

Pacific University Catalog

2009 - 2010

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PACIFIC UNIVERSITY

Introduction

Mission of Pacific University

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

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

To bring these ambitions to life, we

Promote a rich atmosphere of intellectual exchange, and encourage faculty and students to follow their academic interests. **Teaching and Learning**

Provide opportunities for students, faculty and staff to engage in scholarship, and creative activities, and to produce original work that animates and advances our disciplines. **Scholarship**

Embrace sustainability, and use the University as a learning laboratory for sustainable practices. **Sustainability**

Value diversity, both in culture and opinion, and encourage an attitude of openness and discovery among students, faculty and staff. **Diversity**

Challenge campus members to involve themselves in the needs of their communities, whether locally or globally. **Civic Engagement**

Approved by the Board of Trustees

March 7, 2009

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A Brief History

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

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

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

Today, Pacific is a comprehensive liberal arts and healthcare university with 3,200 graduate and undergraduate students attending classes at the original campus in Forest Grove, and campuses in Eugene, Hillsboro and Portland.

Pioneer Beginnings, Modern Impact

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Disclaimers

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

NOTICE OF NONDISCRIMINATION | It is the policy of Pacific University not to discriminate on the basis of sex, disability, race, color, national origin, sexual orientation, age, religious preference, disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990 and their implementing regulations. Questions or complaints may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, Oregon 97116, 503-352-2215. Periodical Postage Paid at Forest Grove, Oregon © 2007 Pacific University. All rights reserved.

Accreditation

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

Dental Health Science

Commission on Dental Accreditation

Education

5<Teacher Standards and Practices Commission of the State of Oregon

Degree programs are accredited by the Northwest Commission on Colleges and Universities

National Council for Accreditation of Teacher Education (NCATE)>

Music

National Association of Schools of Music

Occupational Therapy

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

Optometry

Accreditation Council on Optometric Education

Pharmacy

5<Accreditation Council on Pharmacy Education. The Doctor of Pharmacy program of the Pacific University, School of Pharmacy, has been awarded full accreditation status during the June 24 - 26, 2009 meeting of the ACPE Board of Directors, based upon an on-site evaluation conducted March 10-12, 2009.

Pacific University Oregonâ€™s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500 , Chicago , IL 60602-5109 , 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org .>

Physical Therapy

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

Physician Assistant Studies

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

Professional Psychology

5<Clinical (Psy.D.):

Committee on Accreditation of the American Psychological Association

Counseling (M.A.):

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

Social Work

Council on Social Work Education: Accreditation Candidate

Memberships

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

Academic Policy Administration

College of Arts and Sciences

The Associate Dean, in cooperation with the Registrar, handles matters of academic rules and regulations. The office of the Associate Dean is

located in Bates House. The Registrar's office is located in Marsh Hall, 1st floor.

Graduate and Professional Schools

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

Registration Policies

Registration Requirements

A student is considered registered only after needed approvals from faculty advisors and instructors have been filed with the Registrar's Office and classes have been entered into the computer registration system. The University reserves the right to cancel the registration of students who are delinquent in meeting their financial obligations to the University.

College of Arts & Sciences

In keeping with Pacific's philosophy regarding the student-advisor relationship, students are required to communicate with their advisors and review class selections prior to registration.

New students communicate with faculty advisors during the summer; 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.

New students must complete their initial registration no later than the fourth day of classes; continuing students complete registration no later than the 10th day of the semester.

Students may add and drop classes through the 10th day of the semester. Adding classes normally is not allowed after the 10th day. Students may withdraw from classes through the 10th week of the semester, with a W posted on the transcript. Please refer to the Schedule of Classes for add/drop equivalents for Winter III and Summer terms.>

Professional Programs

Policies and procedures vary by program. Contact the specific program office or the Registrar's Office for more information.

Course Registration

Course registration procedures are distributed each term by the Registrar's Office, indicating when continuing students may register for classes (see Academic Calendar). The University reserves the right to prevent students from registering if financial obligations or health requirements have not been met.

Students may add and drop semester-long classes through the 10th day (or equivalent) of the semester. The adding of classes not is 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 transcript.

Measles Vaccination Policy

The State of Oregon requires college students born after 1956 to provide dates of two doses of measles vaccine. Accepted students receive Health History and Immunization forms that should be completed and returned to the Student Health Center in the self-addressed, stamped envelopes provided with the forms. Failure to satisfy the requirement affects enrollment at Pacific University; students may not pre-register or register for classes until they have satisfied the requirement. The Health History and Immunization form can be downloaded from the Health Center website under Required Forms (www.pacificu.edu/healthcenter). Please direct questions to the Student Health Center; 503-352-2269.

Withdrawals

Dropping/Withdrawing From a Course

Students may drop a class through the first 10 class days of a semester-long class (the 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 (the second week of a three-week term) and receive a W on the transcript, with no grade penalty. Withdrawals after the 10th week normally are not permitted unless approved by the appropriate Committee, Dean or Program Director.

It is the responsibility of the student to notify the Registrar's Office and the instructor when dropping or withdrawing from a class; otherwise, the student may receive a failing grade. However, in some circumstances, prior to the end of the withdrawal period instructors may notify the Registrar of students not attending classes and have them withdrawn. Likewise, instructors may choose to have a student dropped from a course that s/he has pre-registered for but not attended during the first two class periods or the first academic week, whichever is less (the first day of a three-week term).

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

Withdrawing From All Classes

Students wishing to withdraw from all classes must schedule an exit interview with the Dean of Students' Office to discuss options and/or initiate the formal withdrawal process. Students who must withdraw for health emergencies or other emergency reasons may be granted an

Administrative Withdrawal. A statement from a healthcare provider or other documentation may be required for an Administrative Withdrawal.

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

Exiting from the University

Students leaving the University (other than by graduating) must conduct an Exit Interview in the Office of the Dean of Students to complete necessary paperwork and insure that all administrative concerns (business, financial aid, housing, transcript release, etc.) are met.

Normal Load / Overloads

Full-time status is defined as carrying a minimum of::

Arts & Sciences: 12 credits/term

College of Education: 8 credits/term

All other graduate/professional programs: varies by program

College of Arts & Sciences

To be full-time, students must enroll in at least 12 credits. Students may enroll in up to 18 credits with no additional tuition charges. Typical student course loads range from 14 to 16 credits. Registration for more than 18 credits requires the approval of the Associate Dean.

In Winter III, a normal load is one course. Overloads during Winter III are not possible.

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Class Standing

College of Arts & Sciences

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

Professional Programs

Progression is defined individually by each program.

Grading Policies

Grading Policies for the College of Arts & Sciences

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

A	4.0	Excellent
A-	3.7	Excellent
B+	3.3	Good
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Substandard
D+	1.0	Substandard
D	1.0	Substandard
F	0.0	Failure
P	 nbsp;nbsp;	Pass
L	 nbsp;nbsp;	Actual grade will be turned in late
N	 nbsp;nbsp;	No Pass
I		Incomplete
IA		Incomplete; contingent grade A

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

Grading Policies for Professional Programs

Grading policies vary by program. Please refer to the individual program sections of this catalog for the detailed grading policies.

Auditing

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 audited courses. Students must declare the audit option before the end of the add-drop period. Once the audit option has been declared, it can not revert back to the graded option. See Business Office section for payment information.

Pass / No Pass Option

College of Arts & Sciences

5<In addition to courses requiring P/N grading, students may take one course each semester on a Pass/No Pass basis; such courses may not be used to fulfill core, the major, the minor, or teaching endorsement requirements. 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 the Pass/No Pass option has been declared, it may not revert back to the graded option.

The P grade is equivalent to a C or above. >

Professional Programs

5<Some graduate and professional courses are offered on a Pass/No Pass basis only. Courses not listed as Pass/No Pass are not available with that option.

Education and Occupational Therapy: "P" grade is equivalent to, a "C" or above.

Physical Therapy, Professional Psychology, Physician Assistant Studies: "P" grade is equivalent to a "B" or above.

Optometry: "P" grade is equivalent to a "C" or above. Students may receive an "H" grade for "A" work that is demonstrated by exemplary achievements in patient care or an "HP" for "B" work that is consistently above proficiency standards in patient care courses.

Pharmacy: "P" grade is equivalent to 90% achievement rate or higher.>

Incompletes

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Incompletes given for Fall semester or Winter III term must be completed no later than the following April 15. Incompletes given for Spring semester or Summer session must be completed no later than the following November 15. The instructor and the student should agree upon a timeline for the completion of all work, within those deadlines.

Incompletes are recorded with a contingent grade, which is the grade the student will earn at the end of the term if no additional work is completed. Grades are determined by including failing grades for missing assignment(s). If agreed-upon course work is not completed in the allotted period and an extension has not been granted, the contingent grade becomes permanent.

College of Arts & Sciences

5<The instructor and the student should agree upon a timeline for the completion of all work before the Incomplete grade is assigned. Normally, these deadlines apply:

1. Incompletes given for fall and or Winter III terms must be completed no later than the following April 15.
2. Incompletes given for spring semester or summer session must be completed no later than the following November 15.>

Professional Programs

The instructor and the student should agree upon a timeline for the completion of all work; In general, it is expected that all course

requirements be completed by the end of the following semester.

Repeated Courses

Courses may be counted only once towards graduation requirements.

College of Arts and Sciences and College of Education:

When a course taken at Pacific University is retaken at Pacific, only the higher grade is used in computing the Pacific GPA, although the former course grade remains on the transcript. When a course taken at Pacific University is retaken at another institution, both courses are calculated in the GPA, regardless of which grade is higher.

All other Graduate and Professional Programs:

Both grades are counted in the grade-point average, although only one course can be used towards graduation requirements.

Grade Change

Once a grade has been submitted to the Registrar it is changed only in the case of recording errors. Faculty members submit Grade Change forms to the Dean or Program Director.

Grade Reports

Grades are available to students at the end of each grading period through Boxer Online.

College of Arts & Sciences

Grade reports are not routinely mailed to students or parents; students wishing parents to receive mailed grade reports may contact the Registrar's Office to make arrangements.

Transcripts

Students may view their academic records through Boxer Online, or order printed transcripts through the Registrar's Office. In accordance with Family Educational Rights and Privacy Act guidelines, students must provide signed requests for transcripts.

Unofficial transcripts are available to currently enrolled students only and are free, with a limit of two per request, and must be picked up in person. Requests may take two days to process.

Official transcript cost \$3 each. Faxing service is available for an additional \$3 per transcript. Requests may take up to one week to process. If transcripts must be processed within two business days, a rush fee of \$12 is charged in addition to the normal processing fee(s).

Additional Grading Policies for the College of Arts & Sciences

Dean's List

The Dean's List honors students who achieve a minimum semester GPA of 3.70 with 12 or more graded credits. Grades of P/NP do not count as graded credits.

Transfer Credit

Upon the approval of the Registrar, courses taken elsewhere with a grade of C- or better may be transferred to a student's academic record at Pacific. Transferred courses may be used to meet degree requirements and, in some circumstances, used to satisfy major or minor requirements. The GPA includes only grades earned at Pacific University.

Satisfactory Academic Process

Satisfactory Academic Progress in the College of Arts & Sciences

It is expected that each student at Pacific University maintain satisfactory academic progress. Decisions on Academic Progress are made by the Standards and Advising Committee. See the Financial Aid section in this catalog or consult with the Financial Aid and Registrar's Offices for more information on how financial aid and athletic eligibility depend on academic achievement.

Satisfactory academic progress is defined by:

• A cumulative GPA at Pacific University of at least 2.0

• A GPA of at least 2.0 in the previous semester

• 12 credits of coursework credited toward graduation in the previous semester, during which a student was enrolled as a full-time student

Warning

Full-time students who do not meet each of these three standards for the first time typically are placed on Warning. Students on Warning must meet with their faculty advisors, and perhaps the Associate Dean, for help getting access to academic resources.

Suspension and Probation

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

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

A Suspension typically lasts one academic year. Students are not considered to be enrolled in Pacific University.>

Readmission After Suspension

Students readmitted after Suspension are placed on Probation (see above) for the semester of their return. If a readmitted student subsequently does not meet the University's academic standards and becomes eligible for suspension, the student may be dismissed by the Standards and Advising Committee.

Satisfactory Academic Progress in Professional Programs

Policies with regard to satisfactory progress are described within the professional program sections of this catalog, student handbooks, and/or policy manuals.

Veterans' Educational Benefits

The Registrar is the certifying official for all veterans' benefits for students. Eligible students should fill out necessary application and certification documents prior to the start of classes.

Other Policies and Procedures

Graduation with Honors

Students graduating in Arts & Sciences with a cumulative grade point average of 3.50 to 3.6999 are designated Cum Laude; 3.70 to 3.909 are designated Magna Cum Laude; 3.91 to 4.00 are designated Summa Cum Laude.

Students receiving the Doctor of Optometry, Doctor of Physical Therapy, Master of Science in Vision Science or Master of Occupational Therapy degrees with a cumulative grade point average of 3.50 or above are designated With Distinction.

Attendance

Students are responsible for attending classes, participating, and completing assignments. Faculty members include their attendance policies on all syllabi, and may lower students' grades or may withdraw students from courses 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 instructors.

Instructors may not drop pre-registered students from courses until after two class periods or the first academic week, whichever is less (first day of a three-week term).

Independent Study (Learning Contract)

College of Arts & Sciences

An independent study form, available at the Registrar's Office, must be submitted to the Dean's Office, complete with all approval signatures.

International Baccalaureate Degree

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

Additional Policies and Procedures for the College of Arts & Sciences

Oregon Independent Colleges for Cross-Registration

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

Summer Sessions

Pacific University offers three intensive 4-week terms through the Summer Sessions program. Classes apply to undergraduate degree requirements and to graduate teacher education programs. Summer Sessions provide an affordable option for earning additional credits or accelerating degree completion. The Summer Sessions course list is available through Boxer Online mid-March.

Academic Advising

Advisors work closely with each student to develop a sequence of courses that meet individual needs. The Deans Office assigns faculty advisors to students upon admission. After a major has been declared (by the end of the sophomore year) an advisor in that major area(s) should be selected. Students may not register for classes until they have consulted with their advisors, and successful students generally have frequent contact with their faculty advisors. Any concerns with advising should be taken to the Associate Dean.

Students are responsible for their own academic progress. They are expected to monitor their academic records, through the Academic Program Evaluation form, Boxer Online and transcript, to identify questions/concerns and to ensure the records' accuracy. Students are responsible for knowing and understanding the academic programs and policies of Pacific University, for making academic decisions that are guided by the academic policies of Pacific University, for selecting advisors within their majors, for establishing meetings with their advisors, and for establishing a relationship with secondary advisors as needed.

Students expecting to apply to one of Pacific's graduate or professional programs must pass specific undergraduate prerequisite courses, and should consult the relevant sections of the Arts and Sciences and Graduate catalogs. Those students are urged to seek the help of the Pathways Office in the Career Development Center, which maintains information on prerequisite courses for graduate programs. Admissions Office, which maintains information on prerequisite courses.>

Advanced Placement

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

Internship Program

Students may enroll in Internships for academic credit. Internships earn one credit for each 40 hours of work, up to a maximum of 14 credits in any semester. A maximum of 17 credits of internship may be counted toward graduation. Contact the Career Development Center for more information.

Program Assessments

Students are expected to know their academic requirements and may gain access to their academic records at anytime via Boxer Online. In addition, prior to each registration period or upon request, the Registrar's Office provides each student with a report, the Academic Program Evaluation form, which show progress towards fulfilling academic requirements.

ROTC

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

Under a cooperative agreement with the University of Portland, Pacific University students may participate in Air Force Reserve Officer Training Corps (AFROTC) offered on the University of Portland campus. AFROTC is available to men and women with at least 2 years of college remaining. Scholarships are available on a competitive basis for those who qualify. For more information, see the University of Portland web site or contact the Program Counselor at the University of Portland.>

Additional Policies and Procedures for Professional Programs

Program Assessments

Students are expected to know their academic requirements and may gain access to their academic records at anytime via Boxer Online. In addition, the Registrar's Office can provide each student with a report, the Academic Program Evaluation form, which show progress towards fulfilling academic requirements, upon request.

Students' Rights Under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day Pacific University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate. Students may ask Pacific University to amend a record that they believe is inaccurate. Students should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If Pacific University decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific University in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Pacific University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Pacific University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

5<At its discretion Pacific University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed.

Designated Directory Information at Pacific University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, thesis title/topic, photograph, full-time/part-time status, most recent previous school attended, date and place of birth.

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 those exceptions allowed under the Act. Students should consider all aspects of a Directory Hold prior to filing such a request. Although the initial request must be filed during the first two weeks of the enrollment period, requests for non-disclosure will be honored by the University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Registrar's Office within the first two weeks of the fall semester.>

Policy Availability

5<Pacific University policy explains in detail procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy are on the Registrar's Office web site or are available in the Office of the Registrar.

>

Academic Conduct Policies

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

Code of Academic Conduct

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

- The University Catalog
- The University Handbook
- The Student Handbook
- Professional program policy manuals
- Residence Hall Handbook and Contracts

Statement of Students' Rights and Responsibilities

5<Students have 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 enjoy the freedoms of speech, expression, and association and the rights to privacy, to freedom from harassment, to due process in judicial matters, and to appeal judgments and penalties for alleged misconduct.

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

Policy of Academic Integrity

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

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

Forms of Academic Dishonesty

Cheating

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

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

7. using any unauthorized materials during a test.
8. taking a test for someone else or allowing someone else to take a test for you.
9. stealing another student 's work, including material in a computer file, and submitting it as your own.>

Plagiarism

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

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

Fabrication

5<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

5<These address the intentional violation of University policies, including but not limited to:

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

Sanctions and Procedures for Handling Academic Dishonesty

It is Pacific University policy that all acts of academic dishonesty be reported to the Dean. Students always have the right to appeal a charge of academic misconduct.

Sanctions

5<The range of possible sanctions includes, but is not limited to, those listed below; it is general policy that sanctions should be consistent with the severity of the violation.

1. An "F" for the assignment.
2. An "F" for the course.
3. In case of violations of the "Acceptable Use Policy," sanctions range from being barred from the campus electronic network to suspension from the University.
4. In particularly serious breaches of the academic honesty code, or in repeat offenses, suspension or dismissal from the University may be imposed, as well as other appropriate sanctions. In all instances, violations shall be reported to the Deans Office, and records of such violations will be kept in students' confidential files. Records and reports in these files will be maintained according to the University's Records Retention Policy.>

Procedures

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

require an extension.

1. The faculty member will review the evidence to ensure that there is a preponderance of evidence supporting a charge of academic misconduct. Faculty members involved are strongly encouraged to consult with the Dean's Office to help determine what course of action to pursue. They may also consult with colleagues while ensuring the anonymity of the student(s) involved.

2. If the faculty member is fairly certain that academic misconduct has occurred, he or she must initiate action within five school days of discovery. The faculty member will meet with the student(s) involved as soon as possible to discuss the situation. When a faculty member believes that a student has violated the academic honesty code during the final examination period and cannot discuss the issue with the student in question (because he or she has left campus for the holiday or summer), the faculty member will assign the student an "L" grade to show that the actual grade will be turned in late.

3. If after meeting with the student(s) the faculty member believes academic misconduct occurred, the faculty member will fill out and hand deliver an academic misconduct report form to the Deans Office within five school days. This form is available on the web at the Arts and Sciences faculty resources page or through the Dean's Office. It will contain a brief report of the incident, the sanction to be imposed, and a catalog of any supporting documentation related to the incident. The faculty member will collect all available evidence until after the appeals period in order to provide photocopies to the Dean's Office if needed.

4. The Dean's Office will send to the student(s) written notification of the determination of academic misconduct and the sanction imposed within five school days. This notice also will inform the student(s) of his or her rights to appeal the decision and of the right to examine the evidence in the case.

5. Student Appeal Process

a. The student may appeal the decision of the faculty member by submitting a request in writing to the Dean's Office within five school days of receiving his or her notification.

b. After reviewing the evidence and consulting with the student(s), the Dean's Office will determine whether or not academic misconduct occurred and, if so, will impose a sanction commensurate with the nature of the offense. Normally, the sanction proposed by the faculty member is upheld, if it is in line with University policy and no new evidence has come to light.

c. The student may appeal the decision of the Dean's Office to the Standards and Advising Committee by submitting a request in writing to the Dean's Office within five school days of receiving his or her notification. The representative of the Dean's Office will not attend the hearing of the appeal. If the committee finds against the student, it normally will uphold the sanction proposed by the faculty member, if it is in line with University policy and no new evidence has come to light.

6. Procedure for initiating college-level action:

a. After a case of academic misconduct has occurred, the Dean's Office will send a warning to the student alerting him or her that a second case may result in suspension or dismissal from the College.

b. After a second case of academic misconduct, the Dean's Office will bring the case to the Standards and Advising Committee, which will consider whether to impose college-level action (suspension or dismissal) because of the multiple nature of the offense.

c. The Dean's Office may request that the Standards and Advising Committee consider college-level action for a single case of misconduct, if this is warranted.

University-Level Appeals

5 Appeals of rulings by the Standards & Advising Committee shall be submitted in writing to the Vice President for Academic Affairs within ten school days after the student receives the ruling. Appeals are considered by the University Standards and Appeals Board, a standing committee of the University. Appeals must be explicitly justified by at least one of the following reasons:

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

Following receipt of the appeal, the Board convenes to consider the appeal. On the basis of the available evidence, the Board will deny the appeal, call for a hearing, or when deemed appropriate, return the appeal to the Standards & Advising 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.

Things Students Can Do to Avoid Academic Dishonesty

1. Prepare in advance for examinations and assignments; don't let yourself get too far behind in your reading and studying for any of your courses.
2. Prevent other students from copying your exams or assignments. Try to choose a seat during an exam away from other students. Shield your exam. Don't distribute your papers to other students prior to turning them in.
3. Check with your instructor about special requirements that might pertain to that particular course or assignment. If you cannot find a written section in the syllabus or on the actual assignment to answer your questions about what is acceptable, ask the instructor about his or her expectations.
4. Use a recognized handbook on source citation. Many professional organizations have style manuals for this purpose; for example, there is the APA Style Manual for psychology or the MLA Style Sheet for the humanities. Be sure to ask your professor what an acceptable style guide

is for the written work you will be submitting in her or his course.

