412 and O.T. 413 through engaging in novel occupations as well as developing group leadership skills. Occupational analysis will be applied. Prerequisite: O.T. 413. 1 hour. Graded P/NP.

O.T. 415 Occupational Explorations IV
This course continues to provide the student with the opportunity to further develop her/his skills in activities explored in O.T. 412 and O.T. 413 through engaging in novel occupations as well as developing group leadership skills. Occupational analysis and grading of activities will be required. Prerequisite: O.T. 414. 1 hour. Graded P/NP.

O.T. 501 Professional Body of Knowledge Guiding Practice I
This course provides the student with the opportunity to analyze, synthesize and integrate various organizing constructs utilized in the practice of occupational therapy. The student will continue developing and applying her/his own critical reasoning framework of practice with emphasis on developing skills in evaluation of occupational dysfunction for individuals across the life-span. 6 hours.

O.T. 502 Professional Body of Knowledge Guiding Practice II
This course is a continuation of the process in which students learn to analyze, synthesize and integrate various organizing constructs utilized in the practice of occupational therapy. The student will continue developing and applying her/his own critical reasoning framework of practice with emphasis on developing skills in intervention for occupational dysfunction for individuals across the life-span. Prerequisite: O.T. 501. 5 hours.

O.T. 503 Synthesis and Integration of Intervention Planning Process
This course provides an opportunity for the student to synthesize and integrate academic knowledge and OT practice. The student will continue the process of developing her/his own critical reasoning framework of practice with particular emphasis on occupation based practice. To be taken concurrently with O.T. 502 and O.T. 621. 3 hours. Graded P/NP.

O.T. 504 The Human Condition: Health and Wellness Continuum
This course provides prerequisite skills and knowledge necessary to support competent performance and develop hypotheses regarding the client’s strengths and challenges to occupational performance. The process will focus on stories of individuals who have experienced occupational dysfunction. 6 hours.

O.T. 520 Level IA Fieldwork
Full-time four-week experience in an non-profit community service organization which provides programs for the general population. Prerequisite: Successful completion of First Year coursework. 4 hours. Graded P/NP.

O.T. 521 Level IB Fieldwork
Part-time experience incorporated throughout the semester in programs which serve people with occupational dysfunction. Prerequisite: O.T. 520. To be taken concurrently with O.T. 501 and O.T. 504. 2 hours. Graded P/NP.

O.T. 601 Systems Analysis and Program Planning/Management
This course provides the student the opportunity to begin developing skills in systems analysis, program planning/development and management for practice in the 21st century. 2 hours.

O.T. 602 Systems Analysis and Program Planning/Management II
This course is a continuation of skill development in systems analysis, program planning/development and management for practice in the 21st century. Focus will be on developing a proposal for an innovative new program, collaborating with an existing community based system. Prerequisite: O.T. 601. 3 hours.

O.T. 603 Emerging Practice Foundations
This course provides business knowledge and skills for designing, leading, and managing emerging practice models. Prerequisite: successful completion of third-year fall semester. 3 hours.

O.T. 604 Professional Research Project I
In consultation with advisor, complete proposal for Professional Project, to be completed during Winter/Spring terms. 3 hours. Graded P/NP.

O.T. 605 Professional Research Project II
Completion of Professional Project proposed during Fall term. Prerequisite: O.T. 603. 3 hours.

O.T. 610 Independent Study/Tutorial
Focused study in practice areas. 2 hours. Graded P/NP.

O.T. 611 Independent Study/Tutorial
Advanced study in practice areas of interest. 2 hours. Graded P/NP.

O.T. 620 Level II Fieldwork A
Part-time experience incorporated throughout the semester in programs which serve people with occupational dysfunction. Prerequisite: Successful completion of Second Year fall coursework. 6 hours. Graded P/NP.

O.T. 621 Level II Fieldwork B
Full-time eight-week placement in programs which serve people with occupational dysfunction. Prerequisites: Successful completion of second year coursework. 8 hours. Graded P/NP.

O.T. 623 Level II Fieldwork C
Placement in traditional/non-traditional programs which serve people with occupational dysfunction. Prerequisite: O.T. 621. 7 hours. Graded P/NP.

O.T. 624 Fieldwork Seminar
Analysis of critical reasoning process utilized in the provision of services during O.T. 623. Taken concurrently with O.T. 623. 1 hour.

O.T. 625 Practice Model Programs Level II Fieldwork D
Placement in traditional/non-traditional programs which serve people with occupational dysfunction. Prerequisite: O.T. 623. 7 hours. Graded P/NP.

O.T. 626 Practice Model Programs Seminar
Small group seminars focusing on practice issues impacting the implementation of new models of practice. 2 hours. Graded P/NP.
The College of Optometry offers the professional degree, Doctor of Optometry (O.D.). It also offers a Master of Science degree program in Clinical Optometry, and collaborates with the School of Education in offering a Master of Education degree in Visual Function in Learning.

The College of Optometry offers certificate coursework in areas including Teaching Fellowships and post-doctoral residencies in Contact Lenses, Ocular Disease and Surgical Co-Management, Primary Care Optometry, Hospital-Based Optometry, Geriatrics, and Rehabilitative Vision.

In addition to maintaining a full service vision care clinic on campus, the College of Optometry operates six additional clinics in the greater Portland area. Education also occurs through student participation in the College’s screening programs, specialty clinics, dispensaries, and business offices. These “clinic block” experiences are further supplemented through two fourth-year preceptorships. The College of Optometry is networked with over 200 clinical sites worldwide, and it oversees the education of students rotating through on assignment. Pass rates on national and state boards confirm the value of a clinical education from Pacific, and many students discover relationships and opportunities leading to future employment during their preceptorships.

GENERAL INFORMATION
The College of Optometry supports educational programs which culminate in the awarding of a Doctor of Optometry Degree, the degree of Master of Science in Clinical Optometry, or a certificate of successful completion of the Teaching Fellow Program.

A collaborative post-doctoral program supported by the College of Optometry in partnership with the School of Education culminates in the degree of Master of Education in Visual Function in Learning.

Certificates are also provided to those who successfully complete their training at one of the affiliated residency programs in Contact Lenses, Ocular Disease, Primary Care...
Optometry, Hospital-Based Optometry, or Geriatrics and Rehabilitative Optometry.

Programs at the College educate students to fulfill the vision and eye care needs of the public through instruction embracing the full scope of contemporary optometric science, visual science, clinical expertise, and research. It prepares students to enter the modern health care system with a high level of competence and self-assurance, and it instills an appreciation for public health issues and a commitment to service.

In addition to the core values of Pacific University, the College of Optometry:
1) Encourages life-long learning to meet the needs and challenges of an ever changing world and profession.
2) Promotes the integration of traditional and innovative teaching techniques.
3) Advocates enhancing the quality of life for all patients through the delivery of appropriate care.
4) Honors the tradition and heritage of the profession.
5) Embraces the worldwide extension of the profession through service to, and student recruitment from, other countries.
6) Values advanced study for professional and graduate students through masters programs, teaching fellowships, residencies, specialty clinics, elective courses, and research.
7) Provides care and education to underserved communities.

The College of Optometry supports an educational philosophy that fosters enthusiasm for learning, and it incorporates the principles of arts, humanities, and basic sciences as broad and fundamental components of the professional curriculum.

The College of Optometry is dedicated to the advancement of vision care, and also to the growth of its students as contributing members of their communities. Needs of individual students and patients are always considered, and constant effort is made to ensure that learning opportunities are maximized.

While Pacific is an institution of rich tradition, there is continuous effort to ensure that the program remains vital, vibrant, and responsive. The alumni and friends of Pacific consistently support the advancement of a state-of-the-art optometric learning center that remains connected to the professional community.

PROFESSIONAL AND ACADEMIC STANDARDS

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, 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.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, as well as the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the College is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the College of Optometry and may constitute grounds for probation or dismissal from the College. Students must maintain good standing in the program in order to be eligible for, or continued on, any College administered scholarships.

A student’s academic standing may be jeopardized by one or more of the following:
• Indications of poor academic performance.
• Insufficient progress in the development of clinical skills.
• Failure to comply with College rules or procedures.
• Unprofessional conduct, unethical conduct, or illegal conduct.
• Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in extramural preceptorships according to standards set forth in the University Catalog, the Ethical Principles of Optometrists, Code of Conduct, and other appropriate documents.

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 notification, failure to improve performance before the next scheduled evaluation may result in academic warning, probation, or dismissal.

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 dismissal from the College.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Ethical Principles of Optometrists or Code of Conduct, a student may be dismissed from the College without previous warning at any time in his or her academic career.

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.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in
the Pacific University Catalog, “Pacific Stuff,” and additional resources available in the Dean’s Office.

Individuals convicted of a felony may not be eligible for licensing in Optometry. Students are urged to contact the appropriate licensing agency for further information.

CLINICAL FACILITIES

Students begin their clinical education experience on the first floor of the newly renovated vision center. The Forest Grove Vision Center offers primary care and secondary care to the residents of western Washington County. Specialty services provided at the Forest Grove Vision Center include the areas of ocular disease, contact lens, pediatrics, vision therapy, environmental vision, learning disabilities, low vision, and electrodiagnosis.

Pacific operates five additional vision centers in the immediate geographic area. These centers are designed to meet the individual needs of the communities in which they are located with each clinic offering a unique learning experience for the student.

The Portland Vision Center 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.

A complete refractive co-management center, the Pacific University Center for Sight, is located in Beaverton. Students participate in LASIK refractive surgery using the Visx- Star 2 excimer laser. Advanced argon, and carbon dioxide laser systems have been installed and are used to perform various ocular and periorcular procedures.

The Pediatric/Strabismus Referral Center is also included at the Beaverton site. This rotation is designed for students who desire to focus on all aspects of pediatric, strabismus, and binocular vision care including surgical and non-surgical intervention.

The Southeast Vision Center and the Northeast Eye Clinic operate in cooperation with the Multnomah County Health Department. These clinics function in multidisciplinary care settings offering medical, dental, mental health, and optometric care to area residents. The Vision Center at the Virginia Garcia Memorial Health Center in Cornelius provides full-scope vision services to many non-English speaking patients in western Washington County. This center is also multidisciplinary, and students interact regularly with physicians, physician’s assistants, and nursing staff.

Through a cooperative effort with the Lions Club, a Low Vision Clinic located on the campus of the Washington State School for the Blind in Vancouver, Washington provides a unique clinical opportunity. This is a rehabilitative clinic that emphasizes treatment for partially sighted, low-vision and multiply-challenged patients.

The College continually strives to enhance the clinical experience for students while providing quality eye and vision services to the community. A recently formed partnership with the federally sponsored Women’s, Infant and Children’s (WIC) program provides eye care and nutrition counseling for at-risk and underserved participants in the metropolitan area.

Pacific University Vision Centers are staffed by faculty of the College and affiliated physicians from the community who dedicate time each week to clinical education and patient care. Under the direct supervision of the attending doctor, interns at these centers are able to assist in the diagnosis and treatment of vision and eye disorders. Professional office staff at each center assist interns with the administrative details of practice management.

In addition to the College Clinics, preceptorship rotations are a curricular requirement. Rotations away from the College clinics are a much anticipated, highly rewarding and exciting part of the program. Students customize their fourth year program by choosing sites that meet their individual interests while preparing themselves for entry into the profession of optometry.

Opportunities to expand preceptorship sites are continually explored, and sites that meet the standards of the College are continually added. The College maintains formal affiliation with numerous external clinics including the following:

Air Force Academy Hospital, Colorado
Alderwood Vision Therapy Center, Washington
Applewood Vision Associates, Colorado
Andrews Air Force Base, Maryland
Atlanta Eye Surgery Group, Georgia
Bayhill Eye Care & Eyewear, Florida
Bellevue Vision Clinic, Nebraska
Cannon Air Force Base/27th Medical Group, New Mexico
Carl Albert Indian Health Facility, Oklahoma
Carolina Eye Associates, North Carolina
Cataract And Corrective Vision Center, Utah
Chemawa Indian Health Center, Oregon
Colorado Optometric Center, Colorado
Columbia Park Clinic, Minnesota
Conroy Eye Center, South Dakota
Crown Point Indian Hospital , New Mexico
Darnall Army Community Hospital, Texas
Dayton VA Medical Center, Ohio
Drs. Hamada, Matti & Associates, Oregon
Empire Eye Physicians, Washington
Eugene Optometrists, Oregon
Eye Associates, Iowa
Eye Care Inc., Kansas
Eye & Contact Lens Center of Utah, Utah
Eye Foundation Of Utah, Utah
Eye Institute of Utah, Utah
Eyecare Associates, North Dakota
Eyecare Specialties of Nebraska
Family Eye Care, Inc., New Mexico
Family Optometry, Arizona
Fort Hall Indian Health Center, Idaho
Fort Richardson Army Medical Clinic, Alaska
Fort Wainwright, Alaska
Fort Washakie - Wind River, Wyoming
Fresno VAMC, California
Gill River Health Care Corporation, Arizona
Golden Vision Clinic, PC, Colorado
Gottlieb Vision Group, Georgia
Greene Vision Group, Kansas
Group Health Of Puget Sound, Washington
Hazelton Eye Center, Pennsylvania
Hellerstein & Brenner Center, PC, Colorado
Hickam Air Force Clinic, Hawaii

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Hot Springs VA Medical Center, South Dakota
Inscription House, Arizona
Japan (Camp Zama), Japan
Jensen Optometrists, PLC, Iowa
John - Kenyon Eye Center, Indiana
Kaiser - Honolulu, Hawaii
Kaiser Permanente - Maui, Hawaii
Kaiser Permanente - Portland, Oregon
Landstuhl Army Regional Medical Center, Germany
Lawton Indian Hospital, Oklahoma
Lovelace Montgomery Eye Clinic, New Mexico
Luke Air Force Base, Arizona
Madigan Army Medical Center, Washington
Malmstrom Air Force Clinic, Montana
Marshfield Clinic, Wisconsin
McCord Air Force Base, Washington
Miami Indian Health Center, Oklahoma
Minnesota Vision Therapy Center, Minnesota
Minot Air Force Hospital, North Dakota
Mountain Valley Eye Care, Oregon
Mountain View Vision, Utah
Nellis Air Force Base, Nevada
Northwest Eyecare Professionals, Oregon
Office Of Dr. Daniel L. Tiller, Idaho
Office Of Dr. Harry Wachs, Washington, DC.
Office Of Dr. Neil Cummings, North Dakota
Office Of Dr. Scott Cowell, Oklahoma
Office Of Dr. Stanley Matsuura, Idaho
Office Of Drs. Au & Lau, Hawaii
Omni Eye Services, Tennessee
Omni Eye Specialists, Colorado
Optometric Physicians Northwest, Washington
Pacific Cataract & Laser Centers, Washington
Phoenix Indian Medical Center, Arizona
Pine Ridge Indian Hospital, South Dakota
Portland VA Medical Center, Oregon
Reynolds Kohake & Associates, Kansas
Rosebud Indian Health Center, South Dakota
RVCI Northfield Eye Center, Minnesota
Salt Lake VAMC, Utah
San Diego Naval Medical Center, California
Sheppard Air Force Base, Texas
Snowy Range Vision Center, Wyoming
Spokane VAMC, Washington
The Children’s Eye Doctors, Washington
TLC Northwest Eye, Washington
Travis Air Force Base Optometry Clinic, California
Trailer Army Medical Center, Hawaii
Tyndall Air Force Hospital, Florida
VA Puget Sound Health Care System, Washington
Walla Walla VAMC, Washington
Yakima Indian Health Center, Washington

Clinical Facilities, Preceptorship rotations, and the clinical curriculum are continuously reviewed and upgraded to maximize the student experience. The College is committed to providing students a diverse patient care experience that prepares them for entry level practice and that stimulates a commitment to serving their community.

CAREER OPPORTUNITIES

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. The opportunity for private practice is 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 and federal agencies. Civil service openings for optometrists occasionally become available. 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 in private practice. Among these are vision therapy and orthoptics, contact lenses, prescription of and training in the use of low vision devices, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Student Services of the College of Optometry. Career information is also available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141, and from the various local and state optometric associations.

OPTOMETRIC ORGANIZATIONS

American Academy of Optometry — the student branch of this professional organization centers on research in vision science and related sciences, and prepares students to become Fellows in the Academy.
American Optometric Student Association — the student branch of the American Optometric Association, which is the major Association of organized optometry. The AOSA oversees the allied optometric associations and coordinates student conferences.
Amigos Eye Care — A student-run nonprofit organization dedicated to providing free high-quality vision care to underserved people in the Portland area and throughout the world.
Beta Sigma Kappa International Optometric Honor Fraternity — Organized with the purpose of stimulating scientific attainment and profound ethical practice by holding forth the prize of membership in the fraternity and to facilitate, by material means, worthy research projects in vision science.
College of Optometrists in Vision Development — educates the public as to the existence, scope and availability of Behavioral Optometry and Vision Therapy, and prepares students to become certified in this optometric specialty.
National Optometric Student Association — organizes recruitment of underrepresented groups into the optometric profession and provides fellowship for such students at the College.
Optometric Extension Program — sponsors lectures and provides continuing education on the functional and de-
velopmental concepts of vision, especially as they relate to enhancing scholastic achievement and vocational performance.

**Phi Theta Upsilon International Fraternity** — Organized for the purpose of advancing optometry as a profession and furthering the fraternal spirit among its members.

**Student Optometric Association** — Affiliated with the American Optometric Student Association, the objective of this association is to unite and affiliate into one organization all qualified optometric students for the purpose of fostering growth and diffusion of optometric knowledge; promoting friendly relations and cooperation between students, faculty and the public; and elevating optometric educational standards.

**THE DOCTOR OF OPTOMETRY (O.D.) PROFESSIONAL DEGREE PROGRAM**

The essential purpose of the Doctor of Optometry degree program is to produce practitioners with high competence to render professional and ethical care, who understand their professional role in society and the health care arena, who analyze new information critically, who advance visual care through personal scientific inquiry, and who qualify for the increasing number of careers best served by an individual with an optometric education.

**Admissions Process**

Students who will have completed the minimum pre-optometry course requirements by the date of enrollment in the professional program are eligible to apply for admission. The majority of those admitted have 4 years of college work already completed.

In making decisions, the Optometry Admissions Committee considers many factors:

- Strength and breadth of academic record.
- Optometry Admissions 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.
- The quantity and quality of community service, honors, and extracurricular activities.
- Strength of the recommendations.
- Mastery of the on-campus personal interview.

Selected applicants are invited for an on-campus personal interview. Interviews are scheduled by the Admissions Office. In addition to these materials, official transcripts are required for work completed since the last application was submitted. Applicants must submit two new letters of evaluation and answer the new essay questions, including an essay describing how the application has been strengthened. Additional observational experience is strongly recommended. Re-applicants need not retake the Optometry Admissions Test. However, be sure the most recent OAT scores have been sent to the Admissions Office.

**Application Procedures**

Forward the application packet (including the application form, official prerequisite worksheet, two letters of evaluation, official transcripts from each college attended, address labels, and a nonrefundable $55 application fee) to the Admissions Office. Complete application instructions are included in the packet.

Take the Optometry Admissions Test (OAT). Applicants for fall admission must take the OAT in October or February of the year prior to entrance. The Admissions Committee strongly encourages applicants to take the October OAT before the preferred application deadline. Test information is available from the Optometry Admission Testing Program, 211 East Chicago Avenue, Chicago, IL 60611; (312) 440-2693, or from the Admissions Office. Registration deadline for the OAT is approximately one month prior to the test.

Applicants should be aware that early completion and submission of the application may enhance the prospects for admission, given the current “rolling admissions” process.

**Reapplication Procedures**

A new application packet (including the application form, optometry worksheet, address labels and nonrefundable $55 application fee) should be submitted directly to the Admissions Office. In addition to these materials, official transcripts are required for work completed since the last application was submitted. Applicants must submit two new letters of evaluation and answer the new essay questions, including an essay describing how the application has been strengthened. Additional observational experience is strongly recommended. Re-applicants need not retake the Optometry Admissions Test. However, be sure the most recent OAT scores have been sent to the Admissions Office.
Pre-Optometry Course Requirements

Minimum 90 semester hours.
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.

Biological Sciences:
12 semester/18 quarter hours. 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 laboratory.

Chemistry:
12 semester/18 quarter hours. A standard two-semester course in general chemistry, and a one semester (two quarters) survey course in organic chemistry or two semesters (three quarters) of a complete course sequence in organic chemistry. All courses must include laboratory. A course in biochemistry is strongly recommended.

General Physics:
8 semester/12 quarter hours. A standard two-semester course or the quarter system equivalent. Need not be calculus based. All courses must include laboratory.

Mathematics:
3 semester/4 quarter hours. A course in analytic geometry or calculus.

Statistics:
3 semester/4 quarter hours. Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable.

General Psychology:
3 semester/4 quarter hours.

English:
9 semester/12 quarter hours. Must include two courses in writing (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement.

Bachelor’s Degree Requirement for Doctor of Optometry Degree
The bachelor’s degree is required of all students prior to the awarding of the Doctor of Optometry degree. All requirements for the bachelor’s degree must be completed by the beginning of the third professional year.

Various alternatives are available to meet this requirement. Most students earn the bachelor’s degree prior to entry into professional studies. These students need only complete the pre-optometry requirements previously listed.

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 a 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.

Students who need to earn a bachelor’s degree at Pacific University must meet College of Optometry graduation requirements for the Visual Science Major.

Visual Science Major
The major in Visual Science is available only to students who have been admitted to the College of Optometry and who do not have a bachelor’s degree. The student must meet core and other general degree requirements for the Bachelor of Science degree with a major in visual science. Requirements for the Bachelor of Science degree with a major in Visual Science are listed below:

124 semester hours are required for graduation including:

Basic Science Courses: 45 semester hours taken during the first two years of the standard curriculum while enrolled in the College of Optometry.

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 subjects and be recommended for promotion by the faculty.

For promotion from the third to the fourth year, students must satisfactorily complete all subjects 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 a vote of the College of Optometry faculty upon the recommendation of the College’s Standards and Appeals Committee (see Academic Regulations).

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 will vote formally 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.
Transfer Students

The College of Optometry may choose to accept transfer students in good standing from any accredited College of Optometry in the United States or Canada, provided that admission policies are met and space in classes is available. Special provisions can also be made for those who have attended foreign optometry programs. Only “A” and “B” grades for given courses in the professional curriculum or the equivalent will be transferred. Depending on the application, a placement exam to determine proficiency in courses with less than a “B” grade and in specific areas of competency may be required. A letter of recommendation and permission from the Dean or President of the transferring school is required.

TUITION, FEES, FINANCIAL AID

Students should be prepared to make the necessary arrangements for the payment of all fees and charges in accordance with one of the University’s payment options. All payments must be made in U.S. currency. A nonrefundable fee of $55 is charged for processing a formal application to the College of Optometry. After notice of acceptance, a tuition deposit of $500 is required of students enrolling in the optometry curriculum; $200 of the tuition deposit is refundable upon request if the student wishes to withdraw the application prior to May 15.

Additional College of Optometry expenses include books and equipment for the professional program. Clinical instruments and equipment, which may be used later in actual practice, make up a portion of the total four-year cost.

As a requirement of the clinic course sequence, students receive a portion of their training in off-campus clinics. The student bears all living and transportation costs incurred during the off-campus clinical rotations.

Note: All fees are subject to change by action of the Board of Trustees.

Financial Aid

A description of the financial aid program at Pacific University, its application procedures, and conditions of award and sources and kinds of financial aid are found in the introduction to this catalog. Additional sources of financial aid for optometry students not previously listed are:

Grants

Professional Program Grants — are non-renewable awards offered to first-year students in the College of Optometry. Consideration is given to all admitted students based on academic merit and/or financial need. Recipients are selected by the Professional Admissions staff and program faculty.

Optometric Association Matching Grants — Students who received grants or scholarships from state optometric associations and their auxiliaries are eligible to receive matching grants from Pacific. Students should submit verification of the scholarship award to the Financial Aid Office.

Western Interstate Commission for Higher Education (WICHE) funds are available to students in the College of Optometry. In order to qualify for WICHE, certification as an exchange student by one of the following states is required: Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. WICHE applications are filed with the appropriate state certifying officer by October 15th of the year preceding admission to the University. Addresses and phone numbers of WICHE certifying officers may be obtained from the Financial Aid Office.

Loans/Employment

Federal Direct Stafford Loans are borrowed from the federal government. Students who demonstrate “need” are eligible to borrow subsidized Federal Direct Stafford Loan; students who do not show need or who have remaining need are eligible to borrow unsubsidized Federal Direct Stafford Loan. Subsidized loans do not accrue interest while students are enrolled and for a six-month grace period afterward. Students in the College of Optometry can borrow up to their entire cost of attendance. The interest rate is variable but will not exceed 8.25%.

Health Professions Student Loan (HPSL) This is a federal student loan program available to optometry students who demonstrate “exceptional” financial need. To determine eligibility for this program, students must provide parental information on the Free Application for Federal Student Aid regardless of their dependency status. Students receiving WICHE funding are not eligible for the HPSL program. The HPSL carries a 5% rate of interest, and interest accrual and repayment of principle does not begin until 12 months after graduation.

CanHELP Loans are private, alternative loans available to Canadian citizens who are attending post secondary schools in the US. Credit-worthy students may borrow from $1,000 to $15,000 per academic year on their own signature; applicants who wish to borrow a higher amount may apply with a credit-worthy co-borrower. The interest rate is variable based on Prime plus 1.5%. Interest accrues and repayment begins while the borrower is enrolled.

CitiAssist Loans from CitiBank are available to students with satisfactory credit histories. Students may borrow up to $15,000 ($10,000 if they have not yet received a Bachelor’s degree) to supplement other forms of financial assistance. The interest rate is variable based on the Prime rate plus 1%; interest accrues while students are enrolled. Repayment begins six months after graduation or departure from school.

Student Employment provides opportunities for University students to work on campus or in the community under the Federal Work-Study program. A student must apply early, indicate on their financial aid application that they want to be considered for work-study, and demonstrate financial need to receive work-study funds.

Additional aid may be available to pre-baccalaureate students in Optometry. These aid programs include the Fed-
eral Pell Grant, Oregon State Need Grant, Federal Supplemental Educational Opportunity Grant, and Federal Perkins Loan.

**SCHOLARSHIPS AND AWARDS**

**Health Professions Scholarship Program (HPSP)**

The uniformed services of the United States (Army, Navy, and Air Force) offer scholarships to optometry students that fund the full tuition and fees, required books and equipment, and pay a monthly stipend (currently $938.00). In return for this scholarship, the student, upon graduation, incurs a service obligation of a minimum of three years. For further information contact:

- US Army Medical Department
  7600 NE 41st Street Suite 140
  Vancouver, WA 98662
  (503) 283-1989 or (360) 891-4938
  email: ame@juno.com

- Health Professions Recruiter
  USAF Recruiting Office
  Federal Building Suite 625
  Portland, OR 97204-2825
  (503) 326-2654

- Medical Programs Officer
  Navy Recruiting District
  Federal Building Suite 576
  1220 SW Third Avenue
  (503) 326-3041
  Portland, OR 97204-2094

The Indian Health Service provides financial support to Native American students enrolled in the health professions and allied health professions programs. Recipients of the Health Professions Scholarship incur a one-year service obligation to the Indian Health Service for each year of scholarship support received; the minimum period of service is two years. To qualify for one of the health career Priority Categories as published annually in the Federal Register, Health Professions applicants must be American Indian or Alaska Native and enrolled, or accepted for enrollment, in a program leading to a degree in a health professions school within the United States. Health Professions scholarship support is available for a maximum of four years of full-time health professional education. For further information contact:

- Indian Health Services
  Scholarship Branch
  Federal Bldg., Room 476
  1220 SW 3rd Avenue
  Portland, OR 97204
  (503) 326-2015

**Pacific University Scholarships and Awards**

- **Donald A. Bybee Memorial Award for Vision Therapy**
  Named for a former Pacific University faculty member, the award is made annually to the graduating student who has demonstrated excellent performance in the area of vision therapy. Award amount varies based on endowment earnings. Plaque and award are presented at awards banquet.

- **Bickel Endowed Award**
  Awarded to students enrolled in the College of Optometry to help them meet special financial needs. Amount of award varies based on endowment earnings.

- **Dr. Howard Freedman Scholarship**
  Established in 1998, this scholarship assists PUCO students who seek to study in the field of binocular pediatric vision care. The fund was established through the generosity of Dr. Howard Freedman, Pediatric Ophthalmologist and Adjunct Faculty for the College of Optometry.

- **Dr. James Dundas Scholarship for Canadian Students**
  Awarded to an optometry student of Canadian citizenship. Amount of award varies based on endowment earnings.

- **Dr. Kenji Hamada/Oregon Optometric Group Provider (OOGP) Scholarship**
  Established in 1998. Named in honor of Dr. Kenji Hamada, O.D., PUCO class of 1972. One student per year is selected at the recommendation of Dr. Hamada in coordination with the Dean of the College of Optometry.

- **Edwards Endowed Scholarship**
  Awarded to an entering optometry student for financial assistance in the first year of study. Preference is given to students from northern Minnesota. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.

- **Peg Gilbert Basic Science Award**
  Selection is by nomination and made on the basis of basic science GPA. This award is given in memory of Dr. Peg Gilbert, long time basic science faculty member in the College of Optometry.

- **"Help from Mrs. T," Teeter Endowed Scholarship**
  Awarded to returning optometry students, selection of recipients is based on factors including academic ability, demonstrated financial need, clinical skills, and potential for continued success. Amount of award varies based on endowment earnings.

- **Joan F. Holcombe Memorial Scholarship**
  An annual scholarship in the amount of $1,000 is given in memory of Joan F. Holcombe whose family has close ties to optometry. Fourth year optometry students are eligible to apply in their summer semester. The completion of forty hours of community service which allows for the betterment of animals is a requirement to receive this scholarship. Selection of the recipient is based on applicant’s demonstrated enthusiasm about optometry, a concern for patients, and financial need. Applicants must have a grade point average of at least 3.0.

- **Dr. Kenji Hamada/Oregon Optometric Group Provider (OOGP) Scholarship**
  Established in 1998, this scholarship assists PUCO students who seek to study in the field of binocular pediatric vision care. The fund was established through the generosity of Dr. Howard Freedman, Pediatric Ophthalmologist and Adjunct Faculty for the College of Optometry.

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  Selection is by nomination and made on the basis of basic science GPA. This award is given in memory of Dr. Peg Gilbert, long time basic science faculty member in the College of Optometry.

- **"Help from Mrs. T," Teeter Endowed Scholarship**
  Awarded to returning optometry students, selection of recipients is based on factors including academic ability, demonstrated financial need, clinical skills, and potential for continued success. Amount of award varies based on endowment earnings.

- **Joan F. Holcombe Memorial Scholarship**
  An annual scholarship in the amount of $1,000 is given in memory of Joan F. Holcombe whose family has close ties to optometry. Fourth year optometry students are eligible to apply in their summer semester. The completion of forty hours of community service which allows for the betterment of animals is a requirement to receive this scholarship. Selection of the recipient is based on applicant’s demonstrated enthusiasm about optometry, a concern for patients, and financial need. Applicants must have a grade point average of at least 3.0.

- **Pacific University Alumnus Association Outstanding Graduate Award**
  A plaque presented to a graduating student who has shown exceptional service to the College and University and who shows promising commitment to alumni activities.
Pacific University Outstanding Clinician Award — Given to a fourth-year student who has demonstrated outstanding performance as an “all around” optometric clinician. Selection is based on nominations and supporting data from students, faculty, and clinical staff. Award is $500.

Pratt Endowed Scholarship — Awarded to an entering optometry student for assistance in the first year of study. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.

T. Bruce Denny Memorial Scholarship — Established in 1998 to memorialize Mr. T. Bruce Denny and his wife, Mrs. Grace A. Denny. Awarded to a first-year Optometry student with Canadian citizenship. Basis for award is student financial need. Two $2,500 awards are given.

Washington Association of Optometric Physicians (WAOP), King County Optometric Scholarship — Awarded to a Washington State resident, member of Washington Association of Optometric Physicians. Two $1,000 awards are given.

Private and Outside Scholarships

Various private scholarships are available to Optometry students. These include state optometric associations, their auxiliaries, and other outside agencies and organizations. Information may be obtained by writing to the various state optometric associations or contacting the Student Information Office in the College of Optometry. Awards given by the state optometric associations will be matched by Pacific University, up to $1,000 per student.

Canadian Scholarships

Alberta Association of Optometrists Scholarship — Awarded to an Alberta resident enrolled in Optometry school.

A. H. Basman, O.D., Scholarship, Manitoba Association of Optometrists — $500 award to a Manitoba resident attending an accredited school or college of Optometry. Open to first, second, third, or fourth year students. Scholarship applicants must show proof of a minimum grade point average of 3.5.

National Association Scholarships

American Optometric Foundation (AOF)

Vistakon Award of Excellence in Contact Lens Patient Care — Award recognizing one fourth-year student from each school or college of optometry for demonstrated excellence in contact lens patient care. Award is $1,000 and personalized plaque.

COIL Excellence in Low Vision Award — For entering or continuing full-time, postgraduate (Masters or Doctorate) course of study and research related to the practice of Low Vision. Student must be attending a college in the US or Canada and conducting research to further his/her preparation to assume full-time research and teaching at a school or college of optometry. Award is $5,000.

Corning Scholarship — Two scholarships awarded nationally in various amounts presented to fourth-year students who submit outstanding essays on a topic decided by Corning, Inc., of New York. The award is presented at the American Optometric Association’s Annual Congress.