5. Discourage dishonesty among other students.
6. Refuse to help students who cheat.
7. Protect your rights and those of other honest students by reporting to your professor incidents of cheating you have observed.
8. Remember that ignorance of rules, laws and policies is no excuse.
9. Do nothing that gives you an unfair advantage over your peers.

Business Policies on Tuition & 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 on the Student Contract. All payments must be made in United States funds.

Admissions Expenses

5<When a student applies for admission to the University, an "application fee" as determined by the College or School must accompany the application.

When a student is admitted to the University, a non-refundable advance payment deposit is required to complete the admission process. The deposit 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.

Orientation Expense

All students admitted to the College of Arts and Sciences are charged an "orientation fee" as determined by the Division of Student Life.>

Business Office Policies

5<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 satisfied.

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 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 www.pacificu.edu/offices/bo/ for additional information. If you have questions, please email us at cashiering@pacificu.edu. You may go to BoxerOnline to access your student account or pay on-line.>

Student Contract

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

5<Medical insurance coverage is required for all students registered in 1 or more credits. 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 medical insurance waiver form with the Business Office for EACH academic year. The form must be received two weeks prior to the first semester of EACH academic year.

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

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.

Withdrawal and Refund Policy

5<Students who completely withdraw from all classes should contact their Dean or Program Director prior to executing a formal withdrawal through the office of the Vice President of Student Life.

Students who completely withdraw from the institution would be responsible for a percentage of their charges based on the week during which they withdraw. These percentages would be calculated as follows:

Date of withdrawal determination / Percentage of charges refunded

Prior to the first day of classes	100%
During the first week of classes	80%
During the second week of classes	60%
During the third week of classes	40%
During the fourth week of classes	20%
After the fourth week of classes	0%

A hall presence fee of \$25 per day may be assessed against the student account for additional time residing in the University Housing with additional charges if participating in the University Meal Plan.

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

Change in Credit Hours

5<When students modify their schedules to change from an overload to full-time standing or from a full-time to a part-time standing, but do 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

5<Short-term loans are 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 the current semester. Loans are available for up to \$2,000.

Students may borrow more than one loan, but may not have more than \$2,000 outstanding at any time. Failure to repay the loan on the agreed upon repayment schedule will cancel the student's privilege to borrow further from the short-term loan program for the remainder of the academic year.

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 day of enrollment.

Applications for the loan can be made through the Business Office. The loan processing fee is \$10 and is collected at the time of disbursement.>

Tuition and Fee Payment Options

Semester Plan

This plan allows you to pay "in full" before the beginning of each semester. Due dates for the 2009-2010 Academic Year are:

Summer 2009	May 15, 2009
Fall 2009	August 15, 2009
Winter/Spring 2010	January 15, 2010
Summer 2010	May 15, 2010

Monthly Plan

5<This plan allows tuition and fees to be paid in four installments each semester. For the fall semester, payments begin on August 15, with additional payments due the 15th of each month. For spring semester, payments begin on December 15; for summer semester, April 30. For students beginning programs in summer, monthly payments are due April 30, with additional payments due the 15th of each month through July 15th. There is a per semester set-up fee of \$30 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. To select a payment plan, please complete and submit the Student Contract to the Business Office. The Student Contract is mandatory for all students. The semester plan will be used when a payment plan option has not been selected.

If you do not make the payment according to schedule, a late fee of \$50 will be assessed to your account for each month that the payment is past due. The University will assess a charge of \$25 for checks returned to the University for non-payment.

Note: The following information is applicable to both the Semester Payment Plan and the Monthly Payment Plan.

Disbursement of Federal Stafford Loan (subsidized and unsubsidized), Federal Perkins Loan and Health Profession Student Loan cannot occur until the borrower completes a promissory note and entrance counseling. Disbursement of Federal Parent Loan for Undergraduate Students and alternative loans occur only after credit approval of the loan application.

Anticipated disbursements of accepted and approved loans may be considered when calculating payment of student accounts. Student employment (Federal work-study and Pacific work-study) earnings are paid directly to the student and should not be considered in determining payment due on student's account.

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 in order to avoid late fees.

Methods of Payment

Pay Online:

- * Free electronic payment from your checking or savings account.
- * Online web acceptance of the following major credit cards: MasterCard, Discover and American Express. Please note the Credit Card option will incur an additional charge from the credit card service provider.

Pay by Phone: Discontinued

We care about providing the highest level of security and privacy for your credit card information. As a result, this service will be discontinued effective July 1, 2009. Students and parents are encouraged to use 'BoxerOnline' to make secured payments.

Pay by Mail: Pacific accepts the following payment methods by mail.

- * Check, money order or cashier's check payable to 'Pacific University'.
- * All payments must be made in U.S. dollars. Foreign currency will not be accepted.
- * Include student's name and ID number on check or money order.
- * Please mail to:

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

Pay in Person:

The Business Office window is open from 9:00 a.m. to 5:00 p.m. during the work week (Monday - Friday). During these hours payments may be made in person via cash, personal check, cashier's check, traveler's check, and money order. Additionally, in-person debit card payments may be made. All payments must be made in U.S. dollars. Foreign currency will not be accepted.

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Financial Aid

www.pacificu.edu/financialaid

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

Students must be admitted to a degree or certificate program to receive financial aid. Students must be U.S. citizens or eligible non-citizens, and meet a variety of other eligibility criteria, to qualify for federal and state aid. Students must maintain full-time enrollment to be eligible for institutional aid. In addition, students must maintain satisfactory academic progress as defined by their academic programs to continue to receive federal, state, and institutional financial aid.

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

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

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

The most common reason that applicants receive estimated awards is if their FAFSA data was selected for verification. When this occurs, applicants need to submit a completed verification worksheet along with signed copies of appropriate federal income tax returns and Forms W2.

We then compare this information to previously reported information, make any necessary changes, submit those changes to the federal processor, and send an actual award notification to the applicant.

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

There are time limits to students' eligibility for financial aid. First-year undergraduate students who receive renewable institutional aid upon entry into the University are eligible for that aid for up to four academic years. Undergraduate students who receive renewable institutional aid who transfer in credits from other institutions are eligible for that aid for up to three years depending on the number of credits accepted. Graduate students who receive institutional aid are usually eligible to receive that aid for their first year only. Federal and state aid is generally available

for up to 150% of the usual length of students' academic programs.

Financial Aid Programs

Loans

Federal Perkins Loans

Federal funds awarded to students based on their "need", costs, and fund availability. These loans are at 5% fixed interest; no interest accrues while the recipients are enrolled at least half-time and for a nine-month grace period following the end of their enrollment. Award amounts vary.

Federal Stafford Loans

Funds that eligible students can borrow from participating lending institutions. Loan amounts and types vary based on the students' "need", dependency status, academic program, and credit completion.

Federal Stafford Loans can be subsidized or unsubsidized. Subsidized loans meet a portion of the student's federally defined "need" and do not accrue interest while recipients are enrolled at least half-time and for a six-month grace period following their enrollment. When these loans enter repayment after the grace period they accrue interest at a fixed rate that differs depending on the student's academic program and on the academic year for which the loans were disbursed. Unsubsidized loans are available regardless of the student's "need". These loans begin accruing interest at a fixed 6.8% rate when they are disbursed.

Dependent undergraduates can borrow a combination of subsidized and unsubsidized loans of up to \$5,500 for their first year, up to \$6,500 for their second year, and up to \$7,500 for each of their third and fourth years. Up to \$3,500, \$4,500, and \$5,500, respectively, can be subsidized if the student demonstrates sufficient "need". Independent undergraduates can borrow up to an another \$4,000 for their first and second years, and up to an another \$5,000 for their third and fourth years, in additional unsubsidized loans.

Most graduate students can borrow up to \$20,500 each year; doctoral students in optometry and clinical psychology, as well as Masters in Healthcare Administration students, are eligible for additional amounts. Students can borrow up to \$8,500 in subsidized loan each year; the additional \$12,000 for most students, as well as the higher amounts available to certain students, will be unsubsidized.>

Federal Parental Loans for Undergraduate Students (PLUS)

Funds that credit-worthy parents of dependent students can borrow from participating lending institutions. Loan amounts range from lender-specified minimums to a maximum of the student's annual cost of attendance minus other financial aid awarded. These loans begin accruing interest at an 8.5% fixed rate upon disbursement. Repayment of principal and interest typically begins 60 days after the loan for that year has been fully disbursed. In-school deferment or forbearance may be available.

Federal Graduate PLUS Loans

Funds that credit-worthy students can borrow from participating lending institutions. Loan amounts range from lender-specified minimums to a maximum of the student's annual cost of attendance minus other financial aid awarded. These loans begin accruing interest at an 8.5% fixed rate upon disbursement. Repayment of principal and interest typically begins 60 days after the loan for that year has been fully disbursed.

Health Professions Student Loans

Federal funds that eligible optometry students can borrow based on a program-specific definition of their "need" and on fund availability. Students must provide parents' information on their FAFSA -- even though they are considered independent of their parents for all other financial aid purposes -- to be considered for these funds. These loans do not accrue interest while the student is enrolled at least half-time and for a 12-month grace period following their enrollment. When the loans enter repayment following the grace period, they accrue interest at a 5% fixed rate. Award amounts vary.

Private Alternatives Loans

Funds that credit-worthy students, usually with credit-worthy cosigners, can apply for to supplement other financial aid. Students can borrow up to the entire cost of attendance minus other financial aid received. Interest rates vary, and interest accrues while the student is enrolled.

Grants & Scholarships

Endowed and Restricted Scholarships

Donor-provided funds awarded to selected students who meet the qualifications specified by the donors. Eligibility for these funds is typically determined using information on file; separate applications are generally not required. These awards are usually not renewable.

Teacher Education Assistance for College and Higher Education (TEACH) Grants

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

College of Arts & Sciences

Pacesetters Excellence Awards

Full tuition awards for up to four years of full-time enrollment given to the top qualifier from each on-campus Pacesetter competition.

Founders Scholarship

\$15,000 annually for up to four years of full-time enrollment awarded to exceptional students who do not receive full tuition awards.

Academic Scholarships

Honors, Presidential, Trustee, University Scholarships, and Pacific Opportunity Awards -- \$12,000 to \$5,000 annually for up to four years of full-time enrollment based on the student's academic record upon entry to the University.

Tom McCall Scholarships

Up to \$2,500 annually, renewable for a second year, for selected students who show and special interest in, and continue to engage in, public affairs. Application for this scholarship is made to the Admissions Office.

Phi Theta Kappa Scholarships

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

UCC Tuition Scholarships

Institutional funds awarded for up to four years of full-time enrollment to students who are dependents of UCC clergy members. Awards are equal to 50% of the cost of full-time tuition.

UCC Matching Scholarships

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

Pacific and Boxer Grants

Institutional funds awarded to undergraduates based on their "need". Award amounts vary.

Talent Awards

Varying amounts awarded for up to four years of full-time enrollment to students who audition successfully in Music or Forensics in the spring prior to their entry to the University and who continue to meet program participation requirements.

Federal Pell Grants

Federal funds awarded to undergraduate students with the lowest Expected Family Contributions. For 2009-2010 awards will range from \$976 to \$5,350.

Federal Supplemental Educational Opportunity Grants (FSEOG)

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

Oregon Opportunity Grant

State funds awarded to eligible undergraduate students who are Oregon residents. Eligibility is determined according to a new formula that considers student, family, and available federal resources. Award amounts vary; the maximum award for new recipients in 2009-2010 will be \$3,200.

Academic Competitiveness Grant

Federal funds awarded to eligible first- and second-year undergraduate students who completed a rigorous high school curriculum, are enrolled at least half-time, and are receiving a Federal Pell Grant. Eligible first-year students receive \$750; eligible second-year students receive \$1,300. First-year students must have achieved at least a 3.0 grade point average to receive this funding for a second year.

National Science and Mathematics Access to Retain Talent (SMART) Grants

Federal funds awarded to eligible third- and fourth-year undergraduate students who are enrolled at least half-time in, and attending at least one class required for, certain designated majors. Eligible students receive \$4,000 per year. Recipients must maintain at least a 3.0 grade point average to receive this funding.

Leadership Opportunity Grants

Institutional funds awarded to undergraduates based on their "need" and evidence of leadership qualities upon entry to the University. Award amounts vary.

4<Pacific Community Grants and Talent Awards

Graduate & Professional Programs

Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP)

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

Assistantships

Institutional funds awarded to eligible clinical psychology doctoral students. Recipients of these funds assist faculty members; continuing students may be given teaching assignments.

Professional Program Grants

Institutional funds available to eligible students in selected programs. These funds are awarded to first-year students and are not renewable.

Employment

Federal Work Study

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

College of Arts & Sciences

Pacific Work Study

Institutional funds awarded to on a funds-available basis students who do not have financial "need". Recipients typically work 10 to 20 hours per week on campus.

University Services

Student Life Division

Dean of Students>

The Vice President for Student Affairs/Dean of Students (hereafter referred to as the Dean) has overall responsibility for many of the services to students at the University such as crisis intervention, disability services, food service, health and wellness, learning support services, mediation services, multicultural services, new student orientation, parents' programs, residence life, housing, student activities, the University Center, Pacific Outback, Pacific Information Center, the Student Code of Conduct, the judicial process, student government, and the student handbook, "Pacific Stuff." Both undergraduate and professional student governing bodies work closely with the Dean in presenting, discussing and resolving student issues. The Dean assists individual students and student groups with a wide variety of interests and concerns and ensures that student opinion is communicated throughout the University. Working for all students at the University, the Dean should be regarded as a

resource by both undergraduate and professional program students 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.

Activities>

Pacific University supports numerous student activities including intramural sports, concerts and lectures, an outdoor and off-campus program (Pacific Outback) and a variety of student groups and clubs. The Milky Way is the center for numerous activities, concerts, movies, and Pacific Outback. In addition, the University sponsors a variety of student activities aimed at providing diverse opportunities. These include activities such as a traditional Hawaiian Luau; the McCall Forum, where nationally recognized speakers debate issues of national concern; Founder's Week, and Wassail, a traditional holiday celebration.

All students at Pacific University are members of the Associated Students of Pacific University (ASPU). ASPU supports numerous student activities and over fifty clubs and organizations. These organizations range from religious groups to academic organizations, recreational sport teams and special interest clubs.

Professional Program Activities

The individual professional colleges and schools also facilitate programs with specific relevance to their disciplines. Student organizations within the professional schools sponsor student events, conduct social and academic support programs, and provide links to professional organizations outside the university.

Counseling Center>

The Student Counseling Center offers confidential individual, group, and couples counseling to students enrolled in a minimum of 6 credit hours and who have paid the Student Health and Counseling fee. Concerns commonly addressed include adjustment to college, relationship concerns, depression, anxiety, past or recent trauma, substance abuse, body image, and academic difficulties. Students experiencing urgent concerns may walk in during the noon hour, when no appointment is needed to see a counselor. Referrals to community resources may be made when additional services are required to meet the psychological needs of students. The Student Counseling Center is open Monday through Friday, 9am-5pm mid-August through commencement, and we offer reduced clinic hours during the summer months (please call or see our website for summer hours). Staff profiles and credentials are available on our website. Please feel free to call for additional information.

Food Service>

The campus dining services in the University Center offer a convenient and economical way to meet student's nutritional needs. ARAMARK, the University's meal service provider, offers a variety of dining options, such as a salad bar, taco bar, a grill, a deli bar and an upscale coffee / cyber cafe (The Boxer Bistro). Coffee and light refreshments are also offered in the University Library.

In addition, ARAMARK also offers, to commuter students, faculty/staff and part-time students the Declining Balance program that is offered to residential students. While cash is the method of choice to pay for meals in the University Center, there is a growing number of students who are choosing a declining balance option. Whether a student lives on or off campus, he or she can pay at a discount to have meals or snacks in The Commons or The Boxer Bistro.

Health Center>

Health care is provided at the Student Health Center which is staffed by an Administrative Director, licensed Nurse Practitioners and Certified Medical Assistants. The Student Health Center provides treatment of acute illness/injury and stable chronic illness, family planning services, health education, immunizations, and referral to physicians. Nurse Practitioners provide general health care including physical exams and prescriptions for medications when appropriate. Undergraduate students enrolled for 6 or more credits and who have paid the health fee are eligible for services regardless of type of insurance coverage. There are no charges for office visits, we offer low cost immunizations and there are minimal charges for in-office lab work. More information about health center services, clinic hours and referral information for evenings and weekends when the clinic is closed is provided on our website at www.pacificu.edu/healthcenter.

Housing>

College of Arts & Sciences

5<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 professional and student staff help students make smooth transitions to the next phase of their development. Fostering a climate of friendship and understanding among students with diverse backgrounds is a priority of the Housing and Residence Life program.

The University offers accommodations in five on-campus residence facilities, all of which are smoke-free environments and are supervised by Resident Directors, professional staff members who live in the halls. The three co-ed residence halls, Clark, Walter, and McCormick, each have lounges, storage areas, and coin-operated laundry. The halls are divided into smaller living units called "wings" Students in each wing vote on a variety of matters such as how to use activity funds or determining quiet hours. They are also involved in governance and judicial matters. Trained undergraduate Resident Assistants 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. Academic Resident Assistants are available in each hall, and Network Assistants are available in some halls. Students in these halls live in single, double, triple, quad rooms or suites.

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

Students need to be aware of the policies that apply to living in the halls. Please refer to the Residence Hall and Apartment handbook for a more detailed description of hall policies and protocols.

Undergraduate students 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 are the parent of a dependent child;
3. are 21 years of age; or
4. live full-time with their parent(s) or legal guardians.

Note: Criteria #2 requires a residency waiver form on file. These forms are available through the Student Life Office.

- Housing contracts are binding for a full academic year. Early releases are rare and must be approved by the Residency Options Committee.
- 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. New students applying for space in Vandervelden Court or Burlingham Hall must submit a non-refundable \$100 housing application fee. Returning students select rooms in the spring of the preceding academic year through a lottery process and must pay a \$100 lottery entrance fee in order to reserve their room for the following year.>

Professional Programs

>The Housing Office, located in the University Center, is able to provide professional programs students with resources to assist them in locating housing off campus. The University has a few apartments and small houses located on the edge of campus available to professional students. University-owned off-campus housing is limited though, and most professional programs students subsequently find residence in apartments and shared houses.

Extensive lists of apartment complexes and links to other housing resources are available at www.pacificu.edu/studentlife/housing/. The University housing network provides individuals with an option to post information to the web if they are looking for housing, seeking a roommate, or have a place to rent. Students who utilize the housing website frequently find the information very helpful and many have secured housing from this site, so it is recommended that students start their searches here. Summer and guest housing questions can also be directed to this office.>

Learning Support Services for Students with Disabilities

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

Academic standards require qualified documentation to receive accommodation. Students are responsible for furnishing this documentation to the University through LSS. The University encourages students, faculty, and staff to work together proactively to reasonably adapt services to students' individual situations. To help them succeed, the University welcomes students to be forthcoming about their status and needs at any time. To contact LSS, call 503-352-2107.

The University complies with all applicable law regarding disabilities. Questions or concerns about University policy or compliance may be directed to the Dean of Students.

Multicultural Services

The Office of Multicultural Services is designed to assist students in dealing with issues concerning the multiplicity of cultures we have on the Pacific University campus. Spreading cultural awareness and understanding, integrating students from all cultures into the campus community, and celebrating diversity are the main concerns of this office. Students having questions, concerns, or suggestions for topics dealing with multicultural issues are encouraged to call or visit the office. To contact the Director, call 503-352-2107.

Pacific Information Center

The Pacific Information Center, commonly referred to as the PIC, provides efficient, reliable, accurate and quick service for the Pacific Community. This includes, but is not limited to, parking permits, guest housing, summer housing, vendors, publications and brochures of University departments and programs, forms, general information, the sale of stamps, Tri-Met tickets, movie tickets, and Boxer Briefs. Computer terminals are provided outside the PIC for students to access the Web and their accounts.

Student Government

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

College of Arts & Sciences

Undergraduate students elect student officers who lead 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 Programs

Professional students are represented by the Professional Programs Council (PPC), which includes a representative of each of the professional schools.

Additional Student Life Services and Activities for the College of Arts & Sciences

Forensics

5<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 and Debate Tournaments throughout the academic year.

In addition to competing, students are expected to help with the administration of the "Hap" Hingston Invitational High School Speech and Debate Tournament, held in early December.>

Internship Program

5<Pacific University's Internship Program reinforces the University's commitment to an outstanding education and service to the community. Recognizing the value of connecting academic and experiential learning, Pacific actively aids students in identifying and developing opportunities to apply knowledge and skills gained in the classroom to professional environments in business, non-profit and government settings. The Career Development Center maintains a rich array of opportunities in collaboration with Pacific alumni and other industry professionals locally, regionally, nationally and internationally.

Students must be of Junior or Senior standing, with a minimum GPA of 2.7. Since internships require careful and early planning and coordination, interested students should schedule advising meetings early on with their academic advisors and the Internship Coordinator.

To receive academic credit, students must complete an Internship 475 Learning Contract that can be obtained from the Registrar's Office. The Learning Contract requires review and approval by the student's academic advisor, the Department Chair, the Internship Coordinator and the Assistant Dean of the College of Arts and Sciences.

To ensure students progress and achieve their academic and career-related goals and objectives, students typically engage in one or more of the following activities: keeping a daily journal to analyze and record experiences, projects and skills gained; writing a final paper; assembling a portfolio of work samples and materials; and providing a presentation on the internship experience to the Pacific community upon completion of the experience.

For further information, students should contact their individual academic departments or the Career Development Center.>

Student Media

5<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 bi-weekly.

- Silk Road, an international literary magazine, is edited by Pacific undergraduates in conference with graduate students from Pacific's Masters program in Creative Writing. Silk Road publishes poetry, essays, and fiction submitted by creative writers from across the globe."