William C. Ezell Fellowship Award — Given to a full-time post graduate student for study/research conducted to further his/her preparation to assume full-time research and teaching at a US school or college of optometry. Applicant must agree to provide appropriate attribution to the AOF for all published works researched, written, or published during the time which AOF support was received. Maximum $6,000, renewable for up to 3 years.

Dr. Gary Gross Memorial Scholarship Award — Two $2,500 scholarships given nationally to fourth-year students who are residents of the North Central States Optometric Council member states and who intend to practice in a NCSOC state (IL, IA, MI, MN, MO, NE, ND, SD, or WI). Submission of a paper on the topic of Professionalism and Ethical Practice in Optometry and an application are required.

Vincent Salierno Scholarship Award — This scholarship is made available on a rotating basis to each optometric institution represented by the ARC. Recipients are selected on the basis of financial need and scholarship. Annual stipend of $1,500, renewed each year according to academic standing.

American Foundation for Vision Awareness (AFVA)

American Foundation for Vision Awareness — Educational Grant (Scholarship) award of $1,000. Candidates must be US citizens or permanent residents, have successfully completed at least one semester at an accredited school or college of optometry, and demonstrate participation in vision-related public service activities.

Michigan Optometric Association and American Foundation for Vision Awareness — Awarded to a third year optometry student who is a resident of Michigan. Must maintain a minimum 3.0 average in professional school. The award is generally $1,000 to be used during the fourth year.

Missouri, American Foundation for Vision Awareness Educational Grant — $1,500 award to a third or fourth year optometry student. Recipient must have been a resident of Missouri for at least 8 years.

Minnesota Affiliate to the American Foundation for Vision Awareness Scholarship — Awarded to a Minnesota resident who is currently enrolled as full-time student and in the upper one-third of his/her class. Must be eligible for admission to a college of optometry in the Fall of 1999.

Nebraska Affiliate to the American Foundation for Vision Awareness Scholarship — Each applicant must currently be a second, third or fourth year student at an approved school or college of optometry. Recipient is not eligible to receive any other scholarship from this organization in the same year. Intended primarily for students of financial need from a non-optometric background. Immediate family members of optometrists are not eligible. Award is $1,000.
South Dakota Optometric Society and the American Foundation for Vision Awareness, Dr. Monty Friedow Memorial Scholarship — South Dakota student entering the third or fourth year of a school or college of optometry with academic ranking in the upper half of his/her class.

Washington Optometric Association and the American Foundation for Vision Awareness — Offers residents of the State of Washington a scholarship of $500 for tuition. Funds become available when the student is accepted into a school or college of optometry.

Wisconsin Optometric Association and the Foundation for Vision Awareness Scholarship — Students must have completed at least one year in an accredited optometry professional program before applying. Students must be residents of Wisconsin for three years prior to applying. Selection based on academic performance and ability, character, personality, leadership, evidence of financial need, and interest in optometry. Award is $500.

American Academy of Optometry (AAO)
Association for Research in Vision and Ophthalmology (ARVO) Travel Fellowship sponsored by the AAO — Travel award to the ARVO annual meeting.
Julius F. Neumueller Award — Award presented for the outstanding paper on Geometrical, Physical, Ophthalmic Optics or Optics of the Eye by a student or students enrolled in the professional degree program of a school or college of optometry. Cash award of approximately $500.

American Optometric Association (AOA), American Optometric Student Association (AOSA)
American Optometric Association Student Leadership Scholarship — $1,000 award to a third year student member in good standing in the American Optometric Student Association and the American Optometric Association. Must be a student in good academic standing with proven leadership ability and student government involvement. Must submit a paper, not to exceed 500 words, on “What did you learn from your leadership activities that will benefit you in your career?”
Seymour Galina Grant — Awarded to a third year student at the beginning of his/her fourth year. A $2,500 grant awarded nationally to an AOSA member in good standing who submits an exceptional paper on, “Qualities I have developed through my financial planning/work experience during and/or before optometry school which I believe will be most useful to me in establishing an ethical/professional optometric practice.”

College of Optometrists in Vision Development (COVD)
A. M. Skeffington Award for Excellence in Vision Therapy — Established by the College of Optometry in Vision Development to recognize a member of the graduating class who demonstrates exceptional knowledge and skills in vision development and pediatric care.

National Optometric Association (NOA), National Optometric Student Association (NOSA)
Dr. Lawrence Cave Memorial Scholarship — $500 awarded to one student who is a member of the National Optometric Student Association who can demonstrate financial need, community involvement, and is in good standing at his/her school or college of optometry.
NOA/NOSA Essay Contest — Two $500 awards based on top two essays.

Other Association and Organization Scholarships
Beta Sigma Kappa Award for Exceptional Research — Awarded annually by the local BSK Chapter for the research project deemed to have the most exceptional research design at the Pacific University Research Conference. The award consists of a plaque and $100.
Beta Sigma Kappa Research Grants — Grants not exceeding $600 are awarded for student research projects by this international optometric honor fraternity.
Beta Sigma Kappa Silver Medal Award — Awarded annually to the graduate with the highest cumulative grade point. The recipient must be a member of Beta Sigma Kappa.
Forest Grove Lions Club Scholarship — Awarded to a third year student who is entering the fourth year at the time of selection. Award is based on community service, college activities, academic achievement, and demonstrated financial need. The award is $1,000 and may be divided between multiple students.
Outstanding Scientific Paper/Project Award, Vision Care Section of the American Public Health Association — Recognizes a person, group, or institution that has contributed significantly to the advancement of eye/vision care in the public health field. The contribution can be a paper either previously published or suitable for publication, or a written description of a project. The paper/project should represent work within the last two or three years.
Phi Theta Upsilon Outstanding Project Design Award — Awarded by the local Phi Theta Upsilon Chapter to the thesis project which is judged to be the most helpful to students. This can be in the area of study guides, computer programs, atlases, or relating to career opportunities for graduates. Award consists of $100 and a plaque.
Mercedes and Henry Niiranen Memorial Scholarship, sponsored by Sellwood-Moreland Lions Club Scholarship — Awarded to an optometry student who is an Oregon resident and a third year student, entering the fourth year at the time of selection. Awards based on community service, college activities, academic achievement, and demonstrated financial need. Award is $1,000.

State Association and Organization Scholarships
Arkansas, Heart of America Contact Lens Society — Awarded to optometry students whose permanent resi-
dence is in one of the following states: Oklahoma, Kansas, Nebraska, Iowa, Illinois, Missouri, or Arkansas. Recipients will be chosen based on a completed application (10%), GPA (20%), grades in contact lens courses (10%), and a publishable paper based on any aspect of contact lenses or primary care optometry (60%). Awards up to $7,000 given nationally.

Connecticut Optometric Society, George Comstock Scholarship — Applicant must be a resident of the state of Connecticut. Awards are based on scholarship, character, and financial need. Applicants must be enrolled in an accredited school or college of optometry within the US. Award is $400 - $1,000 per year.

Connecticut Association of Optometrists, Dr. Dorothy Weitzner Kornblut Scholarship — Applicants must be female students enrolled in an accredited school or college of optometry within the US. Preference shall be given to a resident of Fairfield County, Connecticut, the state of Connecticut, or New England, in that order. Based on scholarship, character, and financial need. Awards range from $300 - $900.

Hawaii Optometric Association Scholarship — Applicants must be Hawaiian residents in optometry schools. Three scholarships offered annually. Financial need is the primary consideration for selection.

Iowa, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Iowa Optometric Foundation Scholarship - Eligible students are Iowa residents who plan to return to Iowa after their education is complete.

Iowa, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Kansas, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Kansas, Optometric Society of Greater Kansas City Memorial Scholarship — Applicants must be from the greater Kansas City area, enrolled in school, and must be in good academic standing at the time of application. Selection is based on the highest accumulated grade point average in optometry school during the academic year preceding the application. Funds awarded are to be used for optometric instruments and books. Award is $500.

Maine Optometric Association, Hilda L. Rand Scholarship — One $1,500 scholarship awarded to an optometry student from Maine. Selection is based on financial need, scholastic achievement, and character.

Michigan Optometric Association, Student of the Year Award — Michigan resident who is a third year student who demonstrates outstanding leadership and academic achievement. Award is $100 and a plaque.

Michigan Optometric Association with the American Foundation for Vision Awareness (AFVA)— Awarded to a third year optometry student who is a resident of Michigan. Must maintain a minimum 3.0 grade point average in professional school. The award is generally $1,000 to be used during the fourth year.

Minnesota Affiliate to the American Foundation For Vision Awareness (AFVA) Scholarship — Awarded to Minnesota residents who are currently enrolled as full-time students and in the upper one-third of their class. Must be eligible for admission to a school or college of optometry in the Fall of 1999. Selection is based on academic performance and leadership ability.

Missouri, American Foundation for Vision Awareness (AFVA) Educational Grant — $1,500 award to third or fourth year optometry student. Recipient must have been a resident of Missouri for at least 8 years.

Missouri, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Missouri Optometric Association, Ed H. Sutherland Memorial Scholarship — One $750 scholarship awarded each year to a Missouri student presently enrolled or accepted for enrollment who, in the opinion of the selection committee, shows promise of achievement.

Nebraska Optometric Association, and Nebraska Affiliate to AFVA, Dwayne Kettleson Memorial Assistance Fund — Applicant must currently be a second, third, or fourth year student at an approved school or college of optometry. Recipient must use the funds for books and supplies, and must also have the intent and purpose of locating in Nebraska after completing his/her education. Immediate family members of optometrists are not eligible. Award is $1,000.

Nebraska, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

New Jersey, Dr. Leslie Mintz Scholarship Foundation — Provides financial assistance to full-time optometry students who are residents of New Jersey and who demonstrate financial need and scholastic aptitude for successful completion of optometric education.

New York, Petry-Lomb Scholarship Research Grant — $1,000 award based on financial need and desire to practice optometry in upstate New York. Preference given to area served by the Rochester Optometric Society; counties of Monroe, Wayne, Livingston, Genesee, and Ontario.

Oklahoma, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Oregon Klamath County Medical Alliance Scholarship — Graduates of Klamath Falls High School or individuals who have resided in Klamath County for five years are eligible for a $1,000 scholarship offered by the Klamath County Medical Alliance.

Oregon Optometric Association (OOA) Student of the Year Award — Created by the Oregon Optometric Association to honor a graduating Pacific student who has demonstrated “outstanding service to the optometric profession.”

South Dakota Optometric Society and AFVA, Dr. Monty Friedow Memorial Scholarship — South Dakota students entering their third or fourth year of optometry school with academic ranking in the upper half of their class.

Washington Optometric Association and the American Foundation for Vision Awareness (AFVA) — Offers residents of the state of Washington a scholarship of $500 for tuition.
Funds become available when the student is accepted into a school or college of optometry.

**Washington, WAOP Student Member of the Year Award** — Awarded to a fourth year WAOP student member. Nominations shall be based on professional leadership, academic achievement, and concern for the public.

**Wisconsin Foundation for Vision Awareness and Wisconsin Optometric Association Scholarships** — Students must have completed at least one year in an accredited optometry professional program before applying. Students must be residents of Wisconsin for three years prior to applying. Selection based on academic performance and ability, character, personality, leadership, evidence of financial need, and interest in optometry. Award is $500.

**Optical Supply Houses and Manufacturers Scholarships**

- **Alcon Laboratories Award for Excellence in Primary Care** — Awarded to fourth year optometry students who show promise in the area of contact lenses and/or ocular disease and therapeutics based on academic and clinical performance and research. Two $500 awards are given.

- **Alcon Laboratories Outstanding Primary Care Student Award** — Awarded to a third year optometry student who has demonstrated excellence in the areas of ocular disease, therapeutic pharmaceutical use, contact lenses, and related research.

- **Bausch & Lomb Competing for the Future Research Symposium on Contact Lenses** — Award is $1,000 and a trip to the Bausch & Lomb European Research Symposium. Second, third, or fourth year students are eligible.

- **Bausch & Lomb “Contact with the Future” Educational Travel Grant** — This award is given to a third year student who combines a high GPA with exceptional accomplishments in the area of contact lenses and will include an all expense paid trip to the North American Research Symposium on Contact Lenses.

- **Bausch & Lomb Practice Initiation Award** — Presented to a fourth year student who has submitted the outstanding practice initiation project in the practice management course and who demonstrates interest, knowledge, and promise in the area of practice management. The award is $1,000.

- **Bennell Clinical Optometry Award** — Presented to a graduating student who demonstrates excellence in clinical skills. Award consists of a certificate and $200 worth of Bennell equipment.

- **Butterworth-Heinemann Excellence Award** — Awarded to a third year student for conducting an exceptional thesis research project. The recipient is determined by the Research and Awards Committee. Award amount varies.

- **Corning Low Vision Award** — Presented to a graduating student with demonstrated interest and exceptional proficiency in the area of low vision. Award is a Corning low vision lens trial kit.

- **Dr. William Feinbloom Low Vision Award** — Established in 1970 by Designs for Vision, Inc., the award is presented to the graduating student who, through study, interest, and performance, has best demonstrated an aptitude in the clinical care of low-vision patients. The award consists of a basic low vision trial set.

- **Lens Crafters Optometric Scholarship Program Applicants** — Available to associates of Lens Crafters and affiliated doctors who are currently enrolled in an optometric institution. Award is $1000.

- **Marchon Eyewear Practice Management Award** — Awarded to a fourth year student who has demonstrated the most outstanding clinical and dispensing skills in practice management. Award is $500.

- **Mosby Award for Excellence** — Awarded to fourth year students for conducting exceptional thesis projects.

- **RGP Lens Institute (RGILI) and Contact Lens Manufacturers Association (CLMA) Article Incentive Plan** — A $250 award for a clinical article; a $500 award for a practice management article.

- **Silor “Corneal Reflection Pupillometer Award”** — Awarded to a fourth year student who has been judged outstanding in ophthalmic optics and dispensing. Award consists of a Corneal Reflection Pupillometer with an engraved plaque.

- **Sunsoft Contact Lens Achievement Award** — Awarded to a fourth year student who is recognized and selected by the faculty as an outstanding contact lens clinician. Award consists of $1,000 worth of Sunsoft contact lenses, a certificate, and his/her name inscribed on a perpetual plaque.

- **Sunsoft Contact Lens Essay Contest** — Awarded to winners of a researched essay contest, writing on the subject, “Toric Planned Replacement Management Issues in the Contact Lens Practice.” An award of $500 is given to one optometry student at each school. School winners are entered into the national competition for a $1,000 scholarship and a $1,000 travel grant. The second place winner is awarded a $750 scholarship.

- **Varilux Student Grant Award** — Awarded to a third or fourth year student who has demonstrated good dispensing skills and submits a written case report concerning clinical use of Varilux lenses. Case reports are judged on the application of lenses to the patient’s needs, analysis of the case, and analysis of lens design and performance. The award is $500 and a national travel award.

- **Vision Service Plan Scholarship** — Awarded to two students as they enter their fourth year of optometry studies who have demonstrated academic and clinical excellence in primary eye care services. Each award is $2,000.

- **Wesley-Jessen Aquaflex Excellence Award** — Given for the outstanding student research paper in the area of cornea, contact lenses, or related subjects. Papers must contain new research and not be a continuation of previous work. Literature review papers will not qualify. Papers will be judged by a national panel of judges. Award consists of an Aquaflex fitting set and, for first prize, $3,000 and an all expense paid trip for two to the American Optometric Association Contact Lens Section meeting; second prize is $2,000; third prize is $1,000; fourth and fifth prizes are $500 each.
Wesley-Jessen Contact Lens Achievement Award (formerly the Pilkington/Barnes Hind Student Recognition Award) — Awarded to a fourth year student who has demonstrated exceptional proficiency, interest, and scholarship in the field of contact lenses. The award consists of $500, a diagnostic fitting set, a personal plaque, and name added to perpetual plaque.

CODE OF ACADEMIC CONDUCT

Class Attendance

Students have personal responsibility for class attendance, participation, and completion of assignments. While Pacific University believes that students should be in attendance at all class sessions, individual faculty members are responsible for notifying students of attendance expectations in their classes at the beginning of each term and may lower a student’s grade for poor attendance or participation. If the course instructor does not make attendance expectations clear, students should request the information. Students are encouraged to inform their instructors of unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Guidelines for Professional Behavior

Students in the College of Optometry are expected to learn and practice appropriate professional behavior, as delineated below, while in school and in preparation for a lifetime of community service. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the College. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and fraud, is considered unprofessional and will not be tolerated.

Attitude: Students are expected to treat faculty, patients, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Attendance: Students are expected to attend all lectures, labs, and clinics unless excused by the instructor. Grades can be lowered by unexcused absences.

Ability to work independently: Students are expected to initiate and pursue study independently.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Appearance: Students are expected to observe professional guidelines for cleanliness and appropriate dress. The clinic dress code must be adhered to when the student is in the clinic area for any reason.

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University concerning smoking, parking, alcohol use on campus, etc.

Citizenship: Students are expected to exemplify good citizenship in all social and community interactions by conforming to all city, state, and federal laws and regulations.

Demonstrated deficiency in any of these qualities will be considered as evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for discipline, including possible dismissal. Additional student conduct guidelines and regulations are outlined in the University’s Student Handbook, “Pacific Stuff.”

Grading Policy

Grading should indicate the students’ knowledge and/or performance skill in the given subject, inform the students of their level of accomplishment after each examination, and guide the instructor in altering the instruction for both the class as a group and for students requiring special academic attention (i.e., at the top and bottom of the class). Grading should show the standing of students relative to their class peers and provide a basis for awards, honors, recommendations, academic probation, etc.

The final responsibility for grading policies and standards resides with the faculty. It is the responsibility of the Dean and the Associate Deans to review course grading systems and to ensure that policies and standards are followed.

Instructor’s Responsibilities

It is the instructor’s responsibility to design and teach a course that qualified students may be expected to pass, state at the beginning of the course how satisfactory performance will be defined for passing the course, and inform the students how grades will be determined and assigned.

It is the instructor’s responsibility to provide feedback to the students during the course as to their accomplishment status. Scores for quizzes, examinations, papers, etc., must be returned within one week for objective materials and two weeks for essay materials. Answers shall be made available by posting or through discussion. Students should be informed periodically as to their standing in the course and should be warned by the instructor when their cumulative performance is not satisfactory.

Tests shall be adequately constructed, when possible, to allow determination of minimum competency of course content or skill level, as well as to allow adequate assessment of students with outstanding achievement.

Except as otherwise indicated by educational concerns, a teaching assistant or teaching fellow shall not construct, administer, or score examinations except under the direct supervision of a faculty member.

Under usual circumstances, sound educational principles would indicate that final examinations should be given in all courses and that instructors should not cancel examinations at the last minute.

Students receiving notification of a substandard or failing grade (C-, D or F), during a semester are required to make an appointment with their instructor to discuss their performance.

Near the middle of each semester and as a means of providing early review, the Standards and Appeals Committee will call together four faculty groups: those who teach
courses in the first year, second year, third year, and fourth year of the curriculum. The purpose of this review is to identify at an early stage any students who are exhibiting academic, clinical or behavioral deficiencies. The faculty involved will advise the Standards and Appeals Committee and the appropriate Associate Dean on remedial actions indicated.

In assigning final course grades, quizzes, examinations, and project grades should be weighted with regard to their relative importance and relative difficulty so that grading will be fair and equitable. Satisfactory performance measurement may not include any system which demands a percentage of failing students in a given course. As a general rule, a student who has achieved a score of 75 percent of the adjusted top score* or the top score in the class, based upon the distribution of grades on a given test and the instructor’s evaluation of the test, should not be assigned a failing grade. This also applies to the total scores at the end of the course (semester).

* The “adjusted top score” can be calculated by averaging the grades in the very top group of test grades, e.g., the top 5%.

**Academic Regulations**

All academic disciplinary actions are based upon the action of the Standards and Appeals Committee, a duly appointed standing faculty committee. The Dean and the appropriate Associate Dean inform the students of faculty actions, which are subject to appeal by the student. An appeal may contain written comments from the cognizant professor(s) concerning the specifics of the case. Appeals are to be filed with the Dean’s Office and the Office of the appropriate Associate Dean within 14 days from the date of notification of the original action and will be acted upon by the faculty. Faculty members voting on the original Standards and Appeals action will not vote on the appeal. Further appeals may be pursued through the University Judicial System.

The academic progress of each student is reviewed at the midterm and at the end of each grading period. Semester grades of less than C, that is, C-, D, or F, are substandard and may not be used toward fulfillment of the Doctor of Optometry degree. Any substandard grade must be remediated, either by taking the course again or through an independent study contract with the instructor(s). The onus is on the student to initiate with the course instructor, and mutually agree to in writing, a means of remediating the substandard grade within 14 calendar days of notification (by letter from the Associate Dean for Academic Programs). The written and signed (by the student and the course instructor) agreement must be received by the chair of the Standards and Appeals Committee within the 14 calendar day time period.

The categories of Academic Warning, Academic Probation, and Dismissal apply only to grades assigned in courses for the Doctor of Optometry degree. Four elective credits are currently required for the degree; additional elective credits are not subject to the guidelines.

**Academic Warning:** The Standards and Appeals Committee will consider a recommendation of Academic Warning when a single grade of C-, D+, or D is received in any semester or if the grade earned was “C” or above. Pacific credits up to 48 hours from the professional core curriculum toward a bachelor’s degree are not subject to the guidelines.

**Academic Probation:** The Standards and Appeals Committee will consider a recommendation for Academic Probation when a single grade of F is received in any semester, a single substandard grade is received by a student on a reduced academic semester load, two or more substandard grades exist in courses in the first year, second year, third year, and fourth year of the curriculum. Pre-optometry deficiencies must be made up outside the professional curriculum and cannot be credited as part of the program of professional study.

**Dismissal:** The Standards and Appeals Committee will consider a recommendation for Dismissal if a student in the College of Optometry fails to sustain satisfactory progress toward completion of the professional degree program because three or more substandard grades exist on the student’s transcript at any time (including those which have not been remediated) or if a student has two semesters of academic performance which, when considered individually, would meet the guidelines for Academic Probation. Ordinarily, a student will have received warnings that his or her work is less than satisfactory before dismissal. However, a student may, for adequate cause, be dismissed without previous warning.

The Standards and Appeals Committee has the right at any time to recommend to the Dean dismissal from the program of any student whom it considers to be unfit for a career in optometry. In this regard, the College of Optometry assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner.

**Programs of Study**

**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 requirements for the bachelor’s degree are completed while the student is enrolled in the College of Optometry.

Each bachelor’s degree candidate at Pacific must meet the University’s requirements for degrees. Students are urged to become familiar with the University Catalog for both general, “core,” and major requirements. Choice of major is at the student’s discretion. Equivalent courses transferred from other accredited institutions may be substituted if the grade earned was “C” or above. Pacific credits up to 48 hours from the professional core curriculum toward a bachelor’s degree while the student is in the College of Optometry. Pre-optometry deficiencies must be made up outside the professional curriculum and cannot be credited as part of the program of professional study.
The bachelor's degree requirements must be completed prior to entering the third professional year. Only those students who have met these requirements will be permitted to enter into the third year of the professional curriculum.

**DOCTOR OF OPTOMETRY (O.D.) DEGREE**

General course requirements for the Doctor of Optometry (O.D.) degree include completion of pre-optometry requirements, a bachelor's degree, and satisfactory completion of the optometry core requirements while a student is enrolled in the College of Optometry. None of the core courses may be challenged for credit by examination. All optometry students will have 11 credit hours available for coursework of their choice over and above the credit hours required for a Doctor of Optometry degree. This does not apply to courses that need to be retaken in full.

Candidates for the Doctor of Optometry degree are required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no less than 12 credit hours per semester.

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 a matriculated student at Pacific University, may be difficult to substitute for core courses.

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.

All students are required to participate in off-campus clinic 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 schedules that are the most convenient to the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence.

Each degree candidate must make application for a degree by December 15. All students receiving degrees are required to participate in commencement activities. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the professional curriculum.

Course requirements for the Doctor of Optometry degree, as well as other educational policies, are subject to change and do not constitute a contract between an applicant for admission or a student, and Pacific University or the College of Optometry. 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.

**1999-2000 Academic Year Curriculum for Students Enrolled in the Doctor of Optometry (O.D.) Degree Program**

The curriculum for the Doctor of Optometry degree program is broad in scope and diversity 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 important element in the classroom, and the laboratories are active learning complements to the classroom activity.

### First Professional Year

**Fall Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Opt 501</td>
<td>Geometric Optics with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 516</td>
<td>Clinical Experience I</td>
<td></td>
</tr>
<tr>
<td>Opt 531</td>
<td>Ocular Anatomy, Physiology and Biochemistry with Laboratory</td>
<td>4.5</td>
</tr>
<tr>
<td>Opt 535</td>
<td>Functional Neuroanatomy and Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>Opt 536</td>
<td>Pharmacological Principles and Autonomic Agents</td>
<td>3</td>
</tr>
<tr>
<td>Opt 546</td>
<td>Clinical Procedures: Non-refractive Diagnostic Tests with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 562</td>
<td>Behavioral Optometric Science with Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

22

**Spring Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 502</td>
<td>Physical Optics with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 503</td>
<td>Visual Optics and Ocular Motility with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Opt 517</td>
<td>Clinical Experience II</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 532</td>
<td>Anatomy of the Visual System with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 533</td>
<td>Microbiology, Genetics and Immunology; Pharmacology of Anti-infective Drugs; Diseases of the Lid and Lacrimal System</td>
<td>3</td>
</tr>
<tr>
<td>Opt 534</td>
<td>Laboratory Procedures for Assessment of Ocular Disease</td>
<td></td>
</tr>
<tr>
<td>Opt 537</td>
<td>Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications</td>
<td>4</td>
</tr>
<tr>
<td>Opt 547</td>
<td>Clinical Procedures: Binocular Testing and Optics with Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

20.5
Prerequisites: First Professional Year
To enroll in first year classes, students must be admitted members of the entering optometry class, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

Second Professional Year

Fall Semester:  Hours
Opt 601  Ophthalmic Optics ............................................ 3
Opt 602  Sensory-Motor Interactions in Vision with Laboratory ............................................ 4
Opt 616  Theory and Methods of Refraction ............................................ 3
Opt 620  Clinical Experience III ............................................ 0.5
Opt 631  Diagnosis and Treatment of Anterior Segment Diseases ............................................ 2
Opt 632  Detection, Assessment and Treatment of Anterior Segment Diseases ............................................ 1
Opt 646  Clinical Procedures: Refractive Error Measurement with Laboratory ............................................ 2
Opt 647  Ophthalmic Dispensing Procedures with Laboratory ............................................ 2
Opt 661  Physiological, Psychological and Cognitive Changes During the Lifespan ............................................ 2

19.5

Spring Semester:  Hours
Opt 617  Optometric Case Analysis ............................................ 4
Opt 618  Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory ............................................ 3
Opt 621  Clinical Experience IV ............................................ 0.5
Opt 633  Diagnosis and Treatment of Posterior Segment Diseases ............................................ 3
Opt 634  Detection, Assessment and Treatment of Posterior Segment Diseases ............................................ 1
Opt 648  Clinical Procedures: Phorometry and Ocular Health with Laboratory ............................................ 4
Opt 662  Visual Information Processing and Perception with Laboratory ............................................ 4

19.5

Prerequisites: Second Professional Year
To enroll in second year classes, students must be advanced to the second year by the faculty, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

Third Professional Year

Summer Semester (10 week term):  Hours
Opt 715  Patient Care: First Session ............................................ 1
Opt 716  Theory and Practice of Specialty Contact Lenses with Laboratory ............................................ 4
Opt 721  Clinical Experience V ............................................ 0.5
Opt 726  Normal and Abnormal Visual Perception ............................................ 2
Opt 761  Public Health Optometry ............................................ 2
Opt 763  Environmental, Occupational and Recreational Vision ............................................ 2
Opt 791  Optometric Thesis: Orientation and Planning ............................................ 1
Elective(s) *

12.5

Fall Semester:  Hours
Opt 718  Advanced Optometric Case Analysis with Laboratory ............................................ 4
Opt 720  Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory ............................................ 4
Opt 722  Patient Care: Second Session ............................................ 2
Opt 724  Pediatric and Developmental Optometry ............................................ 2
Opt 728  Assessment and Management of the Partially Sighted Patient ............................................ 2
Opt 733  Assessment and Management of Ocular Disease Patients ............................................ 2
Elective(s) *

16

Spring Semester:  Hours
Opt 723  Patient Care: Third Session ............................................ 2
Opt 725  Assessment and Management of Strabismus and Amblyopia with Laboratory ............................................ 4
Opt 727  Evaluation and Management of Patients with Perceptual Problems with Laboratory ............................................ 3
Opt 735  Applied Ocular Therapeutics ............................................ 1
Opt 762  Communication in Optometric Practice with Laboratory ............................................ 3
Opt 764  Optometric Economics and Practice ............................................ 4
Elective(s) *

17

* Students are required to complete a minimum of four elective credits during their third year. These electives may be chosen from those offered by the College of Optometry. Alternatively and with the authorization of the student’s academic advisor, the following courses may be substituted: 1) courses taken on an independent study contract; 2) courses taken at Pacific University outside of the College of Optometry; or, 3) courses taken at other institutions with credits transferable to Pacific University (the costs of any courses taken at other institutions are the responsibility of individual students).

Prerequisites: Third Professional Year
To enroll in third year classes, students must have satisfactorily completed all course work in the first two years of
Fourth Professional Year

The fourth professional year consists of three, fifteen week clinical rotations. One of these rotations is internal, wherein the students provide optometric care in several of the Pacific University College of Optometry Vision Centers in the Portland metropolitan area. The two other rotations are external preceptorships. During these external rotations, students provide optometric care in a variety of clinical settings.

All Semesters:  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Opt 815 Primary Patient Care: Preceptorship</td>
<td>15</td>
</tr>
<tr>
<td>Opt 816 Primary Patient Care: Preceptorship</td>
<td>15</td>
</tr>
<tr>
<td>Opt 817 Primary Patient Care: Internal</td>
<td>7</td>
</tr>
<tr>
<td>Opt 818 Vision Therapy Patient Care</td>
<td>3</td>
</tr>
<tr>
<td>Opt 819 Low Vision Patient Care</td>
<td>1</td>
</tr>
<tr>
<td>Opt 820 Contact Lens Patient Care</td>
<td>1</td>
</tr>
<tr>
<td>Opt 821 Clinical Rounds</td>
<td>1</td>
</tr>
<tr>
<td>Opt 822 Pediatric Patient Care</td>
<td>1</td>
</tr>
<tr>
<td>Opt 832 Ocular Disease and Special Testing</td>
<td>1</td>
</tr>
<tr>
<td>Opt 892 Optometric Thesis: Completion</td>
<td>1</td>
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<tr>
<td>(Fall Semester Only)</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Prerequisites: Fourth Professional Year

To enroll in fourth year classes, students must have satisfactorily completed all course work in the first three years of the curriculum and be advanced to the fourth year by the faculty. Exceptions to this policy must be approved by the course instructor and the Associate Dean for Academic Programs (clinic courses also require the approval of the Associate Dean for Clinical Programs).

Course Descriptions: Doctor of Optometry (O.D.) Degree Curriculum

Opt 501 Geometric Optics with Laboratory  
Principles of geometric optics, including the propagation of light, reflection and refraction, prisms, thin lenses, thick lenses and lens combinations, lens design, mirrors, aberrations, stops and pupils, optical systems. Laboratory designed to supplement the lecture material. 4 hours.

Opt 502 Physical Optics with Laboratory  
Principles of wave optics including interference and diffraction, thin films, Fourier optics, holography, light scattering, polarization, photometry, quantum optics, spectroscopy, and lasers. Laboratory designed to supplement the lecture material. 3 hours.

Opt 503 Visual Optics and Ocular Motility with Laboratory  
Optics of the uncorrected and corrected eye, visual acuity, ocular motility, and an introduction to binocular vision. Laboratory designed to supplement the lecture material. 4 hours.

Opt 516 Clinical Experience I  
Orientation to the optometric profession. Observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 517 Clinical Experience II  
Orientation to different modes of optometric practice. Observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 531 Ocular Anatomy, Physiology, and Biochemistry with Laboratory  
Anatomy, histology, physiology, biochemistry, and photochemistry of the structures of eyelid and lacrimal system. Basic elements of biochemistry. Laboratory designed to supplement the lecture material. 4.5 hours.

Opt 532 Anatomy of the Visual System with Laboratory  
Embryological development of the eye. Anatomy and physiology of the orbit, and extraocular muscles. Ocular circulation and sensory, motor, and autonomic innervation of the visual system, visual pathways and visual field defects. Laboratory designed to supplement the lecture material. 3 hours.

Opt 533 Microbiology, Genetics and Immunology; Pharmacology of Anti-infective Drugs; Diseases of the Lid and Lacrimal System  
Principles of microbiology, immunology, and genetics, and their application to ocular diseases. Pharmacology of anti-infective drugs and their use in treatment of ocular diseases. Epidemiology, symptoms, signs, diagnosis, and management of diseases and trauma of the eyelids and lacrimal system. 3 hours.

Opt 534 Laboratory Procedures for Assessment of Ocular Disease  
A discussion/laboratory seminar designed to provide an understanding of how laboratory procedures can be used to assess ocular disease. 1 hour.

Opt 535 Functional Neuroanatomy and Neurobiology  

Opt 536 Pharmacological Principles and Autonomic Agents  
Principles of pharmacology including pharmacokinetics, pharmacodynamics, routes of drug administration, drug interactions, and drug toxicity. Drugs affecting the autonomic nervous system including miotics, mydriatics, and vasconstrictors. Drugs used in the treatment of glaucoma; prescription writing. 3 hours.
Opt 537  Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications
Etiology, diagnosis, and management (including pharmaceuti- cal) of diseases of the cardiovascular, endocrine, immune, gastrointesntinal, pulmonary, hepatic, and hematologic systems. Pharmacology of systemic medications. Laboratory includes procedures for evaluating head, neck, ear, nose, throat, musculoskeletal, pul- monary, neurologic, and cardiovascular systems, as well as in- struction in venipuncture and intramuscular injection. 4 hours.

Opt 546  Clinical Procedures: Non-refractive Diagnostic Tests with Laboratory
Clinical optometric instrumentation and skills. Procedures include visual acuity measurement, external ocular examination, basic biomicroscopy, direct ophthalmoscopy, and basic visual field assessment. Laboratory sessions supplement the lecture material through practice of procedures. 3 hours.

Opt 547  Clinical Procedures: Binocular Testing and Optics with Laboratory
Skills required for clinical optometry including entrance tests, lensometry and lens measure, retinoscopy and stereocope card skills. Laboratory sessions supplement the lecture material through practice of procedures. 2 hours.

Opt 562  Behavioral Optometric Science with Laboratory
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. Laboratory designed to supplement the lecture material. 4 hours.

Opt 601  Ophthalmic Optics
Principles of the design and function of single vision and multi- focal ophthalmic lenses including cylinders and prisms. Frame nomenclature, lens aberrations, magnification, standards, protective lenses, as well as lens systems and instruments used in optometric examinations. 3 hours.

Opt 602  Sensory-Motor Interactions in Vision with Laboratory
Studies of monocular and binocular accommodation, convergence, and pupillomotor relationships; graphic representation of monocular and binocular visual functions; motor and sensory fusion; binocular visual space, including the visual fields; basis of antiseikonia and stereoscopic depth perception. Biomechanical models of vision. Laboratory designed to supplement the lecture material. 4 hours.

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 hours.

Opt 617  Optometric Case Analysis
Basic methods for analyzing data from and prescribing for non- diseased binocular patients; basic considerations in the manage- ment of vertical imbalances and presbyopia; the underlying as- sumptions 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 hours.

Opt 618  Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory
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. Labora- tory designed to supplement the lecture material. 3 hours.

Opt 620  Clinical Experience III
Student presentations on patient care topics. Participation in screenings and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 621  Clinical Experience IV
Clinic preparation, participation in screenings, and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 631  Diagnosis and Treatment of Anterior Segment Diseases
Epidemiology, symptoms, signs, diagnosis, treatment, and man- agement of diseases of, and trauma to, the conjunctiva, cornea, iris, ciliary body, sclera, and episclera. 2 hours.

Opt 632  Detection, Assessment and Treatment of Anterior Segment Diseases
A discussion/laboratory seminar designed to teach techniques for the detection, assessment, and treatment of anterior segment disease. 1 hour.

Opt 633  Diagnosis and Treatment of Posterior Segment Diseases
Epidemiology, symptoms, signs, diagnosis, treatment, and man- agement of diseases of, and trauma to, the choroid, retina, and visual pathway, including glaucoma and visual field anomalies. 3 hours.

Opt 634  Detection, Assessment and Treatment of Posterior Segment Diseases
A discussion/laboratory seminar designed to teach techniques for detection, assessment, and treatment of posterior segment dis- eases. 1 hour.

Opt 646  Clinical Procedures: Refractive Error Measurement with Laboratory
Skills required for clinical optometry including keratometry, human eye retinoscopy, and the analytical examination. The labora- tory sessions supplement lecture material through practice of pro- cedures. 2 hours.
Opt 647  Ophthalmic Dispensing Procedures with Laboratory
Frame/lens terminology, frame styling, frame/lens parameter selection, frame material properties; discussion of frame adjustment and alignment, lens mounting and insertion, and frame repair. The laboratory sessions supplement the lecture material and allow students actual practice utilizing ophthalmic materials. 2 hours.

Opt 648  Clinical Procedures: Phorometry and Ocular Health with Laboratory
Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, binocular refraction, and color vision. Laboratory sessions supplement lecture material through practice of procedures. 4 hours.

Opt 661  Physiological, Psychological and Cognitive Changes During the Lifespan
Study of development and aging with implications for vision. Neurological, behavioral, perceptual, and physical aspects of development from conception to old age (including developmental disabilities). Gerontology. Epidemiology of relevant ocular and visual anomalies. 2 hours.

Opt 662  Visual Information Processing and Perception with Laboratory
Analysis of the 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. Lecture/demonstration laboratory supplements the lecture material. 4 hours.

Opt 715  Patient Care: First Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. 1 hour.

Opt 716  Theory and Practice of Specialty Contact Lenses with Laboratory
Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management aspects of contact lenses. 4 hours.

Opt 718  Advanced Optometric Case Analysis with Laboratory
Various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. Discussion/laboratory supplements lecture through analysis and presentation of patient case reports. 4 hours.

Opt 720  Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory
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. Laboratory sessions supplement the lecture material through the practice of testing and training procedures. 4 hours.

Opt 721  Clinical Experience V
Optometric case discussions, participation in screenings, and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 722  Patient Care: Second Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 723  Patient Care: Third Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 724  Pediatric and Developmental Optometry
Vision as part of the total development of the human being; the interrelationships 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. 2 hours.

Opt 725  Assessment and Management of Strabismus and Amblyopia with Laboratory
Clinical management of strabismus and amblyopia with emphasis in primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Orthoptics, vision therapy techniques, lenses and prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. Laboratory supplements lecture material through practice of procedures for diagnosis and treatment of strabismus and amblyopia. 4 hours.

Opt 726  Normal and Abnormal Visual Perception
Normal and abnormal visual perception including figure-ground, directionality, visual memory, and eye movement-related phenomena. Effects of attention and physiology on perception. Perceptual problems associated with dyslexia, specific reading disabilities, stroke and traumatic brain injury. Normal and abnormal sensory system interactions. 2 hours.

Opt 727  Evaluation and Management of Patients with Perceptual Problems with Laboratory
Observation and participation in evaluations and therapy appropriate for patients having perceptual problems associated with learning disabilities, traumatic brain injury, stroke and developmental abnormalities. Activities and procedures for guiding and modifying visual performance. Interaction with other disciplines in the evaluation and management of these patients. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 3 hours.

Opt 728  Assessment and Management of 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 hours.
Opt 733  Assessment and Management of Ocular Disease Patients
Indications, techniques, and interpretation of the procedures used in disease detection, assessment, and management. Emphasis is on management of the entire patient rather than just the patient’s specific disease. 2 hours.

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 therapeutic drug or drugs for the treatment of a particular disease. 1 hour.

Opt 761  Public Health Optometry

Opt 762  Communication in Optometric Practice with Laboratory
Theory and practice of doctor-to-patient communication. Patient interviewing, effective interview behavior, patient management, and accurate history taking. Verbal, nonverbal, and written communication. Student participation in peer and self-evaluation, observation of professional interviews using video and audio tape recordings. Laboratory supplements lecture material. 3 hours.

Opt 763  Environmental, Occupational, and Recreational Vision

Opt 764  Optometric Economics and Practice
Management and legal aspects of optometric practice. Modes of practice, practice development. Locating and establishing a practice. Formation and operation of partnerships and associations; multidisciplinary practices; health maintenance organizations. Ethics, professionalism, and professional responsibilities to the public. Organizations within the profession and current trends. 4 hours.

The first 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 hour.

Opt 815  Primary Patient Care: Preceptorship Rotation #1
Supervised clinical practice in affiliated hospital settings, health care centers, public and private vision clinics. General and/or specialized health care services unique to each site. 15 hours.

Opt 816  Primary Patient Care: Preceptorship Rotation #2
Supervised clinical practice in affiliated hospital settings, health care centers, public and private vision clinics. General and/or specialized health care services unique to each site. 15 hours.

Opt 817  Primary Patient Care: Internal Clinic Rotation
Supervised primary care clinical practice in Pacific University affiliated clinics. Clinical case conferences offering discussion and review of current cases are included. 7 hours.

Opt 818  Vision Therapy Patient Care
Supervised clinical management of patients requiring vision therapy in Pacific University affiliated clinics. 3 hours.

Opt 819  Low Vision Patient Care
Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated clinics. 1 hour.

Opt 820  Contact Lens Patient Care
Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated clinics. 1 hour.

Opt 821  Clinical Rounds
A lecture/seminar course utilizing cases to illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing problems. 1 hour.

Opt 822  Pediatric Patient Care
Supervised clinical management of infants, toddlers and preschool aged children in Pacific University affiliated clinics. 1 hour.

Opt 832  Ocular Disease and Special Testing Patient Care
Supervised clinical management of patients with ocular disease in Pacific University affiliated clinics. 1 hour.

Opt 892  Optometric Thesis: Completion (Fall Semester Only)
A continuation of the project planned in Opt 791. Requirements include the completion of a thesis approved by a faculty advisor. 1 hour.

Elective Courses: Doctor of Optometry (O.D.)
Degree Curriculum:

Opt 729  Assessment and Management of the Partially Sighted Patient, Seminar
This elective will provide students with hands-on experience with the devices and assessment techniques discussed in Opt 728 Assessment and Management of the Partially Sighted Patient. 1 hour.
Opt 740  Seminar in Contact Lenses
Identification, etiology and remediation of contact lens problems as complications of corneal physiology, refractive implications, and materials and solutions used; literature review of specific contact lens topics; student preparation and delivery of a lecture on some phase of contact lens practice; evaluation of contact lens articles in the published literature. 2 hours.

Opt 741  Geriatric Optometry
Special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and treatment 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 hour.

Opt 743  Neurorehabilitative Optometry
Principal aspects of neurological conditions. 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 hours.

Opt 744  Vision Problems That Relate to Learning Difficulties with Laboratory
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 hours.

Opt 745  Laser Management of Ocular Disease
Use of lasers in managing anterior and posterior ocular conditions. Laser treatment of patients with open or closed angle glaucoma, retinal conditions, refractive anomalies, and capsulotomies. Management of possible complications and legal considerations. Includes demonstrations and hands-on practice. 1 hour.

Opt 746  Sports and Recreational Vision
Theory, diagnosis, and remediation of sports vision problems. Static and dynamic visual acuity, accommodation, pursuit and saccadic eye movements, binocularity, and gross and fine visual-motor coordination and specific sports. Sports vision research theory. The role and scope of the sports vision consultant. Laboratories involve the clinical diagnosis and treatment of sports vision problems. 2 hours.

Opt 748  Hospital Based Optometry
Obtaining hospital privileges, credentialing, quality assurance, and accreditation. Ordering, interpreting, and charting radiology, laboratory and fluorescein angiography results. Ethical dilemmas in the multidisciplinary setting. Charting, verbal communication, and written communication with various health care providers. 2 hours.

Opt 749  Refractive Surgery
Surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management. Diagnosis, treatment, and management of postoperative complications. The role of optometry in the invasive correction of refractive error. 1 hour.

Opt 750  Orthokeratology
Historical development of orthokeratology. Anatomical, physiological, and refractive characteristics of the cornea and their assessment. Patient selection for orthokeratology and various methods of treatment. 2 hours.

Opt 751  Current Topics Impacting Optometry
New diagnostic and treatment approaches. New scientific discoveries and current trends in research impacting patient care. Current clinical and professional issues. New and different approaches to health care. Discussions will be led by faculty and guest lecturers on topics drawn from current journals. May be taken more than once during the year. 1 hour.

Opt 752  Basic Spanish for Optometry
Spanish language essential for conducting an optometric examination. 1 hour.

Opt 757  Ophthalmic Imaging
Techniques associated with capturing ophthalmic images. Use of non-mydriatic fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 hour.

Opt 765  Seminar in Multidisciplinary Service
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 hour.

ADVANCED EDUCATION

Opportunities in advanced education at Pacific University for Doctors of Optometry include the Masters of Science (M.S.) in Clinical Optometry; the Masters in Education, Visual Function in Learning (M.Ed., V.F.L.); on-campus and off-campus residency programs; the Teaching Fellow program; and, continuing optometric education programs. The masters degree, residency, and Teaching Fellow programs are designed to prepare individuals for careers in optometric education, research, and clinical positions requiring specialty training or clinical management.

Graduate Degrees

The Masters of Science (M.S.) in Clinical Optometry program is built around a core of seminar courses designed to enhance the student’s knowledge in a broad spectrum of optometric subjects that range from new instrumentation and visual information processing, to contact lenses and disease treatment. In addition to the core seminars, students take a course in research methods and complete either a thesis or a comprehensive written examination in a topic
selected by the student.

The masters program is designed to be flexible and can be customized to meet the needs and desires of individual students. Courses can be added to the core curriculum on topics such as education and teaching methods, international optometry, clinic administration, public health policy, optometric techniques, and case analysis. It is possible to combine the M.S. program with a residency by scheduling two days per week of clinic experience for five terms.

The M.S. program is designed so that students can enter at the beginning of the fall semester and complete the program five semesters later. Although a minimum of 30 credits is required for graduation, most students take full advantage of the program and enroll for more than this minimum number. Each student in the program is assigned an academic advisor to assist with course selection to meet the student’s needs and desires.

All students take the core courses unless substitutions are approved. With approval from the academic advisor, courses beyond the core can be selected from the wide range of optometry, education, management, and other courses offered by Pacific University.

The Master of Education, Visual Function in Learning (M.Ed., V.F.L.) is also offered and provides optometrists with additional theoretical grounding in the teaching/learning process and augments their understanding of the role that vision and vision therapy play in the total educational process. This program is designed to provide specialized study to qualify as an educational vision consultant, and/or to pursue a career in optometric education or clinical positions requiring specialty education. It may be undertaken concurrently with the Doctor of Optometry (O.D.) degree or thereafter.

Graduate Student Classification

Two categories of graduate study are recognized: unclassified and classified.

Unclassified Status

Individuals who do not intend to engage in an organized program leading to a degree or certificate, who wish to take an occasional course for personal or professional growth, or whose academic plans have not been formulated may be admitted to graduate study in unclassified status.

Classified Status

Individuals planning to pursue a graduate degree or post-baccalaureate certificate program must be admitted to graduate study in classified status.

Admission Requirements

Applicants for the M.S. in Clinical Optometry or M.Ed., V.F.L., must have completed a tertiary level (post-secondary) program in optometry either in the United States or abroad that is well recognized by the international optometric community. Concurrent enrollment is also possible for the M.Ed., V.F.L., providing that the student is pursuing a degree in optometry. Residency training cannot be done concurrently with the Doctor of Optometry (O.D.) program.

Application Procedures

1. Applicants must submit the following documents together with a $55.00 application fee to the Office of Admissions (Professional Programs) no later than eight weeks before the beginning of graduate study:
   • Application for Admission to graduate study
   • Official transcripts of all college study
   • Three letters of recommendation
   • For those candidates for whom English is not the native language, the Test of English as a Foreign Language (T.O.E.F.L.) with a minimum score of 550 is required.

2. When the application file is complete it is sent to the appropriate academic area for review. The student will be notified of the action taken on the application.

General Requirements for Masters Degrees

1. A minimum of 30 semester hours of graduate credit, at least 20 of which must be earned at Pacific University.

2. A total of 10 semester hours of graduate credit transferred from other accredited institutions and/or earned in unclassified status at Pacific University may, with approval of the appropriate dean and academic advisor, be applied to the program.

3. Courses that have been applied to another degree cannot be used to satisfy requirements for the masters degree.

4. All work submitted for the masters degree (including transferred credits, dissertation, examination, etc.) must be completed within a period of seven calendar years unless special provisions are made from the appropriate dean.

5. A minimum grade point average of 3.0 is required in all graduate work. No course in which the grade is below “C” may be counted toward the graduate degree.

6. A student may be graduated “with distinction” upon recommendation of the major professor and approval of the appropriate dean.

7. The masters programs available in Clinical Optometry and in Visual Function in Learning each have specific course requirements listed elsewhere in this Catalog.

Academic Procedures for Masters Degrees

1. Upon admission to a graduate studies program, the student will be assigned an academic advisor who will help the student prepare a proposed program of study. This program must include a listing, by semester, of all courses to be taken. The program must have the approval of the student’s advisor and is subject to the review process designated by the college before the end of the first semester following admission to classified graduate status.
2. All Masters of Science (M.S.) candidates (who are pursuing the research option) must submit a proposal for a significant research project to the chair of the Research and Awards Committee by at least three semesters in advance of graduation; M.Ed. candidates must submit a proposal to the director of that program. This proposal will be formalized as a dissertation or thesis.

   a. The proposal must have the approval of the student’s advisor, and the student is expected to appear at a meeting of the Research and Awards Committee to discuss the proposal. Approval by the Committee is required before initiation of the research project.

   b. M.S. candidates (who are pursuing the research option) and M.Ed. degree candidates will be assigned a thesis committee by their academic advisor for advice during the course of research and the preparation of the thesis.

3. The student must make application for graduation with the Registrar. The application for graduation must be received by the Registrar no later than December 15 for the student to be eligible to receive the degree at the spring commencement.

4. If a spring commencement is planned, all candidates for the M.S. (who are pursuing the research option) and M.Ed. degrees shall submit to their thesis committee no later than four weeks prior to formal commencement exercises copies of their thesis prepared in accordance with the formal requirements. When approved by the thesis committee, the student shall deliver to the optometry/science librarian two copies signed by the members of the thesis committee. These are due on or before May 1. Masters candidates may also be required to make a public presentation of their thesis or area of special interest.

5. Upon completion of all requirements, the appropriate degree will be conferred at the next commencement.

6. All students receiving degrees are required to participate in commencement activities.

MASTERS OF SCIENCE (M.S.) IN CLINICAL OPTOMETRY

The core portion of the masters program consists of 19 credits. It includes nine seminars that provide an overview of visual and optometric sciences, and a research or special study requirement. With advisor permission, students may substitute courses for one or more of the core seminars.

To reach the 30 credit minimum required for graduation, students may select graduate level courses from the professional optometry program or from other programs offered by Pacific University. Elective course selections must be approved by the student’s advisor. Courses taken within the Doctor of Optometry (O.D.) curriculum must be arranged in coordination with the course instructor.

<table>
<thead>
<tr>
<th>Core Seminars</th>
<th>Hours</th>
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<tr>
<td>Opt 901</td>
<td>Seminar in New Ophthalmic Instrumentation and Materials</td>
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<td>Opt 916</td>
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<td>Opt 961</td>
<td>Seminar in Information Processing</td>
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<tr>
<td>Opt 962</td>
<td>Seminar in Presentation Methods in the Health Professions</td>
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For Research Option:

| Opt 995 | Thesis Research | 2 |
| Opt 995 | Thesis Research | 2 |
| Opt 995 | Thesis Research | 2 |

For Comprehensive Study Option:

| Opt 996 | Special Study | 2 |
| Opt 996 | Special Study | 2 |
| Opt 996 | Special Study | 2 |

* The student has the option of doing graduate research for 6 semester credit hours or enrolling in special topic courses for 6 semester credit hours. Students pursuing the research option must prepare a graduate thesis; those pursuing the special topic option must pass an in-depth examination on the specialty area chosen. The academic advisor will appoint and coordinate the faculty members to administer the examination.

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.

Course Descriptions: Masters of Science (M.S.) in Clinical Optometry Degree Program

Opt 901 Seminar in New Ophthalmic Instrumentation and Materials

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. 1 hour

Opt 916 Seminar in Functional Vision and 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. 1 hour

Opt 917 Seminar in Visual-Motor Function

Review of current literature on visual-motor function (e.g., models and assessment of accommodation, convergence, eye movements, selected sensory phenomena, etc.). 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. 1 hour

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. 1 hour

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 members and invited guests. 1 hour

Opt 931 Seminar in Visual System Structure, Function, and Biochemistry
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. 1 hour

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. 1 hour

Opt 962 Seminar in Presentation Methods in the Health Professions
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. 1 hour

Opt 991 Research and Data Analysis Methods
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. 4 hours

Opt 995 Thesis Research
Conducting a research project with the guidance and cooperation of a faculty thesis committee. Following completion of the project to the satisfaction of the faculty committee, an oral presentation is made to the faculty and a written report is prepared for submission to the University library. May be repeated three times for credit. *2 hours

Additional information on Opt 995: Project topics will be suggested by faculty members or may be originated by students themselves. Following discussions with potential faculty thesis committee members, an oral and written presentation describing the project is made to the College of Optometry Research and Awards Committee for review and comment (see section entitled “Academic Procedures”). Project topics may include case studies, literature reviews, clinical trials, development of new procedures or techniques, instrument evaluations, etc. The written report must be approved and signed by all members of the faculty committee; it may be in the form of a formal thesis or it may be a major paper (or papers) suitable for publication in an optometric/vision journal (or book). Presentation of the project at local and national meetings is strongly encouraged.

Opt 996 Special Study
Intended as an alternative or in addition to Opt 995 Thesis Research. Involves conducting a complete literature review or participating in a series of smaller projects/experiences on a special topic of the student’s choice and taking a comprehensive written and/or oral examination on the topic. Students should confer with their advisor before selecting this option and must have their special topic approved by the advisor. May be repeated three times for credit. The examination will be given in the final term of Opt 996. *2 hours

Residency Option
Students who desire to combine a residency with their Masters program will participate in a clinical experience (Opt 920) two days per week for five academic semesters.

Opt 920 Clinic Experience
Participation in delivery of clinical services. May be repeated five times for credit. Must be taken five times to qualify for Residency certification. 3 hours (two days per week)

Interest Area and Elective Courses: Masters of Science (M.S.) in Clinical Optometry Degree Program
Some courses are given by departments or divisions outside the College of Optometry and are subject to their scheduling. Some optometry courses are given on an as needed basis. With advisor approval, students may select an interest area and elective courses other than those listed below. Students can choose from the several hundred advanced courses offered by the various departments and divisions of Pacific University.

Sample Elective Courses: Masters of Science (M.S.) in Clinical Optometry Degree Program

BA 300G Management Principles
This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. 3 hours

BA 320G Human Resource Management
Functions of a personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, and other personnel programs. 3 hours

Opt 963 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. 3 hours

College of Optometry    191
Opt 935 Prescribing Lens Corrections for Problem Patients
Methods for analyzing patient findings to produce an optimum lens prescription. Balancing accommodation and convergence with lenses. Use of horizontal and vertical prism. Use of computerized analysis procedures. 3 hours

Phil 307G Ethics, Medicine and Health Care
A study of ethical issues that arise and occur within medical and health care contexts and professions. 4 hours

Opt 964 Teaching Experience
Participate in the teaching of a course or laboratory. Arranged with individual faculty members. 2 hours

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.

*Opt 995 Thesis Research and Opt 996 Special Study are graded in the following manner: A grade of “X” will be submitted by the appropriate faculty member as the student progresses through the sequence. Once the thesis is completed (Opt 995) or examination is completed (Opt 996) final grades are submitted. All “X” grades will then be changed by the Registrar to coincide with the final grade submitted by the thesis advisor or examination advisor.

MASTERS OF EDUCATION, VISUAL FUNCTION IN LEARNING (M.Ed./V.F.L.)
In 1983, Pacific University inaugurated a new degree forDoctors of Optometry who wish to extend their knowledge of the learning process with emphasis on reading remediation for children.

The M.Ed./V.F.L. program, in cooperation with the School of Education, 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. All optometry students will have 11 credit hours available for coursework of their choice over and above the annual required hours within the O.D. degree.

The objectives of the Visual Function in Learning program are:
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 theoreies in reading and related prescriptive techniques; decision-making systems, service delivery models and program management within education organizations; awareness of the varied constituencies that the public schools must satisfy.
2. To develop skills in research and in diagnosis, therapy, and case management within a multi-disciplinary setting.

Curriculum
Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which include the following:
A. 20 semester hours in the School of Education
B. 4 semester hours in the College of Optometry
C. 6 semester hours of electives

Requirements:

AREA I: Education
Educ 420G Normal Language Development in Children 2
Educ 421G Diagnostic Practice in Reading: Clinic ............ 1
Educ 423G Diagnostic Practice in Reading: Formal Assessment ................................................... 1
Educ 425G Diagnostic Practice in Reading: Informal Assessment ................................................... 1
Educ 426G Practicum: Reading Remediation ..................... 3
Educ 514 Principles of Guidance and Counseling. ....... 2
Educ 531 The Exceptional Child ...................................... 2
Educ 565 Seminar: Educational and Optometric Connections .................................................. 1
Educ 555 Independent Study ............................................ 1

AREA II: Optometry
VED/Opt 744 Visual Problems That Relate to Learning Difficulties with lab ..................................... 3
VED/Opt 765 Seminar in Multidisciplinary Service ........ 1

AREA III: Research and Thesis (minimum 6 hours)
EDUC 596 Education Research Project ............................... 6

AREA IV: Electives
Elective Courses .......................................................... 6
(Approved courses from Arts and Sciences, Optometry, School of Education, or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661)

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. Electives must be approved by the M.Ed./V.F.L. Coordinator. A planned program of courses must be filed with the School of Education.

Thesis
The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. University faculty mentors who serve on thesis committees guide students in completing their theses.

Academic Procedures
1. 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 needs to be reviewed by the Coordinator of M.Ed., V.F.L. and the Dean of Optometry, or their designates. The proposal must be approved seven months before the date of proposed graduation. The Thesis Committee will then advise the student during the course of research and the preparation of the thesis.

2. When the final, bound thesis is approved and signed by the Thesis Committee, the student must submit two copies of the thesis to the library two weeks before commencement.

3. The Thesis Committee will include the following members:
   a. Chair, appointed by the Coordinator, M.Ed., V.F.L. The chair serves as the student's advisor and instructor of credit for the thesis hours.
   b. Faculty member, appointed by the Coordinator, M.Ed., V.F.L.
   c. Faculty member nominated by the student and approved by the Coordinator, M.Ed., V.F.L.

4. Students who are within six hours of completing their program may participate in the May commencement ceremony.

5. 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.)

Admission

Applications are accepted twice a year: November 1 and April 1. Requirements include:
1. Transcripts from each college or university attended
2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. O.D. degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty
5. Completed application
6. Written essay explaining why the applicant is seeking this degree
7. Personal interview

Selection Process

1. The applicant pool is screened by the selection committee. Selection is based on the published minimum admission requirements and the following:
   • Depth and breadth of undergraduate preparation
   • Recommendations
   • Written communication skills as assessed in essay
   • Critical thinking skills as assessed in essay

   2. Recommendations for acceptance into the program are made by the selection committee of the faculty of the School of Education and the College of Optometry.

   3. Applicants will be notified of their status by mail.

   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.

Course Descriptions: M.Ed./V.F.L. Degree Program

For the course descriptions in Areas I and III see the School of Education section of this catalog.

For the course descriptions in Area II see the Optometry course descriptions in this section of the catalog.

Please note that the VED prefix is used for the M.Ed., V.F.L. requirement. These courses, if applied to the M.Ed., V.F.L. cannot be used for the Optometry degree.

Graduate Residency Education

Opportunities in graduate professional education include residency programs that lead to a certificate of completion. The following programs are affiliated with the Pacific University College of Optometry:

Residency in Cornea and Contact Lenses
Pacific University College of Optometry
Forest Grove, Oregon

Residency in Ocular Disease/Medical and Surgical Co-Management
Cataract Surgery Center of Nevada: Reno and Las Vegas

Hospital Based Optometry, Geriatrics/Primary Care
Portland Veterans Administration Medical Center (VAMC)
Portland, Oregon

Hospital Based Optometry, Geriatrics/Rehabilitative Optometry
Veterans Administration Puget Sound Healthcare System
American Lake Division, Washington

Hospital Based Optometry, Primary Care
Walla Walla Veterans Administration Medical Center (VAMC), Washington

Hospital Based Optometry, Primary Care
Spokane Veterans Administration Medical Center (VAMC), Washington

Hospital Based Optometry has as its focus the attainment of clinical skills necessary to detect and manage vision and ocular health problems of patients in institutional environments. Hospital Optometry/Geriatrics concentrates on the management of visual and ocular disorders that affect the elderly. The Rehabilitative Optometry component of the American Lake VACM program concentrates on clinical expertise in ocular disease, low vision evaluation, and rehabilitation therapy.

A residency program leading to a certificate in Cornea
and Contact Lenses is available directly through the Pacific University College of Optometry and its associated clinics. The Residency in Cornea and Contact Lenses has as its focus the attainment of clinical skills necessary to fit and manage all types of rigid and hydrophilic contact lenses, as well as the anterior segment complications associated with their use. This residency will prepare qualified graduates for specialty contact lens care in private practice, research, or an academic setting.

A research paper is required for the completion of these programs. Each Veterans Administration program is 12 months in length and begins on July 1. The Cornea and Contact Lenses residency program is 54 weeks in length and begins on August 1.

Application Procedure: Residency Education
Application deadline is February 1, preceding the July 1 program starting date for the Veterans Administration position, and the August 1 program starting date for the Cornea and Contact Lenses position. Candidates requesting positions at V.A. sites are required to process through the ORMS matching program. Applicants must submit:

1. Current curriculum vitae
2. Examination scores from the National Board of Examiners in Optometry
3. Three letters of recommendation from full-time clinical faculty members
4. Evidence of eligibility for licensure in the State of Oregon required for Contact Lens residency
5. A completed application for the specific residency, including essays

Other supporting documents are useful, such as copies of publications or an available thesis or research paper. The applicant should be available for a formal interview with the residency committee.

For more specific information regarding the application procedure for these and other available programs, including the names and addresses of the residency coordinators, please contact the Pacific University College of Optometry.

Curricular Objectives: Residency Education
Cornea and Contact Lenses - The Pacific University College of Optometry contact lens residency program prepares 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. The resident participates in a diverse range of activities relating to contact lenses and corneal conditions associated with their use including keratoconus, post trauma, post surgery, presbyopia, high refractive error, and astigmatism. The goals of this residency program are as follows:

1. To provide opportunities for in-depth clinical experience specializing in contact lenses.
2. To provide the resident with additional clinical training in the diagnosis and treatment of ocular disease with an emphasis on corneal pathology.
3. To encourage the resident to develop as a specialist by serving as a consulting/attending doctor for interns.
4. To offer experience in contact lens education.
5. To encourage the resident’s pursuit of scholarly activity.

The clinical element of the program includes the delivery of optometric care and involvement with various specialty clinics associated with the Pacific University College of Optometry. Elective didactic classes are offered by the contact lens faculty. Written case studies are required of all residents. Residents also develop teaching skills through the supervision of student interns, presentation of seminar topics, and assisting with the core contact lens laboratories in the Doctor of Optometry (O.D.) curriculum. Residents receive a certificate upon completion of the program.

Hospital-Based Optometry - This residency program is designed to provide intensive clinical experience in a multidisciplinary setting to achieve the following objectives:

1. To develop a knowledge of the epidemiology of health, vision, and ocular problems in both the short-term and extended care hospital environment.
2. To develop a knowledge and understanding of the social, emotional, and cultural characteristics common to patients in hospital environments.
3. To develop a knowledge and understanding of the health care delivery mechanisms in Veterans Administration hospital environments and participate in multidisciplinary health care delivery.
4. To develop the knowledge and skills necessary to detect and manage vision and ocular health problems of patients in institutional environments.

The clinical element of the program includes the provision of clinical optometric care as well as involvement with other hospital services such as lectures, rounds, seminars, and quality assurance audits within the VAMC optometry service. Case studies papers are required of all residents. Teaching skills are also developed through the supervision of student interns and involvement with clinical services. Residents receive a certificate upon completion of the program.

Hospital Based Optometry/Geriatrics - This residency is designed to provide a particular clinical emphasis on the management of visual and ocular disorders that affect the elderly to achieve the following objectives:

1. To provide a better understanding of the physiological and social changes that the elderly person experiences.
2. To teach the optometrist how to most effectively integrate his/her skills into an interdisciplinary program designed specifically for the geriatric patient.

The clinical element of the program includes the provision of clinical optometric care as well as involvement with other hospital services such as lectures, rounds, seminars, and quality assurance audits within the VAMC optometry service. Case studies papers are required of all residents.
Teaching skills are also developed during the supervision of student interns and involvement with clinical services. Residents receive a certificate upon completion of the program.

Rehabilitative Optometry - This residency program component is designed to provide highly concentrated clinical experience in specific problem areas as ocular disease and visual rehabilitation to achieve the following objectives:

1. To provide advanced skills in the identification and management of common visual and ocular disease processes such as cataracts, macular degeneration, glaucoma, and diabetic retinopathy.

2. To provide advanced skills in the detection and initial management of other causes of visual deficit such as neurologic disease, cerebrovascular disease, and cardiovascular disease.

3. To provide advanced skills in low vision evaluation and the fitting of low vision aids for patients with various degrees of visual impairment.

4. To develop a knowledge and understanding of other forms of rehabilitative therapy available to visually impaired persons, such as orientation and mobility training, daily living skills, and communications; referral of patients for these services and consultation with such providers for the benefit of the patient.

5. To develop the knowledge and skills necessary to serve as a visual rehabilitation “resource” in the general optometric-medical community; to prepare skills in instructing others in visual rehabilitation techniques as the general need for these services increases in coming years.

The clinical element of the program includes the provision of optometric care and involvement with the Blind Rehabilitation Program, as well as seminars and conferences in other services of the medical center. Didactic seminars are conducted by the VAMC optometry service. Case studies papers are required of all residents. Residents also develop teaching skills through the supervision of student interns and in presenting seminar topics.