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

- KPUR now joins the world in internet broadcasting. Search for [www. BoxerNow.com](http://www.BoxerNow.com) and then click on KPUR and enjoy music 24/7. Boxer Radio is managed and operated by students of Pacific University.

- Pacific Productions provides an opportunity for any student on campus to get involved in video production. Students can crew on other projects or create their own independent pieces. Pacific productions also crates documentaries that serve the campus community.>

Tutoring and Study Skills

5<The Writing Resource Center, UC 104, offers students free assistance with their writing assignments. A trained writing consultant provides one-on-one sessions with the student. Writing at any stage of completion is welcomed - whether it's brainstorming for ideas or fine-tuning a final draft. The WRC is open to all students Sunday through Thursday, 12-3 pm and 7-10 pm.

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

Academic Resident Assistants offer in-house connections for students living on campus to various academic services. They serve the Writing Resource Center and Math and Science Tutoring Center as well. Additionally, they administer campus wide academic programs, such as workshops on time management and study skills.>

Athletics

Introduction>

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

Mission>

The program's primary purpose is to provide a wide range of athletic opportunities for students and members of the broader community. These

opportunities include participation in physical conditioning, athletic competition and support or spectatorship at levels appropriate to students' development and interests. The program is designed to complement students' academic pursuits as co-curricular activities and to enrich their overall experience at Pacific University.

Intercollegiate Sports

Greg Bradley, Baseball Coach
Sharon Rissmiller, Women's Basketball Coach
Jason Lowery, Men's Basketball Coach
Grier Gatlin & Tim Boyce, Men's and Women's Cross Country and Track & Field Coaches
Richard Warren, Men's and Women's Golf Coach
Wynne Lobel, Women's Lacrosse Coach
Jim Brazeau, Men's Soccer Coach
Joy Boswell, Women's Soccer Coach
Tim Hill, Softball Coach
Alec Webster, Men's and Women's Swimming Coach
Sandy Garry, Women's Tennis Coach
Brian Jackson, Men's Tennis Coach
Lisa Chan, Volleyball Coach
Severin, Men's and Women's Wrestling Coach

Pacific offers 20 intercollegiate sports, fielding men's and women's teams in basketball, cross country, golf, soccer, swimming, tennis, track and field, and wrestling. We also offer men's teams in baseball and women's teams in lacrosse, softball and volleyball.

For additional information visit: www.goboxers.com.

Club Sports

Jessie Smith, Cheerleading Coach
Eric Jensen, Crew Coach
Mike Steele, Handball Coach

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

Intramural Sports

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

Facilities

Pacific University offers some of the finest facilities for student-athletics to practice and compete in on the West Coast. The Pacific Athletic Center, commonly referred to as The PAC, is the home for athletic activities. The spacious athletic complex houses a gymnasium with three activity areas: a state-of-the-art fitness center; a field house with an indoor softball/baseball facility, including two batting cages, four volleyball courts, two basketball courts, two tennis courts and an indoor walking track; and three handball/racquetball courts, saunas, dance studio and wrestling room. Locker room areas feature individual team rooms. The training room is equipped with whirlpools, electric stimulation unit, ultra sound, Cybex machines and other top-flight equipment.

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

Other University Services

Alumni Relations>

Formed in 1864, the Pacific University Alumni Association aims to extend and deepen the spiritual, intellectual, and social relationship of the college years and to further the welfare of Pacific University. All graduates of Pacific University, Tualtin Academy, North Pacific College of Optometry, and the Oregon Graduate School of Professional Psychology (OGSPP) and all former students who have completed at least one year of academic study and expressed a desire to retain ties with the University, are considered alumni. The management of the Association is vested in a Board of Directors, and the Office of Alumni Relations plans and implements the services and programs of the Association. These services and programs include group travel opportunities, alumni gatherings, class reunions, and regional and affinity-related events that bring current students, former students, faculty, staff, and parents together for lectures or seminars and social or cultural gatherings. For more information contact the Alumni Event Hotline in the Abbott Center, 503-352-2057, or e-mail alumni@pacificu.edu.

Bookstore

The Pacific University Bookstore, located next to campus at 2032 Pacific Avenue and managed by Barnes & Noble College Bookstores, carries all required texts and supplies for course work, including those for professional students. The bookstore stocks both new and used textbooks and buys back textbooks throughout the term. Barnes & Nobles@Pacific University also offers a great selection of trade books in both fiction and non-fiction. In addition, the bookstore sells some professional program equipment, office supplies, gifts, snacks, emblematic apparel and drug-store items.

Business Office

The Business Office at Pacific University handles all cashier and accounting operations for the university. This is where students pay their tuition, fees, and any other charges which may be placed on the student account. Information on payment plans and refunds as well as short term and emergency loans can also be acquired at the Business Office. For more information about policies, payment plans, fees and other Business Office matters contact the Business Office.

Campus Public Safety

Campus Public Safety (CPS) is responsible for overseeing the safety and security of the campus community and property. However, community members must also assume responsibility for their safety by exercising good judgment and personal responsibility. CPS is staffed 24 hours a day, 365 days a year. Officers provide assistance and educational programming in personal safety, dealing with emergencies, protection of personal property and other crime prevention and awareness programs. Campus Public Safety seeks to provide a reasonably safe environment at Pacific University through high visibility and close interaction with the campus community. An annual crime report is made available to all current and prospective students and employees of the University via the University website. If you are concerned about any person or situation, want to report an emergency or you need a safety escort, please contact CPS immediately at 503-352-2230 or by e-mail at cps@pacificu.edu.

Intramural Sports

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

Career Development Center

College of Arts & Sciences

5<Located in Chapman Hall, the Career Development Center's mission is to collaborate with fellow educators and community members to provide a transformative blend of liberal arts, experience, and career education that is so well integrated, empowering, and responsive to student needs that it emboldens them to pursue pathways to personal, professional, and community engagement that might otherwise have remained hidden or unattainable.

We provide a full range of career-related services and opportunities, responsive to the needs of Pacific University students, alumni, employers, and other constituents. A major part of our work consists of individualized sessions with students and alumni seeking full-time employment opportunities, part-time and temporary work, internships, summer jobs, fellowships, and opportunities for graduate education. We also coordinate all on-campus and community service work-study employment through the Pacific University Work-Study Program. In addition to individualized work, we offer over 100 workshops and programs throughout the year, working in collaboration with faculty and staff, alumni, and members of various professional communities.

Figuring prominently among these resources as well is the Alumni Career Network, a database profiling over 1000 alumni interested in lending career networking assistance to students and graduates of the University. The staff possess an exceptional complement of expertise, experience and creativity in responding to student career needs. Students are invited to take full advantage of the wealth of resources and programs offered by the Career Development Center. Our promise to students who join us in this effort is that they will launch meaningful careers before they graduate.>

Professional Programs

5<The Career Development Center offers a number of services to professional students as they prepare for the transition to professional life. Most of the professional programs work with the Center to incorporate sessions on resume preparation, interviewing strategies, and job search techniques into their curricula at an appropriate time in their programs.

Graduate and professional students are welcome at any time to use the Center to receive help with career-related issues on an individual basis. Specific services include resume consultation, interview coaching, job search assistance, and access to Pacific's Alumni Career Network. The Center also manages the Federal Work-Study program and hosts job fairs throughout the year to help students meet their part-time employment needs.>

Financial Aid Office

The Pacific University Financial Aid Office assists students with securing funding for their attendance at Pacific. In this role, Financial Aid Office staff members provide financial aid information to prospective and continuing students and their families, determine financial aid eligibility for admitted students, and assist with coordinating the University's student employment program.

Humanitarian Center

The purpose of the Humanitarian Center is to help Pacific students make a significant contribution to the community and integrate the learning from that experience in their studies and understanding of civic responsibility. Students who take advantage of a service learning placement also gain unique insight and experience related to careers and valuable life skills.

The Pacific University Humanitarian Center, located in 121 Scott Hall facilitates student access to service-learning opportunities for field placement and courses having a service component. Living groups, campus organizations, and individual students may also find assistance in developing or finding sites for volunteer projects. The Center's database contains more than 200 local organizations that use volunteers as well as community outreach programs coordinated through the Humanitarian Center itself.

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

International Programs

The Office of International Programs services international students and scholars and those interested in study abroad. Located in the International Programs building, the office also provides immigration and cross-cultural service to Pacific University's community of international students, scholars, and faculty.

Several IP staff members hold the official designation from the U.S. Citizenship and Immigration Services (USCIS) of Designated School Official (DSO) and the Director holds the title of Responsible Officer from the Department of State. The staff is knowledgeable in the areas of F, J, and H-1B regulations. 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.

International Programs also provides support for professional students interested in incorporating an overseas component into their program. Interested students should first consult with their academic advisor to discern the availability of such an opportunity in their program.

Library

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

A committed group of Library faculty and staff work closely with students to assist them in finding, evaluating and using today's wealth of information, as well as in effectively using new information technologies. Regularly scheduled information literacy courses in the Forest Grove Campus Library's instructional lab offer students the opportunity to develop skills to prepare for successful lifelong engagement with a dynamic and ever-changing information environment.

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

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

Old College Hall and the Pacific University Museum

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

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

Visits to the Pacific University Museum can be arranged by appointment through the Office of the President at 503-352-2123.

Oregon Campus Compact

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

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

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

Registrar

The Registrar's Office at Pacific University strives to provide excellent service to students, faculty and staff through maintenance of academic records, information, and course scheduling.

The Registrar's Office is responsible for a number of services including: maintaining student academic records and carrying out course scheduling, enrollment changes and verification, degree evaluations, and informing students of their rights, responsibilities, and institutional procedures regarding academic regulations and confidentiality of student educational records. The Registrar's Office also provides students with easy access to their educational information, such as course schedules, grades, and transcripts. More information regarding the Registrar's Office services can be obtained from either staff in the Registrar's Office or from the office's web site at www.pacificu.edu/registrar/

Service Center

The Service Center acts as the University's print shop and produces many of Pacific's print materials such as class handouts, department forms, and campus memos. At least two days should be given for small projects for students, which can be completed for a fee.

Technology Information Center (TIC) and University Information Services (UIS)

The Technology Information Center is a one-stop location for students, staff and faculty to get assistance with computers and other related technology. The TIC staff can assist with PUNet Accounts and Passwords, wireless connectivity, networking, and telephone support and they oversee the 24-hour general purpose computer labs and centralized printing areas. Centralized printing services are an available service to students on a cost-per-copy basis. The TIC provides software trouble shooting support for student computers, and offers a variety of media equipment for checkout and classroom support.

University Information Services highly recommends students purchase their own laptop computer prior to coming to Pacific. For information about what kind of computer to bring please refer to www.pacificu.edu/uis/services/purchases/. The TIC staff can be contacted via email at help@pacificu.edu or by calling 503.352.1500. The TIC is located in the lower level of Marsh Hall, Room LL-6

University Relations

The Office of University Relations is located on the third floor of Marsh Hall; auxiliary division locations include the Office of Alumni Relations, located on the east side of campus in the Abbott Center and the Office of Events, located on the second floor of Scott Hall. University Relations is responsible for coordinating fund raising, alumni activities, conferences and events, and public relations, including the University Web site and the dissemination of news and information to the public. Printed communications such as the quarterly Pacific magazine, Pacific Monthly newsletter and the electronic newsletters PUNN and E&E News (events and entertainment) also originate in University Relations. In addition, the department produces a wide range of flyers, postcards, brochures and other materials in support of fundraising, student recruitment and academic programs. The department distributes information about Pacific to the public and maintains contact with local and national media regarding happenings at Pacific, including news of students to hometown media.

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Newton K. Wesley	

Faculty & Faculty Emeriti

Faculty

Gail L. Aamodt M.S. Clinical Education Coordinator, Assistant Professor
 Certificate, University of Oregon Health Sciences, 1977
 B.S. Portland State University, 2000
 M.S. Portland State University, 2002

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

Mark Andre A.S., C.M. Associate Professor of Optometry
 A.S., Pima College, 1977
 C.M., Marquette University, 1984

Edward Andree M.S.P.T. Instructor (Part-time) of Physical Therapy
 B.S., Northern Illinois University, 2004
 M.S.P.T., Northern Illinois University, 2006

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

Jennifer Antick Ph.D. Associate Professor of Professional Psychology
 B.A., Chapman University, 1987
 M.A., Chapman University, 1990
 Ph.D., University of Southern Mississippi, 1995

Cassandra S. Arendt Ph.D. Assistant Professor of Pharmacy
 B.S. University of Chicago, 1995
 Ph.D. University of Chicago, 2000

Genevieve L. Y. Arnaut Psy.D., Ph.D. Director, Clinical Training & Forensic Track, Associate Professor of Professional Psychology
 M.S. Virginia Polytechnic Institute & State University, 1983
 Ph.D., Polytechnic Institute & State University, 1986
 Psy.D., Pacific University, 1999

Adam Arola Ph.D. Assistant Professor of Philosophy
 B.A. University of Michigan, 2002
 M.A. University of Oregon, Eugene, OR, 2006
 Ph.D. University of Oregon, Eugene, OR, 2008

Mary Kay August Ph.D. Assistant Professor (Part-time) of Professional Psychology
 B.A., University of Dayton, 1968
 M.A., George Washington University, 1970
 Ph.D., West Virginia University, 1984

Mark Bailey Ph.D. Professor of Education
 A.B., Grinnell College, 1979
 M.S., University of Wisconsin, 1992
 Ph.D., University of Wisconsin, 1994

Eric Barger CPA, MBA, Faculty (Part-time) of Masters of Healthcare Administration

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

Vernon L. Bates Ph.D. Professor of Sociology

B.A., University of Oregon, 1969
M.A., University of California, Davis, 1973
Ph.D., University of California, Davis, 1976
Paige Baugher Ph.D. Assistant Professor of Biology
B.A., Vanderbilt University, Nashville, TN, 1998
Ph.D. University of Texas at Austin, Austin TX, 2005
Pauline Beard Ph.D. English Department Chair, Professor of English
B.A., London University, 1978
M.A., SUNY Binghamton, 1981
Ph.D., SUNY Binghamton, 1986
Charles Bentz M.D. Medical Director, Associate Professor of Assistant Assistant Studies
B.A., University of Steubenville, 1984
M.D., Medical College of Wisconsin, 1988
Steven Berman M.S.W. Assistant Professor (Part-time) of Professional Psychology
B.A., University of Cincinnati, 1968
M.S.W., University of Michigan, 1970
Suzanne Best Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., California State University, Fresno, 1985
Ph.D., California School of Professional Psychology, 1997
Michael Billings M.S.P.T. Instructor of Physical Therapy
B.S., University of Oregon, 1991
M.S., Duke University, 1994
Michael E. Boardman Ph.D. Natural Sciences Division Chair, Professor of Mathematics
B.A., Western Washington University, 1985
M.S., Western Washington University, 1987
Ph.D., University of Oregon, 1992
Mark D. Bodamer Ph.D. Associate Professor of Psychology
B.A., Marquette University, 1981
M.S., Central Washington University, 1987
Ph.D., University of Nevada, Reno, 1997
David Boersema Ph.D. Douglas C. Strain Professorship in Natural Philosophy, Distinguished University Professor, Professor of Philosophy
B.A., Hope College, 1973
M.A., Michigan State University, 1978
Ph.D., Michigan State University, 1985
Debra (Tiffany) L. Boggis M.B.A. Associate Professor of Occupational Therapy
B.S. University of New Hampshire, 1979
M.B.A. Portland State University, 1992
Joseph Bonnarens Ph.D. Associate Professor/Assistant Dean for Student Affairs of Pharmacy
Ph.D., University of Mississippi, 2003
M.S., University of Mississippi, 1999
B.S., Oregon State University, 1990

Tim Borne Faculty (Part-time) of Masters of Healthcare Administration
Craig Bowen B.S., O.D. Assistant Professor (Part-time) of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986
Jules Boykoff Ph.D. Associate Professor of Politics and Government
B.A., University of Portland, 1993
M.A.T., Lewis & Clark College, 1998
Ph. D., American University, 2004
Doug Boysen JD, MHA, Faculty (Part-time) of Masters of Healthcare Administration
Dawn Bregel Ph.D. Assistant Professor of Chemistry
BS Chemistry, Gonzaga University, Spokane, WA, 1995
Ph.D. University of Washington, Seattle, WA, 2000

Krista Brockwood Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., State University of New York at Albany, 1996
M.S., Portland State University, 1999
Ph.D., Portland State University, 2002
Juliet W. Brosing Ph.D. Sabbatical Fall 2009, Professor of Physics
B.S., Humboldt State University, 1976
M.S., Florida State University, 1978
Ph.D., University of British Columbia, 1983
Sarah Brown Pharm.D. Assistant Professor of Pharmacy
Pharm.D., Oregon State University, College of Pharmacy, 2006
B.S., Oregon State University, 2003
Lorelle Lee Browning Ph.D. Professor of English
B.A., University of California, Santa Barbara, 1972
M.A., University of California, Santa Barbara, 1980
Ph.D., University of California, Santa Barbara, 1986

Daniel Broyles M.S. Director of Forensics, Media Arts
 B.A., Columbia College Chicago, 2001
 M.S., Illinois State University, 2006

Jason Brumitt M.S.P.T. Instructor of Physical Therapy
 B.S., Southern Oregon State College, 1995
 M.S.P.T., Pacific University, 1999

Amber Buhler Ph.D. Assistant Professor
 B.A. California State University Fresno, 1995
 Ph.D. University of Colorado Health Sciences Center, 2001

Megan Bulloch PhD, MA, BA Assistant Professor of Psychology
 BA University of British Columbia, 1994
 BA Simon Fraser University, 1998
 MA Women's Studies, 2003
 Ph.D. The Ohio State University, projected July 2008

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

Michael Burch-Pesses D.M.A. Music Department Chair, 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 Ph.D. 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

Kenneth W. Bush Ph.D., PT Professor of Physical Therapy
 M.P.T., Baylor University - U.S. Army, 1975
 Ph.D., University of Virginia, 1987

James J. Butler Ph.D. Physics Department Chair, Associate Professor of Physics/Optomety
 B.S., Eastern Oregon University, 1994
 M.S., Lehigh University, 1996
 Ph.D., Lehigh University, 2000

Jennifer Camp M.F.A. Director and Instructor of Dance
 B.A., Arizona State University, 1996
 M.F.A., University of California, Irvine, 2002

Patrick Caroline C.O.T. Associate Professor of Optometry
 C.O.T., University of Minnesota, 1978

Kevin Carr Ph.D. Associate Professor of Science Education
 B.S., University of Oregon, 1986
 M.S., University of Idaho, 1997
 Ph.D., University of Idaho, 1998

Aimee Carreon Ph.D. Visiting Assistant Professor of Spanish
 B.A. Universidad Autonoma de Chihuahua, Chihuahua, Mexico, 1997
 M.B.A Universidad Autonoma de Chihuahua, Chihuahua, Mexico, 2000
 M.A. New Mexico State University, 2001
 Ph.D. University of California, Santa Barbara, CA, 2007

Carlos Carreon M.S.W. Assistant Professor (Part-time) of Professional Psychology
 B.A., University of Arizona, 1977
 M.S.W., Arizona State University, 1979

David Cassidy Ph.D. Associate Professor of Journalism
 B.S., Arizona State University, 1971
 M.A., University of Iowa, 1977
 Ph.D., University of Iowa, 1980

Pauline Cawley Pharm.D. Assistant Professor of Pharmacy
 Pharm.D. Massachusetts College of Pharmacy & Health Sciences, 2000

Jeannine M. Chan Ph.D. Assistant Professor of Chemistry
 B.S., University of Utah, 1991
 B.F.A., University of Utah, 1991
 Ph.D., Utah State University, 2001

Michael Charles Ph.D. Associate Professor of Education
 B.A., Whitworth College, 1982
 M.A., Arizona State University, 1986
 Ph.D., Arizona State University, 1997

Patricia B. Cheyne M.F.A. Sabbatical 2009/2010, Professor of Art
 B.F.A., University of Hartford, 1978
 M.L.A.S., Wesleyan University, 1988
 M.F.A., University of Colorado, 1992

Nichole Christensen MAppSc, PT Instructor (Part-time) of Physical Therapy
 B.S., Eastern College of Pennsylvania, 1986
 MAppSc, University of South Australia, 1993

Lisa Roberts Christiansen Psy.D. Director, Psychological Services, Assistant Professor of Professional Psychology
 B.A., Willamette University, 1995

M.S., Pacific University, 1998
 Psy.D., Pacific University, 2001
Nancy K. Christoph Ph.D. Associate Professor of Spanish
 B.A., Williams College, 1986
 M.A., University of California, 1990
 Ph.D., Cornell University, 1995
Michael S. Christopher Ph.D. Director, Counseling Psychology Program, Assistant Professor of Professional Psychology
 B.A., Loyola College in Maryland, 1996
 M.A., Loyola College in Maryland, 2000
 Ph.D., University of South Dakota, 2004
Nancy Cicirello Ed.D., PT Co-Director Disability Studies, Associate Professor of Physical Therapy
 B.S., Ohio State University, 1971
 M.P.H., University of North Carolina, 1985
 Ed.D., Portland State University, 2005
Karl Citek B.A., M.S., O.D., Ph.D. 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
Wayne Clark MS, Faculty (Part-time) of Masters of Healthcare Administration
Christine Closson B.S., O.D. Assistant Professor of Optometry
 B.S., University of Missouri, 1993
 O.D., Southern California College of Optometry, 1997
 Residency in Primary Care Optometry, Northeastern State University of Optometry, 1998
Bradley Coffey B.S., O.D. Professor of Optometry
 B.S., Pacific University, 1979
 O.D., Pacific University, 1981
Rebecca Concepcion Ph.D. Assistant Professor of Exercise Science
 B.A. Portland State University, Portland, OR, 1987
 M.S. Oregon State University, Corvallis, OR, 2004
 Ph.D. Oregon State University, Corvallis, OR, 2007
Scott Cooper B.S., O.D., M.Ed. 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
Amy E. Coplen M.S. Assistant Professor
David Cordes Ph.D. Assistant Professor of Chemistry
 B.A., Hunter College, City University of New York, 1990
 Ph.D., University of California at Santa Cruz, 2005
Elaine Coughlin M.A.T. Assistant Professor of Education
 B.A., Portland State University, 1971
 M.A.T., Portland State University, 1976
Michelle M. Cowing Ph.D. Social Sciences Division Chair, Professor of Management
 B.S., University of California, Santa Barbara, 1990
 M.S., Stanford University, 1992
 Ph.D., Stanford University, 1996
Bevin C. Daglen PhD, MS, BS of Assistant Professor of Chemistry
 BS Chemistry, ACS Certified Degree, Boise State University, Boise, ID 2002
 MS Chemistry, University of Oregon, Eugene, OR 2005
 Ph.D. University of Oregon, Eugene, OR 2008

Michael S. Daniel Ph.D. Director, Neuropsychology Track, Professor of Professional Psychology
 B.A., Harding University, 1980
 M.S., Memphis State University, 1983
 Ph.D., Memphis State University, 1986
Elizabeth Davis B.S., O.D. Assistant Professor (Part-time) of Optometry
 B.S., Pacific University, 1993
 O.D., Pacific University, 1996
 Teaching Fellow, Pacific University, 1996-98
Shawn E. Davis Ph.D. Associate Professor of Professional Psychology
 B.S., Texas A&M University, 1995
 M.A., Stephen F. Austin State University, 1999
 Ph.D., University of Houston, 2002
Andrew M. C. Dawes Ph.D. Assistant Professor of Physics/Optometry
 B.A., Physics, Whitman College, Walla Walla, WA 2002
 M.A., Duke University, Durham, NC 2005
 Ph.D., Physics, Duke University, Durham, NC 2008
Jeanne-Sarah de Larquier Ph.D. Assistant Professor of French
 M.A., University of Cincinnati, 1999
 Ph.D., University of Cincinnati, 2003
Heide K. Deditius-Island Ph.D. Assistant Professor of Psychology
 B.S., Washington State University, 1996

B.A., University of Alaska, 1999
 M.A., University of Montana, 2002
 Ph.D., University of Montana, 2003
David DeMoss Ph.D. Associate Dean, Philosophy Department Chair, Professor of Philosophy
 B.A., Oklahoma Baptist University, 1981
 M.A., Baylor University, 1983
 Ph.D., University of Virginia, 1987
Laura R. Dimmler PhD (c), MPA, BA, Program Director/Faculty of Masters of Healthcare Administration
 Ph.D. (c), University of Colorado, Present
 MPA., Harvard University, 1988
 B.A., California State University, San Diego, 1975
Scot A. Dobberfuhr B.S., M.A. Instructor of English Language Institute
 B.S., University of Wisconsin - Milwaukee 1990
 M.A., University of Wisconsin - Milwaukee 1992
Andrea Doerfler M.S. Assistant Professor of Social Work
 B.A., Linfield College, 1986
 M.S., Columbia University, 1988
Tracy Doll B.S., O.D. Assistant Professor of Optometry
 B.S., Pacific University, 2003
 O.D., Pacific University, 2003
 Residency in Primary Care, Portland Veterans Affairs Medical Center, 2007
Todd Duncan Ph.D. Assistant Professor of Physics
 B.S., University of Illinois, 1997
 M. Phil., Cambridge University, 1994
 Ph.D., University of Chicago, 1997
Kenneth Eakland B.S., O.D. Associate Dean for Clinical Programs, Professor of Optometry
 B.S., Carroll College, 1980
 O.D., Pacific University, 1984
Fawzy Elbarbry Ph.D. Assistant Professor of Pharmacy
 BS., Tanta University, Egypt 1993
 MS., Tanta University, Egypt 2002
 Ph.D., University of Saskatchewan, Canada 2006
Caleb Emmons Ph.D. Assistant Professor of Mathematics
 B.S., University of California, Davis, 2000
 M.A., University of California, San Diego, 2002
 Ph.D., University of California, San Diego, 2006
Dina Erickson B.S., O.D. Assistant Professor of Optometry
 B.S., Lewis and Clark College, 1989
 O.D., Southern California College of
 Optometry, 1994
 Residency In Hospital Based Optometry,
 San Francisco VAMC, 1995
Graham Erickson B.S., O.D. 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
M. Katie Farrell MS, PT, GCS Associate Professor of Physical Therapy
 B.S., Quinnipiac College, 1990
 M.S., University of Pittsburgh, 1996
Paul Feldman Ph.D. Assistant Professor (Part-time) of Professional Psychology
 A.B., Oberlin College, 1970
 Ph.D., State University of NY at Buffalo, 1978
 M.S., Psychopharmacology, Alliant International University, 1992
James Ferguson PA-C Academic Faculty of Physician Assistant Studies
 B.Sc., Excelsior College, 2002
 PA Certificate, Wake Forest University, School of Medicine PA Program, 1990
 Epidemiology of Injury Fellowship, Indian Health Service, 2005
Mark Ferguson M.A. Instructor of Spanish
 B.A. Indiana University of Pennsylvania, Indiana, PA, 1994
 M.A., University of Pittsburgh, PA, 1996
Lara Florez MFA, BA of Assistant Professor of English
 BA English, Southern Oregon University, Ashland, OR, 1997
 MFA Creative Writing, Pacific University, Forest Grove, OR, 2007

Jim Flory B.S. Art Department Chair, Instructor of Photography
 B.S., Southern Oregon College, 1972
Jeff Fortner Pharm.D. Assistant Professor of Pharmacy
 BS., Oregon State University 2001
 Pharm.D., Oregon State University 2004
David A. Foster Ph.D. Associate Professor (Part-time Clinical) of Professional Psychology
 B.S., Florida State University 1986

Ph.D., The George Washington University 1999
Herman M. Frankel Ph.D., M.D. Professor (Adjunct) of Professional Psychology
 B.A., Columbia College, 1958
 M.D., Columbia University College
 of Physicians & Surgeons, 1962
 Ph.D., University of Oregon, 1987
Lorely French Ph.D. Study Abroad Chair/Distinguished University Professor, Professor of German
 B.A., McGill University, 1979
 M.A., University of California, LA, 1981
 Ph.D., University of California, LA, 1986
Jon E. Frew Ph.D., ABPP Director, Organizational/Consulting Psychology Track, Professor of Professional Psychology
 B.S., Gannon University, 1970
 M.A., Gannon University, 1973
 M.Ed., Gannon University, 1975
 Ph.D., Kent State University, 1982
David G. Fuentes Pharm.D. Assistant Professor of Pharmacy
 Pharm.D., University of Practice, 2003
 Certified Geriatric Pharmacist, 2008
 Board Certified Pshychopharmacotherapy Specialist, 2008
Brad Fujisaki Pharm.D. Assistant Professor of Pharmacy
 B.S. Pharm. Oregon State University, 2000
 Pharm.D. Candidate, University of Colorado, 2007
Adam Furchner Ph.D. Assistant Professor (Part-time) of Professional Psychology
 B.A., Connecticut College, 1990
 Ph.D., California School of Professional Psychology, Alameda, 1998
Gisela Galvan MA, BA of Instructor of Spanish
 BA Pacific University, 1996
 MA Portland State University, 1998
Miller A. Garrison Ph.D. Associate Professor (Part-time) of Professional Psychology
 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
Michael Geraci M.S. Humanities Division Chair Fall 2009, Media Arts Department Chair, Sabbatical Spring 2010, Associate Professor of
 Media Arts
 B.A., Pacific University, 1991
 M.S., University of Oregon, 2002
Richard Gicking MD Associate Medical Director, Assistant Professor of Physician Assistant Studies
 B.S., George Mason University, 1979
 B.S.,PA, George Washington Unviersity, 1981
 M.D., George Washington University School of Medicine, 1992
Isaac Gilman B.A., MLIS, Assistant Professor of Library
 B.A., Kenyon College, 2003
 M.L.I.S., University of British Columbia, 2006
Joel W. Gohdes Ph.D. Chemistry Department Chair, Associate Professor of Chemistry
 B.A., Carleton College, 1985
 Ph.D., University of California, Berkeley, 1991
Eva Gold Psy.D. Assistant Professor (Part-time) of Professional Psychology
 B.A., University of Michigan, 1973
 Psy.D., Pacific University, 1987
Denise Goodwin B.S., O.D. Associate Professor of Optometry
 B.S., Pacific University, 1996
 O.D., Pacific University, 1998
 Teaching Fellow, Pacific University, 1998-99
Aaron Greer M.A. Instructor of Anthropology
 B.A. Humbolt State University, Arcata, CA, 2003
 M.A., University of Oregon, Eugene, OR, 2005
Monique M. Grindell B.A., M.A. Instructor of English Language Institute
 B.A., University California - Santa Barbar 1987
 M.A., University of Arizona - Tucson 1992
Linda Grounds Ph.D. Assistant Professor (Part-time) of Professional Psychology
 B.S., University of Utah, 1974
 M.S., University of Pittsburgh, 1978
 Ph.D., University of Pittsburgh, 1985
Christine Guenther Ph.D. Thomas J. and Joyce Holce, Professorship in Science, Mathematics & Computer Science Department Chair,
 Associate Professor of Mathematics
 B.A., Stanford University, 1989
 M.S., University of Washington, 1993
 Ph.D., University of Oregon, 1998
Kathleen Guerin RDH Instructor of Dental Health Science
 A.A.S. Clark College, 1979
 B.S. Eastern Washington University, 2007

Deke T. Gundersen Ph.D. Thomas J. and Joyce Holce, Professorship in Science, Environmental Studies Department Chair, Associate Professor of Environmental Science
 B.S., Indiana University Southeast, 1987
 M.S., University of Louisville, 1990
 Ph.D., Oregon State University, 1995

Michelle R. Guyton Ph.D. Director, Academic Issues, Assistant Professor of Professional Psychology
 B.S., Sam Houston State University, 1996
 M.A., Sam Houston State University, 1998
 Ph.D., University of Utah, 2005

Jamie R. Haag Ph.D. Associate Professor of Economics
 B.A., University of Washington, 1991
 M.A., University of Oregon, 1996
 Ph.D., University of Oregon, 1996

Stephen Hall Ph.D. Associate Professor of Physics/Optomety
 B.S., Worcester Polytechnic Institute, 1988
 Sc., M., Brown University, 1991
 Ph.D., Brown University, 1995

Lesley M. Hallick Ph.D. Professor and University President
 B.A., Pomona College, 1967
 Ph.D., University of Wisconsin, Madison, 1972

Stacey Lynn Halpern Ph.D. Assistant Professor of Biology
 B.A., Carleton College, 1993
 Ph.D., University of Minnesota, 2003

Jennifer Hardacker M.F.A. Director of Gender and Sexuality Studies, Media Arts Department Chair Spring 2010, Assistant Professor of Media Arts
 B.A., Indiana University, 1993
 M.F.A., Southern Illinois University, 1998

John Harrelson Ph.D. Assistant Professor of Pharmacy
 B.S. Gonzaga University, 1994
 Ph.D. University of Washington, 2005

George A. Harshbarger D.M.A. Professor of Music
 B.A., California State University, 1967
 M.A., San Francisco State University, 1973
 D.M.A., University of Washington, 1985

Ellen Hastay MS Peace and Conflict Studies Chair, Director of Humanitarian Center
 MS

John R. Hayes B.A., M.A., Ph.D. Associate Professor of Optometry
 B.A., College of Wooster, 1970
 M.A., The Ohio State University, 1972
 Ph.D., The Ohio State University, 1996

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

Toby Hemenway Scholar in Residence, Expert in Permaculture and Ecological Design
 BS

Nancy Henderson M.A. Assistant Professor of Science & Health Sciences Librarian
 B.A., University of Southern California, 1976
 M.S.S., University of California, Los Angeles, 1978
 M.A., Portland State University, 1994

Shawn Henry Ph.D. Associate Professor of Exercise Science
 B.S.Ed., Montana State University, 1988
 M.S., University of Montana, 1991
 Ph.D., University of Oregon, 1995

Steven L. Henry Psy.D. Assistant Professor (Adjunct) of Professional Psychology
 B.A., University of Oregon, 1966
 M.A., University of Portland, 1972
 Psy.D., Pacific University, 1988

Jon Hersen MBA, MHA, Faculty (Part-time) of Masters of Healthcare Administration

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

Holly Hetrick Weger Psy.D. Assistant Professor (Part-time) of Professional Psychology
 B.A., Gonzaga University, 2000
 M.S., Pacific University, 2002
 Psy.D., Pacific University, 2005

Anya Hill R.N., PA-C, MS Clinical Coordinator, Assistant Professor of Physician Assistant Studies
 B.A., University of Oregon, 1996
 B.A., The Evergreen State College, 1999
 M.S., Pacific University, 2005

Christopher J. Hoekstra D.P.T., PT Instructor (Part-time) of Physical Therapy
 B.S., Willamette University, 1998

M.S., Pacific University, 2001
D.P.T., Pacific University, 2002
Tracey Hoffman-Jones Psy.D. Assistant Professor (Part-time) of Professional Psychology
B.A., Scripps College, 1987
M.S., California State University, Hayward, 1991
Psy.D., Pacific University, 2004
Yvette Holman B.Pharm Assistant Professor of Pharmacy
B.Pharm, Washington State University, 1990
Joan Holmquist M. Ed. Faculty (Part-time) of Masters of Healthcare Administration
Fraser Horn B.S., O.D. Clinic Director , Assistant Professor of Optometry
B.S., Pacific University, 2000
O.D., Pacific University, 2004
Residency in Primary Care and Ocular Disease,
Perry Point VAMC, 2005
Len V. Hua B.S., Ph.D., O.D. Assistant Professor of Optometry
B.S., University of Toronto, 1995
Ph.D., University of Toronto, 2005
O.D., New England College of Optometry, 2006
Residency in Primary Care, Pennsylvania College of Optometry, 2007
Christopher Huffine Psy.D. Assistant Professor (Part-time) of Professional Psychology
B.A., Carleton College, 1985
Psy.D., Virginia Consortium for Professional Psychology, 1991
Connie Hunt Ph.D. Professor (Adjunct) of Professional Psychology
B.A., Lakeland College, 1980
M.S., University of Wisconsin-Oshkosh, 1989
Ph.D., University of Vermont, 1991
Linda A. Hunt Ph.D. Associate Professor of Occupational Therapy
B.S. University of Missouri, 1974
B.S. University of Kansas, 1983
M.S., Washington University, 1991
Ph.D., University of Missouri-St. Louis, 2001
Kazuko Ikeda Ph.D. Associate Professor of Japanese
B.A., Portland State University, 1981
M.A., Portland State University, 1985
Ph.D., University of Oregon, 1992
Ramona Ilea Ph.D. Assistant Professor of Philosophy
B.A., University of Toronto, 2000
M.A., University of Minnesota, 2003
Ph.D., University of Minnesota, 2006
Lynda Irons M.L.I.S. Assistant Professor of Electronic/Information Services Coordinator
A.A.S., College of Southern Idaho, 1979
B.B.A., Boise State University, 1983
M.L.I.S., Brigham Young University, 1990
Brian H. Jackson Ph.D. Exercise Science Department Chair, Assistant Professor of Exercise Science
B.S., University of North Carolina at
Wilmington, 1997
M.A., East Carolina University, 1999
Ph.D., University of Virginia, 2004
Kenneth C. Jackson Pharm.D. Assistant Dean for Program Development, Associate Professor of Pharmacy
B.S.Pharm University of Houston College of Pharmacy, 1989
Pharm.D. Creighton University School of Pharmacy, 1996
Sandra Y. Jenkins Ph.D. Director, Human Diversity, Professor of Professional Psychology
B.A., Michigan State University, 1968
M.A., Michigan State University, 1977
Ph.D., University of Oregon, 1985
Richard I. Jobs Ph.D. History Department Chair, Associate Professor of History
B.A., Murray State University, 1991
M.A., Murray State University, 1994
Ph.D., Rutgers University, 2001
Erin Jobst Ph.D., PT Assistant Professor of Physical Therapy
B.S., University of California Riverside, 1992
M.P.T., University of California San Francisco, 1994
Ph.D., Oregon Health Sciences University, 2003
Donna J. Johns Psy.D. Assistant Professor (Part-time) of Professional Psychology
B.S., Washington State University, 2000
M.S., Pacific University, 2003
Psy.D., Pacific University, 2006
Brent Johnson M.F.A. Writing Center Director, Assistant Professor of English
B.A., DePauw University, 1995
M.F.A., University of Idaho, 2003
Kevin E. Johnson Ph.D. Professor of Chemistry
B.A., Stanford University, 1983

M.S., University of Washington, 1987
 Ph.D., University of Washington, 1991
Lisa Johnson-Phelps B.S. Instructor
 B.S., Dental Hygiene, University of Washington, 1992
 M.S., Dental Hygiene, Idaho State University, (candidate)

Jennifer Jordan Pharm.D. Assistant Professor of Pharmacy
 Pharm.D. The University of Arizona College of Pharmacy, 1996

Reza Karimi Ph.D. Assistant Dean for Academic Affairs & Assessment, Associate Professor of Pharmacy
 MSc of Pharmacy, Uppsala University School of Pharmacy, Sweden, 1991
 Ph.D., Uppsala University, Sweden, 1998

Pamela T. Kawasaki M.B.A. Assistant Professor
 B.S. Oregon Health & Science University, 1987
 M.B.A. Portland State University, 1993

Shereen Khoja Ph.D. Sabbatical 2009/2010, Associate Professor of Computer Science
 B.S., King Abdul Aziz University, 1997
 M.S., University of Essex, UK, 1998
 Ph.D., Lancaster University, UK, 2002

Eun Joo (Catherine) Kim Ph.D. of Assistant Professor of Education
 B.A. Yonsei University, Seoul, 1992
 M.A. University of Illinois at Urbana-Champaign, 1994
 Ph.D. University of Illinois at Urbana-Champaign, 1997

Beth Kinoshita B.S., O.D. Assistant Professor of Optometry
 B.S., University of California at Santa Barbara, 1998
 O.D., Southern California College of Optometry, 2002
 Residency in Contact Lenses, Pacific University, 2006

Keith Kisser B.F.A., M.L.S. Assistant Professor of Library
 B.F.A., Savannah College of Arts and Design, 1999
 M.L.S., University of Maryland, 2005

Erica Kleinknecht Ph.D. Sabbatical Fall 2009, Associate Professor of Psychology
 B.A., Western Washington University, 1995
 M.S., Western Washington University, 1997
 Ph.D., University of Arkansas, 2000

Paul Kohl B.A., O.D. Professor of Optometry
 B.A., State University of New York (Binghamton), 1973
 O.D., Pacific University, 1980
 Teaching Fellow, Pacific University, 1980-81

Nancy Krusen Ph.D. Assistant Professor, Assistant Professor of Assistant Professor
 Ph.D.