Teaching Fellow Program

The Teaching Fellow Program at the College of Optometry is available for recent graduates of a school or college of optometry who possess demonstrated teaching potential. During the program, the Teaching Fellow will have the opportunity to gain teaching skills and, if desired, develop plans for the pursuance of an academic career.

The primary focus of the Teaching Fellow’s responsibilities includes assisting in laboratory instruction, grading laboratory activity books, and conducting tutorial sessions, all under the supervision of faculty members and the Associate Dean for Academic Programs serving as mentors. Since full tuition remission for graduate studies at Pacific University is available for Teaching Fellows, the program is especially desirable for the recent graduate who is interested in pursuing the Masters of Science (M.S.) in Clinical Optometry within the College of Optometry or the Masters of Education (M.Ed.) in Visual Function in Learning within the School of Education.

Inquiries may be directed to the Associate Dean for Academic Programs, Pacific University College of Optometry.

Division of Continuing Education

Continuing professional education for optometrists and optometric assistants is offered on campus and in various locations throughout the United States, Mexico, and Canada. These courses are presented for groups ranging from 10 to 250 participants. Depending upon the course offered, a lecture format, hands-on workshop, web-based interactive format, or video format may be conducted. Course offerings are submitted to COPE (a clearinghouse for optometric education) and state boards of optometry to qualify for continuing optometric education credit in meeting requirements for license renewal. Certificate courses and transcript quality courses are also offered.

Inquiries regarding all continuing optometric education programs may be directed to the Division of Continuing Education at Pacific University.
School of Physical Therapy

DAIVA A. BANAITIS, Ph.D., P.T., DIRECTOR

The School of Physical Therapy offers the professional, entry-level degree and a masters degree for physical therapists.

PROFESSIONAL DEGREE

General Information

The School of Physical Therapy, (previously the Department of Physical Therapy) has been graduating professional therapists since 1977. In 1985, the degree, Bachelor of Science, was replaced by the Master of Science in Physical Therapy as the entry-level degree into the profession. This change to a more advanced level of preparation was necessitated by the rapid expansion of scientific and clinical knowledge in physical therapy.

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.

The curriculum is organized so that didactic classroom learning is periodically intermixed with clinical learning. Beginning with the second semester of the first year, and continuing each semester thereafter, longer and longer time periods are spent in the clinic. Thus, by the end of the program (3 academic years), 28 weeks are devoted to full-time clinical experiences and internships.

Threaded throughout the curriculum and emphasized in all courses are problem solving, ethical and professional behavior, good writing and speaking skills, the value of research, lifelong learning and the importance of contributing to the growth and development of the profession.

Clinical Internships

Currently the School of Physical Therapy affiliates with 150 different clinical facilities. These include acute hospital settings, 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 and in Oregon, students also go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California, Arizona, Montana and Minnesota. New clinical sites are continually added in order to provide variety and quality to the students’ clinical experiences.

Admission to the Professional Physical Therapy Program

Applicants to the professional program should request a physical therapy application packet from the Office of Admission for Professional Programs. The application deadline is in December.

Enrollment in the professional program is limited and admission is highly selective. A cumulative GPA of 3.0 is required to apply to the program. Students who will have completed a minimum of three academic years (90 semester) of college work including the prerequisites by the date of enrollment in the professional program are eligible to apply for admission. Please note that completion of these prerequisites does not necessarily correspond to Pacific’s bachelor’s degree requirements. (See below.) If the first two years are completed at a community college, the third pre-professional year (30 semester/45 quarter hours) must be completed at a four-year college or university. The Admissions Committee considers many factors:

• 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 - preferably within a general hospital setting.
• Strength of letters of evaluation.
• Content of application forms and the care with which they have been prepared.
• Extracurricular and community activities.
• Strength of on-campus personal interview.

Based on the criteria listed above, a limited number of applicants are invited for on-campus, personal interviews. The interview is required and is a contributing factor in the admission decision. It allows the selection committee to assess subjectively essential skills and traits which may not be reflected in the written application. In the interview, con-
Prerequisites

Students must complete a minimum of 90 semester hours (three academic years), to include the following pre-professional courses, prior to enrollment in the professional program. A bachelor’s degree is also required, and must be completed before beginning the third year of the professional program. Students who will not complete a bachelor’s degree prior to enrollment in the professional program are advised to read the section on the degree requirements very carefully. Please note: Starting with the academic year 2002-03, the option of entering the professional program without a baccalaureate degree will no longer be available.

All prerequisite courses must be completed with a grade of “B” or higher. Courses are to be taken on a graded basis; pass-fail courses are not acceptable. Courses taken to fulfill the science prerequisites must be those for science majors and preprofessional students (e.g. pre-med, pre-pharmacy) and must include a laboratory. Low level non-science major courses will be unacceptable in meeting the prerequisites. Applicants will need to demonstrate competency in more recent coursework if previous science courses were taken more than seven years prior to application. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Biological Sciences

12 semester/18 quarter hours. Must include general biology sequence (Botany portion may be excluded), 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 300,301; Biol 302,303.)

Chemistry

12 semester hours/18 quarter hours. Must include a standard one-year course in general chemistry; a complete sequence or survey course in organic chemistry or a full or survey course in biochemistry. All courses must include laboratory. (If taken at Pacific University Chem 220, 221; 230, 231; Chem 240, 241 [or Chem 310, 311, 320, 321]; Chem 380.)

Physics

8 semester hours/12 quarter hours. 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; Phys 130, 201, 140, 203 [or Phys 201, 230, 203, 240].)

Psychology

6 semester/9 quarter hours. Must include a course in general psychology. (If taken at Pacific University: Psyc 150)

English/Writing

9 semester/12 quarter credit hours. 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/3 quarter hours. It is recommended that statistics be taken in a department of psychology, sociology or mathematics. (If taken at Pacific University: Math 207, Psyc 350.)

Humanities*

6 semester/9 quarter hours. (in addition to English prerequisite listed above) in fine arts, philosophy, religion, English, history*, music, foreign language, speech/communications. At least three semester hours must be outside English and an introductory English composition or speech course does not meet this requirement.

Social Sciences*

6 semester/9 quarter hour (in addition to psychology prerequisite listed above) in sociology, psychology, political science, economics, anthropology. At least three semester hours 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.

* The courses used to satisfy this requirement may not be less than a 2 semester (3 quarter) hour course.

Pre-Physical Therapy

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 the baccalaureate 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.

Bachelor Degree Requirements

The bachelor’s degree is required of all students and must be completed no later than the beginning of the third and final year of the professional program. As of Fall 2002, all applicants will be expected to have a baccalaureate degree prior to enrollment into the program.

Options:

1. Earn the bachelor’s degree prior to entry into professional studies. These students need to fulfill only the pre-professional requirements listed above.

2. Some students attending institutions with pre-professional programs plan a program of study to include pre-physical therapy requirements plus that institution’s bachelor’s degree requirements. In a case where Pacific’s professional courses in physical therapy are used to sat-
isfy another institution’s graduation requirements, written notice of such an arrangement is required.

3. Earn a bachelor’s degree at Pacific by meeting one of the following degree categories “a” or “b”.
   a. B.S. in Health Science offered by the College of Arts and Sciences (CAS). The student must meet core and other general degree requirements as well as complete an accepted minor and complete the first year of the Physical Therapy Program. (See Catalog under Division of Natural Sciences for details.)
   b. B.S. in Human Function offered by the School of Physical Therapy (SPT). The eligible student must be admitted to the Masters Program in the School of Physical Therapy without a baccalaureate degree and with at least 75 semester hours of transfer credit from institutions other than Pacific University. (See below for degree requirements.)

B.S. in Human Function: Degree Requirements

1. Admission to School of Physical Therapy with at least 75 units of transfer credit from institutions other than Pacific University.

2. In addition to all prerequisites to the School of Physical Therapy fulfill the following:
   a. Elective in biological sciences ......................... 3 s.h.
   b. Elective in physical activities ........................ 2 s.h.
   c. Electives in social sciences, humanities and/or education ................................. 12 s.h.
   d. General electives .................................. 15 s.h.
   e. Upper division courses: first year of Physical Therapy Program ................................................. 37 s.h.

3. At least 4 upper division courses in the first 90 semester hours

4. Total number of units for degree (minimum) .... 127 s.h.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found in the introduction to this catalog.

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 to physical therapy students, for which there are no standing provisions may be referred to the Director of the School of Physical Therapy.

Courses in the physical therapy curriculum are open routinely only to students enrolled in the School of Physical Therapy.

Professional and Academic Standards

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.

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.

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.

A student’s standing may be jeopardized by one or more of the following:

1. Indications of poor academic performance.
2. Insufficient progress in the development of clinical skills.
3. Failure to comply with School rules or procedures.
4. Unprofessional conduct, unethical conduct, or illegal conduct.
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

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 School of Physical Therapy Student Handbook, the Intern Clinical Education Manual and elsewhere.

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.

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.

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.

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 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.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in the Pacific University Catalog, School of Physical Therapy Student Handbook, the Intern Clinical Education Manual, Pacific Stuff, course syllabi, and additional resources available in the Director’s office.

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.

COURSES IN THE PROFESSIONAL CURRICULUM

First Year
First Semester
PT 450 Gross Human Anatomy I ......................... 5
PT 505 Functional Neuroanatomy I ....................... 2
PT 510 Human Motion & Biomechanics I ................ 4
PT 520 Physical Agents I .................................... 3
PT 540 Fundamentals of Therapeutic Exercise .......... 2

Second Semester
PT 451 Gross Human Anatomy II ...................... 2
PT 460 Applied Human Physiology .................... 4
PT 500 Professional Issues ............................... 2
PT 506 Functional Neuroanatomy II .................... 4
PT 511 Human Motion & Biomechanics II ............... 4
PT 525 Physical Agents II ................................... 4
PT 530 Clinical Experience I .............................. 1

Second Year
First Semester
PT 507 Neurosciences Seminar (elective) ............... (1)
PT 542 Neurological Dysfunction and Therapeutic Procedures I ............................................. 3
PT 545 Motor Control and Motor Learning ............ 2
PT 560 Musculoskeletal Dysfunction & Therapeutic Procedures I ............................................. 4
PT 565 Clinical Experience II ............................. 2
PT 570 Pathology, Medical Disabilities & Therapeutic Procedures .............................................. 3
PT 595 Research .................................................... 2

Second Semester
PT 561 Musculoskeletal Dysfunction & Therapeutic Procedures II ............................................. 2
PT 570 Pathology, Medical Disabilities & Therapeutic Procedures .............................................. 1
PT 575 Psychological Aspects of Illness Disability ... 2
PT 580 Neurological Dysfunction & Therapeutic Procedures II .............................................. 5
PT 585 Clinical Experience III .......................... 4
PT 590 Health Care and the Geriatric Patient ....... 2
PT 595 Research ................................................. 1

Third Year
First Semester
PT 600 Organization and Administration .......... 3
PT 610 Physical Therapy Evaluation Seminar .......... 2
PT 620 Clinical Internship I ............................. 6
PT 655 Professional Lecture Series .................... 2
PT 665 Bioethics for Physical Therapists Seminar ... 1
PT 695 Thesis .................................................... 1

Second Semester
PT 630 Clinical Internship II ......................... 6
PT 640 Clinical Internship III ......................... 8
PT 665 Special Topics ........................................ 1
PT 695 Thesis .................................................... 2

COURSE DESCRIPTIONS

All Physical Therapy courses require admission to the School of Physical Therapy.

Physical Therapy (P.T.)
PT. 450 Gross Human Anatomy I
Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, nervous and cardiopulmonary systems. Lecture and laboratory. Fall: 5 hours. Sanders.

PT. 451 Gross Human Anatomy II
Continuation of Gross Human Anatomy I. Lecture and laboratory. Spring: 2 hours. Sanders.

PT. 460 Applied Human Physiology
Study of normal and pathological function of selected physiological systems and organs in the body. Application to clinical situations will be incorporated where indicated. Lecture and laboratory. Prerequisite: P.T. 450. 4 hours. Rutl.

PT. 500 Professional Issues
Medical terminology and documentation, policies and issues dealing with medical ethical, legal, and professional concerns in the health care system, with special emphasis on physical therapy. 2 hours. Banaitis.
P.T. 505 Functional Neuroanatomy I
Advanced study of the structure and function of the human nervous system, including gross neuroanatomy and neurophysiologic studies. Sensation, motor control, and clinical applications are stressed. 2 hours. Lundy-Ekman.

P.T. 506 Functional Neuroanatomy II
Continuation of Functional Neuroanatomy I. 4 hours. Lundy-Ekman.

P.T. 507 Neurosciences Seminar (elective)
Discussion, problem solving and student case-history presentation. Prerequisite: P.T. 505, 506. 1 hour. Lundy-Ekman.

P.T. 510 Human Motion and Biomechanics I
Detailed study of both normal and pathological muscle action and function as well as joint motion. Laboratory experiences include practice in assessment of muscle force and joint motion as well as other evaluative techniques. 4 hours. Medeiros.

P.T. 511 Human Motion and Biomechanics II
Continuation of Human Motion and Biomechanics I. 4 hours. Medeiros.

P.T. 520 Physical Agents I
Biophysical principles, physiological effects, clinical techniques and application of massage, hydrotherapy, light, heat, sound, and other therapeutic measures. 3 hours. Bush and Banaitis.

P.T. 525 Physical Agents II
Continuation of Physical Agents I. Emphasis on electrical muscle stimulation, electroanalgesia, therapeutic electricity, and electrophysiological testing. Unit on orthotics and prosthetics included. 4 hours. Bush and Ourada.

P.T. 530 Clinical Experience I
Full-time two-week clinical experience under supervision of licensed physical therapists. 1 hour. Salzman.

P.T. 540 Therapeutic Exercise
Theory and principles of therapeutic exercise to include exercise equipment, basic nursing skills, stretching/range-of-motion, strengthening and endurance training, transfers, back/neck care, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis on practical problem solving will be utilized. 2 hours. Salzman and Farrell.

P.T. 542 Neurological Dysfunction and Therapeutic Procedures I
This course presents the student with a continuation of theory and principles of therapeutic exercise. Course emphasis is on the development of posture and movement skills, and neurophysiologic treatment techniques. Laboratory experience includes a major introduction to proprioceptive neuromuscular facilitation treatment techniques. Pathology, evaluation, and treatment of the adult patient following a cerebral vascular accident will also be presented. 3 hours. Cicirello, Banaitis and Farrell.

P.T. 545 Motor Control and Motor Learning
Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory variables and theories of motor learning. Clinical application of research from the neurosciences, psychology and physical therapy. Practical application, particularly to patient populations, is stressed. 2 hours. Lundy-Ekman.

P.T. 550 Musculoskeletal Dysfunction and Therapeutic Procedures I
Musculoskeletal disabilities of children and adults and their relation to physical therapy with an emphasis on orthopedic medicine and surgery, sports medicine, and orthopedic manual therapy. Includes pathology, medical and surgical evaluation and treatment, physical therapy evaluation and treatment and prosthetics and orthotics. 4 hours. Bush, Rutt and Medeiros.

P.T. 551 Musculoskeletal Dysfunction and Therapeutic Procedures II
Continuation of Musculoskeletal Disabilities and Therapeutic Procedures I. 2 hours. Bush, Rutt and Medeiros.

P.T. 560 Clinical Experience II
Full-time two-week clinical experience under supervision of licensed physical therapists. 2 hours. Salzman.

P.T. 565 Pathology, Medical Disabilities and Therapeutic Procedures
A study of the fundamental principles of pathology, and medical disabilities of children and adults and their relation to physical therapy. An emphasis is placed on burns, cardiopulmonary diseases, diabetes, infectious diseases, oncology, pharmacology, and rheumatology. Includes pathology, evaluation, and practical application. Fall: 3 hours, Spring: 1 hour. Rutt and Faculty.

P.T. 570 Psychosocial Aspects of Illness and Disability
In order to be an effective health professional, it is necessary to understand the complex psychological and social factors affecting the ill or disabled patient, and the professional - patient relationship. 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. Prerequisite: Psychology 311 and Clinical affiliation. 2 hours. Starbird.

P.T. 575 Neurological Dysfunction and Therapeutic Procedures II
This course will focus on neurological disabilities of both children and adults commonly seen by physical therapists. Diagnoses of spinal cord, head trauma, various nervous system and balance disorders and developmental disabilities will be emphasized. Course content will include pathology of the above, as well as physical therapy evaluation and treatment. 5 hours. Cicirello, Banaitis and Farrell.
P.T. 585  Clinical Experience III
Full-time two-week clinical experience under supervision of licensed physical therapists. 4 hours. Salzman.

P.T. 590  Health Care and the Geriatric Patient
General introduction to gerontology and health care for the geriatric patient. This course focuses on the biology of aging, common medical conditions for the elderly and health policy for the elderly. It relates these issues to the practice of physical therapy. 2 hours. Farrell.

P.T. 591  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 hour. Faculty.

P.T. 595  Research
An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Includes preparation of thesis proposal. Fall: 2 hours; Spring: 1 hour. Faculty.

P.T. 600  Organization and Administration
Organization of physical therapy departments, including fiscal, physical, and managerial planning. Quality assurance, interpersonal relations, professional ethics, legal issues, and specialization are also covered. 3 hours. Medeiros.

P.T. 610  Physical Therapy Evaluation Seminar
Actual and simulated case studies to integrate evaluation, program planning, and program revision skills. 2 hours. Lundy-Ekman and Faculty.

P.T. 620  Clinical Internship I
Full time six-week clinical internship under supervision of licensed physical therapists. 6 hours. Salzman.

P.T. 630  Clinical Internship II
Full time six-week clinical internship under supervision of licensed physical therapists. 6 hours. Salzman.

P.T. 640  Clinical Internship III
Full time eight-week clinical internship under supervision of licensed physical therapists. 8 hours. Salzman.

P.T. 655  Professional Lecture Series
A series of lectures on selected clinical topics pertinent to the current practice of physical therapy. Lectures will be presented by clinical experts. Grading is on a Pass/No Pass basis. 2 hours. Banaitis and Salzman.

P.T. 665  Special Topics
Advanced elective seminars in clinical areas. Seminar topics vary from year to year, but generally include aspects of musculoskeletal physical therapy, neurologic, pediatric, geriatric and/or cardiopulmonary physical therapy. 1 hour. Faculty and guest lecturers.

P.T. 665  Seminar in Bioethics for Physical Therapists
Identification and analysis of ethical issues facing physical therapists in their relationships with patients, peers, the Healthcare community, and society as a whole. 1 hour. Marenco.

P.T. 695  Thesis
In consultation with adviser, conduct research project and write thesis. Grading is on a Pass/No Pass basis. Fall: 1 hour; Spring: 2 hours. Faculty.

Clinical Experiences and Internships
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 areas. 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.

Grading for clinical experiences/internships is on a Pass/No Pass basis. Successful completion of any given clinical affiliation is determined by the academic faculty. If for any reason a clinical experience/internship is missed or needs to be repeated, the student will not be able to make it up until the next time the clinical affiliation in question is regularly scheduled. Students may repeat a given clinical affiliation only once and are allowed only two repeat clinical affiliations over the entire three year curriculum.

THE MASTER OF SCIENCE IN HEALTH SCIENCES DEGREE

General Information
The Master of Science in Health Sciences (MSHS) program is designed to assist physical therapists to expand their knowledge base and broaden their career options. Graduates of this program may bring another level of intellectual growth to their current work, pursue new professional responsibilities, or move toward the academic environment. The post-professional Masters Degree in Health Sciences is fashioned to meet the needs of the practicing physical therapist with professional and/or family responsibilities. Courses are offered in a weekend format and may be facilitated through on-line computer technology. As a result students can anticipate a significant amount of directed independent study both before and following classroom sessions. Students benefit from small classes with individual attention and gain from the experience of classmates as well as an excellent faculty. Students who are interested in pursuing graduate study, but remain undecided about earning a degree, may complete up to twelve credits in the curriculum before entering the MSHS program. Applications are accepted and evaluated continually throughout the year.

Admissions Requirements
1. Submission of a completed application form with fee.
2. A bachelors degree or its equivalent from an institution accredited by the Commission on Accreditation of Physical Therapy Education (international students may substitute comparable credentials).
3. Minimum of two years of full time professional practice.
4. Evidence of licensure in the United States (international students should present comparable documentation).
5. A 3.0 grade point average in previous professional coursework.
6. An official transcript from the University/College which granted the degree or certificate in Physical Therapy.
7. Successful completion of a statistics course, including inferential statistics, within the last seven years. This course is a prerequisite to two core courses.
8. International students must also meet Pacific University’s requirements for international student admission including results of the TOEFL (600 minimum score).
9. A personal interview with the Coordinator of the Graduate Program for the School of Physical Therapy.

Program of Study

The degree requires a minimum of 33 semester hours for completion. Individual educational and professional goals will be considered in the design of each student’s course of study. The 15 hours of core courses are required for all students.

Up to 6 semester hours of graduate credits (500 level and above) may be transferred from another university. Up to 10 hours may be gained through courses offered by the North American Institute of Orthopedic Manual Therapy (NAIOMT). Up to 12 hours may be earned through the Kaiser Permanente Physical Therapy Residency Program in Advanced Orthopedic Manual Therapy. The time limit for any transferred credit and the statistics course is seven years.

Students will be required to complete all degree requirements within five years. It is expected that most students will complete the degree requirements within three years.

I. Core Courses - 15 units (3 units each)

**HS 520 Educational Strategies for Physical Therapy**
This course examines curriculum and instruction models from the foundation of research in the psychology of learning and in the sociology and practice of teaching. General models will be applied to instructional situations for the physical therapist teacher, specifically in formal classroom settings, clinical settings, and in patient education programs. 3 hours. Narode.

**HS 530 Health Policy and Systems**
The course will involve the study of health policy, both in general for health care workers, and specifically for physical therapists. Overview of the development, present status, and future of the health care system in the United States. Will include comparison with the health care systems in other developed countries and current legislation in Congress. Special emphasis on rehabilitation and Oregon’s health care system. 3 hours. Hooker.

II. Electives

**HS 505 Neuroscience**
This course includes advanced study of the structure and function of the nervous system, including neurophysiology and gross neuroanatomy. The material includes current theoretical research and research evidence regarding multiple sclerosis, sympathetic reflex dystrophy, cerebral vascular accident, traumatic brain injury, spinal cord injury, and peripheral neuropathies. Sensation, motor control, and clinical application are stressed. 3 hours. Lundy-Ekman.

**HS 510 Musculoskeletal Biomechanics**
Study of material and structural characteristics of bone, ligament, muscle, tendon, and synovial joints. Detailed study of human movement with respect to the application of forces. Analysis of basic movement patterns and methods of analysis. 3 hours. Faculty.

**HS 550 Advanced Anatomy**
Advanced study of anatomical structures, normal functional relationships, and clinical implications of pathological conditions. Study includes lecture, prosected cadaveric specimens, models, and computer aided technology. 3 hours. Faculty.

**HS 551 Seminar in Pediatrics**
This course is designed to provide an avenue for open discussion of current practice issues. Topics include spasticity, interactions with family and educators, clinical decision making, and the integration of “cultures” in treatment. 1 hour. Cicirello.

**HS 552 Seminar in Radiology**
Presentation of a systematic approach to the understanding and evaluation of x-rays of the cervical and lumbar spine, shoulder, wrist, hand, knee, hip and ankle. Includes viewing of x-rays with discussion. Clinical application of radiology will be included. 1 hour. Swain.

**HS 540 Tests and Measurements in Physical Therapy**
In-depth assessment of the uses, advantages, disadvantages, validity, reliability, and sources of error of evaluation procedures and tools commonly used in physical therapy. An emphasis will be placed on the appropriate interpretation of data collected from these tools, as well as outcome measures and assessments. 3 hours. Rutt.

**HS 595 Research Design and Applied Statistics**
An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Prerequisite: Statistics. 3 hours. Bush.

**HS 695 Thesis or Publishable Article**
Students must complete either a thesis, or, a research or professional project resulting in an article for publication. A minimum of three (3) to a maximum of six (6) semester hours of credit. Students who are working on this requirement must register for at least 1 semester hour per semester. 3 - 6 hours. Faculty.
HS 555 Motor Control and Motor Learning
Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory variables and theories of motor learning. Practical application, particularly to patient populations, is stressed. 3 hours. Lundy-Ekman.

HS 556-98 Seminar in Geriatrics
An independent study course addressing current topics in geriatrics theories and interventions. 1 hour. Faculty.

HS 560 Low Back Pain: A Critical Evaluation of Therapeutic Interventions
This course, which is evidence-based, is intended to: 1) review the literature on the treatment of low back pain; 2) provide recommendations for patient care based on the evidence that currently exists; and 3) highlight areas that require further basic and applied research. 3 hours. Medeiros.

HS 561 Exercise Physiology in Normal and Pathological Conditions
An in-depth exploration of exercise physiology and pathophysiology related to the cardiovascular, respiratory and musculoskeletal systems. Emphasis will be placed on utilizing this information as a basis for evaluating patients with selected pathologies commonly seen in physical therapy, and designing and implementing treatment programs. 3 hours. Rutt.

HS 610 Pathokinesiology
A regional detailed analysis of alterations in human movement due to pathology of nerve, ligament, muscle and joints. 3 hours. Faculty.

HS 640 Pharmacology
Study of basic pharmacological concepts such as drug absorption, metabolism and excretion for both the normal and the compromised patient. Pharmacological classes of medications commonly used by patients receiving physical therapy services with an emphasis on known drug interactions and adverse drug reactions will be covered. 3 hours. Faculty.

HS 660 Concepts in Motion Analysis
A study of human movement through the evaluation and analysis of forces placed upon the musculoskeletal system and of joint movement in space. Evaluation will be performed using tools such as force transducers, video motion analysis systems and electromyography among others. 3 hours. Faculty.

HS 670 Gerontology
Review of the biological and psychological effects of aging. Ethical and legal issues in health care for the elderly under the present system of providing acute and long term care. The role of physical therapists as case managers and advocates for the elderly will be explored as well as prevention and fitness programs for the older person. 3 hours. Faculty.

III. North American Institute of Orthopedic Manual Therapy

Level II
Upper Quadrant; Lower Quadrant: A detailed assessment and biomechanics of the musculoskeletal system with rationale for mobilization. 4 hours. NAIOMT faculty.

Level III
Upper Quadrant; Lower Quadrant: Advanced biomechanical tests to interpret the interrelationships of musculoskeletal units, treatment and integration techniques. 4 hours. NAIOMT faculty.

Level IV
Advanced techniques. 2 hours. NAIOMT faculty.

IV. Kaiser Permanente Physical Therapy Residency Program in Advanced Orthopedic Manual Therapy

Three-month Clinical Mentorship

Six-month Advanced Clinical Fellowship
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 also promote preventive health care and emphasize patient participation in health care decisions.

Employment opportunities for physician assistants exist in Oregon, as well as throughout the United States. The Physician Assistant is ranked as one of the 20 careers in growth potential by the U.S. Department of Labor. Positions are available in both primary and specialty care at a variety of practice 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 and health care administration.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

The Master of Science in Physician Assistant Studies is designed to provide a comprehensive primary care training program that combines didactic course work with clinical experiences to enable the graduate to work in a variety of practice settings. The clinical project provides an opportunity to learn the research process and prepares the graduate to be a critically thinking clinician who can effectively respond to the ever-changing demands of the health care system.

Mission of the Physician Assistant Program

The Mission of the Physician Assistant Program is to prepare students for service in a changing health care environment through an education based in primary care medicine with a focus on critical thinking. The faculty, staff and students of the Physician Assistant Program:

• advocate for the highest quality of care for all patients
• believe in the patient’s right to participate in all health care decisions
• respect the social, emotional and spiritual needs of the patient
• support the concept of the health of the community
• value diversity of cultures, people and life-styles
• embrace the interdependent role of the Physician Assistant in an interdisciplinary team
• encourage lifelong learning to meet the needs and challenges of a changing health care system
• participate in clinical education and training at a variety of types and locations of practice sites
• integrate medical economics and information technology into clinical practice
• support the concept of evidence based medicine
• advance the profession by participation in professional, legislative and community activities

Admission to the Physician Assistant Program
Applicants to the program should request a Physician Assistant application packet from the Admissions Office for Professional Programs. The application deadline is October 1. 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 by the date of enrollment in the professional program.

Based on the review of the application by the Physician Assistant Admissions Committee, a limited number of 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 essential skills and traits, 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, and verbal expression of ideas.

The Physician Assistant Program Admissions Committee considers the following factors in the selection process:
• strength and breadth of academic record
• type and depth of prior health care experience
• strength of letters of evaluation
• content of application forms and care with which they have been completed
• quality of writing ability as demonstrated by personal narrative
• understanding of the Physician Assistant profession
• type of community activities
• strength of on-campus personal interview

Prerequisite Courses
The Applicant must complete a bachelor’s degree in any discipline and all of the prerequisite courses prior to enrollment in the professional program. Prerequisite courses must be completed with a grade “C” or higher and must be taken on a graded basis. 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 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 12 semester hours (3 courses)
  Anatomy (one course with lab) human preferred
  Physiology (one course with lab) human preferred
  Microbiology or Bacteriology (one course with lab)

• Chemistry 11 semester hours (3 courses)
  Organic Chemistry or Biochemistry (one course no lab)
  Two other Chemistry Courses with lab

• Statistics 3 semester hours (one course)
  Course must be taken in the department of psychology, sociology, statistics, or math.

• Psychology or Sociology 3 semester hours (one course)
  Any psychology or sociology course

• English/writing 6 semester hours (two courses taught at an English speaking university/college)
  Must include at least one writing course beyond the introductory level. Courses must be taken in either the English or writing department.

Clinical Experience Minimum 1000 hours (paid or volunteer)
At the time of application submission, applicants must be able to provide documentation of a minimum of 1000 hours of experience with direct patient contact in a health care setting. A wide range of types of experience will be considered such as: nurse RN/LPN, paramedic/EMT/corpsman, medical assistant/nurses aid, medical technologist/technician, respiratory therapist, physical therapist/assistant, occupational therapist/assistant, medical office manager, speech therapist/assistant, psychologist/therapist/counselor, hospital/clinic/nursing home facility volunteer, home health aid, outreach worker, social worker, patient educator, dental assistant and others.

Clinical Education Facilities
The Physician Assistant Program of Pacific University has affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians. The facilities are located throughout Oregon and surrounding states. Clinical sites will be continually added in order to provide variety and quality to the clinical experiences.
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 their own travel and housing arrangements.
- The PA program will assist the student with locating housing.
- PA students are encouraged to locate potential clinical rotation sites; however, the faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding clinical rotations 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 and to locate a site for the project with assistance of the PA faculty advisor.

The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding approval of the clinical project.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found on page 52.

Accreditation

Applicants are advised that the Pacific University School of Physician Assistant Studies has received Provisional Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates from a CAAHEP provisionally accredited program are eligible to sit for the national Physician Assistant certification examination. As is standard procedure, full accreditation is not granted from CAAHEP until the first class has entered the clinical phase of the program. The University will make demonstrated and documented effort to obtain full accreditation prior to the graduation of the first class.

Academic Performance Policy

The goal of the Physician Assistant Program is to provide an educational experience through which students may become confident and competent clinicians. The program faculty is responsible for providing the students with educational opportunities that allow the student to meet this goal. The program is also responsible for protecting the public’s welfare by requiring that all students who complete the program meet or exceed the established minimum performance levels. The School of Physician Assistant Studies makes reasonable accommodation for all students and applicants.

ACADEMIC REVIEW

1. Every student is required to achieve a grade of “C” or better for each individual course in the PA curriculum, maintain an overall GPA of 3.0 and demonstrate adequate clinical reasoning skills throughout the program. During the clinical rotations, students are required to receive a “Satisfactory” or better score for every item evaluated by the clinical preceptor. Failure to meet these standards will result in the review of the student’s academic performance by the Physician Assistant Program Academic Performance Committee. At any time during a semester, a student’s academic advisor or course instructor, who has concerns about a student’s academic performance or clinical reasoning skills, may request an academic performance review of that student.

2. The academic review process is intended to identify potential academic difficulties for a student and to develop an action plan to address these issues as soon as possible after a problem is identified. The review process also is intended to identify students who may not be capable of completing the program.

3. The Academic Performance Committee is chaired by the Program Director and comprised of the following individuals:
   - Academic Coordinator
   - Clinical Coordinator
   - Associate Faculty (as indicated)
   - Medical Director
   - Instructor for Course in Question
   - Advocate from Student Advocate Service (if requested by student)

The following steps are taken if a student receives a grade below a “C”, a no pass in a seminar course, an unsatisfactory rating on any item on a clinical rotation evaluation, an overall GPA below 3.0, or if a course instructor or academic advisor has concerns about a student’s clinical reasoning skills or academic performance during a semester:

   a. The course instructor or the student’s academic advisor immediately informs the Program Director in writing of a student’s unsatisfactory academic performance with a copy sent to the student.

   b. The Program Director convenes the Academic Performance Committee within two calendar weeks of receipt of the letter from the course instructor or academic advisor.

   c. The academic advisor meets with the student prior to the meeting of the Academic Performance Committee to inform the student of the process and review the student’s academic performance.

   d. The Academic Performance Committee and the student are notified in writing of the date and time of the committee meeting by the Program Director.
e. Only members of the Academic Performance Committee and the student may attend the meeting.

f. The student is asked to participate in the Academic Performance Committee meeting to explain his/her performance to the committee, to answer questions and to make suggestions regarding the corrective action plan.

g. The student is asked to leave the meeting while the committee discusses the student’s performance and develops a written action plan.

h. The student meets with the Program Director and the academic advisor to review the action plan within two working days of the meeting.

i. The Program Director and the academic advisor signs the action plan and it will be placed in the student’s file.

j. The Vice President for Academic Affairs is notified immediately if the committee decides to terminate a student from the program.