James Kundart B.A., B.S., M.Ed., O.D. Assistant Professor of Optometry
 B.A., B.S., Pennsylvania State University, 1993
 M.Ed, Pacific University, 1999
 O.D., Pacific University, 1999
 Residency in Vision Therapy and Rehabilitation, State University of New York, 2000

Marita Kunkel B.A., M.L.S. University Librarian/Director of the Library, Associate Professor of Library
 B.A., San Diego State University, 1971
 M.L.S., Emporia State University, 1996

Matthew Lampa B.S., O.D. Assistant Professor of Optometry
 B.S., Pacific University, 2003
 O.D., Pacific University, 2006
 Residency in Cornea and Contact Lens, Pacific University, 2007

Chris Lane M.S. Assistant Professor of Mathematics
 B.A., University of Oregon, 1991
 M.S., University of Oregon, 1993

James B. Lane Ph.D. Professor of Professional Psychology
 B.A., University of North Carolina, 1970
 Ph.D., University of Minnesota, 1974

Hannu Laukkanen B.S., B.S., O.D., M.Ed. Clinical 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

Susan Tinsley Li Ph.D. Director, Child/Adolescent Track, Associate Professor of Professional Psychology
 B.A., University of Notre Dame, 1990
 M.A., Arizona State University, 1993
 Ph.D., Arizona State University, 1997

Nada Lingel B.S., O.D., M.S. Distinguished University Professor, 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

Lawrence M. Lipin Ph.D. Professor of History
A.B., University of California, Davis, 1978
M.A., University of California, LA, 1981
Ph.D., University of California, LA, 1989

Susan Littlefield B.S., O.D. Director of Community Outreach, Assistant Professor of Optometry
B.S., North Dakota State University, 1990
O.D., Pacific University, 1994
Teaching Fellow, Pacific University, 1995

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

Gloria Londagin Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., California State University, Los Angeles, 1972
M.A., California State University, Los Angeles, 1974
Ph.D., United States International University, San Diego, 1979

Richard London B.A., M.A., O.D. 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

Blair Lonsberry B.S., M.S., O.D., M.Ed. Clinic Director, Associate Professor of Optometry
B.S., University of Manitoba, 1990
M.S., University of Manitoba, 1993
O.D., University of Waterloo, 1996
Residency in Primary Care, Illinois Eye Institute, 1997
M.Ed, Memorial University, Canada, 2005

Pamela T. Lopez Ph.D. Biology Department Co-Chair, Professor of Biology
B.S., Columbus College, 1980
Ph.D., University of California, LA, 1990

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

John P. Lowery B.S., O.D., M.Ed. Associate Professor of Optometry
B.S., University of California, 1988
O.D., Pacific University, 1993
M.Ed., Pacific University, 1996

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

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

Cheleen Mahar Ph.D. Professor of Anthropology
B.A., University of Northern Colorado, 1967
M.A., University of Illinois, 1972
Ph.D., Massey University, 1986

Kristine Marcus R.Ph. Assistant Professor of Pharmacy
R.Ph., University of Washington, Seattle, 1990

Marc Marengo M.Div., D.Phil. Director of Pacific Institute for Ethics and Social Policy, Professor of Philosophy and Religion
B.S., California State University, Chico, 1975
M.Div., Yale University, 1982
D. Phil., University of Oxford, 1992

Ellen Margolis M.F.A., Ph.D. Art Division Chair, Theatre & Dance Department Chair, Associate Professor of Theatre
B.A., University of California, Berkeley, 1982
M.F.A., University of California, Davis, 1986
Ph.D., University of California, Santa Barbara, 1987

Leeza Maron Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., Tufts University, 1995
Ph.D., University of Florida, 2003

Loyal F. Marsh Ph.D. Professor (Adjunct) of Professional Psychology
B.A., Gonzaga University, 1955
M.S., University of Portland, 1959
Ph.D., University of Portland, 1960

Erin Martin PhD, BS of Assistant Professor of Biology
BS Biology, Boise State University, ID, 1999
Ph.D. Oregon State University, Corvallis, OR, 2005

Yasutaka Maruki Ph.D. Assistant Professor of Japanese
B.A., Nihon University, Tokyo, Japan, 1997
Ph.D., University of Connecticut, 2006

Ann Matschiner M.S.T. Assistant Professor of Education
B.S., Oregon State University, 1976
M.S.T., Portland State University, 1980
Kristy McGinnis M.S.Ed. Assistant Professor of Education
B.A., Portland State University
M.S.Ed., Portland State University

Daniel S. McKittrick Ph.D. Professor of Professional Psychology
B.S., University of Illinois, 1969
M.A., University of Maryland, 1975
Ph.D., University of Maryland, 1978

Grant McOmie KGW News channel 8 Environmental Reporter, Scholar in Residence
MA

John M. Medeiros Ph.D., PT Distinguished University Professor, Professor of Physical Therapy
B.S., Northwestern University, 1968
M.A., University of Iowa, 1974
Ph.D., University of Iowa, 1978

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

Paul G. Michael Ph.D. Assistant Professor of Professional Psychology
B.S., Virginia Polytechnic Inst. & State University, 1996
M.S., University of Memphis, 2000
Ph.D., University of Memphis, 2003

Michael Millard MS., R. Ph., Assistant Professor of Pharmacy/Masters of Healthcare Administration
BS., Oregon State University 1972
MS., Oregon State University 1976

Catherine A. Miller Ph.D. Assistant Dean, Clinical Psychology Program, Associate Professor of Professional Psychology
B.A., University of New Orleans, 1987
M.A., West Virginia University, 1990
Ph.D., West Virginia University, 1993

John S. Miller Ph.D. Professor/ of Provost and Vice President for Academic Affairs
B.A., University of Oregon, 1968
M.A., University of Oregon, 1971
Ph.D., University of Oregon, 1977

Luke Moissinac Ph.D. Assistant Professor of Psychology
B.A., Brandeis University, 1985
M.Sc University of Strathclyde, 1988
M.A., Ph.D., Clark University, 2005

Katya Monge-Hall M.A. Assistant Professor Spanish of Health Professions
B.A., University of Ecuador, 1996
M.A., Portland State University, 2000

Catherine A. Moonshine Ph.D. Assistant Professor of Professional Psychology
B.A., University of Redlands, 1989
M.A., Seattle University, 1993
Ph.D., Pacific Graduate School of Psychology,
Palo Alto, 1999

James Moore Ph.D. Assistant Professor of Politics and Government
A.B., Stanford, 1981
M.A. Monterey Institute of International Studies, 1986

Ph.D., Northwestern University, 1995

Nicole M. Morales B.A., M.E. Instructor of English Language Institute
B.A., University of Arizona -Tucson 2000
M.E., George Mason University, 2005

Daniel J. Munoz Ph.D. Assistant Professor of Professional Psychology
BA., University of Michigan, Ann Arbor 2000
MA., State University of New York, Albany 2004
Ph.D., State University of New York, Albany 2006

Ron Narode Ed.D. Assistant Professor (Part-time) of Physical Therapy
B.A., University of Massachusetts, 1975
M.A.T., University of Massachusetts, 1981
Ed.D., University of Massachusetts, 1989

Joseph D. Neron B.S., O.D. Clinic Director, Assistant Professor of Optometry
B.S., University of Oregon, 2001
O.D., Pacific University College of Optometry, 2006
Residency in Primary Care, Portland Veterans Affairs Medical Center, 2007

Nancy Neudauer Ph.D. Associate Professor of Mathematics
B.B.A., University of Wisconsin, 1989
M.A., University of Wisconsin, 1994

Ph.D., University of Wisconsin, 1998

David S. Nichols Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., Sonoma State University, 1965
M.S., San Diego State University, 1970
Ph.D., University of Portland, 1973

Gyorgyi Nyerges PhD, MS, BS of Assistant Professor of Biology
BS Teacher of Biology and Chemistry, Teacher's Training College Eötvös Loránd University, Budapest, 1995
MS Chemistry, Eötvös Loránd University, Budapest, 1998
MS Microbiologist, Eötvös Loránd University, Budapest, 1999
Ph.D. University of California Riverside, 2008

N. Charles O'Connor M.A., CPA Professor
B.S., University of Northern Colorado, 1972
M.A., University of Iowa, 1976

Steve O'Day Instructor of Art

Terry O'Day M.F.A. Associate Professor of Art and Environmental Studies
B.F.A., University of Illinois, 1982
M.F.A., Arizona State University, 1985

Judy Ortiz PA-C, MS, MHS Associate Director, Associate Professor of Physician Assistant Studies
B.S., Ball State University, 1989
M.S., Wake Forest University, 1991
M.H.S., Duke University, 1993

Verna Ourada B.S., PT Instructor (Part-time) of Physical Therapy
B.S., University of Maryland at Baltimore, 1987
B.S., Oregon State University, 1983

Darlene Pagán Ph.D. Sabbatical Fall 2009, Associate Professor of English
B.A., Aurora University, 1992
M.A., Illinois State University, 1994
Ph.D., University of Texas, Dallas, 2000

RuthAnn Parvin Ph.D. Assistant Professor (Part-time) of Professional Psychology
B.A., University of Arkansas, 1970
M.A., University of Oklahoma, 1974
Ph.D., University of Nebraska, 1982

Richard Paxton Ph.D. Associate Professor of Education
B.S., University of Oregon
M.A., University of Tulsa
Ph.D., University of Washington

Mark Pedemonte M.D. Academic Faculty, Associate Professor of Physician Assistant Studies
B.S., Creighton University, Biology, 1974
M.D., Creighton University, 1978
Boston University, Anesthesiology Residency, 1986

Sandra Pelham-Foster MPHA Assistant Professor of Occupational Therapy
B.S., University of Witwatersrand, 1989
M.P.H.A., Portland State University, 2001

Donna Phillips Ph.D. Associate Professor of Education

B.S., Eastern Oregon University, 1979

M.A., Western Oregon University, 1987

Ph.D., Oregon State University, 1997

Sarah R. Phillips Ph.D. Associate Dean, Sociology, Sabbatical Spring 2010, Professor of Sociology

B.A., Whitman College, 1986

Ph.D., University of Minnesota, 1993

Scott Pike B.S., O.D. Assistant Professor of Optometry

B.S., Pacific University, 1968

O.D., Pacific University, 1970

Vedavalli Pokala Ph.D. Assistant Professor of Pharmacy

BSc., Madras University, India, 1995

MSc., Madras University, India, 1997

Ph.D. Duquesne University, Pittsburgh, 2005

Kathlene Postma Ph.D. Associate Professor of English

B.A., Northern Michigan University, 1986

M.A., Northern Michigan University, 1988

Ph.D., University of Wisconsin, Milwaukee, 1993

Jann Purdy Ph.D. Assistant Professor of French

B.A., Duke University, 1986

M.A., University of California, Berkeley, 1990

Ph.D. University of California, Berkeley, 1996

Caitlin Quinn Costume Designer and Instructor of Costume Design

B.A., Western Washington University

Adam Rafalovich Ph.D. Sociology, Anthropology, Social Work & Comparative Religion Dept Chair, Associate Professor of Sociology

B.Sc., Southern Oregon University, 1993

M.A., Northern Arizona University, 1995

Ph.D., University of British Columbia, 2002

Krishnan Ramaya Ph.D. Business Administration Department Chair, Associate Professor of Management

B.Sc., University of Kansas, 1986

M.B.A., University of Kansas, 1988

Ph.D., University of Kansas, 1997

Martha Rampton Ph.D. Director, Center for Gender Equity, Sabbatical Fall 2009, Professor of History

B.A., University of Utah, 1979

M.A., University of Utah, 1988

Ph.D., University of Virginia, 1998

Randy Randolph PA-C, MPAS Program Director, Associate Professor/Director of Physician Assistant Studies

B.S., San Diego State University, 1969

B.S., Baylor College of Medicine, 1977

M.P.A.S., University of Nebraska, 2002

Kathy Ratliffe Faculty (Part-time) of Masters of Healthcare Administration

Latha Reddy PA-C, MS Clinical Faculty, Assistant Professor of Physician Assistant Studies

B.S., Rutgers University, Biology, 1995

M.S., Seton Hall University/UMDNJ, 1998

Rebecca A. Reisch D.P.T., PT Assistant Professor of Physical Therapy

B.S., University of Wyoming, 1998

M.S.P.T., Pacific University, 2001

D.P.T., Pacific University, 2002

Lee Ann Remington B.S., B.S., O.D., M.S. 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

Roger Reynolds B.S., D.O. Associate Professor (Part-time) of Optometry

B.S., Southwestern Oklahoma State

University, 1982

D.O., Oklahoma State University School of Osteopathic Medicine, 1982

Gisela Galvan Rios M.A. Instructor of Spanish

B.A., Pacific University, 1996

M.A., Portland State University, 1998

Jessica Ritter Ph.D. Assistant Professor of Social Work

B.S.W., University of Texas at Austin, 1994

M.S.W., University of Texas at Austin, 1997

Ph.D., University of Texas at Austin, 2006

Harold B. Robb Ph.D., ABPP Assistant Professor (Part-time) of Professional Psychology

B.A., Westminster College, 1968

M.A., University of Nebraska, 1973

Ph.D., University of Nebraska, 1978

Sigrid Roberts Ph.D. Assistant Professor of Pharmacy

Ph.D., University of Iowa, 1994

M.S., University of Wyoming, 1988

Hector Rodriguez D.O. Associate Medical Director, Assistant Professor of Physician Assistant Studies

B.S., Florida International University, 1976

D.O., Southeastern University, 1990

Victor M. Rodriguez Ph.D. Department of World Languages & Literatures Chair, Associate Professor of Spanish

B.A., Universidad de Puerto Rico, 1982

M.A., Brown University, 1987

Ph.D., Brown University, 1993

Sandra Rogers Ph.D. Associate Professor of Occupational Therapy

B.S., University of Wisconsin-Milwaukee, 1984

M.S., University of Wisconsin-Madison, 1991

Ph.D., University of Wisconsin-Madison, 1997

Shawna Rohner B.S. Instructor

A.A.S., Registered Dental Hygienist, Diablo Valley College, 1976

M.S.Ed., Portland State University, (candidate)

Edmundo Rosales M.D. Associate Medical Director, Assistant Professor

B.S., University of Texas, El Paso, 1974

M.D., University of California in Los Angeles, 1978

Robert Rosenow Pharm.D., O.D. Professor of Physician Assistant Studies

B.A., University of the Pacific, 1974

Pharm.D., University of the Pacific, 1976

O.D., Pacific University, 1988

Johan Rosqvist Psy.D. Associate Professor of Professional Psychology

B.A., University of Oregon, 1993

M.A., Assumption College, 1997

Psy.D., Pacific University, 2002

Vincent Rossi Ph.D. Assistant Professor of Physics

BA Southern Oregon University, 1998

BS Philosophy, Oregon State University, 2003

BS Oregon State University, 2003

Ph.D. Oregon State University, 2009

Michael Rowell Ph.D. Assistant Professor of Mathematics

B.A., University of San Diego, San Diego, CA 2003

Ph.D. Pennsylvania University, University Park, PA 2007

Lisa J. Rowley M.S. Program Director, Associate Professor

A.A.S. Bergen Community College, 1978

B.S. Old Dominion University, 1980

M.S. Old Dominion University, 1982

M.S. College Misericordia, 1995

Philip J. Ruder Ph.D. Economics Department Chair, Sabbatical Spring 2010, Professor of Economics

B.A., Dartmouth College, 1983

M.S., University of Wisconsin, Madison, 1991

Ph.D., University of Wisconsin, Madison, 1994

Richard A. Rutt Ph.D.,PT, ATC/R Professor/Director of Physical Therapy

B.S., Morningside College, 1972

M.S., Texas Woman's University, 1982

Ph.D., University of Virginia, 1988

Douglas J. Ryan M.S. Professor of Computer Science

B.A., University of Northern Colorado, 1980

M.S., Colorado State University, 1983

Lori S. Rynd Ph.D. Biology Department Co-Chair, Professor of Biology

B.S., University of Washington, 1970

M.S., Oregon State University, 1975

Ph.D., Oregon State University, 1979

Sheryl Sanders Ph.D. Anatomy Course Instructor, Associate Professor of Physical Therapy/Physician Assistant Studies
B.A., Asbury College, 1985
Ph.D., University of Kentucky, 1989

Tal Sanders M.F.A. Scenic and Lighting Designer and Assistant Professor of Theatre
BA Dramatic Art, University of California, Santa Barbara
MFA California Institute of the Arts

Lisa Sardinia Ph.D., J.D. Sabbatical Fall 2009 - Spring 2010, Associate Professor of Biology/Optomtry
B.S., Whitworth College, 1979
Ph.D., Montana State University, 1985
J.D., Hastings College of Law, 1996

Victor Savicki Ph.D. Professor (Part-time Clinical) of Professional Psychology
B.A., Carroll College, 1967
M.S., University of Massachusetts, Amherst, 1968
Ph.D., University of Massachusetts, Amherst, 1971

Benson Schaeffer Ph.D. Professor (Part-time) of Professional Psychology
B.A., University of California, Los Angeles, 1962
M.A., University of California, Los Angeles, 1964
Ph.D., University of California, Los Angeles, 1967

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

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

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

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

Todd Schultz Ph.D. Psychology Department Chair, Sabbatical Spring 2010, Professor of Psychology
B.A., Lewis and Clark College, 1985
M.A., University of California, Davis, 1987
Ph.D., University of California, Davis, 1993

Kenneth F. Schumann M.Ed. of Athletic Director
B.S., George Fox University, 1981
M.Ed., Portland State University, 1985

Don Schweitzer M.A. Assistant Professor of Social Work
B.A., Idaho State University, Pocatello, ID, 2004
M.A., University of Oregon, Eugene, OR, 2005

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

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

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

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

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

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

Harry Sheller M.S. Visiting Assistant Professor of Mathematics
B.A., Manchester College, 1963
M.S., University of Oregon, 1993

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

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

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

Dewayne Smith M.S.Ed. Assistant Professor of Education
B.S., Western Oregon University
M.S.Ed., Western Oregon University

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

Steve R. Smith M.A. Associate Dean of Arts and Sciences, Assistant Professor of English
B.A., University of Utah, 1978
M.A., Portland State University, 1997

Shelley L. Smolnisky Ed.D. Assistant Dean, Eugene Campus, Assistant Professor of Education
B.S., Oregon State University, 1972
M.S., University of Oregon, 1976
M.Ed., University of Oregon, 1986
Ed.D., George Fox University, 2009

Jennifer Smythe B.S., O.D., M.S. Professor and Dean of College of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1993
Residency in Contact Lenses,
Pacific University, 1994
M.S., Pacific University, 2000

Anjanette Sommers M.S., PA-C Assistant Professor of Physician Assistant Studies
B.S., Brigham Young University, 1999
M.S., Pacific University, 2004

Cheryl L. Spaulding Ph.D. Associate Professor of Education
B.A., San Jose State University, 1976
M.A., San Jose State University, 1983
Ph.D., Stanford University, 1987

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

Susan Stein M.S. Associate Professor/Dean of Pharmacy
B.S. Pharm University of Wisconsin College of Pharmacy, 1990
M.S. University of Wisconsin College of Pharmacy, 1999

Timothy Stephens D.M.A. 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

Ann Stout BS Pharm. Director for Experiential Education, Director/Assistant Professor of Pharmacy
B.S. Pharm., Drake University College of Pharmacy

Jennifer Strangfeld PhD, MS, BA of Assistant Professor of Sociology
BA Women's Studies and Psychology University of California, Santa Barbara, 1995
MS Sociology, University of Oregon, Eugene, 2000
Ph.D. University of Oregon, 2006B

Lucrecia Suarez M.S.W. Director, Iris Clinic, Assistant Professor of Professional Psychology
Licensed Psychologist, Universidad Catolica Andres Bello, Caracas, Venezuela, 1988

M.S.W., Portland State University, 1992

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

James H. Swain M.S., PT Instructor (Part-time) of Physical Therapy
B.S., Seattle University, 1970
M.S., U.S. Army - Baylor University, 1973

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

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

Tamara E. Tasker Psy.D. Assistant Professor of Professional Psychology
B.A., Colgate University, 1994
M.S., Pacific University, 2002
Psy.D., Pacific University, 2005

Jay C. Thomas Ph.D., ABPP Assistant Dean, Research, Planning, Counseling Psychology Program, Professor of Professional Psychology
B.S., Portland State University, 1998
M.A., University of Akron, 1976
Ph.D., University Akron, 1981

Robert L. Thomas Jr. M.S.P.T. Instructor of Physical Therapy
B.S., Eastern College, 1986
M.S., Pacific University, 1993

Tim Thompson Ph.D. Co-Director Disability Studies, Humanities Division Chair Spring 2010, Associate Professor of English
B.A., University of South Florida, 1985
M.A., University of South Florida, 1988
Ph.D., Emory University, 1996

Xiaoling Tian Ed.D. Assistant Professor of Chinese
B.A., South China Normal University, 1982
M.S., Portland State University, 2002
Ed.D., Portland State University, 2007

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

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

Alex Toth M.L.S. Associate Professor of Social Science/Specialist Collections Librarian
B.A., Portland State University, 1973
M.L.S., University of Oregon, 1975

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

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

Enie Vaisburd MFA Assistant Professor of Media Arts
MFA, Southern Illinois University, 1996
BA, Hebrew University

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

Richard Van Buskirk Ph.D. Assistant Professor of Environmental Studies
B.A., Colorado College, 1988
M.A., University of California, Davis, 1997
Ph.D., University of California, Davis, 2001

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

Ty Vo Pharm.D. Assistant Professor of Pharmacy
B.S. Oregon State University, 2001
Pharm.D. Oregon State University, 2005

Mary Von PA-C, MS Academic Coordinator, Assistant Professor of Physician Assistant Studies
B.S., University of Washington Physician Assistant Program, 1995
M.S., Arizona School of Health Sciences, 2002

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

Shelley Washburn Director of Master of Fine Arts in Writing
Wendy Watson MPH, Faculty (Part-time) of Masters of Healthcare Administration
Marcus Welsh M.A. On Leave 2009/2010, Assistant Professor of Spanish
B.A., Pacific University, 1997
M. A., University of Arizona, 2002

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

Jaye Cee Whitehead Ph.D., Assistant Professor of Sociology
B.A., Pacific University, 2000
M.A., University of California, Berkeley, 2003
Ph.D., University of California, Berkeley, 2007
Richard V. Whiteley Jr. Ph.D. Sabbatical Spring 2010, Professor of Chemistry
A.A., Santa Ana College, 1972
B.S., California State University, Long Beach, 1974
Ph.D., University of Nebraska, 1978

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

Paula Wilkes Ph.D. Associate Professor of Education
B.A., UCLA, 1973
M.Ed., University of Oregon, 1978
Ph.D., University of Oregon, 1988

Alyson Williams Ph.D. Associate Director, Psychological Services, Assistant Professor of Professional Psychology
B.A., University of Wisconsin, 1996
M.A., Boston College, 1999
Ph.D., Indiana University, 2004

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

Salisa Williams B.S., O.D. Professor of Optometry
B.S., Northeastern State University, 1985
O.D., Northeastern State University, 1986

Brett Windsor B.S. Assistant Professor of Physical Therapy
B.S., Curtin University, 1994
Carlo Wood B.S., M.P.T. Assistant professor of Physical Therapy
B.S., Fresno State University, 1997
M.P.T., Fresno State University, 1999
Shun-Nan Yang B.A., M.A., Ph.D. Assistant Professor of Optometry
B.A., National Chaiyi Normal University, Taiwan, 1987
M.A., National Cheng-chi University, Taipei, Taiwan, 1996
Ph.D., University of Illinois at Urbana-Champaign, 2002
Lorne Yudcovitch B.S., O.D. Associate Professor of Optometry

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

Stephen G. Zahm Ph.D. Professor (Part-time) of Professional Psychology
B.A., University of California, Berkeley 1965
M.A., California State College, Los Angeles, 1969
Ph.D., University of Portland, 1973

A.J. Zelada B.S., O.D. Assistant Professor (Part-time) of Optometry
Bachelor of Graphic Arts and Science, Rochester Institute of Technology, 1972
B.S., Pacific University, 1985
O.D., Pacific University, 1985

Anita Zijdemans-Boudreau Ph.D. Assistant Professor of Education
B.Ed., York University, Canada
M.A., University of Toronto
Ph.D., University of Toronto

Faculty Emeriti

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

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

Amy Beaupre Faculty Emeritus, Professor of Music
B.M., Pacific University, 1933

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

Willard B. Bleything Faculty Emeritus, Distinguished University Professor of Public Health and Optometry, Director of International Programs
B.S., Pacific University, 1951
O.D., Pacific University, 1962
M.S., Pacific University, 1954

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

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

Jane B. Carmichael Faculty Emeritus, Associate Professor of Optometry
B.A., Mississippi State, 1936
O.D., Southern College of Optometry, 1945

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

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

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

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

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

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

Ph.D., University of Illinois, 1970
Phillip D. Creighton (2003) President Emeritus, Professor of Biology
 B.A., Tarkio College, 1966
 M.S., Colorado State University, Fort Collins, 1970
 Ph.D., Colorado State University, Fort Collins, 1974
James O. Currie Faculty Emeritus, Distinguished University Professor, Professor of Chemistry
 B.S., Ohio State University, 1965
 Ph.D., University of Washington, 1970
Robert A. Davies Faculty Emeritus, Professor of English
 A.B., University of Massachusetts, 1952
 M.A., University of Michigan, 1953
Russell A. Dondero Faculty Emeritus, Professor of Politics and Government
 B.A., Whitman College, 1964
 M.A., University of Minnesota, 1968
 Ph.D., University of Minnesota, 1973
Jane L. Ellis-Horner Faculty Emeritus, Professor of Education
 M.A.T., Lewis and Clark College, 1965
George G. Evans Faculty Emeritus, Distinguished University Professor, Professor of English
 B.A., Beloit College, 1956
 M.A., Northwestern University, 1957
 Ph.D., University of Oregon, 1966
Grazio Falzon Faculty Emeritus, Professor of Romance Languages
 B.A., Malta University, 1959
 Licent., Malta University, 1959
 J.C.D., Lateran University, 1963
Mary H. Fehrs Faculty Emeritus, Professor of Physics
 B.A., Wellesley College, 1966
 M.A., Boston University, 1968
 Ph.D., Boston University, 1973
Joseph K. Frazier Faculty Emeritus, Professor of History
 B.A., Reed College, 1950
Albert M. Freedman Faculty Emeritus, Professor of Music
 B.M., VanderCook School of Music, 1938
 A.B., Central College, 1939
 M.M., Roosevelt University, 1947
 D.M.E., Indiana University, 1972
Donald Fromme (1992) Faculty Emeritus, Professor of Psychology
 B.M., Boston University, 1961
 Ph.D., University of Iowa, 1966
Alfred Furie Faculty Emeritus, Professor of Optometry
 B.S., Pacific University, 1958
 O.D., Pacific University, 1960
W. Thomas Griffith Faculty Emeritus, Distinguished University Professor, Professor of Physics
 B.A., John Hopkins University, 1962
 M.S., University of New Mexico, 1964
 Ph.D., University of New Mexico, 1967
Leigh Hunt Jr. Faculty Emeritus, Professor of Political Science
 B.A., Yale College, 1947
 M.A., University of Minnesota, 1949
 Ph.D., University of Minnesota, 1968
William T. Jordan Faculty Emeritus, Professor of Chemistry
 B.A., Portland State University, 1964
 M.A., Portland State University, 1968
 Ph.D., University of Pittsburgh, 1972
Marshall M. Lee Faculty Emeritus, Professor of History
 B.S., Whitman College, 1967
 M.A., Claremont Graduate School, 1969
 Ph.D., University of Wisconsin, Madison, 1974
Leonard Levine Faculty Emeritus, Distinguished University Professor, Professor of Physiology and Pharmacology
 B.S., Rutgers University, 1950
 Ph.D., Columbia University, 1959
Nira Levine Faculty Emeritus, Director of Student Services, Professor of Counseling
 B.S., Hunter College, 1953
 M.Ed., University of Virginia, 1964
 Ed.D., University of Virginia, 1969
William Ludlam Faculty Emeritus, Professor of Optometry
 B.S., Columbia University, 1953
 M.S., Columbia University, 1954
 O.D., Massachusetts College of Optometry, 1964
Laurie Lundy-Ekman Faculty Emeritus, Professor of Physical Therapy
 B.S., University of Washington, 1974
 M.A., University of Washington, 1978
 Ph.D., University of Oregon, 1989

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

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

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

William E. Preston Faculty Emeritus, Clinical Professor of Optometry
 B.S., Pacific University, 1952
 O.D., Pacific University, 1958

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

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

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

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

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

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

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

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

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

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

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

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

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

Diane P. Yolton Faculty Emeritus, Professor of Optometry
 B.S., University of Wisconsin, 1966
 M.S., University of Texas, 1969
 Ph.D., University of Texas, 1974

O.D., Pacific University, 1986
Fellowship, Pacific Cataract and
Laser Institute, 1990-91
Robert L. Yolton Faculty Emeritus, Professor of Psychophysiology
B.S., University of Wisconsin, 1965
M.A., California State University, 1966
Ph.D., University of Texas, 1975
O.D., Massachusetts College of Optometry, 1975

College of Arts and Sciences

Introduction

MISSION

The College of Arts and Sciences provides, through effective teaching built on close faculty-student relationships, in a residential setting, a broad liberal arts education with a strong emphasis on service and application of knowledge. Pacific University's undergraduates develop the intellectual capabilities and personal qualities that enable them to participate in rewarding careers and to contribute to their communities. The 35 majors in the College of Arts and Sciences clearly reflect Pacific's liberal arts base. The largest unit and the core of the University, the College provides a broad spectrum of opportunities to match individual interests and career plans.

The College of Arts and Sciences curriculum affirms in practice that a broad educational experience is both an end in itself and a means to set personal and professional directions. Within the divisions of Arts, Humanities, Natural Sciences, and Social Sciences, the College offers a carefully constructed range of courses with breadth and depth. The College provides living and learning experiences that one expects to find at a high-quality liberal arts college.

In a world that increasingly asks not what you know but how quickly can you learn, Pacific University prepares its students to communicate clearly, to analyze problems, to synthesize information and to understand people, systems and cultures.

A strong advising program, called Pathways, covers academic development and career counseling and placement. The Pathways Program ensures that each student maximizes internship, research, study abroad, service learning, professional and graduate school opportunities. One part of Pathways, the Advantage Program, prepares students specifically for seamless entry into Pacific's graduate professional programs, including early acceptance.

Traditionally, the College encourages off-campus learning. Pacific undergraduates may study abroad in many countries, pursue off-campus independent research projects, and undertake career internships that earn credit toward graduation.

The College offers Bachelor of Arts and Bachelor of Science degrees. In addition to the regular program, the College offers a variety of classes in three intensive, four-week summer terms.

Admissions

ADMISSION AS A FRESHMAN

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

Pacific considers individuals for admission if one of the following three criteria has been achieved:

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

Applications may be obtained by writing the Office of Admissions, Pacific University, 2043 College Way, Forest Grove, Oregon 97116-1797, or by calling 503-352-2218 or 800-677-6712. Applications are also available online at www.pacificu.edu. Preferred application deadline is February 15. We make admission decisions on a rolling basis.

ADMISSION AS A TRANSFER STUDENT

Pacific considers transfer applicants based on academic records and levels of preparation, as well as on academic recommendations. Based upon evaluation by the Registrar's Office, arts and sciences courses taken at accredited baccalaureate institutions, completed with a grade of C- or higher, may receive full or partial transfer credit. Academic departments decide which transfer courses satisfy requirements for majors and minors. Students should consult the Pacific University Arts and Sciences department chair in their major field. In computing transfer credit, 1.5 quarter hours equals 1 semester hour.

APPLICATION PROCEDURES FOR FRESHMEN AND TRANSFER STUDENTS

1. Forward completed application form and the nonrefundable \$40 application fee to the Office of Admissions.
2. Give recommendation form to high school counselor or appropriate faculty member to complete and return to the Office of Admissions.
3. Request that official transcripts for all academic work be forwarded to the Admissions Office. Transfer students with fewer 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. Submit SAT I or ACT scores. We waive this requirement for transfer applicants who have completed 30 semester or 45 quarter hours by the time of application.

INTERNATIONAL STUDENTS

Pacific University welcomes international students. We base admission on academic preparation and proficiency in English. International students must submit:

1. An Application Form.
2. The nonrefundable application fee of \$40.
3. Complete official academic records (with official English translation) covering all work undertaken at the secondary and university level.
4. Certification of Finances Form showing enough financial resources to pay for all educational and personal expenses during the first year.
5. An official score report of the Test of English as a Foreign Language (TOEFL), or equivalent, for those students for whom English is a second language. Results must come directly from the Educational Testing Service (ETS) or equivalent; we do not accept student copies.

To enroll as an undergraduate student, an applicant must earn a TOEFL score of 79 (iBT), 550 (paper) or equivalent. Students whose academic qualifications are sufficient but who need further language training can be given conditional admission. Full admission and the right to enroll in a full course load will be granted upon reaching a score of 550 (paper) or equivalent.

Pacific also offers a transitional "bridge" admission program for entrance into the University; please contact the international admission counselor for more details. All students who enter the United States on a student visa are usually required to carry at least 12 semester hours in each semester.

DEPOSIT POLICY

All admitted degree-seeking students must post a \$200 deposit no later than the Uniform Candidate Reply Date of May 1 to secure a place in the incoming class on a space-available basis. We credit the deposit to tuition charges for the first semester. New students may receive a refund of the \$200 deposit if requested before May 1. It is not refundable after that date.

CAMPUS VISITS

A visit to campus is the best way to learn about Pacific University. We encourage students to make arrangements through the Office of Admissions to attend classes, to meet with students and faculty members, to speak with an admissions counselor, to tour campus, to dine in the university commons, and to spend an evening in one of our residence halls. We accommodate overnight visits Sunday through Thursday when classes are in session.

READMISSION

To apply for readmission after an absence of one semester or more, students must complete a brief Application for Readmission form and submit it to Associate Dean of the College of Arts and Sciences (Bates House, 2043 College Way, Forest Grove, OR 97116; FAX 503-352-2775). The application form is available at www.pacificu.edu/registrar/forms/index.cfm. Applications for Readmission require the approval of the Associate Dean, the Business Office, and the Dean of Students. Readmitted students who have attended courses at other academic institutions during their time away from Pacific must submit official transcripts of the work to our Registrar as soon as possible.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

ADVANCED PLACEMENT

We award four credits toward graduation for a score of 4 or 5 on the Advanced Placement (AP) test in any field. 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. Students who complete the IB Diploma with a score of 30 or higher receive several benefits, including the IB Achievement Scholarship; sophomore standing; priority housing; and membership in the Dean's Reading Group. Pacific University will also award eight semester transfer credits for each higher examination passed with a score of 5 or higher and 4 credits for standard examinations passed with 5 or higher. Maximum of awarded credits is 32.

LIMITED ENROLLMENT FOR HIGH SCHOOL STUDENTS

Academically talented high school students may enroll as non-admitted and non-degree-seeking students through the Registrar's Office for one course per semester, with approval of the high school principal and the Pacific University course instructor. These students may apply for admission upon meeting requirements for degree-seeking students.

Tuition

SCHEDULE OF FEES AND COSTS FOR ACADEMIC YEAR 2009/2010

Tuition

Annual (two 14-week terms) for the academic year - \$29,290*
 Semester (one 14-week term) - \$14,645*
 Part-time, per semester hour (1 through 11 credit hours) - \$1,219
 Summer, per semester hour - \$610
 Audit, per semester hour - \$350

Fees

Student Government/Activities**
 Annual - \$170

Semester - \$85

Health service**

Annual - \$186

Semester - \$93

Technology**

Fall & spring semester - \$135

Summer term - \$50

Annual (fall, spring & summer) - \$320

Recreation**

Annual - \$50

Semester - \$25

Medical insurance**

August 20, 2009, to August 20, 2010 - \$933

Music, Private Lessons:

(12 half-hour lessons, 0.5 credits) - \$275

(12 one-hour lessons, 1.0 credits) - \$550

Organ practice rental per semester - \$50

Student Orientation Fee:

New Student Orientation - \$90

Transfer Orientation - \$20

Study Abroad

Semester - \$250

* 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 (permission required for overloads).

** Applies to all students enrolled in 1 or more credits for the term. For summer session, the technology fee applies to all students enrolled in 3 or more credits.

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

Note: Pacific University welcomes the diversity of age and experience that older students bring to the campus. Any consumer 55 years of age or older may enroll for 'audit only' in one traditional undergraduate class per semester without a tuition charge on a space available basis only. Courses are subject to all policies and regulations of the University and no credit will be given for the class audited.

Master in Fine Arts

Annual tuition ...\$13,274

Fall room & board ...\$850

Spring room & board ...\$850

2009/2010 ROOM AND BOARD

Room and Board rates are billed two times per year, fall semester and spring semester. Residents who live in University housing for the duration of both terms may enjoy the winter term at no additional room charge. However, those who choose to vacate housing prior to the end of the spring semester or those who are not housed during the fall semester will be charged the standard weekly rate for a room on a prorated basis for the month of January. Board charges will be prorated at the weekly standard rate based on the board calendar. All changes in housing status must be reported to the Housing and Residence Life Office for approval.

ROOM RATES	ACADEMIC YEAR	SEMESTER
Double, Triple or w/4 persons	\$4,094	\$2,047
Single	\$4,670	\$2,335
Double Suite/Quad Suite	\$4,858	\$2,429
Double/Single (Double Room-one occupant) or Quad w/2 persons	\$5,222	\$2,611
Single Suite	\$5,296	\$2,648
Vandervelden Four bedroom units	\$5,310	\$2,655
Vandervelden Studio (one available)	\$5,864	\$2,932
Burlingham Hall 6 person apt/double room	\$4,960	\$2,480
Burlingham Hall 6 person apt/single room	\$5,304	\$2,652
Burlingham Hall 4 person apt/single room	\$5,770	\$2,885
Burlingham Hall 4 person suite/double room	\$5,122	\$2,561
Burlingham Hall 3 person apt/ double room/RA room	\$5,122	\$2,561
Gilbert Hall 6 person apt/double room	\$4,960	\$2,480
Gilbert Hall 6 person apt/single room	\$5,304	\$2,652

Gilbert Hall 4 person apt/single room	\$5,770	\$2,885
Gilbert Hall 4 person apt/double suite	\$5,122	\$2,561
Gilbert Hall 4 person apt/double room	\$5,304	\$2,652
Gilbert Hall 3 person apt/ double room/RA room	\$5,122	\$2,561

Flexible Dining Memberships come in many convenient sizes. By combining a Block Meal Allowance with Declining Balance Dining Dollars, you can customize a plan that's right for you.

Block Meal Allowance

No missed meals! You start the term with a block or number of meals. One meal is subtracted from your block plan each time you dine for dinner and weekend brunches. Enjoy all you care to eat at dinner and brunch in the University Center.

Declining Balance Dining Dollars

Pay as you go - it works like a bank debit card. Your declining balance dining dollars are used for breakfast, lunch and snack items and the purchase amount is subtracted from the balance in your meal plan account.

Meal Plans

These meal plans are designed to fit your lifestyle. So whether you're on the go or away from campus and may not always have time for three meals a day, an active soccer player that needs fuel for your body, or somewhere in between - one of these plans is for you.

Plan A

Fall term: 88 Block Meals + \$650 in Declining Balance

Spring term: 88 Block Meals + \$650 in Declining Balance

Plan B

Fall term: 110 Block Meals + \$540 in Declining Balance

Spring term: 110 Block Meals + \$540 in Declining Balance

Plan C

Fall term: 132 Block Meals + \$430 in Declining Balance

Spring term: 132 Block meals + 430 in Declining Balance

Cost for Meal Plan

The cost of the options is the same for each meal plan, letting students select the plan that best suits their individual needs.

Annual - \$4,024

Fall and spring semester - \$2,012 per semester

Students may change their meal plan during the first two weeks of the fall and spring terms. The unused declining balance amount will carry over from fall term, to winter III term, to spring term. Students have two options for any available declining balance value at the end of the spring term. They may use their value to buy bulk products or have up to \$100 of their value carry over to the next academic fall term. There is no refund or credit given for any declining balance.

TUITION AND FEE PAYMENT OPTION

I. Semester Plan

This plan allows you to pay in full before the beginning of each semester. Due dates for the 2009-2010 academic year are:

Fall/Winter	August 15, 2009
Winter	January 5, 2010* (for students entering winter term)
Spring	January 15, 2010
Summer	May 15, 2010

*Students entering the University during the winter term pay tuition and fees prior to registration. If the student is enrolled full-time during the spring semester, the spring invoice reflects a credit in the amount of the winter term tuition and fees. Students enrolled full-time in fall or spring semester are not charged tuition for winter term.

II. Monthly Payment Plan

This plan allows you to pay tuition and fees in four installments each semester. For the fall term payments begin on August 15, 2009, with additional payments due the 15th of the three succeeding months. For spring term, payments begin on December 15, 2009; for summer term, April 30, 2010. There is a per semester set-up fee of \$30 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.

MONTHLY PAYMENT DUE DATES

Fall/Winter August 15, September 15, October 15, and November 15, 2009

Spring December 15, 2009, January 15, February 15, and March 15, 2010

Summer April 30, May 15, June 15, and July 15, 2010

Note: The following information is applicable to both the Semester Payment Plan and the Monthly Payment Plan.

If a payment is not made according to schedule, a late fee of \$50 is assessed for each month that the payment is past due. The University assesses a charge of \$25 for checks returned to the University for non-payment.

Disbursement of Federal Family Educator Loan Program (subsidized and unsubsidized), Federal Perkins Loan and Health Profession Student Loan cannot occur until the borrower completes a promissory note and entrance counseling. Disbursement of Federal Family Education Loan Program for Undergraduate Students and alternative loans occur only after credit approval of the loan application. Anticipated disbursements of accepted and approved loans may be considered when calculating payment of student accounts. Student employment (Federal work-study and Pacific work-study) earnings are paid directly to the student and should not be considered in determining payment due on student's account.

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 in order to avoid late fees.

Methods of Payment

Pay Online:

- * Free electronic payment from your checking or savings account.
- * Online web acceptance of the following major credit cards: MasterCard, Discover and American Express (Please note the Credit Card option will incur an additional charge from the credit card service provider).

Pay by Phone: Discontinued

We care about providing the highest level of security and privacy for your credit card information. As a result, this service will be discontinued effective July 1, 2009. Students and parents are encouraged to use 'BoxerOnline' to make secured payments.

Pay by Mail: Pacific accepts the following payment methods by mail.

- * Check or money order, cashiers check payable to 'Pacific University'
- * All payments must be made in U.S. dollars: foreign currency will not be accepted.
- * Please include student's name and ID number on check or money order.

* Please mail to:

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

Pay in Person:

The Business Office window is open from 9:00 a.m. to 5:00 p.m., during the work week (Monday - Friday). During these hours payments may be made in person via cash, personal check, cashiers check, traveler's check, and money order. Additionally, in person debit card payments may be made. All payments must be made in U.S. dollars. Foreign currency will not be accepted.

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 to 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, an application fee must accompany the application. When a student is admitted to the University, a non-refundable advance payment deposit is required to complete the admissions process. The deposit reserves the student's place in the incoming class on a space-available basis and is credited to the student's tuition payment charges for the first semester.

ORIENTATION EXPENSE. All students admitted to the College of Arts and Sciences are charged an "orientation fee" as determined by the Division of Student Life.

GENERAL DEPOSIT. A general deposit of \$100 is charged to all new students and transfer students. This deposit remains with the University until the student either graduates or leaves the institution. Within a reasonable amount of time after leaving the institution, the deposit is refunded in full unless outstanding charges exist on the account.

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 satisfied.

Pacific University's philosophy on payment reflects the educational element of assuming and meeting one's financial 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, or outside scholarship funds - must be certain that all funds intended for their accounts have been processed and delivered to the University Business Office and credited to the proper student account.

STUDENT CONTRACT. Each student must complete a contract with the Business Office at the beginning of the academic year he or she is enrolled at Pacific University. This contract will provide the student's name, contact information, social security number, payment plan selected and authorization to release information. This form must be completed and signed by the student. The contract authorization will be in effect while the student is attending unless superseded by an addendum. 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 students enrolled in at least ONE credit. 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 the academic

year. The form must be received two weeks prior to the first semester of each academic year. Group medical coverage is available both for dependents of insured students and during summer vacation. Contact the local insurance agent, WSC Insurance, 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 courses, 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.

WITHDRAWAL AND REFUND POLICY. Students who completely withdraw from all classes should contact the Dean's Office prior to executing a formal withdrawal through the office of the Vice President of Student Life.

Students who completely withdraw from the institution would be responsible for a percentage of their charges based on the week during which they withdraw. These percentages would be calculated as follows:

Date of withdrawal determination /	Percentage of charges refunded
Prior to the first day of classes	100%
During the first week of classes	80%
During the second week of classes	60%
During the third week of classes	40%
During the fourth week of classes	20%
After the fourth week of classes	0%

For more information, please contact the Financial Aid office. A hall presence fee of \$25 per day may be assessed against the student account for additional time residing in University housing with additional fees if participating in the University meal plan.

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

CHANGE IN CREDIT HOURS. When a student modifies his or her schedule to change from an overload to full-time standing or from full-time to 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 refunds resulting from the change in standing.

SHORT-TERM LOANS. Short-term loans are 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 the current semester. Loans are available for up to \$2,000. Students may have more than one loan but may not have more than \$2,000 outstanding at any time. Failure to repay the loan on the agreed-upon repayment schedule will cancel the student's privilege to borrow further from the short-term loan program for the remainder of the academic year.

Academic transcripts and/or diplomas will not be released for students who are delinquent on their loans 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 day of enrollment.

Applications for the loan can be made through the Business Office. The loan processing fee is \$10.

Degree

DEGREE REQUIREMENTS

CURRICULAR GOALS

Every graduate of the College of Arts and Sciences shall have a command of the tools of thought and language, including

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

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

- interpret and experience with an historical consciousness
- cultivate creative means of expression and comprehension
- develop and reflect on his or her own set of values
- understand multicultural, diverse and global perspectives
- access and evaluate information necessary to make informed decisions
- participate as an informed citizen in terms of knowledge in the arts, humanities, social sciences, and natural sciences;

- engage in the practices of a discipline, understanding how the discipline's knowledge is constructed and used
- progress toward a productive and meaningful professional life.

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

BACHELOR OF ARTS DEGREE REQUIREMENTS

I. Credit Hours

128 semester hours are required for graduation.

II. College Core Requirements

We expect all students to undertake a broad course of study by completing with at least a C- each of the requirements listed below. No course may be counted for more than one requirement. Note that the curricular goals for each Core requirement are listed below.