5. A student who fails to meet the terms of the action plan or who has academic difficulties in other courses or rotations may be dismissed from the program. In these situations, the Academic Performance Committee reviews the student’s performance and makes a recommendation concerning the student’s continuation in the program. The above guidelines and time frames are followed for this process.

6. There will be times when extenuating circumstances cause an exception to the time frames outlined above. Requests for modifying the time frames must be made to and approved by the Program Director. There will also be exceptional circumstances where the first action plan will be to terminate the student.

7. In the absence of the Program Director, the Academic Coordinator acts as the chairperson of the committee.

8. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

9. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

Appeals

1. Per University policy, a student can appeal a decision of the Physician Assistant Program Academic Performance Committee to the University Standards and Appeals Board. Such requests must be submitted in writing to the Vice President for Academic Affairs within 10 working days of receipt by the student of the Academic Performance Committee’s decision.

2. University Standards and Appeals board makes the decision to hear an appeal of a decision of the Physician Assistant Academic Performance Committee if one or more of the following criteria are met:
   - there was an error in procedure by the committee
   - there is new information, if available, sufficient to alter a decision
   - the sanction imposed was not appropriate to the severity of the situation

3. Decisions of the University Standards and Appeals Board are final.
PHYSICIAN ASSISTANT
PROFESSIONAL CURRICULUM

The professional program is 27 continuous months divided into three phases.

Phase I Didactic year (12 months) on campus
Phase II Clinical Year (12 months) at sites throughout Oregon and surrounding states
Phase III Clinical Project (12 weeks) at a clinical site selected by the student

Phase I Didactic Year

Summer Semester (12 weeks 16 semester hours)
- PA 550 Gross Human Anatomy with Lab .......................... 6
- PA 552 Human Physiology ........................................... 3
- PA 530 Patient Evaluation I .......................................... 3
- PA 540 Pharmacology I ............................................... 1
- PA 510 Current Topics in Healthcare Delivery ................. 2
- PA 515 Introduction to PA Profession ............................ 1

Fall Semester (15 weeks 20 semester hours)
- PA 531 Patient Evaluation II ......................................... 3
- PA 570 Clinical Medicine I Internal Medicine .................. 8
- PA 560 Clinical Laboratory and Diagnostic Medicine ........ 3
- PA 541 Pharmacology II ............................................... 3
- PA 520 Psychosocial Dynamics of Health Care I ............. 3

Spring Semester (15 weeks 19 semester hours)
- PA 532 Patient Evaluation III ........................................ 2
- PA 575 Clinical Medicine II Pediatrics/Gynecology/Obstetrics/Geriatrics ......................... 4
- PA 580 Clinical Medicine III Surgery/Emergency Medicine ........................................... 4
- PA 542 Pharmacology III ............................................. 3
- PA 521 Psychosocial Dynamics of Health Care II ............ 3
- PA 565 Preventive Health Care Issues ............................ 1
- PA 595 Introduction to Research .................................... 2
- Optional Spanish Language Seminar (non-graded/non-credit) ........................................... 4

Phase I Total: 55

Phase II Clinical Rotations Year

Summer Semester (14 weeks 15 semester hours)
- PA 610 Clinical Skills Workshop one week ..................... 2
- PA 665 Professional Practice Issues I one week ............. 4
- Rotation 1 (4 week Rotation)* ....................................... 4
- Rotation 2 (4 week Rotation)* ....................................... 4
- Rotation 3 (4 week Rotation)* ....................................... 4

Fall Semester (17 weeks 17 semester hours)
- PA 665 Professional Practice Issues II one week .......... 1
- Rotation 4 (4 week Rotation)* ....................................... 4
- Rotation 5 (4 week Rotation)* ....................................... 4
- Rotation 6 (4 week Rotation)* ....................................... 4
- Rotation 7 (4 week Rotation)* ....................................... 4

Phase II Total: 49

Spring Semester (17 weeks 17 semester hours)
- PA 665 Professional Practice Issues III one week ....... 1
- Rotation 8 (4 week Rotation)* ....................................... 4
- Rotation 9 (4 week Rotation)* ....................................... 4
- Rotation 10 (4 week Rotation) ....................................... 4
- Rotation 11 (4 week Rotation)* ..................................... 4

Phase II Total: 49

Phase III Clinical Project

Summer Semester (12 weeks -6 semester hours)
- PA 696 Graduate Project (11 weeks) ............................ 5
- PA 665 Professional Practice Issues IV (one week) .... 1

Phase III Total: 6

COURSE DESCRIPTIONS

All Physician Assistant courses require admission to the School of Physician Assistant Studies.

PA 510 Current Topics in Healthcare Delivery
An overview of the healthcare delivery system in the U.S. This course covers the history of public health, health policy issues, and examines some of the types of the healthcare providers in various systems. 2 hours; Summer Phase I.

PA 515 Introduction to the PA Profession
Seminar on the development and current status of the PA profession. Policies and issues dealing with medical, ethical, legal, and professional concerns in the health care system, with special emphasis on PAs and their relationships with other professionals. 1 hour; Summer Phase I.

PA 520 Psychosocial Dynamics of Healthcare I
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues, ethics and other issues surrounding access and barriers to optimal health care. 3 hours; Fall Phase I.

PA 521 Psychosocial Dynamics of Healthcare II
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues. Part II. 3 hours; Spring Phase I.
PA 530 Patient Evaluation I
How to approach the patient, obtain a history, and undertake a physical examination. Emphasis is on understanding normal anatomy, variations of normal, and physical examination techniques. Practice involves working with other students. 3 hours; Summer Phase I.

PA 531 Patient Evaluation II
Performing history and physical examinations on patients. Learning to present findings, list a differential diagnosis, and to write up results of patient encounters. 3 hours; Fall Phase I.

PA 532 Patient Evaluation III
Focused patient examinations employing the patient medical record, and electronic medical information systems. 2 hours; Spring Phase I.

PA 540 Pharmacology I
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part I. 1 hour; Summer Phase I.

PA 541 Pharmacology II
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part II. 3 hours; Fall Phase I.

PA 542 Pharmacology III
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part III. 3 hours; Spring Phase I.

PA 550 Gross Human Anatomy with Lab
Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, neurological, cardiopulmonary systems and visceral structures. Laboratory dissection experiences, as well as selected dissection opportunities, to accompany lecture material. 6 hours; Summer Phase I.

PA 552 Human Physiology
Study of normal and pathological function of selected physiological systems and/or organs in the body. Application to clinical situations will be incorporated where indicated. 3 hours; Summer Phase I.

PA 560 Clinical Laboratory and Diagnostic Medicine
Review of commonly used laboratory and diagnostic resources. This is an overview of testing in hematology, chemistry, toxicology, microbiology, urinalysis, radiology, imaging, pulmonary function, cardiac testing and other studies. Clinical skills will center on learning various office tests and diagnostic procedures. 3 hours; Fall Phase I.

PA 565 Preventive Health Care Issues
Preventive health care recommendations for various age groups. Incorporates nutrition, and patient education concepts. 1 hour; Spring Phase I.

PA 570 Clinical Medicine I (Internal Medicine)
A study of the medical conditions and pathophysiology of organ systems: cardiology, pulmonology, gastroenterology, urology, nephrology, neurology, dermatology, rheumatology, otolaryngology, allergy, ophthalmology, endocrinology, immunology, hematology, oncology, infectious disease, and others. 8 hours; Fall Phase I.

PA 575 Clinical Medicine II (Pediatrics, Gynecology, Obstetrics, Geriatrics, Dermatology)
Growth, development, and medical problems encountered in the pediatric patient. Gynecological problems, pregnancy, family planning, and other problems encountered in the female patient. Problems encountered in the geriatric patient. Dermatologic problems encountered in various populations. 4 hours; Spring Phase I.

PA 580 Clinical Medicine III (Surgery, Emergency Medicine)
Overview of surgical conditions and pre/post operative care. Evaluation and treatment of emergency problems. Clinical skills sessions on suturing, splinting, injections, sterile technique, gowning and gloving. 4 hours; Spring Phase I.

PA 595 Introduction to Research
An introduction to the research process and evidence based medicine, including reviewing medical literature, discussion of research designs, hypothesis testing, and data analysis relevant to health care delivery. 2 hours; Spring Phase I.

PA 610 Clinical Skills Workshop
A series of seminars designed to prepare the student for clinical rotations including clinical workshops in basic and advanced life support, imaging interpretation, and other technical skills. 2 hours; Summer Phase II.

PA 630 Family Practice Rotation
Clinical rotation for 8 weeks in a family practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 631 Internal Medicine Rotation
Clinical rotation for 8 weeks in an internal medicine practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 632 Women's Healthcare Rotation
Clinical rotation for 4 weeks in a women's health care medical office setting. This may include obstetrics/gynecology, or a family medicine setting with an emphasis on female health issues. Required readings, and patient documentation. 4 hours; Phase II.

PA 633 Pediatric Rotation
Clinical rotation for 4 weeks in a pediatric medical office or a family medicine setting. Emphasis is on childhood health issues. Required readings, and patient documentation. 4 hours; Phase II.

PA 634 Surgery Rotation
Clinical rotation for 4 weeks in a surgical setting with an emphasis on inpatient, outpatient, and the surgical arena. Required readings, and patient documentation. 4 hours; Phase II.
PA 635 Mental Health Rotation
Clinical rotation for 4 weeks in a mental health environment such as a community mental health clinic, substance abuse clinic, or hospital based psychiatric setting. 4 hours; Phase II.

PA 636 Emergency/Urgency Care Rotation
Clinical rotation for 4 weeks in an emergency department, or urgency care setting. Required readings, and patient documentation. 4 hours; Phase II.

PA 637 Elective Rotation I (Public Health)
Clinical rotation for 4 weeks at Public Health Center such as at a health department, family planning clinic, migrant worker clinic, or prison. Applied principals of public health and community medicine. Required readings, and patient documentation. 4 hours; Phase II.

PA 638 Elective Rotation II (Any Specialty)
Clinical rotation for 4 weeks in any specialty type practice setting of the student’s choice. Suggestions include rheumatology, dermatology, cardiology, reconstruction surgery, radiology, neurology, neurosurgery, etc. Required readings, and patient documentation. 4 hours; Phase II.

PA 665 Professional Practice Seminars I, II, III, IV
Series of four one-week seminars dealing with professional practice issues and to assist the students with the development of the clinical project proposal. The following topics will be included during the seminars: managed care, practice guidelines, outcome measures, quality management, ethics, administrative issues involving health care delivery, alternative health care, job hunting skills, liability, national and state PA issues, mock board examinations, career planning, and other contemporary medical practice topics.

Part I .......................................... 1 hour, Summer Phase II
Part II .................................................. 1 hour, Fall Phase II
Part III ........................................... 1 hour, Spring Phase II
Part IV ...................................... 1 hour, Summer Phase III

PA 696 Graduate Project
Student conducts and completes a project at a medical site for 10 weeks. This is followed by a one week seminar with oral presentation or results of project to student body, faculty, and guests. Required written paper of publishable quality. 5 hours; Summer Phase III.
INTRODUCTION
The School of Professional Psychology at Pacific University (SPP) is a Vail model program, with a clear focus and emphasis on educating practitioners of professional psychology. This distinguishes the School from more traditional academic programs with an emphasis on preparing students for careers primarily in teaching or research. Together with other professional programs, SPP complements Pacific’s traditional liberal arts and sciences undergraduate offerings. This distinctive learning environment, along with the School’s emphasis on community involvement and practical applications of theoretical and scientific psychology, makes it unique in the Pacific Northwest. The doctoral program was accredited by the American Psychological Association in 1990.

The School provides a comprehensive and integrated educational experience that grounds the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The program 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 provides students with a solid foundation for both professional practice and continuing professional growth. Graduates of the School possess 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 postdoctoral licensing process.

Core faculty of the School are professional psychologists who are 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.

The School maintains a Psychological Service Center (PSC), located in downtown Portland, which provides supervised clinical training experiences to practicum and internship students while offering a wide range of psychological services to the community.

MISSION AND VALUES
The Pacific University School of Professional Psychology follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We emphasize integration of a broad range of theoretical perspectives and foster development of the full range of professional psychological competencies in assessment, intervention, research/evaluation, consultation/education, and management/supervision. We promote provision of services to diverse populations at the individual, family, group, and community levels. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development and governance. We affirm the principles of promoting humanity, integrity, and self-awareness and of honoring diversity.

OVERVIEW OF DOCTORAL PROGRAM

M.S./Psy.D. Degrees in Clinical Psychology
The M.S. and Psy.D. 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. Those earning the M.S./Psy.D. degrees take a total of 148 credits. The M.S. is earned upon completion of the 76 credits designated for this degree, including the thesis. Students must complete requirements for the M.S. degree before they may begin to sign up for dissertation credits, take the candidacy examination, or apply for internship.

Advanced Standing
Students admitted with advanced standing (with a master’s degree in clinical or counseling psychology, social work, or psychiatric nursing) 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. Credits for the
Psy.D. degree with advanced standing range from 120-137 (depending on whether any additional prerequisite coursework is required).

Respecialization
In recognition of the need for programs to train psychologists who hold doctorates in other areas of psychology, the School offers a program for respecialization in the clinical area. This consists of professional coursework, two years of practicum, and one year of clinical internship. The program is individually designed after review of the applicant’s academic background.

Continuing Education
Courses are open to licensed psychologists in the community, as well as other professionals desiring continuing education. Admission in each case is by special approval and as space permits.

Part-time Study
While full-time study is encouraged, it is recognized that some individuals will not be able to enroll on a full-time basis. Development of a suitable part-time program is done at the time of initial registration with the academic advisor. Part-time students should be aware that completing the program requirements while maintaining full-time employment during the whole course of study is probably not feasible. A minimum enrollment of six credits per term is required of all degree-seeking students.

Student Advisement
Upon enrollment in the program an academic advisor is assigned to each student. This person, a member of the core 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, including the thesis, candidacy exam, dissertation, and internship. When a student selects a core faculty member as a dissertation mentor, that mentor then becomes the student’s advisor.

Psychological Service Center
The purpose of the Pacific University Psychological Service Center is to provide training to students who are committed to careers in professional psychology and to deliver high quality services to the community. Services are furnished by students under the supervision of experienced, licensed psychologists.

The Center 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.

Requirements for Admission to the Doctoral Program
1. Satisfactory completion of a bachelor’s degree, with a grade point average (GPA) of at least 3.0 during the last two years.
2. The General Graduate Record Examination (GRE) taken within 5 years of application. Verbal + Quantitative or Analytic score of 1100 or higher is desirable.
3. A strong undergraduate background in psychology. Applicants who do not possess such an academic background may demonstrate their knowledge by submitting scores for the Psychology Subject test of the GRE.

Students will earn an M.S. in clinical psychology en route to the Psy.D.

Requirements for Admission with Advanced Standing
Applicants who meet the above requirements and have been awarded a master’s degree from an approved program in applied psychology or a related mental health field (i.e., master’s degree in clinical or counseling psychology, social work, or psychiatric nursing) may apply for advanced standing (which is roughly equivalent to bypassing one year of full-time study). The master’s degree program or subsequent academic coursework must have included preparation at the graduate level equivalent to that provided by the following courses:

- GPSY 711 Professional Proseminar (3 cr)
- GPSY 720 Psychometrics (3 cr)
- GPSY 725 Basic Clinical and Counseling Skills (3 cr)
- GPSY 727 Introduction to Diagnosis and Treatment Planning (3 cr)
- GPSY 735 Clinical and Counseling Skills Laboratory (1 cr)
- GPSY 737 Diagnosis and Treatment Planning Laboratory (1 cr)
- GPSY 787 Prepracticum (3 cr)

Outstanding applicants without such preparation will be required to complete such preparation by taking these courses at Pacific University. Such students must complete all prerequisite requirements listed in the letter of admission before beginning practicum. Students not required to take all three of the following courses, GPSY 725, 727, and 787, must take GPSY 740 Advanced Clinical Skills Review before beginning practicum. Thus, advanced standing students may begin practicum no earlier than their second term in residence. Students admitted at advanced standing do not receive the M.S. degree in clinical psychology from Pacific University.

Requirements for Admission to the Respecialization Program
Applicants who hold doctorates in areas of psychology other than clinical may apply for respecialization. Upon completion of all program requirements, respecialization students receive a certificate of respecialization.
Admission Procedures
Applications are considered for Fall Term entry only. The preferred deadline for application is January 10. To assure early consideration, all application materials must be received by that date.

SUMMARY OF DEGREE REQUIREMENTS
Requirements for the M.S. degree in Clinical Psychology include successful completion of:

1. All required core and clinical coursework
2. Practica
3. Master’s thesis

Students must complete all requirements for the Master’s degree within 4 years of enrollment.

Requirements for the Psy.D. include successful completion of:

1. All required coursework
2. Elective coursework
3. Practica
4. Candidacy examination
5. Dissertation and dissertation defense
6. Internship

Students must complete all requirements for the M.S. and Psy.D. requirements in an eight year period. Students admitted with advanced standing and respecialization students must complete all program requirements in a seven-year period.

Sequencing of Requirements
Students must complete the requirements for the M.S. degree (unless they have been admitted at advanced standing) before they may begin to sign up for dissertation credits, take the Candidacy Examination, or apply for internship.

Coursework and Practica
The first three years of study for full-time students (or the first four or more years of study for part-time students) consist of required courses, elective courses, and practicum. Three terms of practicum and three terms of advanced practicum, with a maximum of 16 hours of clinical work per week, are required for the Psy.D. degree.

Advancement to Candidacy for the Psy.D. Degree
In order to be advanced to candidacy for the Psy.D. degree, students must have successfully completed all required courses and the candidacy examination. A minimum of 65 total credits and 3 terms of practica must have been completed before the student may take the candidacy examination.

Dissertation
The dissertation requirement is typically fulfilled after advancement to candidacy and before the internship. The dissertation defense may not be scheduled or conducted until the student has successfully completed the candidacy examination. Students are advised that it is difficult to complete the dissertation requirement during a full-time internship.

Internship
The internship typically begins after completion of required coursework, practicum training and advancement to doctoral candidacy. Internship consists of one year of full-time supervised experience or two consecutive years of half-time supervised experience in an approved clinical setting. Internship placements may be in a variety of outpatient or inpatient settings throughout the United States. Approved internship settings include the SPP Psychological Service Center, all American Psychological Association (APA) accredited sites, and all sites listed in the Association of Postdoctoral and Psychology Internship Centers Directory, as well as other selected sites that have been specifically approved by SPP. Most internship applications are due in December or January and offers are made in February for placements that begin the following Fall.

Master of Arts in Clinical Psychology
Under special circumstances (e.g., need to substantiate Oregon Mental Health Provider status), students may be awarded a Master of Arts in Clinical Psychology. This degree would be appropriate for students who have a master’s degree from another institution. Students must be approved for eligibility by the Coordinator of Academic Issues.

GENERAL INFORMATION AND PROCEDURES

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, and is a prerequisite to internship. Each student completes 6 terms (24 credits) of practicum. 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 shall include supervised practice in the application of professional psychological competencies with a range of client populations, age groups, problems and service settings. The initial three practica typically are served at the Psychological Service Center. Later experiences are usually taken at one of the many community mental health programs uti-
lized by the School as training sites. Practicum experience begins in the first or second year of full-time enrollment.

Candidacy Examination

Advancement to candidacy signifies that the student is ready for doctoral level clinical training. Successful completion of the Clinical Competency Examination is one of the means by which students demonstrate this. The Examination is developed by the Coordinator of Academic Issues in consultation with the Core Faculty.

In order to be advanced to candidacy for the Psy.D., the following must be successfully completed:

1. All required courses (electives may be outstanding)
2. All practicum training
3. Candidacy Examination

The Master’s degree (not applicable to students admitted with advanced standing), a minimum of 65 total credits, and 3 terms of practica must have been completed before the student may take the Candidacy Examination.

Students must sign up to take the candidacy examination no later than the academic year prior to the internship. It is strongly recommended that the candidacy exam be completed before applying for internship.

Doctoral 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 is typically fulfilled after advancement to doctoral candidacy and before the internship.

The dissertation defense may not be scheduled or conducted until successful completion of the Candidacy Examination. Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 4 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.

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 provides: 1) an opportunity to use and refine clinical skills and knowledge developed during the course of the program; and 2) an opportunity to consolidate one’s professional identity.

The internship requires either full-time supervised clinical experience for one calendar year, or a comparable half-time supervised clinical experience for two consecutive years (a minimum of 1500 training hours). Internship training must be taken at an approved site, and all internship settings used by students must meet APPIC criteria and be approved by the Coordinator of Clinical Training prior to formal application.

Students may be recommended for internship upon satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing) and their clinical practicum (or anticipated completion by the end of the academic year), providing they are:

1. in good standing in the program, or
2. in good standing with concerns, or
3. on warning status, provided that a remediation program has been in place long enough that, upon review, the student’s advisor and the Coordinator of Clinical Training agree that the student is likely to complete the remediation satisfactorily by the end of the academic year.

Transfer of Credits

Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An “A” grade must have been achieved and the course instructor and the Coordinator of Academic Issues must determine that the content of the course was appropriate through review of the Transfer of Credit Application. In no case will credit be given for previous 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. A maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelor’s degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and Internship credits are not transferable.

Course Waivers

A course waiver documents that the student has met the requirements for the waived course, but s/he receives no academic credit. Rather, the credit affected by a successful waiver is added to the student’s elective course requirement. A student may request a waiver of a required didactic course if either:

1. The student has taken previous coursework which qualifies for transfer, but the student chooses to take additional elective credit as part of his or her program, or
2. The student’s coursework does not qualify for transfer, but on the basis of appropriate educational, training, and work experiences the student believes that
Under no circumstances may practicum or internship requirements be transferred or waived.

**Leave of Absence**

A formal leave of absence must be requested by petition for any term a student does not enroll. The first and second requests for a leave of absence are typically granted on a routine basis. Approval of more than two requests usually requires documentation of specific extenuating circumstances. Students who have a break in enrollment of more than three consecutive terms are considered withdrawn from the program, must reapply for admission, and would re-enter the program under the requirements in effect at the time of readmission.

**Enrollment**

For classes enrolling in Fall, 1998 and thereafter full-time enrollment is defined as 12 hours or more per term. Students must maintain a minimum enrollment of six credits per term. Students who have only dissertation credit enrollment required may enroll for one credit per term after completion of the 12 required credits. Permission by petition is required for enrollment of fewer than six credits except for dissertation and internship enrollment. A leave of absence must be requested, by petition, if a student does not maintain continuous enrollment.

Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment (below six credits per term for classes enrolling Fall, 1998 and thereafter, and below five credits per term for classes enrolling prior to 1998). The only exception to this rule is for students registered for the full-time internship experience, who will be considered as enrolled full-time.

**Time Limit for Completing Degree**

All requirements for the Psy.D. degree must be completed within eight academic years of admission, except in the case of advanced standing and respecialization students, who must complete their program requirements within seven years of admission. All requirements for the M.S. and M.A. degrees in Clinical Psychology must be completed within four academic years of initial admission.

**Academic Year**

The academic year, comprised of two 14-week semesters and one 12-week term, begins in early September and continues through July. Classes are scheduled in morning, afternoon, and evening 3 or 3 1/2-hour blocks, depending on the term. Required courses are offered one time per year; elective courses typically are offered alternate years. Both practicum and required courses continue through the Summer term.

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**Professional and Academic Standards, and Student Evaluation**

Good academic standing in the School of Professional Psychology (SPP) 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 in these four areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current Ethical Principles of Psychologists and Code of Conduct, and 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.

A student’s academic standing may be jeopardized by any of the following:

1. Indications of poor academic performance,
2. Evidence of behavior that may hinder professional competence or interpersonal or professional relations,
3. Insufficient progress in the development of clinical skills,
4. Failure to comply with School rules or procedures, or
5. Unprofessional conduct, unethical conduct, or illegal conduct.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in fieldwork performance according to standards set forth in the University Catalog, the SPP Program Guide, the Ethical Principles of Psychologists and Code of Conduct, and elsewhere.

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.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Ethical Principles of Psychologists and Code of Conduct, a student may be removed from the School without previous warning at any time in his or her academic career.

In general, program decisions regarding academic stand-
Changes in Requirements

The catalog in effect at the time of the student’s admission to a particular degree program indicates the specific requirements for that student. It is recommended that the student meet requirements in effect at the time of graduation because the objective of requirement changes is to enhance the student’s preparation in a field of study. When a year or more elapses from the time a student last attended the program, the student must meet requirements in effect at the time s/he is readmitted.

Graduation

Pacific University offers three degree conferment dates during the academic year: fall, winter, and spring. Formal commencement is held in spring only. All degree candidates must submit an Application for Degree form to the Registrar’s Office by January 15 for spring; June 1 for summer; or September 15 for winter graduation. Students who will be finishing their Psy.D. degree requirements at the end of the Summer term may choose to participate in the previous May ceremony. If so, they must meet the following qualifications: have completed all degree requirements, including the dissertation, by the end of the Spring Semester, and be scheduled to complete the internship at the end of the upcoming Summer term.

Changes in Registration

Changes in course registration (cancellations, additions, or changes in credit hours or audit/credit status) may be made during the first two weeks of each term. Refund of tuition will be according to the University refund policy. Course cancellations after the second week of each term will be recorded as “W” on the transcript. Requests for changes in registration after the second week of class must have the approval of the Coordinator of Academic Issues.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award, and Sources and kinds of financial aid are found in this Catalog under “Financial Aid.” The School of Professional Psychology offers financial assistance to qualified students in the form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.

THE DOCTORAL CURRICULUM

Curriculum for M.S./Psy.D. Students:

Foundation Sequence, 28 credits*
711 Professional Proseminar* ..................... 3
720 Psychometrics* .................................. 3
725 Basic Clinical and Counseling Skills* .... 3
727 Introduction to Diagnosis and Treatment Planning* .......................... 3
735 Clinical and Counseling Skills Laboratory* .. 1
737 Diagnosis and Treatment Planning Laboratory* .......................... 1
773 Introduction to Professional Development* .. 3
779 Thesis Orientation * ............................ 2
780 Thesis (2 credits X 3 terms) * .................. 6
787 Prepracticum * ................................. 3

28

Basic Sequence, 9 credits*
811 Biological Bases of Behavior* ............... 3
812 Cognitive/Developmental Bases of Behav-
or* ................................................. 3
813 Social/Individual Bases of Behavior* ........ 3

9

Human Diversity Sequence
6 credits, 3 of which must be 814
814 Human Diversity* ................................ 3
815 Psychology of Women ............................ 3
830 Cross-Cultural Psychology ..................... 3
Approved electives

4

Assessment Sequence, 12 credits
820 Psychopathology* ................................ 3
821 Assessment I - Intelligence* .................. 3
822 Assessment II - Objective* .................... 3
Assessment elective ................................. 3

12

Intervention Sequence, 18 credits
816 Intervention I* ................................... 3
817 Intervention II* .................................. 3
818 Intervention III* .................................. 3
Intervention electives ............................... 9

18

Professional Sequence, 15 credits
870 Ethics and Professional Issues ................ 3
871 Professional Roles I ............................. 3
872 Professional Roles II ............................. 3
874 Professional Development I .................... 3
875 Professional Development II .................... 3

15

Research Sequence, 21 credits
880 Scientific Method I: Statistics* .............. 3
881 Scientific Method II: Research Design* ...... 3
882 Dissertation ....................................... 12
Research Elective ................................... 3

21

216  P A C I F I C  U N I V E R S I T Y  C a t a l o g  1 9 9 9 - 2 0 0 0
Supervised Clinical Experience, 30 credits
887 Practicum (4 credits x 3 terms) ......................... 12
888 Advanced Practicum (4 credits x 3 terms) ........... 12
890 Internship (2 credits x 3 terms) ......................... 6

Free Electives ............................................................... 9

Total credits required 148

Limit on transfer and waiver ............................................. 21

*Credit hours which are required for the M.S. degree ............ 76

Students have 8 years from matriculation to complete M.S./Psy.D. degree requirements.

CURRICULUM FOR ADVANCED STANDING STUDENTS

Basic Sequence, 9 credits
811 Biological Bases of Behavior ............................ 3
812 Cognitive/Developmental Bases of Behavior .......... 3
813 Social/Individual Bases of Behavior .................... 3

Human Diversity Sequence
6 credits, 3 of which must be 814
814 Human Diversity .............................................. 3
815 Psychology of Women ....................................... 3
830 Cross-Cultural Psychology .............................. 3

Approved electives .................................................... 9

Assessment Sequence, 12 credits
820 Psychopathology ............................................... 3
821 Assessment I - Intelligence ................................. 3
822 Assessment II - Objective .................................. 3
823 Assessment Elective .......................................... 3

Intervention Sequence, 18 credits
816 Intervention I ..................................................... 3
817 Intervention II ..................................................... 3
818 Intervention III .................................................... 3

Intervention electives .................................................. 9

Professional Sequence, 15 credits
870 Ethics and Professional Issues ............................ 3
871 Professional Roles I .......................................... 3
872 Professional Roles II .......................................... 3
874 Professional Development I ................................ 3
875 Professional Development II ............................. 3

Research Sequence, 21 credits
880 Scientific Method I: Statistics ......................... 3
881 Scientific Method II: Research Design ................ 3
Research Elective ....................................................... 3
882 Dissertation ....................................................... 12

Supervised Clinical Experience, 30 credits
887 Practicum (4 credits x 3 terms) ......................... 12
888 Advanced Practicum (4 credits x 3 terms) ........... 12
890 Internship (2 credits x 3 terms) ......................... 6

Free Electives ............................................................... 9

Total credits required 120-137*

Limit on transfer credits .................................................. 21

* Students admitted at advanced standing may be required to take some foundation courses in their first year of study if they have not had equivalent course work upon admission.

Students with advanced standing have 7 years from matriculation to complete Psy.D. degree requirements.

Master of Arts in Clinical Psychology

Requirements

The candidate must be formally enrolled in the Doctor of Psychology program and must meet all the prerequisite course requirements that were in effect at the time of enrollment in the program.

The student must earn a minimum of 45 credits while in good standing in the program. These credits shall include, in addition to any required prerequisites at least the following:

- Core Proseminar (GPSY 811-813, 9 credits)
- The Intervention sequence (GPSY 816-818, 9 credits)
- Assessment I and II (GPSY 821 and 822, 6 credits)
- Ethical and Professional Issues (GPSY 870, 3 credits)
- 3 terms of practicum (GPSY 881; 12 credits)
- The student must successfully complete a Qualifying Paper as described in the Program Guide.

All requirements must be completed within 4 years of initial enrollment.

COURSE DESCRIPTIONS/CLINICAL PSYCHOLOGY

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 course or program.

711 Professional Proseminar (3) Historical, philosophical, scientific, and ethical foundations of professional practice. Emphasis will be on developing critical thinking skills and a framework for integrating science and practice.

720 Psychometrics (3) Psychological measurement, including strategies of test construction, reliability, validity, and issues in prediction of behavior.
725 Basic Clinical and Counseling Skills (3)
Introduction of 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, and interpretation. Corequisite: 735.

727 Introduction to Diagnosis and Treatment Planning (3)
Interviewing for problems, strengths, and resources; mental status examinations; intake interviewing; overview of diagnostic categories; basic diagnostic decisions; and treatment planning. Corequisite: 737.

735 Clinical & Counseling Skills Laboratory (1)
Three hours per week of skills practice. Corequisite: 725.

737 Diagnosis and Treatment Planning Laboratory (1)
Three hours per week of skills practice. Corequisite: 727.

740 Advanced Clinical Skills Review (3)
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.

773 Introduction to Professional Development (3)
Activities designed to further the integration of theory, research, and practice, the development of professional identity, and career planning, in collaboration with an advisor, mentor, or program coordinator. Taken Pass/No Pass.

779 Thesis Orientation (2)
A seminar to orient students to the thesis process. Directed readings, student presentations, discussion. Taken Pass/No Pass.

780 Master's Thesis Seminar (6; 2 per term: 1 per term for continuing enrollment)
A monthly seminar to guide the development of the Master's Thesis, a supervised research project approved by the seminar instructor. Students select and review a research area 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. Taken Pass/No Pass. Prerequisites: 711, 779.

813 Individual/Social Bases of Behavior (3)
Human behavior as reciprocal relations between the person and the social environment, from the perspectives of historical development, current theory and research, and applications.

814 Human Diversity (3)
This course 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.

815 Psychology of Women (3)
Gender differences in development. Effects of sex role and power on clinical training and practice. Prerequisites: 811, 812, 813, 814.

816 Intervention I
817 Intervention II
818 Intervention III
A three course sequence that prepares the student for the Practicum experience. The student is exposed to all of the major schools of therapy, with considerations of life span development, human diversity, and a variety of special populations. Contemporary interventions with adults, children, families, couples and groups are examined, and technical strategies are taught. Short term, long term, and intermittent approaches are considered in the context of accountability.

820 Psychopathology (3)
Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature.

821 Assessment I: Intelligence (3)
Preparatory course in clinical assessment with emphasis on theory, administration, scoring and interpretation. Demonstration, practice, and test report writing using the Wechsler Scales. Prerequisite: 720 or equivalent.

822 Assessment II: Objective (3)
Development and theory of objective personality tests. Emphasis on MMPI interpretation, with example cases, practice profiles and test report writing. Prerequisite: 821.