A. MATHEMATICS (3 semester hours)

All Math courses numbered 165 or higher, PSY 350 (Behavioral Statistics), SOC 301 (Social Statistics), or equivalent statistics courses. Students who have excellent mathematics preparation may be exempt from this requirement. Students who complete the mathematics core requirement will:

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

B. WRITING (3 semester hours)

ENGW 201 Expository Writing or ENGW 202 Writing About Disability.

ENGW 201 is devoted to the study of language for the purpose of improving students' writing and thinking skills. Sophomore standing is required. Students who complete the writing core requirement will:

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

C. FOREIGN LANGUAGE (102-level course or proficiency)

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 had two years of high school study in a single language should 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 may be exempted from the foreign language Core requirement by obtaining approval from his or her advisor and the Chair of the World Languages and Literatures Department. The Chair of the World Languages and Literatures Department shall notify the Registrar.

Students who complete the Foreign Language core requirement will:

** develop linguistic skills in all four areas of the language of concentration: listening, speaking, reading, and writing sufficient to achieve the Intermediate-Low level according to the ACTFL proficiency guidelines for western languages, and the Novice-High level for non-western languages

** familiarize themselves with the fundamental grammatical concepts needed to enhance the previously mentioned four linguistic skills

** acquire cultural, historical and geographical knowledge associated with the language

** be able to interact with native speakers of the language

** enhance grammatical knowledge of English by comparing it with the target language.

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

All freshmen must take Humanities 100 in the fall semester. Transfer students need to substitute either one course in English composition and one course in either literature or philosophy (but not logic) or two courses in literature or philosophy (4-6 credits). Students will learn efficient and effective approaches to the following skills:

- Critical thinking (engage in thoughtful, reflective and reasoned modes of inquiry and evaluation)
- Close reading (pay careful attention to the nuances and complexities of texts and the act of reading)
- Written Expression (provide written work that is clear, focused, complex, well-organized, documented effectively, grammatically correct)
- Verbal expression (provide oral presentations and responses that are focused and carefully phrased)
- Class discussion (engage in effective and appropriate modes of participation in class discussions)
- Listening (engage in active listening)
- Note-taking (produce a written record of class lectures, discussion and reading)
- Time-Management (focus on the organization and prioritization of academic tasks)
- Write an 8-10 page Public Essay, evaluated through cross-sectional faculty grading, that engages in a substantial way, and demonstrates mastery of, several texts used in the course in a manner that is intended to be summative and reflective of the term, while demonstrating the ability to read, to think, and to write critically.

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

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

E. COMPARATIVE CULTURAL STUDIES (3 semester hours)

All students must take three semester hours in courses designated as Comparative Cultural Studies in the schedule of classes or catalog. The courses that qualify are those on the cultures of Asia, Africa, Latin America, or aspects of American culture that draw upon these areas or the culture of indigenous peoples of North America, excluding foreign language instruction. The Comparative Cultural Studies core requirement will provide sustained exposure to the world view/culture/experience of:

- particular societies of Asia, Africa or Latin America
- or particular minorities in America composed of Asian, African, Latin American or an indigenous people of North America.

F. THE ARTS (3 semester hours)

Three semester hours in Art, Music or Theatre. Students who complete the art core requirement will do so by one of two means, or some combination of the two.

Path I

Students elect the participatory, hands-on path and complete the requirement by enrolling in one three-credit studio class in the Art Department or by taking three semesters (at one credit per semester) in one or more Music ensembles or Theatre production courses. In the process of fulfilling the core requirement in the arts by this path, students will:

- engage in simultaneous creative and aesthetic thought - the integration of the intellectual, experiential and the subjective - through an immersion experience in at least one of the arts
- engage in spatial or temporal thinking in two dimensions, three dimensions, movement or time
- develop skills relevant to producing a particular artistic product
- engage in forms of communication other than the written or spoken word
- explore aesthetic values and concerns of our culture and others and gain understanding of the inextricable connection between art and culture
- realize their creative potential.

Path II

Others fulfill the core requirement in the arts by taking one three-credit course in the history or appreciation of one of the arts. These typical lecture courses operate along the lines of humanities courses. Students who elect this path will:

- become active seers and active listeners, i.e., an informed audience for the arts
- be able to analyze critically how creativity and self expression shape, define and reflect visual or aural culture
- understand the commonality between the interconnectedness of the arts and other disciplines, such as sciences, language, philosophy, history and social change.

G. THE SOCIAL SCIENCES (6 semester hours)

At least two courses from two different disciplines, chosen from Anthropology, Economics, Political Science, Psychology, Sociology and Social Sciences. Students who complete the Social Sciences core requirement will:

- be familiar with uses and biases of social science approaches to the explanation of social or psychological phenomena
- be able to use theoretical concepts from two different social science disciplines to describe and to explain social or psychological phenomena
- be familiar with quantitative or qualitative methods used by social scientists to gather and to analyze evidence
- be familiar with substantive results of social science research about social or psychological issues and problems
- be familiar with social science approaches used in dealing with value judgments about issues and problems.

H. THE HUMANITIES (6 semester hours)

At least two courses from two different disciplines, chosen from Literature**, History (except HIST 326), Philosophy, Media Arts (MEDA 110, 112, 120, 220 only), Peace and Conflict Studies (PACS 211, 325, 411, 430 only), REL 110, and Humanities (except HUM 300, but including GSS 201). (**Literature courses include English courses with the prefix ENGL and selected courses in Chinese, French, German, Japanese and Spanish, as indicated in course descriptions.) Students who complete the Humanities core requirement will have the ability:

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

I. THE NATURAL SCIENCES (6-8 semester hours)

Two courses from two different disciplines, chosen from Biology, Chemistry, Environmental Science (ENV 141, ENV 160, ENV 170, ENV 200, ENV 210, ENV 230, ENV 260, ENV 325 ENV 334), Exercise Science-Integrative Physiology(EXIP), Physics, Science, or two courses with laboratory in the same discipline (8 semester hours). No 190 courses may be used to satisfy this requirement. Students who complete the Natural Science core requirement will:

- develop a scientific understanding of the natural world
- recognize the distinctive nature and limits of scientific knowledge: that it is an evolving model of the natural world, discovered and verified

through experimentation and observation

- use qualitative and quantitative scientific methods and reasoning within the context of one or more disciplines in the natural sciences.

J. SENIOR CAPSTONE (2 or more semester hours)

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

III. Major

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

IV. 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, as some departments may have adopted a higher minimum than 2.0. All courses required for the bachelor degree and major must be included in the 120 hours presented for graduation. Only grades of C- or higher will transfer as credit toward the degree.

V. Upper Division Hours

40 hours of upper-division course work (numbered 300 and above), with no more than 10 hours of courses numbered 475, are required to satisfy this requirement. All Study Abroad coursework through Pacific University or affiliates will be counted as upper-division. The first 31 credits of study abroad course work earned through Pacific University will count as Pacific University credit; the remainder of study abroad credit will be treated as transfer work and evaluated accordingly.

VI. Residency

A. 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 that a greater number of credits be completed at Pacific University. For these requirements, consult the list of requirements for each major or minor.

B. Students must complete 30 of the last 40 hours counted towards their degree at Pacific University.

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

I. Core and Other Requirements

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

II. Major Declaration

Satisfy requirements for a major or a minor from the Division of Natural Sciences or a major in Psychology with two additional science laboratory courses.

Students may earn only one bachelors degree at the College of Arts and Sciences.

DEGREE POLICIES

Declaration of Majors and Minors

1. Major requirements are listed elsewhere in the catalog under the appropriate departmental headings. The minimum requirement is 24 hours, of which 16 hours must be upper-division.

2. 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.

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 their faculty academic advisors.

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 to prepare for a profession more effectively.

Forms for declaration of majors and minors are available from the Registrars Office.

Degree requirements for students preparing to teach are listed in the Education section.

Waiver of Departmental Requirements and Prerequisites

Students may apply to academic departments to waive requirements for a major or minor; the faculty may waive requirements if it is satisfied that the student has already achieved the knowledge expected. Similarly, prerequisites may be waived at the discretion of the instructor. Course waivers do not reduce the number of credits needed for any requirement.

52-Hour Rule

A maximum of 52 hours in a discipline may be applied toward the 128 credits required for graduation. Music majors may apply up to 60 hours of music courses. A program of more than 52 hours that includes an internship may be approved by the Associate Dean by petition.

Ordinarily, a course prefix indicates a discipline, except that the groupings EXIP, EXMB, HPER, and SPMD; and ENGL and ENGW count as one discipline.

Activity Courses

A maximum of eight (8) credits of activity courses may count toward graduation, in addition to any credits for activity courses prescribed by a student's major or minor. These one-credit courses are taken to enhance and to add value to a student's education. They typically focus on personal development, increased proficiency, or teamwork. Activity courses are: HPER 150 (all sections); MUS 150-167, 181-184, and 186-187; and THEA 150-156.

Internships

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

Changes in Requirements

Students must meet the requirements for the Core and majors and minors from the catalog from their year of original matriculation or a subsequent year. If more than ten years has elapsed since a student's original matriculation, then the original date of matriculation will be replaced by the date of re-entry in the implementation of this policy. Students should consult with department chairs for advice if the catalog requirements for their declared majors or minors have been changed.

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

Part-time Status

Students who are registered for fewer than 12 credits by the end of the add/drop period will be considered part-time students. Part-time status may adversely affect financial aid awards, athletic eligibility, and academic status. Official part-time status may be granted by the Associate Dean (Bates House) in special circumstances.

Exceptions to College Requirements/Policies

Students may seek exceptions to college requirements/policies in extraordinary circumstances (upon consultation with their advisors) by petitioning the Standards and Advising Committee. Information on the process may be obtained from the Associate Dean (Bates House).

Graduation/Persistence Data

In accordance with the Student Right To Know Act DCL of August, 1991, Pacific University is required to publish graduation and persistence rates of the cohort of first-time freshmen. While most students graduate in four years, the six-year graduation rate for the entering class of 2002 is 67% percent.

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 Registrars Office by January 15 for spring, June 15 for summer, or October 15 for winter graduation. Arts and Sciences students who are within 15 credit hours of graduation may march in Commencement and must submit an Application for Degree as above.

Graduation with Honors

Students receiving an Arts and Sciences baccalaureate degree will be designated cum laude if they achieve a cumulative grade point average of 3.50 to 3.699, magna cum laude if they achieve 3.70 to 3.909, and summa cum laude if they achieve 3.91 to 4.00.

Policies

REGISTRATION POLICIES AND PROCEDURES

The Associate Dean, in cooperation with the Registrar, oversees matters of academic rules and regulations. The office of the Associate Dean is located in Bates House. The Registrar's Office is located in Marsh Hall, 1st floor.

Adding a Class

Students may add classes through the 10th day of the semester. After the first day of the term, an advisor's signature is required to add classes. Adding classes after the 10th day of the term normally is not allowed.

Auditing Classes

As an auditor, a student enrolls in, pays for, and attends classes, but is not required to complete assignments or take examinations. No credit is earned for audited courses. Students must declare the audit option before the end of the add-drop period. Once the audit option has been declared, it can not revert back to the graded option. See Business Office section for payment information.

Class Standing

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

Senior: 90 + semester credits completed

Dropping/Withdrawing From a Course

Students may drop through the first 10 days of a semester-long class (the 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 (the second week of a three-week term) and receive a W on the transcript, with no grade penalty. Withdrawals after the 10th week normally are not permitted unless approved by the Standards and Advising Committee.

It is the responsibility of the student to notify the Registrar's Office and the instructor when dropping or withdrawing from a class; otherwise, the student may receive a failing grade. However, in some circumstances, prior to the end of the withdrawal period instructors may notify the Registrar of students not attending classes and have them withdrawn. Likewise, instructors may choose to have a student dropped from a course that s/he has pre-registered for but not attended during the first two class periods or the first academic week, whichever is less (the first day of a three-week term).

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

Normal Load / Overloads

To be full-time, students must enroll in at least 12 credits. Students may enroll in up to 18 credits with no additional tuition charges. Typical student course loads range from 14 to 16 credits. Registration for more than 18 credits requires the approval of the Associate Dean. In Winter III, a normal load is one course. Overloads during Winter III are not possible.

A student is considered registered/enrolled only after needed approvals from faculty advisors and instructors have been filed with the Registrar's Office and classes have been entered into the computer registration system. The University reserves the right to cancel the registration of students who are delinquent in meeting their financial obligations to the University.

Oregon Independent Colleges Association (OICA) Cross-Registration

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

Registration Procedures

Course registration procedures are distributed each term by the Registrar's Office, indicating when continuing students may register for classes (see Academic Calendar). In keeping with Pacific's philosophy regarding student advisee/faculty advisor relationships, students are required to communicate with their advisors and review class selections prior to registration. New students communicate with faculty advisors and register during the summer; continuing/returning students register in April for the Fall semester and in November for the Winter term and Spring semester, with priority granted according to the number of earned credits. Readmitted students' registration requests are processed after those of continuing students.

New students must complete their initial registration no later than the fourth day of classes; continuing students may complete initial registration through the 10th day of the semester. Students may add and drop classes through the 10th day of the semester. Adding classes normally is not allowed after the 10th day. Students may withdraw from classes through the 10th week of the semester, with a W posted on the transcript. Please refer to the Schedule of Classes for add/drop equivalents for Winter III and Summer terms.

Withdrawing From All Classes

Students wishing to withdraw from all classes must schedule an exit interview with the Dean of Students' office to discuss options and/or initiate the formal withdrawal process. Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal. A statement from a healthcare provider or other documentation may be required for an Administrative Withdrawal.

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

Withdrawing From the University

Students leaving the University (other than by graduating) must conduct an Exit Interview in the Office of the Dean of Students to complete necessary paperwork and insure that all administrative concerns (business, financial aid, housing, transcript release, etc.) are met.

GRADING POLICIES

Grade Changes

Once a grade has been submitted to the Registrar it is changed only in the case of recording errors. Faculty members submit Grade Change forms to the Associate Dean for approval.

Grades

Grades are available to students at the end of each grading period through Boxer Online. Grade reports are not routinely mailed to students or parents; students wishing parents to receive mailed grade reports may contact the Registrar's Office to make arrangements.

Grading System

GRADE EXPLANATION POINTS

A Excellent 4.0 per credit
A- Excellent 3.7 per credit
B+ Good 3.3 per credit
B Good 3.0 per credit
B- Good 2.7 per credit
C+ Satisfactory 2.3 per credit
C Satisfactory 2.0 per credit
C- Substandard 1.7 per credit
D+ Substandard 1.3 per credit
D Substandard 1.0 per credit
F Failure 0.0 per credit

P Pass
N No Pass

The below grades earn no credit points:

AU Audit
L Actual grade will be turned in late
X Continuing course; grade will turn into P, N or letter when completed
W Withdrawal
AW Administrative withdrawal

Incompletes: Pacific University records Incompletes with a contingent grade. The contingent grade is the grade the student will earn at the end of the term if no additional work is completed. Incompletes are not counted in the GPA. Grades used are: IA-; IB+; IB; IB-; IC+; IC; IC-; ID+; ID; IF; IN

Incompletes

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily but health or other emergency reasons prevent the student from finishing all requirements of the course. Incompletes given for Fall semester or Winter III term must be completed no later than the following April 15. Incompletes given for Spring semester or Summer session must be completed no later than the following November 15. The instructor and the student should agree upon a timeline for the completion of all work, within those deadlines.

Incompletes are recorded with a contingent grade, which is the grade the student will earn at the end of the term if no additional work is completed. Grades are determined by including failing grades for missing assignment(s). If agreed-upon course work is not completed in the allotted period and an extension has not been granted, the contingent grade becomes permanent.

Pass/No Pass Option

In addition to courses requiring P/N grading, students may take one course each semester on a Pass/No Pass basis; such courses may not be used to fulfill core, the major, the minor, or teaching endorsement requirements. 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 the Pass/No Pass option has been declared, it may not revert back to the graded option.

The P grade is equivalent to a C or above.

Repeated Courses

Courses may be counted only once towards graduation requirements.

When a course taken at Pacific University is retaken at Pacific, only the higher grade is used in computing the Pacific GPA, although the former course grade remains on the transcript.

When a course taken at Pacific University is retaken at another institution, both courses are calculated in the GPA, regardless of which grade is higher.

Transfer Credits and GPA

Upon the approval of the Registrar, courses taken elsewhere with a grade of C- or better may be transferred to a student's academic record at

Pacific. Transferred courses may be used to meet degree requirements and, in some circumstances, used to satisfy major or minor requirements. The GPA includes only grades earned at Pacific University.

SATISFACTORY ACADEMIC PROGRESS

It is expected that each student at Pacific University maintain satisfactory academic progress. Decisions on Academic Progress are made by the Standards and Advising Committee. See the Financial Aid section in this catalog or consult with the Financial Aid and Registrar's Offices for more information on how financial aid and athletic eligibility depend on academic achievement.

Satisfactory academic progress is defined by:

• A cumulative GPA at Pacific University of at least 2.0

• A GPA of at least 2.0 in the previous semester

• 12 credits of coursework credited toward graduation in the previous semester, during which a student was enrolled as a full-time student

Warning

Full-time students who do not meet each of these three standards for the first time typically are placed on Warning. Students on Warning must meet with their faculty advisors, and perhaps the Associate Dean, for help getting access to academic resources.

Probation and Suspension

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

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

A Suspension typically lasts one academic year. Students are not considered to be enrolled in Pacific University.

Readmission after Suspension

At the end of the Suspension period (which typically is for one academic year), a student may petition to the Dean's Office to apply for readmission. The Standards and Advising Committee reviews applications for readmission. Applications for readmission for Fall must be received no later than August 1; applications for Spring must be received no later than January 2. Applications received after those dates will be considered for the following semester. It is the student's responsibility to ensure that an application is complete.

As part of the application for readmission, the student must present evidence of renewed motivation and commitment to academic success. Evidence of successful employment or study at another college during the period of suspension from Pacific University strengthens a student's application. If the Standards and Advising Committee determines that academic success is likely, readmission will be granted.

Students readmitted after Suspension are placed on Probation (see above) for the semester of their return. If a readmitted student subsequently does not meet the University's academic standards and becomes eligible for suspension, the student may be dismissed by the Standards and Advising Committee.

OTHER POLICIES & PROCEDURES

Academic Advising

Advisors work closely with each student to develop a sequence of courses that meet individual needs. The Deans Office assigns faculty advisors to students upon admission. After a major has been declared (by the end of the sophomore year) an advisor in that major area(s) should be selected. Students may not register for classes until they have consulted with their advisors, and successful students generally have frequent contact with their faculty advisors. Any concerns with advising should be taken to the Associate Dean.

Students are responsible for their own academic progress. They are expected to monitor their academic records, through the Academic Program Evaluation form, Boxer Online and transcript, to identify questions/concerns and to ensure the records' accuracy. Students are responsible for knowing and understanding the academic programs and policies of Pacific University, for making academic decisions that are guided by the academic policies of Pacific University, for selecting advisors within their majors, for establishing meetings with their advisors, and for establishing a relationship with secondary advisors as needed.

Students expecting to apply to one of Pacific's graduate or professional programs must pass specific undergraduate prerequisite courses, and should consult the relevant sections of the Arts and Sciences and Graduate catalogs. Those students are urged to seek the help of the Pathways Office in the Career Development Center, which maintains information on prerequisite courses for graduate programs.

Advanced Placement

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

Appeals Process

If a student believes s/he has been treated unfairly by an instructor, through an assigned grade or otherwise, s/he should first talk to the instructor. If the matter remains unresolved, the student should discuss it with the department chair. If, after that conversation, it still remains unresolved s/he should speak with the division chair. The final course of action is to speak with the Associate Dean of Arts and Sciences.

Attendance

Students are responsible for attending classes, participating, and completing assignments. Faculty members include their attendance policies on all syllabi, and may lower students' grades or may withdraw students from courses 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 instructors.

Instructors may not drop pre-registered students from courses until after two class periods or the first academic week, whichever is less (first day of a three-week term).

Dean's List

The Dean's List honors students who achieve a minimum semester GPA of 3.70 with 12 or more graded credits. Grades of P/NP do not count as graded credits.

Independent Study (Learning Contract)

Students may arrange to undertake advanced and independent study in subjects not covered by regular courses through Independent Study Contracts with professors. Completed Independent Study Contract forms, available at the Registrar's Office, must be submitted to the Dean's Office by the student. One semester credit is equal to approximately 40 hours of contact and associated work.

International Baccalaureate Degree

Pacific University recognizes the International Baccalaureate program as providing college-level work. Academic credit is awarded to students for each higher examination passed with a score of 5 or higher. Course credits are determined by the Registrar, in consultation with the appropriate academic department chairs. No credit is awarded for standard courses.

Students who complete the IB Diploma with a score of 30 or higher will receive the IB Achievement Scholarship, sophomore standing, priority housing, and membership in the Dean's Reading Group.

Measles Vaccination Policy

The State of Oregon requires college students born after 1956 to provide dates of two doses of measles vaccine. Accepted students receive Health History and Immunization forms that should be completed and returned to the Student Health Center in the self-addressed, stamped envelopes provided with the forms. Failure to satisfy the requirement affects enrollment at Pacific University; students may not pre-register or register for classes until they have satisfied the requirement. The Health History and Immunization form can be downloaded from the Health Center website under Required Forms (www.pacificu.edu/healthcenter). Please direct questions to the Student Health Center; 503-352-2269.

Progress Assessments

Students are expected to know their academic requirements and may gain access to their academic records at anytime via Boxer Online. In addition, prior to each registration period or upon request, the Registrar's Office provides each student with a report, the Academic Program Evaluation form, which show progress towards fulfilling academic requirements.

ROTC

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

Under a cooperative agreement with the University of Portland, Pacific University students may participate in Air Force Reserve Officer Training Corps (AFROTC) offered on the University of Portland campus. AFROTC is available to men and women with at least 2 years of college remaining. Scholarships are available on a competitive basis for those who qualify. For more information, see the University of Portland web site or contact the Program Counselor at the University of Portland.

Summer Sessions

Pacific University offers three intensive 4-week terms through the Summer Sessions program. Classes apply to undergraduate degree requirements and to graduate teacher education programs. Summer Sessions provide an affordable option for earning additional credits or accelerating degree completion. The Summer Sessions course list is available through Boxer Online mid-March.