823 Projective Assessment (3)

824 Neuropsychological Assessment (3)
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. Prerequisites: 811, 812, 821, 822.

825 Psychodynamic Psychotherapy (3)
Theory and practice of psychodynamic therapy approaches, emphasizing psychoanalysis. Historical development and contemporary applications. Discussion of case material and dynamic process techniques. Prerequisite: 816.
826  Cognitive Behavior Therapy (3)

827  Humanistic Psychotherapy (3)
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: 816.

828  Group Psychotherapy (3)
History, theory, and research of group dynamics. Investigation of group process variables, and their relevance to current group therapy practices. Prerequisites: 816, 818.

830  Cross-Cultural Psychology (3)
Cross-cultural competence, services and service-delivery to underserved and minority populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. Prerequisites: 814, 816, 817, 818, 821, 822.

841  Psychopathology and Assessment of Children (3)
Overview of major disorders of childhood and of assessment techniques, including evaluation methods for cognitive, personality, and adaptive functioning. Prerequisites: 812, 820, 821.

843  Human Sexuality and Clinical Issues (3)
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.

844  Psychotherapy for Children (3)
Research, theory, practical application and techniques for working with children. Service delivery approaches. Prerequisite: 817.

845  Family Therapy (3)
Exploration of contemporary approaches to understanding and working with family problems, including communication, systems theory and structural methods. Prerequisite: 817.

847  Treatment of Chemical Dependency (3)
Addresses current theory and practice of 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.

850  Health Psychology (3)
Theory and practice of working with medical disabilities and in medical service settings.

851  Psychopharmacology (3)
Psychotropic medications, their uses and general effects. Psychiatric effects of many medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. Prerequisites: 811, 812, 813, 820.

852  Clinical Geropsychology (3)
An introduction to principles of diagnosis and treatment in geropsychology including ethical, conceptual, and methodological issues. Prerequisites: 816, 821.
883 Qualitative Research (3)
Exploration of phenomenological research, in which lengthy
in-depth interviews are conducted and analyzed to understand mean-
ings and themes used by participants to answer the questions or
hypotheses raised by the researcher. Prerequisite: Instructor’s per-
mission.

887 Practicum (12; 4 per term)
Constitutes preparation for internship, and consists of a mini-
um of 500 training hours of which approximately one half are
in direct service, one fourth in supervisory and training activi-
ties, and one fourth in administrative duties related to the above.
The three terms of Practica are served in the Psychological Ser-
vice Center or in other approved agencies. Taken Pass/No Pass. Prerequisites: 725, 727, 735, 737, 787, or equivalent.

888 Advanced Practicum (12; 4 per term)
Constitutes preparation for internship, and consists of a mini-
um of 500 training hours of which approximately one half are
in direct service, one fourth in supervisory and training activi-
ties, and one fourth in administrative duties related to the above.
Advanced Practica training is available in the Psychological Ser-
vice Center or in other approved agencies with the agreement of the
Clinical and Academic Affairs Committee and the student’s
advisor. Taken Pass/No Pass. Prerequisite: 887.

890 Internship (6; 2 per term)
Consists of 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 and should cover a range of activities in
psychological assessment and intervention with a variety of cli-
ients and provide for participation in program administrations,
development of supervisory skills and opportunity for interdisci-
plinary collaboration. Taken Pass/No Pass. Prerequisites: 887, 888.

891 Clinical Fieldwork (1-4 credits)
Supervised clinical fieldwork by special arrangement. Taken Pass/
No Pass.

893 Personal Growth (1)
Independent individual and/or group therapy. This is to be ongo-
ing during a portion of the student’s curriculum and is expected
to model continued development throughout his/her professional
career. Personal growth therapists must be licensed or registered
mental health practitioners. One credit unit per term; up to five
credits of elective credit may be used for personal growth. Taken
Pass/No Pass.

894 Independent Study (1 or 2; credit arranged)
Independent Study is intended to enable the student to pursue
specialized, unique, elective interests that are not part of the regular
curriculum. Thus, independent study should supplement curricu-
um offerings and should be at the same level of difficulty and
sophistication as regular courses. Independent study should be
reserved for didactic proposes and may not be used to gain
practicum experience. Also, the amount of effort per credit hour
should generally be comparable to that of classroom credit hours.
This learning mode may not be used as an alternative to the re-
quired courses. No more than two credits of Independent Study
is allowed each term and no more than five credit hours of Inde-
pendent Study may be applied to the 21 elective credit hours re-
quired for graduation.

895 Human Diversity Workshop (1 credit)
Knowledge and skills for working with diverse and underserved
populations. Topic varies. Taken Pass/No Pass.

899 Special Topic (1 to 3 credits)
A specialized topic in professional psychology explored in depth.
Students may re-enroll for credit only when different topics are
covered. No more than 6 Special Topic credits may be applied to
the 21 elective credit hours required for graduation. Prerequisite:
Permission of instructor.

MASTER OF ARTS IN COUNSELING
PSYCHOLOGY

Pacific University’s School of Professional Psychology
offers a Master of Arts degree in Counseling Psychology
from its location in downtown Portland, Oregon. Courses
are held in the late afternoon and evening. This is a two
year program and will provide the educational background
needed for a career as a counselor in diverse settings. The
specialty tracks develop skills in current practice areas to
make our graduates attractive to employers in a variety of
different venues.

The counseling psychology program begins with a year
of basic theory and techniques in counseling. In the second
year students choose one of two specialty tracks: Behavior
Analysis or Organizational Behavior. The program is de-
signed in lock-step fashion and will take two years on a
full-time basis. A total of 56 credit hours are required. In
the first year 27 credits are taken that will be sufficient to
enable the student to meet state licensure requirements with
respect to coursework. In the second year 29 credits are
taken. The 15 credits for practicum will allow the student
to meet the 600 hour state requirement for pre-degree su-
ervised experience. The remaining 12 credits (either be-
avioral analysis or organizational behavior) will allow stu-
dents to add a specialty that will enhance their employabil-
ity post-graduation. In addition, in the second year, students
will be required to pass a qualifying examination reflecting
competency in core and specialty subjects.

The curriculum can be thought of as having four com-
ponents: the core counseling psychology courses, the organi-
zational behavior track courses, the behavioral analysis track
courses, and the required practical supervised experience.

Behavioral Analysis Track Courses

In the second year, the Behavioral Analysis Track will
prepare students to work in mental health settings with a
variety of populations. In addition, they will be able to work
with children with disabilities. Graduates will be distin-
guished from those of other master’s level programs, in that
they will have expertise in pinpointing behavioral targets
of their clients in order to evaluate efficacy of their techni-
cal strategies. Over the last three decades, the behavioral
approach, in light of its empiricism and documented effi-
cacy, has gained increasing acceptance in the mental health
field. Being of a relatively short-term nature, the behavioral
approach dovetails ideally with the managed care philos-
ophy of health. Hallmarks of the behavioral approach are:
empiricism, short-term objectives, precision of thinking, documentation, and accountability. Increasingly, behavioral analysts and technicians are finding their way into the mental health arena, working both independently and under the aegis of doctoral level clinicians. Currently, there are numerous opportunities nationwide for such master’s level clinicians; this trend is expected to continue in the future (1998-99 Occupational Outlook Handbook).

Organizational Behavior Track Courses

The Organizational Behavior Track will prepare 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.

Behavior change in organizations is expected to be an important part of the work of graduates. It is clear that behavior change in organizations can often be accomplished through structural changes in organization and job design, compensation systems, leadership styles, and the like. However, such 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 effective for these problems, but counselors also must have knowledge as to how organizations operate and how careers develop.

COURSE DESCRIPTIONS/MASTER OF ARTS IN COUNSELING PSYCHOLOGY (FIRST YEAR)

CPSY 501 Human Growth & Development (3 hours)
Considers development and socialization across the lifespan. Particular attention is accorded to how developmental issues at varying levels impact the counseling process.

CPSY 502 Assessment of Individuals (3 hours)
Description of a variety of strategies (self-report, observational, objective, projective) used in evaluating individuals. Emphasis placed on selection, administration, and interpretation of tests. Examination also of the DSM system of diagnosis.

CPSY 503 Professional Orientation (3 hours)
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.

CPSY 504 Interviewing and Counseling Skills (3 hours)
Introduction to communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, nonjudgmental 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.

CPSY 505 Individual Assessment Laboratory (1 hour)
Practical experience in administering and interpreting selected assessment procedures. Taken concurrently with CPSY 502 Assessment of Individuals except with consent of instructor. Taken Pass/No Pass.

CPSY 506 Interviewing and Counseling Skills Laboratory (1 hour)
Practical experience in using interviewing and counseling skills. Taken concurrently with CPSY 504 Interviewing and Counseling Skills except with consent of instructor. Taken Pass/No Pass.

CPSY 510 Social and Cultural Foundations (3 hours)
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.

CPSY 511 Counseling Theory (3 hours)
Considers the theoretical models underlying short-term therapies, with discussion of crisis intervention models, behavior therapy, family/marital therapy, and group therapy. Emphasis on rationale for selection criteria and outcome evaluation in time-limited treatment. The time-limited model is underscored.

CPSY 521 Research Methods (3 hours)
Considers scientific method, hypothesis generation, experimental and quasi-experimental design, power and error estimation, reliability, and validity. Emphasis is on how research methods relate to accountability in practice. Both quantitative and qualitative approaches will be covered.
CPSY 531  Career Development (3 hours)
Evaluates theoretical underpinnings of career choice as related to interest. Examines the complexities of careers and methods (interest and aptitude surveys) to guide clients in making choices. Development issues across the career span including mentoring, role changes, and retirement planning are included.

CPSY 535  Group Dynamics (3 hours)
Considers group counseling approaches and models; 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.

COURSE DESCRIPTIONS
(SECOND YEAR)

CPSY 561  Behavioral Analysis I (4 hours)
Principles of behavioral assessment are considered with emphasis on the three channels (motoric, self-report, physiological). Examples of behavioral assessment across the lifespan are considered. In addition, applications of functional analyses are presented.

CPSY 562  Behavioral Analysis II (4 hours)
Specific emphasis on assessment and behavioral treatment of children. Half of the course is devoted to functional analysis and treatment of children with disabilities.

CPSY 563  Behavioral Analysis III (4 hours)
Specific emphasis on behavioral analysis and treatment of adults and older adults with a large variety of presenting problems.

CPSY 571  Organizational Behavior I: Organizational Psychology (4 hours)
Considers the theory of organizational systems, organizational design, technology, motivation, leadership, culture and climate, and social relationships.

CPSY 572  Organizational Behavior II: Individual (4 hours)
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.

CPSY 573  Organizational Behavior III: Organizational Problems and Interventions (4 hours)
Working with entire organizational units to change culture, attitudes, norms, and other factors to make organizations more productive and better places to work.

CPSY 539  Practica I, II, and III (5 hours per term, over 3 terms)
Total of 600 hours across the three practica in preparation for supervised practice post-master’s 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 the Psychological Service Center or in other 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.

ELECTIVE COURSES

CPSY 555  Special Topics or Independent Study
CPSY 595  Research Participation
# Academic Calendar 1999-2000

**PACIFIC UNIVERSITY**

## 1999 SUMMER SEMESTER

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<tr>
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<th>Events</th>
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<tr>
<td>April 26</td>
<td>SPP - Summer Session Classes Begin</td>
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<td>May 1-16</td>
<td>PA - 3rd Year Student Break</td>
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<tr>
<td>May 10</td>
<td>Optometry - First Day of Summer Semester Classes, 4th Year Clinics, Preceptorships Begin</td>
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<td>May 14</td>
<td>PA - 2nd Year Student Summer Semester Begins</td>
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<td>May 17 - July 30</td>
<td>PA - 3rd Year Student Clinical Project Begins</td>
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<td>May 22</td>
<td>Commencement: Class of 1999</td>
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<td>May 28-29</td>
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<td>May 31</td>
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<td></td>
<td>(College of Optometry Clinics Closed)</td>
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<tr>
<td>June 1</td>
<td>SPP - No Classes - PSC Closed</td>
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<tr>
<td></td>
<td>PA Summer Semester Classes Begin</td>
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<td></td>
<td>A &amp; S - Classes Begin for Term I</td>
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<td>June 5</td>
<td>SPP - PSC Closed</td>
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<tr>
<td>June 21</td>
<td>ED - Classes Begin for MAT/5th Year Summer Session (FG)</td>
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<td>June 28</td>
<td>A &amp; S - Classes Begin for Term II</td>
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<td>June 30</td>
<td>SPP - Fall Semester 99 Registration Begins</td>
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<td>June 30 - July 5</td>
<td>SPP - No Classes</td>
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<td>July 3</td>
<td>PSC Closed</td>
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<td>July 5</td>
<td>Independence Day Holiday</td>
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<td>July 19 - 22</td>
<td>Optometry Finals - No 3rd Year Clinic</td>
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<td>July 22</td>
<td>Opt - Last Day of 3rd Year Summer Semester Classes</td>
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<td>July 26</td>
<td>SPP - Last Day of Summer Session</td>
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<td></td>
<td>A &amp; S - Classes Begin for Term III</td>
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<td>Aug 9-13</td>
<td>PA - 3rd Year Student Clinic Project Seminars</td>
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<td>Aug 13</td>
<td>ED - Last Day of classes MAT/5th Year Program (Eugene)</td>
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<td>Aug 14 - 22</td>
<td>PA - 2nd Year Student Break</td>
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<td>August 20</td>
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<td>August 21 - 29</td>
<td>PA - 1st Year Student Break</td>
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<td>August 23</td>
<td>PA - 2nd Year Student Fall Semester Begins</td>
</tr>
<tr>
<td>August 24</td>
<td>ED - Last Day of Classes MAT/5th Year Program, Forest Grove</td>
</tr>
<tr>
<td>August 31</td>
<td>OPT - Last day of 3rd Year and 4th Year Summer Clinics and Preceptorships</td>
</tr>
<tr>
<td></td>
<td>Summer Graduation Date</td>
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</tbody>
</table>
1999 FALL SEMESTER

August 23-24
   All Faculty Conference

August 23
   ED - MAT/5th Year Internships Begin (Eugene)
   SPP - Internship Begins at PSC
   International Student Orientation

August 25-26
   Optometry Clinic Offices Open

August 25 (Wednesday)
   A & S - New Student Orientation Begins
   OT - 1st Year Classes Begin

August 26 (Thursday)
   PT - 1st Year Student Orientation
   Optometry - 1st Year Student Orientation

August 27
   SPP - Final Day to Register for Fall Semester
   Optometry - 1st Year Student Orientation continued

August 30 (Monday)
   A & S - Classes Begin
   ED - Classes Begin (FG)
   Optometry - Fall Semester Classes, Clinics, Preceptorships Begin
   PA - Fall Semester Classes Begin
   OT - 2nd Year, 3rd Year Class Begin
   PT - First Day of Classes for 1st and 2nd Year
   Optometry - 4th Year Fall Clinic Orientation

August 30-31
   SPP - Program Orientation for New Students

Aug 30 - Oct 8
   PT - 3rd Year Clinical Internship I

Sept 1
   SPP - Fall Semester Classes Begin

Sept 2
   A & S - Last Day for New Student Registration

Sept 6
   Labor Day Holiday

Sept 7
   SPP - Practicum and PSC Orientation Begin at PSC

Sept 13
   A & S, ED (FG) - Last Day to Add Courses
   A & S, ED (FG) - Last Day to Drop Courses With No Record

Oct 8
   No classes for College of Arts and Sciences

Oct 11
   PT - 3rd Year First Day of Classes

Oct 11 - 22
   PT - 2nd Year Clinical Experience II

Oct 25-29
   OT - Mid-term Break

Oct 27
   Job Fair (School of Physical Therapy)

Oct 29
   SPP - Spring Semester 2000 Registration Begins

Nov 9
   A & S, ED (FG) - Last Day to Withdraw from Courses

Nov 24
   Thanksgiving Holiday - Classes end at noon
   SPP - No Classes

Nov 25-26
   Thanksgiving Holiday
   (College of Opt/Clinics Closed)

Dec 4
   Optometry - Last day - 3rd Year Fall Clinic

Dec 7 (Tuesday)
   A & S, ED (FG) - Last Day of Classes

Dec 8
   A & S, ED (FG) - Reading Day
   Optometry - Last Day of Classes before Finals

Dec 8 - 15
   PT - Final Examinations

Dec 9, 10, 13, 14, 15
   A & S, ED (FG) - Final Examinations

Dec 11
   ED - Commencement for MAT students (Eugene)

Dec 13
   SPP - Last Day of Fall Semester

Dec 13 - 17
   Optometry - Finals for Fall Semester - 1st, 2nd & 3rd Year

Dec 16
   OT - Last Day of Fall Semester

Dec 16 - Jan 2
   PT - December/New Year Holidays

Dec 17
   Optometry - Last Day of 4th Year Clinics & Preceptorships
   PA - Last Day of Classes
   SPP - Final Day to Register for Spring Semester
   ED - MAT/5th Year Internships end (Eugene)
Dec 18 - Jan 2
  PA - Student Holiday Break
Dec 24 thru Jan 2, 2000
  December/New Year Holiday
    (College of Optometry/Clinics Closed)

**2000 WINTER III - 2000 SPRING SEMESTER**

Jan 3
  PA - 2nd Year Student Spring Semester Begins
  PT - 1st and 2nd Year First Day of Classes
  SPP - Spring Semester Classes Begin
  PT - Third Year Students-Clinical Internship II

Jan 4
  A & S - Winter III Term Classes Begin
  ED - MAT/5th Year Orientation (Eugene)
  ED - Winter III Term Classes Begin (FG)

Jan 5
  ED - MAT/5th Year Classes Begin (Eugene)

Jan 6
  A & S - Last Day to Add Courses
  A & S - Last Day to Drop Courses With No Record

Jan 10
  Optometry - First day of Spring Classes, 4th Year
    Clinics and Preceptorships
  Optometry - 4th Year Clinic Orientation
  OT - 1st Year, 2nd Year, 3rd Year Classes Begin

Jan 10 - 15
  3rd Year Spring Clinic/Site Orientations

Jan 15
  A & S - Last Day to Withdraw from Courses

Jan 24
  A & S, ED (FG) - Winter III Final Exams

Jan 27 (Thursday)
  A & S - International Student Orientation

Jan 28
  A & S - New Student Orientation

Jan 31
  Fall Diploma Date
  A & S - Spring Semester Classes Begin
  ED - Spring Semesters Classes, MAT/5th Year Internships Begin (FG)

Feb 1
  SPP - Summer Term 2000 registration begins

Feb 3
  A & S - Last Day for New Student Registration

Feb 3 - 4
  PT- 1st and 2nd Year Mid-Winter Break

Feb 11
  A & S, ED (FG) - Last Day to Add Courses
  A & S, ED (FG) - Last Day to Drop Courses With No Record

Feb 14 - Mar 10
  PT- 3rd Year Special Topics Classes
  PT - 2nd Year Clinical Experience III

Mar 13 - May 5
  PT- 3rd Year Students - Clinical Internship III

Mar 20 - 24
  Spring Break

Apr 7
  A & S, ED (FG) - Last Day to Withdraw from Courses

Apr 14
  SPP - Last Day of Spring Semester

Apr 17
  SPP - Final Day to Register for Summer Term

Apr 17-21
  SPP - PSC Closed

Apr 19
  Senior Projects Presentation Day

Apr 21
  Optometry - Last Day of Classes before Finals
  PA - 1st Year Student Last Day of Classes

Apr 22
  Optometry - Last day 3rd Year Spring Clinic

Apr 22 - May 7
  PA - 1st Year Student Break

Apr 24
  SPP - Summer Session Classes Begin

Apr 24 - 28
  Optometry - Finals Spring Semester - 1st, 2nd & 3rd Year

Apr 28
  Optometry - Last day of Spring Semester, 4th Year
    Clinics, and Preceptorships
  OT - Last Day of Semester for Class of 2001

Apr 29 - May 14
  PA - 2nd Year Student Break
May 1-4
  Optometry - Clinic Offices Open

May 1 - 5
  PT - 1st Year Final Examinations

May 8 - June 30
  OT - Level IIB FW

May 8
  PA - 2nd Year Student Summer Semester Begins

May 8 - 19
  PT - 1st Year Clinical Experience I

May 9
  A & S, ED (FG) - Last day of Classes

May 10
  A & S, ED (FG) - Reading Day

May 10 - 11
  PT - 3rd Year Thesis Presentations

May 10-12, 15-17
  PT - 2nd Year Final Examinations

May 11, 12, 15, 16, 17
  A & S, ED (FG) - Final Examinations

May 15 - July 28
  PA - 3rd Year Student Clinical Project Begins

May 18
  OT - Last day of semester for Classes of 2000 and 2002

May 20
  Commencement: Class of 2000

May 22- June 16
  OT - 4 Weeks Full-time Level IA FW

May 26 - 27
  PA - Orientation for Incoming Class

June 14
  ED - Last day of MAT/5th Year Internships (FG)

2000 SUMMER TERMS

May 29
  SPP - Memorial Day Holiday - Campus Office and
  PSC closed - No Classes

May 30
  A & S - Classes Begin for Term I
  PA - Summer Classes Begin

June 3
  PSC Closed

June 19
  ED - Classes Begin MAT/5th Year and Summer
  Session (FG)

June 26
  A & S - Classes Begin for Term II

June 30
  SPP - Fall Semester 2000 registration begins

July 3-7
  SPP - Summer Break - No Classes

July 3-4
  Independence Day Holiday - PSC Closed

July 24
  A & S - Classes Begin for Term III
  SPP - Last Day of Summer Session

Aug 11
  ED - Last Day of Classes MAT/5th Year (Eugene)

Aug 12-20
  PA - 2nd Year Student Break

Aug 18
  PA - 1st Year Student Last Day of Classes

Aug 19-27
  PA - 1st Year Student Break

Aug 25
  SPP - Final Day to register for Fall 2000 Semester

Aug 31
  Summer Diploma Date
Faculty and Administration

FACULTY OF ARTS AND SCIENCES

Edmond Alkaslassy (1993)
Assistant Professor of Biology
B.S., University of California at Los Angeles, 1989
M.A., Austin College, 1992

Jeffrey G. Barlow (1994)
Professor of History, Matsushita Professor of Asian Studies
B.A., Southern Illinois University, 1964
M.A., University of Pittsburgh, 1965
Ph.D., University of California, Berkeley, 1973

Michelle M. Baron (1999)
Assistant Professor of Business Administration
B.Sc., University of California at Santa Barbara, 1990
M.S., Stanford University, 1992
Ph.D., Stanford University, 1996

Vernon L. Bates (1975)
Professor of Sociology
B.A., University of Oregon, 1969
M.A., University of California at Davis, 1973
Ph.D., University of California at Davis, 1976

Pauline Beard (1994)
Assistant Professor of English
Director of the Resource Center
B.A. English London University, 1978
M.A. English SUNY Binghamton, 1981
Ph.D. English SUNY Binghamton, 1986

Thomas D. Beck (1991)
Dean of the College of Arts and Sciences Professor of History
B.A., University of California, Berkeley, 1965
M.A., University of California, Berkeley, 1966
Ph.D., University of California, Berkeley, 1972

Michael E. Boardman (1995)
Associate Professor of Mathematics
B.A. Western Washington University, 1985
M.S. Western Washington University, 1987
Ph.D. University of Oregon, 1992

David Boersema (1985)
Professor of Philosophy
Douglas C. Strain Professorship in Natural Philosophy
B.A., Hope College, 1973
M.A., Michigan State University, 1978
Ph.D., Michigan State University, 1985

Nancy Breaux (1995)
Assistant Professor of Communications
B.A. University of Southwestern Louisiana, 1978
M.A. Southern Illinois University, 1983
Ph.D. University of Oregon, 1993

Robert Brooks (1999)
Assistant Professor of Exercise Science
B.S., University of Idaho, 1977
M.S., University of Wisconsin, 1979
Ph.D., Washington State University, 1994

Juliet Brosing (1987)
Professor of Physics
B.Sc., Humboldt State University, 1976
M.Sc., Florida State University, 1978
Ph.D., University of British Columbia, 1983

Lorelle Lee Browning (1990)
Associate Professor of English
B.A., University of California, Santa Barbara
M.A., University of California, Santa Barbara
Ph.D., University of California, Santa Barbara, 1986

Edward J. Buecher (1980)
Professor of Biology
B.A., St. Anselm’s College, 1960
M.A., Indiana University, 1962
Ph.D., University of California at Davis, 1968

Michael Burch-Pesses (1995)
Associate Professor of Music
B.S. University of the State of New York, 1989
M.M. The Catholic University of America, 1992
D.M.A. The Catholic University of America, 1995

Alyson L. Burns-Glover (1989)
Associate Professor of Psychology
B.A., California State University, Long Beach, 1983
M.A., University of California, Davis, 1985
Ph.D., University of California, Davis, 1989
Susan U. Cabello (1975)
Professor of Spanish
B.A., University of Arizona, 1966
M.A., University of Arizona, 1971
Ph.D., University of Arizona, 1978

David Cassady (1984)
Associate Professor of Journalism
B.S., Arizona State University, 1971
M.A., University of Iowa, 1977
Ph.D., University of Iowa, 1980

Patricia B. Cheyne (1994)
Assistant Professor of Art
B.F.A., University of Hartford, 1978
M.A., Wesleyan University, 1988
M.F.A., University of Colorado, 1992

Margaret Y. Chou (1968)
Associate Professor of Mathematics
B.A., National Taiwan University, 1961
B.A., University of Oregon, 1965
M.A., University of Montana, 1968
M.B.A., Portland State University, 1983

Nancy K. Christoph (1995)
Assistant Professor of Spanish
B.A., Williams College, 1986
M.A., University of California, 1990
Ph.D., Cornell University, (1995)

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

Edwin S. Collier (1978)
Associate Professor of Theatre
B.S., Lewis and Clark College, 1964
M.S., Portland State University, 1970

James O. Currie Jr. (1972)
Professor of Chemistry
B.S., Ohio State University, 1965
Ph.D., University of Washington, 1970

David DeMoss (1993)
Associate Professor of Philosophy
B.A., Oklahoma Baptist University, 1981
M.A., Baylor University, 1983
Ph.D., University of Virginia, 1987

Russell A. Dondero (1974)
Professor of Politics and Government
B.A., Whitman College, 1964
M.A., University of Minnesota, 1968
Ph.D., University of Minnesota, 1973

Mark Eifler (1999)
Assistant Professor of History
B.A., University of California, Berkeley, 1984
M.A., University of California, Berkeley, 1987
Ph.D., University of California, Berkeley, 1992

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

Mary H. Fehrs (1979)
Professor of Physics
B.A., Wellesley College, 1966
M.A., Boston University, 1968
Ph.D., Boston University, 1973

Terry Fischer (1998)
Assistant Professor of Art
B.F.A., University of Illinois, 1982
M.F.A., Arizona State University, 1985

Lorely French (1986)
Professor of German
B.A., McGill University, 1979
M.A., University of California, LA, 1981
Ph.D., University of California, LA, 1986

Naoya Fujita (1994)
Assistant Professor of Japanese
B.A., University of Hawaii at Hilo, 1986
M.A., Ohio State University, 1988
Ph.D., University of Rochester, 1994

Linda B. Gallahan (1993)
Associate Professor of Psychology
B.S., College of Charleston, 1985
M.A., University of Southern California, 1990
Ph.D., University of Southern California, 1993

W. Thomas Griffith (1967)
Distinguished University Professor of Physics
B.A., Johns Hopkins University, 1962
M.S., University of New Mexico, 1964
Ph.D., University of New Mexico, 1967

Christine Guenther (1998)
Assistant Professor of Mathematical Sciences
B.A., Stanford University, 1989
M.S., University of Washington, 1993

George A. Harshbarger (1993)
Associate Professor of Music
B.A., California State University, 1967
M.A., San Francisco State University, 1973
D.M.A., University of Washington, 1985

Shawn Henry (1998)
Assistant Professor of Exercise Science
B.S.Ed., Montana State University, 1988
M.S., University of Montana
Ph.D., University of Oregon, 1995

Therese A. Huston (1998)
Assistant Professor of Psychology
B.A., Carleton College, 1991
Ph.D., Carnegie Mellon University, 1996
Kazuko Ikeda (1983)
Associate Professor of Japanese
B.A., Portland State University, 1981
M.A., Portland State University, 1985
Ph.D., University of Oregon, 1992

Kevin E. Johnson (1994)
Assistant Professor of Chemistry
B.A. Stanford University, 1983
M.S. University of Washington, 1987
Ph.D. University of Washington, 1991

Melissa Jones (1997)
Assistant Professor of Media Arts
Head Volleyball Coach and Head Softball Coach
B.A. St. Louis University
M.A., Southern Illinois University

William T. Jordan (1976)
Professor of Chemistry
B.A., Portland State University, 1964
M.A., Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

Perrin Kerns
Visiting Assistant of English
B.A., University of Oregon, 1986
M.A. University of Oregon, 1991
Ph.D. University of Oregon, 1998

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

Lawrence M. Lipin (1992)
Associate Professor of History
A.B., University of California, Davis, 1978
Ph.D., University of California, L.A., 1989

Pamela T. Lopez (1993)
Associate Professor of Biology
Thomas J. and Joyce Holce, Professorship in Science
B.S., Columbus College, 1980
Ph.D., University of California, L.A., 1990

Cheleen Mahar (1994)
Associate Professor of Anthropology
B.A., University of Northern Colorado, 1967
M.A., University of Illinois, 1972
Ph.D., Massey University, 1986

Marc Marenco (1988)
Associate Professor of Philosophy and Religion
B.S., California State University - Chico, 1975
M.Div., Yale University, 1982
D. Phil., University of Oxford, 1992

Marlene Martinez
Associate Professor of Biology
B.S., University of California - Davis, 1990
Ph.D., University of California - Berkeley, 1998

Samuel Mathies (1998)
Instructor of Media Arts and Director of Forensics
M.A., California State University, Northridge, 1990
B.S., University of Wisconsin, 1986

Gowri Meda (1999)
Assistant Professor of Mathematics
B.S., Visva Bharati University, 1988
M.S., Visva Bharati University, 1990
M.A., Bryn Mawr College, 1992
Ph.D., Bryn Mawr College, 1997

Michelle Nelson (1997)
Assistant Professor of Business Administration
B.A., University of Bonn, 1977
M.B.A., Washington, State University, 1981
Ph.D., Washington State University, 1993

N. Charles O’Connor (1985)
Professor of Business Administration
B.S., University of Northern Colorado, 1972
M.A., University of Iowa, 1976

Assistant Professor of Sociology
B.A., Whitman College, 1986
Ph.D., University of Minnesota, 1993

Martha Rampton (1994)
Assistant Professor of History
B.A., University of Utah, 1979
M.A., University of Utah, 1988
Ph.D., University of Virginia, 1998

Victor M. Rodriguez (1996)
Associate Professor of Spanish
B.A. Universidad de Puerto Rico, 1982
M.A. Brown University, 1987
Ph.D. Brown University, 1993

Philip J. Ruder (1994)
Assistant Professor of Economics
B.A., Dartmouth College, 1983
M.S., University of Wisconsin-Madison, 1991
Ph.D., University of Wisconsin-Madison, 1994

Douglas J. Ryan (1983)
Professor of Computer Science
B.A., University of Northern Colorado, 1980
M.S., Colorado State University, 1983

Lori S. Rynd (1981)
Professor of Biology
B.S., University of Washington, 1970
M.S., Oregon State University, 1975
Ph.D., Oregon State University, 1979
Sheryl Sanders (1998)
Assistant Professor of Anatomy
B.A., Asbury College, 1985
Ph.D., University of Kentucky, 1989

Lisa Sardinia (1996)
Assistant Professor of Biology
B.S., Whitworth College, 1979
Ph.D. Montana State University, 1985
J.D., Hastings College of Law, 1996

Todd Schultz (1996)
Assistant Professor of Psychology
B.A. Lewis and Clark College, 1985
M.A. University of California, Davis, 1987
Ph.D. University of California, Davis, 1993

Jeffrey G. Seward (1990)
Associate Professor of Politics and Government
B.A., University of Texas at Austin, 1969
M.A., University of Washington, 1981
Ph.D., Stanford University, 1994

Judith Sherman (1969)
Professor of Exercise Science
B.S., Oregon State University, 1964
M.Ed., Oregon State University, 1967

Jan Shield (1971)
Professor of Art
B.A., Whitworth College, 1967
M.F.A., University of Oregon, 1969

Murry Sidlin (1994)
Professor of Music
James DePreist Professorship in Music
B.M., Peabody Conservatory of Music, 1962
M.M., Peabody Conservatory of Music, 1968

Seth Singleton (1984)
Professor of Politics and Government
A.B., Harvard College, 1962
M.A., Yale University, 1963
Ph.D., Yale University, 1968

Steve R. Smith (1999)
Instructor of English
B.A., University of Utah, 1978
M.A., Portland State University, 1997

Michael R. Steele (1975)
Distinguished University Professor of English,
Director of the Humanitarian Center
B.A., University of Notre Dame, 1967
M.A., Michigan State University, 1971
Ph.D., Michigan State University, 1975

Byron D. Steiger (1974)
Professor of Sociology
B.S., University of Oregon, 1966
M.S., University of Oregon, 1972
Ph.D., University of Oregon, 1976

Sara Steinert Borella (1993)
Associate Professor of French
B.A., Bates College, 1988
Ph.D., Brandeis University, 1993

Timothy Stephens (1993)
Associate Professor of Music
B.M., University of New Mexico, 1975
M.M., University of New Mexico, 1977
D.M.A., University of Colorado-Boulder, 1984

Robert E. Stockhouse II (1976)
Professor of Biology
B.S., Colorado State University, 1969
Ph.D., Colorado State University, 1973

H. Joe Story (1968)
Distinguished University Professor of Economics
B.A., University of California at Santa Barbara, 1959
M.A., San Francisco State College, 1968
Ph.D., University of Oregon, 1975

David F. Stout (1988)
Associate Dean of Arts and Sciences
Associate Professor of German
B.A., University of Rochester, 1974
Ph.D. Cornell University, 1979

Tim Thompson (1994)
Assistant Professor of English
B.A. University of South Florida, 1985
M.A. University of South Florida, 1988
Ph.D. Emory University, 1996

Scott Tuomi (1989)
Assistant Professor of Music
B.M., University of Southern California, 1981
M.S.T., Portland State University, 1993

Robert Van Dyk (1994)
Assistant Professor of Politics and Government
B.A., Duke University, 1986
M.A., University of Washington, 1989
Ph.D., University of Washington, 1995

Doyle W. Walls (1989)
Associate Professor of English
B.A., Wayland University, 1975
M.A., Baylor University, 1979

Marcus Welsh (1998)
Instructor of Spanish
B.A., Pacific University, 1997

Richard V. Whiteley Jr. (1986)
Professor of Chemistry
A.A., Santa Ana College, 1972
B.S., California State University at Long Beach, 1974
Ph.D., University of Nebraska, 1978
Richard J. Wiener (1995)
Assistant Professor of Physics
B.A. University of California, Berkeley, 1978
M.S. University of Oregon, 1988
Ph.D. University of Oregon, 1991

Diane Young (1987)
Associate Professor of English
Instructor of Bassoon
B.A., Northwestern University, 1983
M.A., University of Michigan, 1986
Ph.D., University of Michigan, 1987

College of Arts and Sciences Adjunct Faculty

Brad Maxfield (1984)
Director, English Language Institute
Instructor in English

Richard Rutt (1993)
Associate Professor of Physical Therapy

Christopher Wilkes (1996)
Professor of Sociology

College of Arts and Sciences Part-time Faculty

Greta Christensen (1992)
Instructor of Costume & Makeup

Devin Crowe (1997)
Instructor of English

James Flory (1991)
Instructor of Photography

Sandra Garcia (1987)
Instructor of Spanish and Japanese

Mike Geraci (1997)
Instructor of Media Arts

Joan Gunness (1988)
Instructor of Dance

Linda McIntosh (1988)
Instructor of Sports Medicine

Lynetta Richardson (1986)
Instructor of French

Jean Rix (1987)
Instructor of Health Education

Ken Schumann (1985)
Instructor of Human Performance

Ann Wetherell (1987)
Assistant Professor of Art History

LIBRARIANS

Nancy A. Henderson
Associate Professor / Associate Librarian
B.A., University of Southern California, 1972
M.L.S., University of California - Los Angeles, 1976
M.A. Portland State University, 1994

Sue Kopp (1994)
Assistant Professor / Assistant Librarian
B.A., University of Oregon, 1975
M.S. in Library Science, Columbia University, 1986

Lynda Larremore (1996)
Assistant Professor / Assistant Librarian
B.B.A., Boise State University, 1983
M.L.I.S., Brigham Young University, 1990

Alex R. Toth (1977)
Associate Professor / Associate Librarian
B.A., Portland State University, 1973
M.L.S., University of Oregon, 1975

SCHOOL OF EDUCATION FACULTY

Elizabeth C. Arch (1993)
Assistant Professor of Education
A.B., Stanford University, 1964
M.A.T., University of Chicago, 1966
Ph.D., University of Southern California, 1976

Mark Bailey (1995)
Assistant Professor of Education
A.B., Grinnell College, 1979
M.S., University of Wisconsin, 1992
Ph.D., University of Wisconsin, 1994

Assistant Professor of Education
A.B., University of California, Berkeley
B.S., University of Oregon, 1983
M.A., University of Oregon, 1986
Ph.D., University of Oregon, 1991

Bob Bumsted (1998)
Assistant Professor of Education
B.A. University of Oregon, 1963
M.A., University of Oregon, 1965
M.A., University of Oregon, 1978

Daniel Duarte (1997)
Instructor
B.A., Idaho State University, 1974
ED.M., Oregon State University, 1979

Tracy Faulconer (1995)
Assistant Professor of Education
B.A., U.S. International University, 1965
M.A., University of Oregon, 1976
Ph.D., University of Oregon, 1992
Rose Mary Gray (1993)
Assistant Professor of Education
B.A., Avila College, 1962
M.A., University of Missouri, 1971
Ph.D., University of Oregon, 1991

Willard M. Kniep (1996)
Dean, School of Education
B.S., Concordia Teachers College, 1964
M.A., University of Minnesota, 1972
Ph.D., University of Minnesota, 1974

Anita McClain (1984)
Professor of Education
B.S., University of Oregon, 1964
M.Ed., University of Nevada, 1968
Ed.D., Portland State University/University of Oregon, 1983

Nancy Meltzoff (1994)
Assistant Professor of Education
B.A., Simmons College, 1974
M.A., University of Redlands, 1977
Ph.D., University of Oregon, 1990

Vivian Moen (1998)
Assistant Dean, Lane County
B.S., Springfield College, 1964
B. Ed., York University, 1977
M. Ed., University of Toronto, 1995

Karen Nelson (1994)
Assistant Professor of Education
B.S., Eastern Oregon State University, 1966
M.A.T., Lewis and Clark College, 1987

Camille L. Wainwright (1992)
Associate Professor of Education
B.A., Concordia College, 1967
M.S., Purdue University, 1977
Ph.D., University of Minnesota, 1984

Nancy Watt (1991)
Assistant Dean
B.A., Willamette University, 1968
M.Ed., Western University, 1971

Adjunct and Part-time Faculty
Sherly Aydelott
Camille Cammack
Elaine Coughlin
Michael DuBrowa
Dave Garcia
David Gault
Richard Goldner
James Hagler
Jack Huhtala
Frank James
Elaina Jamieson
Annie Kelsey
Sarah Lichtenwalner
Arbella Luvert

Ann Matschiner
Barb McEwan
Debra Noel
Deborah Parsons
Al Phillips
Jeanne Ruiz
Carol Sadler
Jill Schwimmer
Dewayne Smith
Jackie Waggoner
Merril Watrous

SCHOOL OF OCCUPATIONAL THERAPY FACULTY

Karen Atler OTR/L (1998)
Assistant Professor
B.S., Colorado State University, 1980
M.S., Colorado State University, 1986

Steven J. Cool, Ph.D. (1979)*
Professor of Physiological Optics, Pacific (1987)
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Lilian Crawford (1984)*
Assistant Professor
B.S., University of Puget Sound, 1966
M.O.T., University of Washington, 1971

Karen Foley (1987)*
Instructor
B.A., Marion College, 1974
B.S., Indiana University Medical Center, 1976

Molly McEwen (1986)
Associate Professor and Director
B.S., Western Michigan University, 1973
M.H.S., University of Florida, 1977

Steve Park (1991)
Associate Professor
B.S., University of Puget Sound, 1984
M.S., University of Illinois, 1992

Assistant Professor
Dip. O.T., University of Alberta, 1972
B.S., University of Alberta, 1980
M.S., University of Alberta, 1972

Instructor/Fieldwork Coordinator
B.S., University of North Dakota, 1976
COLLEGE OF OPTOMETRY FACULTY

Willard B. Bleything (1974)
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

Craig E. Bowen (1989)
Part-time Assistant Professor of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986

Patrick Caroline (1996)
Associate Professor of Optometry
C.O.T., University of Minnesota, 1978

Leland W. Carr, III (1993)
Dean, College of Optometry
Clinical Professor of Optometry
B.S., Michigan State University, 1976
O.D., Ferris State University, 1981

Linda Casser (1997)
Associate Dean for Academic Programs
Clinical Professor of Optometry
B.S., Indiana University, 1976
O.D., Indiana University School of Optometry, 1978
Residency in Primary Care Optometry,
SUNY College of Optometry, 1980

Karl Citek (1994)
Assistant Professor of Optometry
B.A., Columbia University, 1984
M.S., State University of New York, 1990
O.D., State University of New York, 1993
Ph.D., State University of New York, 1994

Bradley Coffey (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Steven J. Cool (1979)
Professor of Developmental Neurobiology
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Scott C. Cooper (1992)
Associate Professor of Optometry
B.S., South Dakota State University, 1986
O.D., Pacific University, 1990
Teaching Fellow, Pacific University, 1990-92
M.Ed., Pacific University, 1993

Associate Dean for Clinical Programs
Clinical Associate Professor of Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

Graham B. Erickson (1998)
Associate Professor of Optometry
B.S., Pacific University, 1988
O.D., Pacific University, 1990
Residency in Pediatric Optometry and Vision Therapy,
Southern California College of Optometry, 1991

W. Thomas Griffith (1967)
Distinguished University Professor of Physics
B.A., Johns Hopkins University, 1962
M.S., University of New Mexico, 1964
Ph.D., University of New Mexico, 1967

William T. Jordan (1976)
Professor of Chemistry
B.A. Portland State University, 1964
M.A. Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

Weon Jun (1998)
Clinical Assistant Professor of Optometry
B.S., Pacific University, 1992
O.D., Pacific University, 1995
Residency in Hospital-Based/Primary Care Optometry,
Portland VAMC, 1996

Paul Kohl (1981)
Professor of Optometry
B.A., State University of New York (Binghamton), 1973
O.D., Pacific University, 1980
Teaching Fellow, Pacific University, 1980-81

Hannu R. V. Laukkanen (1986)
Clinical Associate Professor of 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

Nira Levine (1969)
Director of Student Services, College of Optometry
Professor of Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

Nada J. Lingel (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981
M.S., Pacific University, 1988
Residency in Hospital Based Optometry,
Albuquerque VAMC, 1993
Professor of 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

John P. Lowery (1997)  
Part-time Assistant Professor of Optometry  
B.S., University of California, 1988  
O.D., Pacific University, 1990

D. Gregory Luce (1993)  
Part-time Assistant Professor of Optometry  
B.S., California State University, 1986  
O.D., Pacific University, 1990

Professor of Optometry  
B.S., Columbia University, 1952  
M.S., Columbia University, 1954  
O.D., Massachusetts College of Optometry, 1964

Scott L. Nehring (1997)  
Part-time Assistant Professor of Optometry  
B.S., Pacific University, 1979  
B.S., Pacific University, 1981  
O.D., Pacific University, 1983

Darin Paulson (1997)  
Assistant Professor of Optometry  
B.S., Washington State University, 1990  
O.D., Pacific University, 1994  
Residency in Vision Therapy,  
SUNY College of Optometry, 1995

Alan W. Reichow (1982)  
Professor of Optometry  
B.S., Pacific University, 1978  
O.D., Pacific University, 1981  
Teaching Fellow, Pacific University, 1981-82  
M.Ed., Pacific University, 1995

Lee Ann Remington (1986)  
Associate 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

Diane Robbins-Luce (1994)  
Part-time Assistant Professor of Optometry  
B.A., Sacramento State University, 1985  
O.D., Pacific University, 1990

John R. Roggenkamp (1976)  
Assistant to the Dean for Special Projects  
Associate Professor of Optometry  
B.S., Illinois College of Optometry, 1961  
O.D., Illinois College of Optometry, 1962

Robert P. Rosenow (1991)  
Associate Professor of Optometry  
B.A., University of the Pacific, 1973  
Pharm. D., University of the Pacific, 1976  
O.D., Pacific University, 1988

Anna Sasaki (1997)  
Part-time Associate Professor of Optometry  
B.A., University of California, 1970  
M.D., Thomas Jefferson University, 1974  
Ph.D., University of Delaware, 1982

Donald O. Schuman (1978)  
Professor of Optometry  
O.D., Illinois College of Optometry, 1948

Suzanne D. Scott (1995)  
Assistant Professor of Optometry  
B.S., University of Oregon, 1990  
O.D., Pacific University, 1994  
Residency in Vision Therapy,  
SUNY College of Optometry, 1995

Dennis L. Smith (1991)  
Associate Professor of Optometry  
B.S., Towson State University, 1976  
O.D., Southern College of Optometry, 1981  
M.S., Pacific University, 1987

John Smith (1988)  
Clinical Associate Professor of Optometry  
B.S., Pacific University, 1978  
O.D., Pacific University, 1980

Jennifer Smythe (1994)  
Assistant Professor of Optometry  
B.S., Pacific University, 1990  
O.D., Pacific University, 1993  
Residency in Contact Lenses, Pacific University, 1994

Carole A. Timpone (1983)  
Clinical Professor of Optometry  
B.A., Cornell University, 1974  
O.D., State University of New York, 1981

Richard Wiener (1995)  
Assistant Professor of Physics  
B.A., University of California, Berkeley, 1978  
M.S., University of Oregon, 1988  
Ph.D., University of Oregon, 1991

Salisa K. Williams (1990)  
Associate Professor of Optometry  
B.S., Northeastern State University, 1985  
O.D., Northeastern State University, 1986

Diane P. Yolton (1979)  
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
Robert L. Yolton (1975)
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

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

A. J. Zelada (1997)
Part-time Assistant Professor of Optometry
Bachelor of Graphic Arts and Science,
Rochester Institute of Technology, 1972
B.S., Pacific University, 1985
O.D., Pacific University, 1985

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College of Optometry Adjunct Faculty

Michael Scott Abrams (1998)
Adjunct Professor of Optometry
B.S., Haverford College, 1982
M.D., Dartmouth/Brown Combined program in Medicine, 1988
Residency, Ophthalmology, 1996

Lawrence A.O. Adegite (1999)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1982
B.S., Pacific University, 1983
O.D., Pacific University College of Optometry, 1985

Larry J. Alexander (1997)
Adjunct Professor of Optometry
B.S., Indiana University, 1969
O.D., Indiana University, 1971

Kristin K. Anderson (1999)
Adjunct Assistant Professor of Optometry
O.D., Illinois College of Optometry, 1995

Miriam L. Anderson (1999)
Adjunct Assistant Professor of Optometry
B.A., Gustavus Adolphus College, 1981
O.D., University of Missouri-St. Louis School of Optometry, 1985

Wallace A. Askew (1995)
Adjunct Professor of Optometry
B.S., University of Southern California, 1959
M.D., University of Southern California, 1966

Marisa A. Atria (1994)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1985
O.D., Pacific University College of Optometry, 1989

Cindy J. Baker (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Wisconsin, 1979
O.D., Pacific University College of Optometry, 1994
Residency, Hospital Based Geriatric and Primary Care Optometry, 1995

Howard S. Barnebey (1993)
Adjunct Associate Professor of Ophthalmology
B.A., College of Wooster, 1974
M.D., Ohio State University, 1977

James R. Barnes (1998)
Adjunct Assistant Professor of Optometry
B.S., University of California at Berkeley
M.S., University of California at Berkeley, 1960
O.D., University of California at Berkeley, 1960

Paul Barney (1994)
Adjunct Assistant Professor of Optometry
B.S., North Dakota State University, 1980
O.D., University of Southern California, 1984

Patricia Ann Beatty (1999)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1989
O.D., Indiana University School of Optometry, 1992

Brett G. Bence (1993)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1978
O.D., University of Houston, 1979

Gerard A. Bentley (1995)
Adjunct Professor of Optometry
O.D., Southern California College of Optometry, 1966
M.H.A., Chapman University, 1988

Steve R. Bird (1995)
Adjunct Assistant Professor of Optometry
B.A., Albion College, 1990
O.D., Indiana University, 1994

Jeffrey H. Blunden (1998)
Adjunct Assistant Professor of Optometry
B.S., Olivet College, 1986
O.D., Ohio State University, 1990

Andrea Denise Border (1999)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1993
O.D., Indiana University School of Optometry, 1997

Adjunct Professor of Optometry
B.S., Ohio Wesleyan University,
O.D., Southern College of Optometry, 1961
M.S., Indiana University, 1966

Craig E. Bowen (1989)
Adjunct Assistant Professor of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University College of Optometry, 1986
John M. Boyer (1996)
Adjunct Professor of Optometry
B.S., University of Illinois, 1967
O.D., Pacific University College of Optometry, 1975

Adjunct Professor of Optometry
B.S., Pacific University, 1967
O.D., Pacific University College of Optometry, 1968

LTC Holger Brencher (1994)
Adjunct Professor of Optometry
B.A., Hofstra University, 1971
O.D., Ohio State University, 1976
M.S., Pacific University, 1990

Tricia Brenner (1995)
Adjunct Associate Professor of Optometry
B.S., Colorado State University, 1979
O.D., Pacific University College of Optometry, 1983

Claude A. Brist (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1972
O.D., Pacific University College of Optometry, 1974

Patrick GW Britton (1995)
Adjunct Assistant Professor of Optometry
B.S., Arizona State University, 1988
O.D., Pacific University College of Optometry, 1992

E. Britt Brockman (1995)
Adjunct Associate Professor of Ophthalmology
M.D., University of Louisville, 1986

Audrey J. Brodie (1998)
Adjunct Assistant Professor of Optometry
B.S., University of Denver, 1985
O.D., University of California at Berkeley, School of Optometry, 1996

Caroline M. Chang (1999)
B.A., University of Texas at Austin, 1989
M.D., The Johns Hopkins University School of Medicine, 1993
Residency, Ophthalmology, 1997

Capt. Christine J.J. Chao (1999)
Adjunct Assistant Professor of Optometry
B.S., University of California at Davis, 1991
B.S., University of California at Berkeley, 1993
O.D., University of California at Berkeley, 1995

Wesley W. Charlton (1994)
Adjunct Associate Professor of Optometry
B.S., College of Great Falls, 1975
O.D., Pacific University College of Optometry, 1980

Royal L. Christensen (1994)
Adjunct Professor of Optometry
B.S., Pacific University, 1964
O.D., Pacific University College of Optometry, 1965

Adjunct Assistant Professor of Optometry
B.S., Bemidji State University, 1992
O.D., Pacific University College of Optometry, 1996

Sean R. Claflin (1997)
Adjunct Assistant Professor of Optometry
B.A., University of Northern Colorado, 1988
O.D., Southern California College of Optometry, 1992
Residency, Northeastern State University College

Terrence T. Clark (1994)
Adjunct Professor of Optometry
B.S., University of Washington, 1971
M.A., University of Washington, 1973
O.D., Pacific University College of Optometry, 1978

LT. CMDR. Dawn M. Clary (1998)
Adjunct Assistant Professor of Optometry
B.S., Adams State College, 1990
O.D., Pacific University College of Optometry, 1994

Adjunct Professor of Optometry
B.A., Brooklyn College, 1968
B.S., Illinois College of Optometry, 1972
O.D., Illinois College of Optometry, 1972

Joseph M. Constable (1998)
Adjunct Assistant Professor of Optometry
B.S., Texan A & M University, 1991
O.D., New England College of Optometry, 1997

Bernard P. Conway (1992)
Adjunct Associate Professor of Optometry
B.S., College of St. Thomas, 1984
O.D., Pacific University College of Optometry, 1990
Residency, Vision Therapy, 1991

Rust D. Corey, (1996)
Adjunct Associate Professor of Optometry
B.A., Indiana University, 1979
O.D., Southern College of Optometry, 1983

LCDR Lee L. Cornforth (1996)
Adjunct Associate Professor of Optometry
B.S., Oregon State University, 1996
O.D., Pacific University College of Optometry, 1986
M.B.A., Webster University, 1996

Carson C. Cox III (1995)
Adjunct Associate Professor of Optometry
O.D., Pennsylvania College of Optometry

William L. Crawford (1999)
Adjunct Assistant Professor of Optometry
B.S., Miami University, 1969
M.A., Indiana University, 1972
O.D., Indiana University, 1980

John Patrick Cummings (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University College of Optometry, 1977
Adjunct Professor of Optometry
B.S., Jamestown College, 1953
O.D., Pacific University College of Optometry, 1960

Adjunct Professor of Optometry
B.S., Cornell University, 1969
M.D., University of Missouri at Columbia, 1974
Residency, Ophthalmology, 1978

Movses D'Janbatian (1997)
Adjunct Assistant Professor of Optometry
B.S., Loyola Marymount University, 1976
O.D., Southern California College of Optometry, 1983

Dane F. Dansie (1995)
Adjunct Associate Professor of Optometry
B.S., Southern California College of Optometry, 1982
O.D., Southern California College of Optometry, 1984

Kelly de Simone (1999)
Adjunct Assistant Professor of Optometry
B.A., Pennsylvania State University, 1985
B.S., Pennsylvania College of Optometry, 1990
O.D., Pennsylvania College of Optometry, 1993

Steven R. DeAnda (1999)
Adjunct Assistant Professor of Optometry
B.A., University of California at Berkeley
School of Optometry, 1981
B.S., University of California at Berkeley
School of Optometry, 1985
O.D., University of California at Berkeley
School of Optometry, 1985

Doug O. Dehning (1999)
Adjunct Professor of Optometry
B.S., University of Wyoming, 1978
M.D., Creighton University School of Medicine, 1982
Residency, Ophthalmology, 1986
Retinal Fellowship, 1987

Damien R. Delzer (1994)
Adjunct Assistant Professor of Optometry
B.S., Oral Roberts University, 1989
O.D., Ohio State University, 1993

Chris Deutscher (1999)
Adjunct Assistant Professor of Optometry
B.S., Kansas State University, 1992
O.D., University of Houston College of Optometry, 1996

Adjunct Associate Professor of Optometry
B.S., University of Nevada, 1976
O.D., Pacific University College of Optometry, 1989

Guy A. Dietels (1996)
Adjunct Assistant Professor
B.A., University of South Florida, 1982
O.D., University of Houston, 1986

Barbara Jeanne Dirks (1994)
Adjunct Associate Professor of Optometry
B.S., Moravian College, 1966
O.D., Pacific University College of Optometry, 1982
M.Ed., Pacific University, 1986

Adjunct Assistant Professor of Optometry
O.D., New England College of Optometry, 1976

John Frederick Doane (1999)
Adjunct Professor of Optometry
B.A., University of Missouri at Columbia, 1986
M.D., University of Kansas School of Medicine, 1990
Residency, Ophthalmology, 1995

Sharon K. Dyer (1999)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1980
O.D., Pacific University College of Optometry, 1982

Ann Edmonds (1993)
Adjunct Assistant Professor of Optometry
B.S., University of California, 1984
O.D., New England College of Optometry, 1989

Richard W. Ehlen (1997)
Adjunct Assistant Professor of Optometry
B.A., Moorhead State University, 1988
O.D., Pacific University College of Optometry, 1992

Donna M. Ellinger (1994)
Adjunct Assistant Professor of Optometry
B.S., University of California, 1989
B.S., University of California at Berkeley, 1991
O.D., University of California at Berkeley, 1993

Randal N. Ellsworth (1998)
Adjunct Professor of Optometry
B.S., Brigham University, 1980
M.S., Georgetown University, 1982
M.D., Georgetown University School of Medicine, 1986
Residency, Ophthalmology, 1990
Fellowship, Anterior Segment, 1991

Todd B. Engen (1998)
Adjunct Professor of Optometry
B.S., University of Utah, 1988
M.D., University of Utah School of Medicine, 1992
Residency, Ophthalmology, 1996
Fellowship, Cosmetic Surgery, 1997
Fellowship, Ophthalmic Plastic and Reconstructive Surgery, 1998

Stacie J.A. Eskew (1999)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1994
O.D., Pacific University College of Optometry, 1997

Lon S. Eudaly (1999)
Adjunct Assistant Professor of Optometry
B.S., Indiana University School of Optometry, 1980
O.D., Indiana University School of Optometry, 1982
Marion Ewan (1999)
Adjunct Assistant Professor of Optometry
B.A., University of California at Los Angeles, 1973
O.D., Southern California College of Optometry, 1977

COL Ronald D. Fancher (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1971
O.D., Pacific University College of Optometry, 1975

Charles E. Ferrin (1999)
Adjunct Assistant Professor of Optometry
B.A., Pacific University, 1988
O.D., Pacific University College of Optometry, 1990

Steven G. Ferrucci (1998)
Adjunct Assistant Professor of Optometry
B.A., Brandeis University, 1990
O.D., New England College of Optometry, 1994

Winona J. Firth (1997)
Adjunct Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1988
O.D., Southern California College of Optometry, 1990

Mary V. Fisher (1996)
Adjunct Assistant Professor of Optometry
B.S., St. Mary’s College of Notre Dame, 1987
O.D., Southern California College of Optometry, 1991
Residency, 1992

Darrin P. Fleming (1997)
Adjunct Assistant Professor of Optometry
B.S., University of California at Berkeley, 1985
O.D., University of California at Berkeley, 1987

LCDR Michael B. Fogarty (1994)
Adjunct Associate Professor of Optometry
O.D., Ohio State University, 1984

Christie S. Francian (1998)
B.A., University of California at San Diego, 1981
O.D., Southern California College of Optometry, 1986

Robert O. Ford (1987)
Adjunct Associate Professor of Ophthalmology
B.S., Pacific Union College, 1971
M.D., Loma Linda University, 1974

Howard Lee Freedman (1995)
Adjunct Professor of Ophthalmology
B.A., Harvard College, 1969
M.D., Harvard Medical School, 1973

Frank L. Galiza (1966)
Adjunct Assistant Professor of Optometry
O.D., Pennsylvania College of Optometry, 1986

CMDR John M. Garber (1994)
Adjunct Professor of Optometry
B.S., University of Tennessee, 1972
O.D., Southern College of Optometry, 1976

Mark A. George (1998)
Adjunct Assistant Professor of Optometry
B.S., Portland State University, 1985
O.D., Pacific University College of Optometry, 1989

Raymond Glauser (1994)
Adjunct Assistant Professor of Optometry
B.S., Florida International University, 1980
O.D., Pacific University College of Optometry, 1984

Daniel D. Gottlieb (1997)
Adjunct Assistant Professor of Optometry
B.S., Pennsylvania College of Optometry, 1971
O.D., Pennsylvania College of Optometry, 1974

Randy A. Grover (1996)
Adjunct Assistant Professor of Optometry
B.S., Colby College, 1990
O.D., New England College of Optometry, 1994

MAJ Kent K. Hall (1996)
Adjunct Associate Professor of Optometry
B.A., West Virginia University, 1980
B.S., Southern College of Optometry, 1985
O.D., Southern College of Optometry, 1985

Kenji Hamada (1993)
Adjunct Professor of Optometry
B.S., University of California, 1968
O.D., Pacific University College of Optometry, 1972

Candace Dee Hamel (1978)
Adjunct Associate Professor of Optometry
B.A., Fresno State University, 1970
O.D., University of California at Berkeley, 1977

COL Lawrence Dale Hampton (1994)
Adjunct Professor of Optometry
B.S., University of Houston, 1968
O.D., University of Houston, 1970
M.S., Pacific University, 1990

Kenneth E. Hamrick (1993)
Adjunct Assistant Professor of Optometry
B.S., Auburn University, 1977
O.D., University of Alabama, 1987
Residency, Veteran’s Administration, 1987-88

William F. Hefner (1999)
Adjunct Assistant Professor of Optometry
B.S., University of Kansas, 1992
O.D., Pacific University College of Optometry, 1996
M.S., Pacific University, 1997

Helgi Heidar (1987)
Adjunct Associate Professor of Ophthalmology
B.A., Columbia Union College, 1962
M.A., Andrews University, 1963
M.D., Loma Linda University, 1967

Lynn Fishman Hellerstein (1995)
Adjunct Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University College of Optometry, 1977
Barbara J. Hetrick (1993)
Adjunct Assistant Professor of Optometry
B.S., Muskingum College, 1977
O.D., Ohio State University, 1981

Jeffrey A. Hiett (1984)
Adjunct Associate Professor of Optometry
B.S., University of California at Berkeley, 1976
O.D., University of California at Berkeley, 1978
M.S., University of Alabama, 1982
Residency, Family Practice, 1979

CAPT Anette Hikida (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1986
O.D., Pacific University College of Optometry, 1989

Todd D. Hildreth (1999)
Adjunct Assistant Professor of Optometry
B.A., William Jewell College, 1985
O.D., University of Missouri St. Louis School of Optometry, 1989

Paul W. Hiss (1994)
Adjunct Associate Professor of Ophthalmology
B.S., University of California, 1979
M.D., University of California, 1983
Residency, Ophthalmology, 1987

CPT Todd H. Hnatko (1997)
Adjunct Assistant Professor of Optometry
B.S., University of North Dakota, 1991
O.D., Pacific University College of Optometry, 1995

Robert D. Houdek (1997)
Adjunct Associate Professor of Optometry
B.S., North Texas State University, 1978
O.D., University of North Dakota, 1985

CMDR W. James Hughes (1994)
Adjunct Professor of Ophthalmology
B.A., Oklahoma Baptist University, 1966
B.S., University of Houston, 1973
O.D., University of Houston, 1976
M.P.H., University of Texas, 1977

Jimmy Jackson (1993)
Adjunct Associate Professor of Optometry
B.S., Athens College, 1975
M.S., University of Alabama, 1981
O.D., University of Alabama, 1982

Donald K. James (1993)
Adjunct Assistant Professor of Optometry
B.S., University of Montana, 1968
O.D., Pacific University College of Optometry, 1970

Andrew J. Jefferson (1999)
Adjunct Professor of Optometry
B.S., University of Nebraska at Lincoln, 1978
M.D., University of Nebraska College of Medicine, 1982
M.H.A., University of Kansas, 1995
Residency, Ophthalmology, 1986

Clark J. Jensen (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University College of Optometry, 1976

Scott A. Jensen (1997)
Adjunct Assistant Professor of Optometry
B.S., Simpson College, 1973
O.D., Illinois College of Optometry, 1977

Maurice E. John (1995)
Adjunct Professor of Ophthalmology
B.A., Drake University, 1965
M.D., University of Iowa, 1969
Residency, Ophthalmology, 1974

Carol H. Larter Johnson (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1984
O.D., Pacific University College of Optometry, 1987

Cherie A. Johnson (1999)
Adjunct Assistant Professor
B.A., University of Kansas, 1992
O.D., Southern California College of Optometry, 1996
Residency, Hospital Based/Rehabilitative Optometric Residency, 1997

MAJ Michael Johnson (1994)
Adjunct Assistant Professor of Optometry
O.D., Ferris State University, 1983
B.S., Ferris State University, 1991

Allan W. Jones (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1980
O.D., Pacific University College of Optometry, 1982

William L. Jones (1993)
Adjunct Associate Professor of Optometry
B.A., University of New Mexico, 1969
O.D., University of Houston, 1976
Residency, Veteran’s Administration, 1977

Gregory G. Kautz (1993)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University College of Optometry, 1981

Thomas J. Kavadias (1996)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1992
O.D., Pacific University, 1994

Rose Kaw (1996)
Adjunct Assistant Professor of Optometry
B.S., San Francisco State University, 1987
O.D., Southern California College of Optometry, 1992

LCDR Greg Alan Ketcher (1994)
Adjunct Assistant Professor of Optometry
B.S., Northeastern State University, 1987
O.D., Northeastern State University, 1988
Beth A. Kneib (1993)
Adjunct Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1984
O.D., Southern California College of Optometry, 1986
Residency, Hospital Based Optometry, 1987

Cecil B. Kohake (1999)
Adjunct Assistant Professor of Optometry
B.S., Washburn University, 1972
B.S., Southern California College of Optometry, 1975
O.D., Southern California College of Optometry, 1977

Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1981 and 1983
O.D., Pacific University College of Optometry, 1985

John Krebsbach (1998)
Adjunct Assistant Professor of Optometry
B.S., Hamline University, 1976
O.D., Pacific University College of Optometry, 1981

Julia D. Lampo (1994)
Adjunct Assistant Professor of Optometry
B.A., University of Colorado, 1986
B.S., University of California at Berkeley, 1988
O.D., University of California at Berkeley, 1990

Janet L. Leasher de Herrrero (1997)
Adjunct Associate Professor of Optometry
B.S., Pacific University, 1983
O.D., Pacific University College of Optometry, 1986

Jeanette Lee (1995)
Adjunct Assistant Professor of Optometry
B.S., University of California at Berkeley, 1992
O.D., University of California at Berkeley, 1994

Randolph D. Lee (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University College of Optometry, 1978

Deanna Leong (1995)
Adjunct Assistant Professor of Optometry
B.S., University of Calgary, 1990
O.D., University of Waterloo, 1994

Pak-Ho Leong (1994)
Adjunct Associate Professor of Optometry
B.S., Oregon State University, 1981
B.S., Pacific University, 1981
O.D., Pacific University College of Optometry, 1983

Robin D. Lewis (1999)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1980
O.D., Pacific University College of Optometry, 1981

Christopher W. Lievens (1997)
Adjunct Assistant Professor of Optometry
B.S., Tulane University, 1991
B.S., Illinois College of Optometry, 1992
O.D., Illinois College of Optometry, 1995

N. Kent Linton (1998)
A.B., Miami University, 1971
M.D., Ohio State University, 1974
Residency, Ophthalmology, 1980

Susan F. Littlefield (1997)
Adjunct Assistant Professor of Optometry
B.S., North Dakota University, 1990
O.D., Pacific University College of Optometry, 1994

Anthony B. Litwak (1993)
Adjunct Professor of Optometry
B.S., University of Delaware, 1981
O.D., Pennsylvania College of Optometry, 1985

William R. Losie (1997)
Adjunct Assistant Professor of Optometry
B.A., University of Oregon, 1978
B.S., Southern California College of Optometry, 1982
O.D., Southern California College of Optometry, 1984

Adjunct Professor of Optometry
B.A., University of Wyoming, 1976
O.D., Pacific University College of Optometry, 1980

Lance Lubach (1995)
Adjunct Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University College of Optometry, 1977

D. Gregory Luce (1993)
Adjunct Assistant Professor of Optometry
B.S., California State University, 1986
O.D., Pacific University, 1990

MAJ Nicholas G. Luthman (1995)
Adjunct Associate Professor of Optometry
B.S., Ohio State University, 1983
O.D., Ohio State University, 1986

Shari L. Mace (1996)
Adjunct Assistant Professor
B.S., Pacific University, 1984
O.D., Pacific University College of Optometry, 1987

Douglas L. Mackenzie (1999)
Adjunct Professor of Optometry
B.A., University of Colorado, 1975
M.D., University of Colorado Health Services Center, 1986
Residency, Ophthalmology, 1990

Brian C. MacMillan (1996)
Adjunct Associate Professor of Optometry
B.S., Pacific University
O.D., Pacific University College of Optometry, 1985

B. Diane Madson (1998)
Adjunct Assistant Professor of Optometry
O.D., College of Optometry of Ontario, 1967
Jeffrey S. Maebori (1998)  
Adjunct Assistant Professor of Optometry  
B.S., University of California at Irvine, 1992  
B.S., University of California at Berkeley, 1995  
O.D., University of California at Berkeley, 1997

Max S. Mancillas (1999)  
Adjunct Assistant Professor of Optometry  
B.S., Kansas State University, 1981  
O.D., University of Houston College of Optometry, 1985

Daryl F. Mann (1995)  
Adjunct Professor of Optometry  
B.S., Indiana University, 1978  
O.D., Indiana University, 1980  
Residency, Optometric Medicine

Jeffrey F. Martin (1996)  
Adjunct Assistant Professor of Optometry  
B.S., Southern California College of Optometry, 1989  
O.D., Southern California College of Optometry, 1991

Carol Marusich (1997)  
Adjunct Assistant Professor of Optometry  
B.A., Marist College, 1975  
M.S., Northwestern University, 1976  
O.D., Illinois College of Optometry  
Fellow Certification

Ronald R. Mathisen (1994)  
Adjunct Assistant Professor of Optometry  
B.S., Bemidji State University, 1982  
B.S., Pacific University, 1984  
O.D., Pacific University College of Optometry, 1987

Adjunct Professor of Optometry  
B.S., Montana State University, 1968  
O.D., Pacific University College of Optometry, 1972

Anita McClain (1990)  
Adjunct Associate Professor of Optometry  
B.S., University of Oregon, 1964  
M.Ed., University of Nevada, 1968  
Ed.D., Portland State University/University of Oregon, 1983

LCDR Ronn E. McDaniel (1995)  
Adjunct Assistant Professor  
B.S., Pacific University, 1990  
O.D., Pacific University College of Optometry, 1991

Steve McKay (1999)  
Adjunct Assistant Professor  
B.A., Indiana University, 1970  
O.D., Indiana University College of Optometry, 1978

CAPT Scott M. McKim (1996)  
Adjunct Assistant Professor of Optometry  
O.D., University of Missouri-St. Louis, 1995

LT Michael John Mee (1994)  
Adjunct Assistant Professor of Optometry  
B.S., Carroll College, 1986  
O.D., Southern California College of Optometry, 1990

Gerald G. Melore (1985)  
Adjunct Assistant Professor of Optometry  
B.S., Massachusetts College of Optometry, 1968  
O.D., Massachusetts College of Optometry, 1968  
M.P.H., University of North Carolina, 1976

Ron Melton (1993)  
Adjunct Associate Professor of Optometry  
B.S., Greensboro College, 1977  
B.S., Pennsylvania College of Optometry, 1979  
O.D., Pennsylvania College of Optometry, 1981

Silvia Mende (1995)  
Adjunct Assistant Professor of Optometry  
B.S., Pacific University, 1987  
O.D., Pacific University College of Optometry, 1989  
Residency, Geriatric Optometry and Low Vision

Robert Carl Messner (1994)  
Adjunct Associate Professor of Optometry  
B.S., Pennsylvania State University, 1971  
M.S., Miami University, 1976  
O.D., Pennsylvania College of Optometry, 1980

Michelle M. Miller (1993)  
Adjunct Assistant Professor of Optometry  
B.S., Pacific University, 1990  
O.D., Pacific University College of Optometry, 1992  
Residency, Co-Management of Medical and Surgical Eyecare, 1992

Annie Moreau (1996)  
Adjunct Assistant Professor of Optometry  
General Health Science, College Lafleche, 1990  
O.D., University of Montreal, 1994

Jeffrey A. Morey (1997)  
Adjunct Assistant Professor of Optometry  
B.S., Oregon State University, 1973  
O.D., Pacific University College of Optometry, 1979

CDR Robert L. Morgan (1994)  
Adjunct Associate Professor of Optometry  
B.S., Southern College of Optometry, 1981  
O.D., Southern College of Optometry, 1981

Dell C. Morris (1998)  
Adjunct Assistant Professor of Optometry  
B.S., Brigham Young University, 1992  
O.D., Pacific University College of Optometry, 1992

Scot Morris (1999)  
Adjunct Assistant Professor of Optometry  
B.A., Illinois Wesleyan University, 1991  
O.D., Indiana University School of Optometry, 1996  
Residency, Ocular Disease, 1997
Lori L. Mowbray (1998)
Adjunct Assistant Professor of Optometry
B.S., Augustana College
O.D., New England College of Optometry

Kathy Mulier (1997)
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B.S., University of Minnesota, 1991
O.D., Pacific University College of Optometry, 1995

Cynthia A. Murrill (1986)
Adjunct Associate Professor of Optometry
B.S., Kansas State University, 1975
O.D., University of Houston, 1979
M.P.H., University of Washington, 1984

James S. Newacheck (1996)
Adjunct Associate Professor of Optometry
B.S., University of California at Berkeley, 1979
O.D., University of California at Berkeley, 1981
M.S., University of California at Berkeley, 1988

Richard C. Newth (1999)
Adjunct Assistant Professor of Optometry
O.D., University of Missouri St. Louis School of Optometry, 1995

Roger G. Newth (1999)
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B.S., Illinois College of Optometry, 1971
O.D., Illinois College of Optometry, 1971

CAPT Mary C. Nguyen (1994)
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O.D., University of Houston, 1991

CAPT Teresa K. Nguyen-Vu (1995)
Adjunct Assistant Professor of Optometry
B.S., University of California at Berkeley, 1989
B.S., Southern California College of Optometry, 1990
O.D., Southern California College of Optometry, 1990

Lawrence N. Nicastro (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Alabama, 1992
O.D., University of Alabama at Birmingham, 1996
Residency, Ocular Disease, 1996-1997

Adjunct Associate Professor of Optometry
B.A., Indiana University, 1983
O.D., Indiana University, 1986

John L. Nowell (1999)
Adjunct Assistant Professor of Optometry
B.S., Auburn University, 1982
O.D., University of Alabama at Birmingham School of Optometry, 1986

Richard F. Noyes (1993)
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B.S., University of Iowa, 1975
B.S., Illinois College of Optometry, 1976
O.D., Illinois College of Optometry, 1978

Jared S. Nuffer (1994)
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B.S., Brigham Young University, 1979
B.S., Pacific University, 1980
O.D., Pacific University College of Optometry, 1982

Jan Holland Nyboer (1998)
Adjunct Professor of Optometry
B.A., Hope College, 1964
M.S., Wayne State University Medical School, 1965
M.D., Wayne State University Medical School, 1969
Residency, Ophthalmology, 1976

Dennis J. O’Connell (1997)
Adjunct Assistant Professor of Optometry
D.O., Oklahoma State University, 1988
Residency, Ophthalmology, 1993
Fellowship, Vitreoretinal Diseases & Surgery, 1995

Adjunct Assistant Professor of Optometry
B.A., St. Thomas University, 1977
O.D., Ferris State University, 1982

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B.S., Brigham Young University, 1973
B.S., Southern California College of Optometry, 1975
O.D., Southern California College of Optometry, 1977

Bruce Onofrey (1993)
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B.S., Brigham Young University, 1973
B.S., Southern California College of Optometry, 1975
O.D., Southern California College of Optometry, 1977
Residency, Veteran’s Administration Medical Center, 1982-83

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B.A., University of Puget Sound, 1982
O.D., Pacific University College of Optometry, 1986
Residency, Family Practice Optometry, 1987

George J. Pardos (1997)
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B.A., Queens College of the City University of New York, 1971
M.D., Yale University School of Medicine, 1975
Residency, Washington University School of Medicine, 1979
Fellowship, University of Iowa, 1980

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B.S., Portland State University, 1974
O.D., Pacific University College of Optometry, 1978
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B.S., Brigham Young University, 1982
M.D., University of Utah, 1986
Residency, Ophthalmology, 1990
Fellowship, University of Utah, 1991

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O.D., Illinois College of Optometry, 1965

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O.D., Pacific University College of Optometry, 1975

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B.S., Pacific University, 1968
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M.S., Pacific University, 1992

LTC Joel T. Postma (1998)
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O.D., Pacific University College of Optometry, 1980

Gary Poteet (1999)
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B.S., University of Wyoming, 1987
M.S., Central Missouri State University, 1992
O.D., University of Missouri St. Louis School of Optometry, 1996

Carol Ann Pranulis (1999)
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B.S., Indiana University, 1980
O.D., Indiana University School of Optometry, 1982

Patrick Kevin Price (1999)
Adjunct Professor of Optometry
B.S., University of Kansas, 1971
M.D., University of Kansas Medical Center, 1975
Residency, Ophthalomology, 1981

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O.D., Pennsylvania College of Optometry, 1992

Peter Pritchett (1994)
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B.S., Georgia State University, 1976
M.D., Medical College of Georgia, 1985
Residency, Ophthalomology, 1986-89

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Adjunct Associate Professor of Optometry
B.S., San Diego State University, 1980
B.S., Pacific University, 1981
O.D., Pacific University College of Optometry, 1984
Residency, Hospital Based Optometry, 1985

Daniel P. Putnam (1993)
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B.A., Rice University, 1985
M.D., University of Texas, Southwestern Medical School, 1989
Residency, Ophthalmology, 1993

CDR John W. Randall (1994)
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B.S., Pacific University, 1978
O.D., Pacific University College of Optometry, 1980

David Andrew Rankine (1998)
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B.S., Pacific University, 1978
O.D., Pacific University College of Optometry, 1980

John Reslock (1993)
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B.S., Pacific University, 1967
O.D., Pacific University College of Optometry, 1970

Larry E. Richardson (1994)
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O.D., University of Missouri-St. Louis, 1991
Residency, Clinical Contact Lenses, 1992

Diane Robbins-Luce (1994)
Adjunct Assistant Professor of Optometry
B.A., Sacramento State University, 1985
O.D., Pacific University College of Optometry, 1990

Paul F. Roline (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1976
O.D., Pacific University College of Optometry, 1978
Andy Ruder (1994)
Adjunct Assistant Professor of Optometry
B.S., University of Wisconsin-Eau Claire, 1987
O.D., Indiana University, 1991
Residency, Hospital Based Optometry, 1992

Cosmo Salibello (1998)
Adjunct Assistant Professor of Optometry
Bachelor of Management Engineering, Rensselaer Polytechnic Institute, 1965
B.A., Central Washington University, 1979
B.S., Pacific University, 1981
O.D., Pacific University College of Optometry, 1983

Diane Santesson (1998)
Adjunct Assistant Professor of Optometry
B.S., University of Oregon, 1992
O.D., Pacific University College of Optometry, 1996

Jeffrey Allan Sayler (1994)
Adjunct Assistant Professor of Optometry
B.S., University of South Dakota, 1986
O.D., Pacific University College of Optometry, 1990

LT MSC USNR Tom Schlater (1998)
Adjunct Assistant Professor of Optometry
B.S., Southern Illinois University at Carbondale, 1990
O.D., The Ohio State University College of Optometry, 1997

Cristina Schnider (1996)
Adjunct Professor of Optometry
B.S., Oregon State University, 1979
O.D., Pacific University College of Optometry, 1982
M.Sc., University of New South Wales, 1996

Robert D. Schouten (1994)
Adjunct Professor of Optometry
B.S., Pacific University, 1963
O.D., Pacific University College of Optometry, 1964

MAJ Steven M. Shaffer (1994)
Adjunct Associate Professor of Optometry
B.S., California State Polytechnic University, 1975
O.D., Pacific University College of Optometry, 1979

Adjunct Assistant Professor of Optometry
B.S., Buena Vista College, 1974
O.D., Illinois College of Optometry, 1977

CPT Kenneth S. Shaw (1994)
Adjunct Assistant Professor of Optometry
B.S., The Military College of South Carolina, 1988
O.D., Pennsylvania College of Optometry, 1992

Joseph A Sifferman (1998)
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O.D., Illinois College of Optometry, 1977

CDR Gary L. Slater (1994)
Adjunct Professor of Optometry
B.S., University of California at Davis, 1970
O.D., University of California at Berkeley, 1974
M.S., Pacific University, 1986

Douglas G. Smith (1996)
Adjunct Assistant Professor of Optometry
B.A., Colby College, 1970
O.D., Pacific University College of Optometry, 1979

Anna H. Stalcup (1996)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1986
O.D., University of Houston, 1989
M.B.A., National University, 1995

David L. Stanfield (1987)
Adjunct Assistant Professor of Optometry
B.A., University of North Carolina, 1976
B.S., University of Alabama at Birmingham, 1979
O.D., University of Alabama at Birmingham, 1981
Residency, Hospital Based Optometry, 1982

Charles M. Statton (1989)
Adjunct Assistant Professor of Optometry
B.S., Iowa State University, 1967
B.S., Pacific University, 1980
O.D., Pacific University College of Optometry, 1980

Griffith Conway Steiner (1998)
Adjunct Professor of Optometry
B.A., Stanford University, 1986
M.D., University of Nevada, 1991
Residency, Ophthalmology, 1995
Fellowship, Glaucoma and Cornea/External Disease, 1996

Adjunct Assistant Professor of Optometry
B.A., University of South Florida, 1991
O.D., Nova Southeastern University, 1995

Karen Suzanne Stephens (1999)
Adjunct Assistant Professor of Optometry
B.A., Hendrix College, 1990
O.D., University of Missouri St. Louis School of Optometry, 1994

Philip B. Stockstad (1997)
Adjunct Assistant Professor of Optometry
B.S., University of California Riverside, 1974
O.D., Southern California College of Optometry, 1978

Ben M. Stoebner (1996)
Adjunct Assistant Professor of Optometry
B.A., University of Colorado, 1987
O.D., Pacific University College of Optometry, 1993
Residency, San Francisco VA Medical Center, 1994
Fellowship, Pacific Cataract and Laser Institute, 1997

Adjunct Assistant Professor of Optometry
B.A., University of Denver, 1987
M.S., State University of New York, 1991
O.D., State University of New York, 1991

Michael W. Stoner (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1990
O.D., Pacific University College of Optometry, 1992
Carl N. Stout, Jr. (1999)  
Adjunct Professor of Optometry  
B.S., Baker University, 1966  
M.D., University of Missouri School of Medicine at Columbia, 1970  
Residency, Ophthalmology, 1976

Adjunct Assistant Professor of Ophthalmology  
B.S., Oregon State University, 1974  
M.D., Oregon Health Sciences University, 1978  
Residency, Ophthalmology, 1984

Roger L. Tabb (1997)  
Adjunct Assistant Professor of Optometry  
B.S., Pacific University, 1966  
O.D., Pacific University College of Optometry, 1966

Rodney L. Tahran (1993)  
Adjunct Associate Professor of Optometry  
B.S., North Dakota State University, 1976  
O.D., Southern California College of Optometry, 1980  
Residency, 1983

LT Jay Crittenton Taylor, II (1995)  
Adjunct Assistant Professor of Optometry  
B.S., James Madison University, 1990  
O.D., Pennsylvania College of Optometry, 1994

Adjunct Professor of Optometry  
Stanford University, 1972  
M.D., University of Missouri, 1976

Adjunct Professor of Ophthalmology  
B.A., San Francisco State University, 1972  
M.D., Hahnemann University, 1977

James Theurer (1998)  
Adjunct Professor of Optometry  
B.S., Brigham Young University, 1990  
M.D., University of Utah Medical School, 1994  
Residency, Ophthalmology, 1998

J. James Thimons (1993)  
Adjunct Professor of Optometry  
B.S., Miami University, 1973  
O.D., Ohio State University, 1978  
Residency, Hospital Based Optometry, 1979

Adjunct Professor of Optometry  
B.S., University of Wyoming, 1972  
O.D., Pacific University College of Optometry, 1976  
Residency, Neuro Ophthalmology, 1977

Randall K. Thomas (1993)  
Adjunct Associate Professor of Optometry  
B.S., Appalachian State University, 1973  
M.P.H., University of North Carolina, 1976  
O.D., Pennsylvania College of Optometry, 1981

LT COL Philip F. Thornton (1994)  
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B.S., Texas A & M University, 1974  
O.D., University of Houston, 1977

LT CMDR Scott W. Tobias (1998)  
Adjunct Assistant Professor of Optometry  
B.S., University of South Dakota, 1988  
O.D., Pacific University College of Optometry, 1992

Oli I. Traustason (1989)  
Adjunct Associate Professor of Ophthalmology  
B.A., Southern Missionary College, 1968  
M.S.P.H., Loma Linda University, 1969  
M.D., Loma Linda University, 1974  
Residency, Neuro-Ophthalmology, 1982

Steven F. Tronnes (1997)  
Adjunct Assistant Professor of Optometry  
B.S., Montana State University, 1971  
O.D., Pacific University College of Optometry, 1975

James Q. Truong (1999)  
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B.S., University of Massachusetts, 1992  
O.D., Southern California College of Optometry, 1996

Jeffrey R. Urness (1986)  
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B.S., Portland State University, 1981  
B.S., Pacific University, 1982  
O.D., Pacific University College of Optometry, 1985  
Residency, Hospital Based Optometry, 1988

Claude Valenti (1994)  
Adjunct Assistant Professor of Optometry  
B.S., Rutgers University, 1976  
O.D., Pennsylvania College of Optometry, 1981

Michael D. VanBrocklin (1986)  
Adjunct Assistant Professor of Optometry  
B.A., University of Washington, 1975  
B.S., University of Washington, 1975  
O.D., Pacific University College of Optometry, 1979

Steven L. VanHee (1994)  
Adjunct Professor of Optometry  
B.A., University of Minnesota, 1965  
O.D., Pacific University College of Optometry, 1968

William A. Vogel (1999)  
Adjunct Assistant Professor of Optometry  
B.J., University of Missouri, 1968  
B.S., Southern California College of Optometry, 1977  
O.D., Southern California College of Optometry, 1979

CAPT John Edward Voss (1994)  
Adjunct Assistant Professor of Optometry  
B.S., University of Houston, 1975  
O.D., University of Houston, 1977
Eva D. Walker (1997)
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B.S., University of Central Florida, 1988
O.D., Pacific University College of Optometry, 1992

Scott M. Walters (1995)
Adjunct Assistant Professor of Optometry
B.S., Oregon State University, 1984
O.D., Pacific University College of Optometry, 1988

Marga Wastalu (1994)
Adjunct Assistant Professor of Optometry
B.A., Augustana College, 1986
O.D., University of Alabama at Birmingham Residency, Primary Care, 1992

Robert A. Weiland (1997)
Adjunct Assistant Professor of Optometry
O.D., Illinois College of Optometry, 1975

CPT John C. Weisel (1994)
Adjunct Assistant Professor of Optometry
B.S., Linfield College, 1988
O.D., Pacific University College of Optometry, 1992

Izak Frederick Wessels (1995)
Adjunct Professor of Optometry
B.Sc., University Witwatersrand, 1970
M.B., B.Ch, University Witwatersrand, 1973
M.Med., University Witwatersrand, 1979

Mark A. Williams (1988)
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B.S., Indiana University, 1985
O.D., Indiana University, 1987
Residency, Hospital Based Optometry, 1988

Katherine C. Williams (1998)
Adjunct Assistant Professor of Optometry
O.D., University of Waterloo, 1994
Residency, Cornea and Contact Lens, Northeastern State University College of Optometry, 1996

Annette J. Williamson (1998)
Adjunct Assistant Professor of Optometry
B.S., Northeastern State University, 1990
O.D., Northeastern State University College of Optometry, 1990

Bruce R. Wojciechowski (1998)
Adjunct Assistant Professor of Optometry
B.S., Illinois College of Optometry, 1979
O.D., Illinois College of Optometry, 1981

Jane L. Wolford (1998)
Adjunct Assistant Professor of Optometry
O.D., The Ohio State University College of Optometry, 1983

Robert Steven Wolff (1997)
Adjunct Associate Professor of Ophthalmology
B.A., Amherst College, 1984
M.D., Vanderbilt University School of Medicine, 1991
Residency, Ophthalmology, 1995

Ben H. Wong (1998)
Adjunct Assistant Professor of Optometry
B.S., Oregon State University, 1986
O.D., Pacific University College of Optometry, 1990

Irene Lee Yang (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Washington, 1989
O.D., Southern California College of Optometry, 1993
Residency, Geriatric Optometry, 1994

Cynthia Yin (1999)
Adjunct Assistant Professor of Optometry
B.S., Indiana University School of Optometry, 1980
O.D., Indiana University School of Optometry, 1982
Residency, Primary care and low vision rehabilitation, 1983

MAJ Michael E. Young (1995)
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B.S., Colorado State University, 1979
B.S., Pacific University, 1982
O.D., Pacific University College of Optometry, 1983

Lori A.Z. Youngman (1997)
Adjunct Assistant Professor of Optometry
B.S., Indiana University of Pennsylvania, 1990
B.S., Pennsylvania College of Optometry, 1991
O.D., Pennsylvania College of Optometry, 1993

LT. Lawrence M. Zubel (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Oregon, 1990
O.D., Pacific University College of Optometry, 1990
Residency, American Lake VA Medical Center, 1995
Clinical Fellowship, Pacific Cataract and Laser Institute, 1996
SCHOOL OF PHYSICAL THERAPY FACULTY

Daiva A. Banaitis (1981)
Distinguished University Professor
Director, School of Physical Therapy
B.S., New York University, 1962
M.S., Northwestern University, 1966
Ph.D., Southern Illinois University, 1975

Kenneth W. Bush (1991)
Associate Professor of Physical Therapy
M.P.T., Baylor University - U.S. Army, 1975
Ph.D., University of Virginia, 1987

Nancy Cicirello (1989)
Assistant Professor of Physical Therapy
B.S., Ohio State University, 1971
M.P.H., University of North Carolina, 1985

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Assistant Professor of Physical Therapy
B.S., Quinnipiac College, 1990
M.S., University of Pittsburgh, 1996

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B.S., University of Washington, 1974
M.A., University of Washington, 1978
Ph.D., University of Oregon, 1989

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B.S., Northwestern University, 1968
M.A., University of Iowa, 1974
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B.S., Morningside College, 1972
M.S., Texas Women's University, 1982
Ph.D., University of Virginia, 1988

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B.S., Pacific University, 1985

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Ph.D., University of Kentucky, 1989

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B.A., University of the Pacific, 1966
M.A., Santa Clara University, 1978
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B.A., California State University - Chico, 1975
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D.Phil., University of Oxford, 1992

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B.S., University of Maryland at Baltimore, 1987
B.S., Oregon State University, 1983

SCHOOL OF PHYSICIAN ASSISTANT STUDIES FACULTY

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B.S., Hahnemann University, 1976
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M.Sc., UHS/Chicago Medical School, 1986
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B.S., George Mason University, 1979
B.S., George Washington University Physician Assistant Program, 1981
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Randy Randolph PA-C (1997)
Clinical Coordinator/Associate Director
B.S., San Diego State University, 1969
B.S., Baylor College of Medicine, 1977
Judy Ortiz PA-C (1998)
Academic Coordinator/Assistant Professor
B.S., Ball State University, 1989
M.S., Wake Forest University, 1991
M.H.S., Duke University, 1993

*Roderick Hooker PA-C (1997)
Clinical Project Coordinator/Associate Professor
B.A., University of Missouri, 1972
M.B.A., City University, 1985
Ph.D., Portland State, 1998

*Joseph Marzucco PA-C (1998)
Patient Evaluation Coordinator
B.S., State University of New York, 1975
M.B.A., City University, 1994

*Dana Gray PA-C (1997)
Instructor – Emergency Medicine/Surgery
B.S., Case Western Reserve University, 1976

*Larry Moore PhD (1997)
Course Instructor – Psychosocial Dynamics
Ph.D., Fuller Graduate School of Psychology, 1994
*indicates Part-time Faculty

School of Physician Assistant Studies
Associate Faculty

Robert Rosenow, Pharm.D, OD (1997)
College of Optometry/Associate Professor
Pharmacology Instructor - PA Program

Richard Rutt PT, PhD (1997)
School of Physical Therapy/Associate Professor
Physiology Instructor - PA Program

Marc Marenco D. Phil (1998)
College of Arts & Sciences/Associate Professor
Ethics Instructor – PA Program

Sheryl Sanders PhD (1998)
Assistant Professor of Anatomy
Anatomy Instructor – PA Program

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Maryka Biaggio (1987)
Professor
B.S., Northern Michigan University, 1973
M.S., Utah State University, 1975
Ph.D., Utah State University, 1977

Sheila R. Bob (1991)
Associate Professor
B.A., State University of New York at Buffalo, 1963
Ph.D., State University of New York at Buffalo, 1968

Kurt A. Freeman (1999)
Assistant Professor
B.A., Claremont McKenna College, 1992
M.A., West Virginia University, 1995
Ph.D., West Virginia University, 1999

Donald K. Fromme (1992)
Professor and Dean of the School of Professional Psychology
B.M., Boston University, 1961
Ph.D., University of Iowa, 1966

Michel Hersen (1997)
Professor and Dean of the School of Professional Psychology
B.A. Queens College, 1961
M.A. Hofstra University, 1963
Ph.D. State University of New York at Buffalo, 1966
Diplomate in Clinical Psychology, American Board of Professional Psychology

Sandra Y. Jenkins (1989)
Assistant Professor
B.A., Michigan State University, 1968
M.A., Michigan State University, 1977
Ph.D., University of Oregon, 1985

James B. Lane (1987)
Associate Professor
B.A., University of North Carolina, 1970
Ph.D., University of Minnesota, 1974

Daniel S. McKitrick (1984)
Professor
B.S., University of Illinois, 1969
M.A., University of Maryland, 1975
Ph.D., University of Maryland, 1978

Linda Krug Porzelius (1996)
Assistant Professor
B.S., Whitworth College, 1980
Ph.D., Indiana University, 1988
Robin L. Shallcross (1992)
Assistant Professor
B.A., Eckerd College, 1975
M.S., University of Florida, 1979
Ph.D., University of Tennessee, 1985
Diplomate in Clinical Psychology, American Board of Professional Psychology

Jay C. Thomas (1993)
Associate Professor
B.S., Portland State University, 1974
M.A., University of Akron, 1976
Ph.D., University Akron, 1981
Diplomate in Industrial Organizational Psychology, American Board of Professional Psychology

Paula Truax (1998)
Assistant Professor
B.A., University of Washington, 1985
M.S., University of Washington, 1989
Ph.D., University of Washington, 1996

Part-Time Faculty

Assistant Professor
B.A., Chapman University, 1987
M.A., Chapman University, 1990
Ph.D., University of Southern Mississippi, 1995

Gary R. Blair (1996)
Assistant Professor
B.A., University of Arizona, 1976
M.A., University of Arizona, 1981
Ph.D., University of Arizona, 1990

Assistant Professor
B.A., Kalamazoo College, 1974
Ph.D., University of Tennessee, 1982

Jon E. Frew (1990)
Associate Professor
B.S., Gannon University, 1970
M.A., Gannon University, 1973
M.Ed., Gannon University, 1975
Ph.D., Kent State University, 1982

Miller A. Garrison (1982)
Associate Professor
B.A., University of Washington, 1972
M.A., California School of Professional Psychology, Los Angeles, 1976
Ph.D., California School of Professional Psychology, Los Angeles, 1989

Soenie A. Kim (1998)
Assistant Professor
B.A., University of Hawaii, 1986
M.S., Washington State University, 1989
Ph.D., Washington State University, 1993

David S. Nichols (1982)
Professor
B.A., Sonoma State College, 1965
M.A., San Diego State College, 1970
Ph.D., University of Portland, 1973

Jesus Padilla, Ph.D.
Assistant Professor
B.A., University of California, Los Angeles, 1987
M.A., University of Oregon, 1989
Ph.D., University of Oregon, 1994

Ruth F. Satyanarayan (1995)
Assistant Professor
B.S., Ithaca College, 1966
M.S., New York University, 1975
Psy.D., Pacific University, 1987

Benson Schaeffer (1996)
Assistant Professor
B.A., University of California, Los Angeles, 1962
M.A., University of California, Los Angeles, 1964
Ph.D., University of California, Los Angeles, 1967

Assistant Professor
B.A., Wesleyan University, 1978
M.A., Washington University, 1982
Ph.D., Washington University, 1983

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Assistant Professor
B.S., University of Oregon, 1976
M.S., University of Oregon, 1978
Ph.D., University of Oregon, 1987

Ricks L. Warren (1983)
Professor
B.A., University of North Carolina, 1970
M.A., University of Oregon, 1975
Ph.D., University of Oregon, 1978
Diplomate in Behavioral Psychology, American Board of Professional Psychology

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Assistant Professor
B.A., Wellesley College, 1969
Ph.D., Washington University, 1976

Professor
B.A., University of California, Berkeley, 1965
M.A., California State College, Los Angeles, 1969
Ph.D., University of Portland, 1973
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Head Baseball Coach  
B.S., Linfield College, 1952  
M.S., Linfield College, 1956

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Professor of Music  
B.M., Pacific University, 1933

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Asociate Professor of Mathematics  
B.S., Calcutta University, 1951  
M.S., Calcutta University, 1953  
Ph.D., Stanford University, 1964

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Associate Professor of Optometry  
B.A., Mississippi State, 1936  
O.D., Southern College of Optometry, 1945

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Professor of Biology  
B.S., Portland State University, 1963  
M.S., Oregon State University, 1968  
Ph.D., Oregon State University, 1973

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

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

Peter DeCourcy  
Professor of Psychology  
M.A., DePaul University, 1966  
Ph.D., University of Portland, 1969

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

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

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

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

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

Leigh Hunt Jr.  
Professor of Political Science  
B.A., Yale College, 1947  
M.A., University of Minnesota, 1949  
Ph.D., University of Minnesota, 1968

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

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Associate Professor of Physical Education  
B.A., Mills College, 1926  
M.A., Columbia University, 1936

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Distinguished University Professor of Biophysics and Pathology  
M.D., University of Wuerzburg, 1945  
Ph.D., University of Hamburg, 1952

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., Indian Central College, 1979

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

John L. Neff  
Professor of Dance  
Indiana University, 1947  
Edna McRae School of Dance, 1951  
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School of American Ballet, 1955

William E. Preston  
Clinical Professor of Optometry  
B.S., Pacific University, 1952  
O.D., Pacific University, 1958
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Professor of English  
B.A., University of California, Santa Barbara, 1950  
Ph.D., Yale University, 1954

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Associate Dean of Academic Programs  
Associate Professor of Optometry  
B.S., Pacific University, 1951  
O.D., Pacific University, 1952

Miller A.F. Ritchie  
President Emeritus  
A.B., Roanoke College, 1932  
A.M., William and Mary College, 1942  
L.H.D., Florida Memorial College, 1953  
LL.D., Roanoke College, 1957  
Litt.D., Wagner College, 1958  
Sc.D., Parsons College, 1960  
Ped.D., Hartwick College, 1978

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

Fred Scheller  
Professor of Speech and Communications  
B.A., Pacific University, 1943  
M.A., Pacific University, 1954  
Ph.D., University of Oregon, 1959

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

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Distinguished University 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

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Professor of Chemistry  
B.S., Oregon State University, 1942  
M.S., University of Oregon, 1949  
Ph.D., University of Oregon, 1954

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B.S., Pacific University, 1961
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   COLLEGE OF OPTOMETRY
9. Warner Hall
   Tom Miles Theater
10. Brown Hall
11. Carnegie Hall
    SCHOOL OF EDUCATION
12. Harvey Scott Memorial Library
    Kathrin Cawein Gallery
13. Bates House
14. Walter Hall (student housing)
    SCHOOL OF OCCUPATIONAL
    THERAPY
15. University Center
    Alumni Room, Multi-Purpose
    Room (MPR), University Food
    Service, Bookstore
16. SCHOOL OF PHYSICAL THERAPY
17. Douglas C. Strain Science Center
18. Tom Reynolds Soccer Field
19. Clark Hall (student housing)
    Maintenance Department
20. McCormick Hall (student housing)
21. University Apartments (student housing)
22. Municipal Swimming Pool
23. Pacific Athletic Center and Field House
24. Vandervelden Court (student apartments)
25. Holce Tennis Courts
26. English Language Institute
27. Opal Slabaugh Health Center
    Counseling Offices
28. Chapman Hall
29. Knight Hall
   Office of Admissions
30. Walker Hall
31. Abigail Scott Duniway House
    University Club
32. Upward Bound
33 & 34. University Information Services
   offices
35. Facilities Management, Business
    Services, Service Center
36. The Creamery Building
    Milky Way
    Pacific Outback
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