Transcripts

Students may view their academic records through Boxer Online, or order printed transcripts through the Registrar's Office. In accordance with Family Educational Rights and Privacy Act guidelines, students must provide signed requests for transcripts.

Unofficial transcripts are available to currently enrolled students only and are free, with a limit of two per request, and must be picked up in person. Requests may take two days to process.

Official transcript cost \$3 each. Faxing service is available for an additional \$3 per transcript. Requests may take up to one week to process. If transcripts must be processed within two business days, a rush fee of \$12 is charged in addition to the normal processing fee(s).

Veterans Educational Benefits

The Registrar is the certifying official for all veterans' benefits for students. Eligible students should fill out necessary application and certification documents prior to the start of classes

STUDENTS' RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their own education records. They are:

1. The right to review his/her own education records within 45 days of the day Pacific University receives a request for access. A student should submit to the Registrar's Office a written request that identifies the records s/he wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where s/he may inspect the records. If the Registrar's Office does not maintain the records, the Registrar shall apprise the student of the official to whom s/he should address the request.
2. The right to request amendment of education records that s/he believes to be inaccurate. The students should write the Registrar, clearly identify records that they believe are inaccurate and would like changed, and specify why they are inaccurate. If Pacific University decides not to amend records as requested, the University shall notify students and advise them of their right to a hearing. The Registrar will provide additional information regarding procedures when notifying them of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific University in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Pacific University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Pacific University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

At its discretion, Pacific University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed.

Designated Directory Information at Pacific University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, thesis title/topic, photograph, full-time/part-time status, most recent previous school attended, date and place of birth.

Students may withhold Directory Information by notifying the Registrar in writing; such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should consider all aspects of a Directory Hold prior to filing such a request. Although the initial request must be filed during the first two weeks of the enrollment period, requests for non-disclosure will be honored by the University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Registrars Office within the first two weeks of the fall semester.

Policy Availability

Pacific University policy explains procedures used by the institution to comply with the provisions of FERPA. Copies of the policy are available in the Registrars Office or on its website.

CODE OF ACADEMIC CONDUCT

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

- The University Catalog
- The University Handbook

- The student handbook, Pacific Stuff
- Professional program policy manuals
- Residence Hall Handbook and Contracts

Statement of Students' Rights and Responsibilities

Students have 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 enjoy the freedoms of speech, expression, association, and the rights to privacy, to freedom from harassment, to due process in judicial matters, and to appeal judgments and penalties for alleged misconduct.

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

ACADEMIC INTEGRITY

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

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

Forms of Academic Dishonesty

- Cheating

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

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

- Plagiarism

Plagiarism is the use of someone else's words, ideas, or data as your own without proper documentation or acknowledgment. It may also entail self-plagiarism. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. Plagiarism can be unintentional; nevertheless, in all cases it will be treated as a violation. Behaviors that fall under this category

include, but are not limited to:

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

- Fabrication

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

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

- Other Examples of Academic Misconduct

The following address the intentional violation of University policies, including but not limited to:

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

Sanctions and Procedures for Cases of Academic Misconduct

It is Pacific University policy that all acts of academic dishonesty be reported to the Dean. Students always have the right to appeal a charge of academic misconduct.

- Sanctions

The range of possible sanctions includes, but is not limited to, those listed below; it is general policy that sanctions should be consistent with the severity of the violation.

1. An "F" for the assignment.
2. An "F" for the course.
3. In case of violations of the "Acceptable Use Policy," sanctions range from being barred from the campus electronic network to suspension from the University.
4. In particularly serious breaches of the academic honesty code, or in repeat offenses, suspension or dismissal from the University may be imposed, as well as other appropriate sanctions. In all instances, violations shall be reported to the Deans Office, and records of such violations will be kept in students' confidential files. Records and reports in these files will be maintained according to the University's Records Retention Policy.

- Procedures

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

1. The faculty member will review the evidence to ensure that there is a preponderance of evidence supporting a charge of academic

misconduct. Faculty members involved are strongly encouraged to consult with the Deans Office to help determine what course of action to pursue. They may also consult with colleagues while ensuring the anonymity of the student(s) involved.

2. If the faculty member is fairly certain that academic misconduct has occurred, he or she must initiate action within five school days of discovery. The faculty member will meet with the student(s) involved as soon as possible to discuss the situation. When a faculty member believes that a student has violated the academic honesty code during the final examination period and cannot discuss the issue with the student in question (because he or she has left campus for the holiday or summer), the faculty member will assign the student an "L" grade to show that the actual grade will be turned in late.

3. If after meeting with the student(s) the faculty member believes academic misconduct occurred, the faculty member will fill out and hand deliver an academic misconduct report form to the Deans Office within five school days. This form is available on the web at the Arts and Sciences faculty resources page or through the Deans Office. It will contain a brief report of the incident, the sanction to be imposed, and a catalog of any supporting documentation related to the incident. The faculty member will collect all available evidence until after the appeals period in order to provide photocopies to the Deans Office if needed.

4. The Deans Office will send to the student(s) written notification of the determination of academic misconduct and the sanction imposed within five school days. This notice also will inform the student(s) of his or her rights to appeal the decision and of the right to examine the evidence in the case.

5. Student Appeal Process

a. The student may appeal the decision of the faculty member by submitting a request in writing to the Deans Office within five school days of receiving his or her notification.

b. After reviewing the evidence and consulting with the student(s), the Deans Office will determine whether or not academic misconduct occurred and, if so, will impose a sanction commensurate with the nature of the offense. Normally, the sanction proposed by the faculty member is upheld, if it is in line with University policy and no new evidence has come to light.

c. The student may appeal the decision of the Deans Office to the Standards and Advising Committee by submitting a request in writing to the Deans Office within five school days of receiving his or her notification. The representative of the Deans Office will not attend the hearing of the appeal. If the committee finds against the student, it normally will uphold the sanction proposed by the faculty member, if it is in line with University policy and no new evidence has come to light.

6. Procedure for initiating college-level action:

a. After a case of academic misconduct has occurred, the Deans Office will send a warning to the student alerting him or her that a second case may result in suspension or dismissal from the College.

b. After a second case of academic misconduct, the Deans Office will bring the case to the Standards and Advising Committee, which will consider whether to impose college-level action (suspension or dismissal) because of the multiple nature of the offense.

c. The Deans Office may request that the Standards and Advising Committee consider college-level action for a single case of misconduct, if this is warranted.

- University Level Appeals

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

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

Following receipt of the appeal, the Board convenes to consider the appeal. On the basis of the available evidence, the Board will deny the appeal, call for a hearing, or when deemed appropriate, return the appeal to the Standards & Advising 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.

Measures Students Can Take To Avoid Charges of Academic Misconduct:

1. Prepare in advance for examinations and assignments; don't let yourself get too far behind in your reading and studying for any of your courses.

2. Prevent other students from copying your exams or assignments. Try to choose a seat during an exam away from other students. Shield your exam. Don't distribute your papers to other students prior to turning them in.

3. Check with your instructor about special requirements that might pertain to that particular course or assignment. If you cannot find a written section in the syllabus or on the actual assignment to answer your questions about what is acceptable, ask the instructor about his or her expectations.

4. Use a recognized handbook on source citation. Many professional organizations have style manuals for this purpose; for example, there is the APA Style Manual for psychology or the MLA Style Sheet for the humanities. Be sure to ask your professor what an acceptable style guide is for the written work you will be submitting in her or his course.

5. Discourage dishonesty among other students.

6. Refuse to help students who cheat.
7. Protect your rights and those of other honest students by reporting to your professor incidents of cheating you have observed.
8. Remember that ignorance of rules, laws and policies is no excuse.
9. Do nothing that gives you an unfair advantage over your peers.

Academic Calendar

ARTS & SCIENCES UNDERGRADUATE PROGRAMS ACADEMIC CALENDAR: 2009-10

2009 FALL SEMESTER

August 21 - 26 Optional Voyage Trips for New Students
 August 24 - 26 International Student Orientation
 August 27 New Student Orientation Begins
 August 21 Faculty Conference
 August 31 Classes Begin
 August 31 Convocation
 September 4 Last Day for New Student Registration
 September 7 Labor Day - No Classes
 September 14 Last Day to Add Courses
 September 14 Last Day to Drop Courses With No Record
 October 9 No classes for College of Arts and Science
 Nov 2 - Nov 20 Advising for Winter III and Spring Semester (tentative)
 November 9 Last Day to Withdraw from Courses
 November 25 Begin Thanksgiving Holiday
 November 26-27 Thanksgiving
 December 8 Last Day of Classes
 December 9 Reading Day
 December 10-11 Final Examinations
 December 14-16 Final Examinations

2010 WINTER III

January 4 Winter III Term Classes Begin
 January 6 Last Day to Add Courses
 January 6 Last Day to Drop Courses With No Record
 January 18 Martin Luther King Day (classes will not be held)
 January 19 Last Day to Withdraw from Courses
 January 25 Winter III Final Exams
 January 31 Fall Degree Conferral Date

2010 SPRING SEMESTER

January 27- 28 International Student Orientation
 January 29 New Student Orientation
 February 1 Spring Classes Begin
 February 5 Last Day for New Student Registration
 February 12 Last Day to Add Courses
 February 12 Last Day to Drop Courses With No Record
 March 20 - 28 Spring Break
 March 29 - April 23 Advising for Fall Semester (tentative)
 April 9 Last Day to Withdraw from Courses
 April 28 Senior Projects Day (no Arts and Sciences classes)
 May 12 Last Day of Classes
 May 13 Reading Day
 May 14-15 Final Examinations
 May 17-19 Final Examinations
 May 22 Commencement

2010 SUMMER TERM

May 24 Classes begin for Term I
 May 31 Memorial Day (classes will not be held)
 Classes conclude on the date printed in the class schedule

June 21 Classes begin for Term II
 Classes conclude on the date printed in the class schedule

July 19 Classes begin for Term III
Classes conclude on the date printed in the class schedule

**MASTER OF ARTS IN FINE ARTS IN WRITING
ACADEMIC CALENDAR 2009/2011**

2009/2010

2009

June 18-28 Residency
June 18-Nov 30 Semester Dates
June 18 Commencement
September 21 Midterm Assessments
November 23 Semester Assessments

2010

January 7 - 17 Residency
January 7 -May 31 Semester Dates
January 16 Graduation Celebration
March 31 Midterm Assessments
May 21 Semester Assessments

2010/2011

2010

June 17 - 27 Residency
June 17- Nov 30 Semester Dates
June 26 Commencement
September 20 Midterm Assessments
November 22 Semester Assessments

2011

January 6-16 Residency
January 6-May 31 Semester Dates
January 15 Graduate Celebration
March 31 Midterm Assessments
May 23 Semester Assessments

**Please note: all dates subject to change.

Anthropology

Faculty

Aaron Greer M.A. Instructor of Anthropology **Cheleen Mahar Ph.D.** Professor of Anthropology

Introduction

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in Anthropology-Sociology; a major in Sociology; a major in Social Work; and minors in Sociology, Anthropology, and Comparative Religion.

Mission

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

Goals

Students who successfully complete majors in Anthropology-Sociology should have the ability to carry out independent senior research projects and to present projects in coherent oral and written form to be evaluated by peers and by the faculty. Students 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 anthropological imagination - observing the relationship between individuals and historical, cultural and social forces
- * an ability to perceive the general in the particular - how one's particular life experiences are shaped by the general categories of class, age, race, ethnicity, gender, religion and subculture
- * a fundamental understanding of the important theoretical constructs of the discipline
- * a fundamental understanding of the basic scientific methods of the discipline, both quantitative and qualitative, and an ability to choose the appropriate methodologies for one's work
- * an ability to understand and to use data and statistics

Majors

Anthropology - Sociology

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

Requirements for the Major

Anth 101 Introduction to Anthropology (4)

One of the following (4)

Anth 301 Research Methods in Anthropology, or
Soc 300 Methods of Social Research

Soc 301 Social Statistics (4)

Anth 323 Junior Seminar (2)

Soc 414 Sociological Theory (4)

Anth 494 Senior Thesis, part 1 (2)

Anth 495 Senior Thesis, part 2 (4)

Three additional Anthropology courses, at least one of which must be at the 300 level or higher (12)

Three additional Sociology courses at the 200 level or higher (12)

TOTAL: 48 Credits

Minors

Anthropology

Requirements for the Minors

Anth 101 Introduction to Anthropology (4)
Anth 301 Research Methods in Anthropology or Soc 300 Research Methods (4)
Three additional upper division courses in Anthropology (12)

TOTAL: 20 Credits

Courses

ANTH-101 Introduction to Anthropology

The character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples. Annually. 4 credits. 4.00 credits

ANTH-140 Introduction to Comparative Religions

Comparative study of major world and selected regional religions with an emphasis on the analysis of beliefs, rituals, symbolism and social organization. 4 credits. 4.00 credits

ANTH-155 Special Topics

See department for course description. 1.00 - 18.00 credits

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 101 or 102. 4 credits. 4.00 credits

ANTH-210 Mesoamerican Cultures

A survey of early Mayan and Aztec societies, how they fared under Spanish Colonial rule and their contemporary lives. The course focuses upon indigenous peoples, examining their articulation in contemporary states in relation to ethnic consciousness and cultural processes. Prerequisite: ANTH 101 or SOC 101 or SOC 102. Biennially. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ANTH-240 Topics in Comparative Religion

A class on topics of current interest in comparative religions. Please see department for current course description. 4 credits. 4.00 credits

ANTH-255 Special Topics

See department for course description. 1.00 - 6.00 credits

ANTH-275 Internship

See department for details. 1.00 - 4.00 credits

ANTH-299 Field Experience

A course for students who wish to combine anthropology and their service learning experiences through the Humanitarian Center. 1-2 credits. 1.00 - 2.00 credits

ANTH-301 Research Methods in Anthropology

Helps students critically evaluate anthropological methods and their own fieldwork strategies. Explores ethnographic fieldwork and methods through an analysis of the nature of social practice as it is reflected in the anthropological literature. Ethnographic methods include participant observation, survey skills, interviewing skills, careful attention to language and the ethical dimensions of research. Students have the opportunity to apply these methods in research projects in the local community. Prerequisites: 6 credits of Anthropology or Sociology. Biennially. 4 credits. 4.00 credits

ANTH-317 Sociology of Popular Culture

This course gives a sociological look at the relationship between the many forms of popular culture and social life. What does the term "popular culture" really mean and what implications does it have for our lives? This course will attempt to answer this question through the exploration of four themes. First, we will explore the concept of popular culture and apply it to domestic and international audiences. Second, we will explore many facets of the concepts of high and low culture, highlighting the cultural, economic, and geopolitical aspects of these "modern" phenomena. Third, we will examine how the grammar of television, music, and film can have multiple social, political, and economic effects. Fourth, as popular culture today is truly a global phenomenon, we will explore some of the most relevant issues as they pertain to the international consumption of art, film, music, and reading materials. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits. 4.00 credits

ANTH-320 South American Traditional Societies

Ethnographic studies of the social, economic and political forms of small-scale non industrial societies. This class looks at a variety of cultural systems from the Amazon Basin to the Andes, during historical and contemporary times. Prerequisite: 6 credits of Anthropology or Sociology. Biennially. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ANTH-323 Junior Seminar

Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific, for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above and must be a Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits. 2.00 credits

ANTH-340 Symbolism, Myth and Ritual

Anthropological approaches to the study of myth, ritual and symbols which focus upon cultural meaning. Examines the nature of myth and ritual in a variety of cultures. Prerequisite: ANTH 201 or ANTH 202 or SOC 313. Biennially. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ANTH-345 Culinary Travel

This travel course explores the relationship between cuisine and culture. Before leaving campus, students must complete a series of orientation sessions as well as complete a one-week seminar. During the seminar we will read a collection of essays that will prepare the student to tour a variety of food and wine producing areas and to connect local and regional cultures with food preparation and cuisine. Specific travel destination will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Prerequisite: 3 credits from Anthropology or Sociology at 200-level or above, and instructor approval. Appropriate language classes are encouraged. IS-201 is encouraged. 2 credits. 2.00 credits

ANTH-355 Special Topics

See department for course description. 1.00 - 6.00 credits

ANTH-356 Culture, Cuisine and Class

Explores people's relationship to food with regard to the environment, gender, class structure and the increasing globalization and homogenization of food. Of particular importance are the cultural influences on cuisine as food plays a social, symbolic and political-economic role across cultures. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

ANTH-395 Independent Study

Independent study. 1.00 - 4.00 credits

ANTH-450 Directed Research in Anthropology

Directed Research in Anthropology allows students of advanced standing to participate in a research project with an anthropology faculty member in order to gain practical experience in the conduct of ongoing professional-level sociological research. Prerequisite: Junior standing or above, and instructor consent. Offered for variable credit, from 1-4 credits. May be repeated for credit, up to 6 credits total. 1.00 - 4.00 credits

ANTH-455 Special Topics

See department for course description. 1.00 - 6.00 credits

ANTH-475 Internship

See department for details. 1.00 - 14.00 credits

ANTH-494 Senior Thesis I

The focus is to assist students in selecting an area of interest from which to draw an independent research project, to do an initial literature review, to develop a theoretical framework, and to develop a research methodology for the senior research project. Prerequisite: 19 hours of Anthropology or Sociology including ANTH 301 or SOC 300. Annually in the Fall. Pass/No Pass. 2 credits. 2.00 credits

ANTH-495 Senior Thesis II

Student-conducted individual research/theoretical project. Prerequisite: 20 credits of Anthropology or Sociology including ANTH 494. Faculty supervised. 4 credits. 4.00 credits

Applied Science

Introduction

1. All requirements for two minors (excluding coaching) within the Natural Science Division. If a minor is selected from a department that offers an applied minor, students must complete the requirements for the applied minor.
2. If appropriate, a passport course in the freshman year. If no passport course is taken freshman year, a seminar in one of the minors must be taken junior or senior year.
3. CS 150, Introduction to Computer Science I; or
CS 230, Advanced Software Tools; or
Math 301, Mathematical Modeling.
4. 28 hours of upper-division work (including capstone) within the Natural Science Division, selected to meet specific career or interdisciplinary objectives. A faculty committee made up of the department chairs of the Natural Sciences Division approves these courses. Courses in approved science-related professional programs may be counted in this total, but no more than 4 hours of internship may be counted.
5. The particular capstone will be determined by the student and advisor but must include 4 hours of senior project or one year of course work in an approved professional program (e.g., Physical Therapy, Optometry, Engineering). The project must include independent study and analysis of experimental or scientific literature. Examples of acceptable projects include:
 - a. A focused review of the literature that results in an original interpretation or novel application
 - b. A pedagogical project for students interested in pursuing a career in teaching
 - c. An internship at a government laboratory or an industrial site
 - d. A community service project that uses innovative application of scientific principles and technologyThe project culminates in a written paper and oral presentation.

Mission

The Applied Science program leads to a well-rounded, cross-disciplinary degree in science, well-suited for students seeking technical employment in areas where a cross-disciplinary background in science is desirable.

It is also appropriate for students interested in a career in the high-tech industry, for those planning further work in a specialty via a joint B.S. or B.S./M.S. program (particularly in engineering), or for those entering programs in the health sciences. This major is also appropriate for students interested in teaching Middle School or High School science with an Integrated Science endorsement; interested students should consult with the College of Education about additional requirements. In most cases, joint B.S. or B.S./M.S. programs have 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 Physics Department.

Courses

Art

Faculty

Patricia B. Cheyne M.F.A. Sabbatical 2009/2010, Professor of Art **Jim Flory B.S.** Art Department Chair, Instructor of Photography **Terry O'Day M.F.A.** Associate Professor of Art and Environmental Studies **Jan Shield M.F.A.** Professor of Art

Introduction

In today's world, the well-rounded and liberally educated individual is increasingly in demand. The truly educated person has a broad background. The art program at Pacific University is equipped to provide students with a strong conceptual base, expressive direction, and instruction in artistic processes and techniques. Through the visual and tactile nature of art, the faculty tries to integrate the consciousness of personal expression into every liberal arts and professional student. The art program offers the opportunity for a major or minor, concentrating in either a two- or three-dimensional emphasis for the working artist. Other opportunities include a Minor in Art History, an integral Fine Arts curriculum, or a focus in Graphic Arts and Media Arts by the availability of a double major or major/minor in the Art and Media Arts departments. Pacific University also offers specialized classes through a cooperative program with Oregon School of Arts and Crafts. For further information please contact the Art Department.

Mission

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

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

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

Goals

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

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

Majors

Studio Art

Students wishing to graduate with a BA in Studio Art must successfully complete the 2 semester studio production/seminar series. This series includes the opportunity for mentored individualized study and culminates in a presentation of an original body of work in gallery, lecture, and portfolio formats. The studio production series will normally be taken in the spring of the Junior year and fall of the Senior year. Senior Show must be taken in the spring of the graduation year. Students wishing to register for the studio production series will be required to submit a portfolio for review by the Art department faculty. It is highly recommended that students see the Art department chair for further information on major requirements upon registering as an art major. Student considering graduate school in art should consider taking additional art history courses. All art majors must complete all core requirements and maintain a 3.0 average, with no class below a C- in the major.

Requirements for the Major

Artst 110 Basic Design 4 credits
Artst 210 Drawing 1 or 211 Obs Drawing 1 4 credits
Arthi 270 & 271 Western Art I & II 8 credits
Arthi 372-382 Art History (choose one) 4 credits
Artst 499 Studio Production II 4 credits
Artst 498 Senior Show/Seminar 4 credits

Additional Studio courses 20 credits (with a minimum of 8 upper level credits)

TOTAL: 48 Credits

Minors

Art History

Requirements for the Minors

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

TOTAL: 24 Credits

Photography Minor

Designed for non-Art majors who are interested in a concentrated study of photography within the Art department. A total of 24 credits are required for the photography minor. Students should note that some courses are not offered every year.

Requirements for the Minors

Artst 226	Photo I: Introduction to Photography	4 credits
Artst 326	Photo II: Intermediate Photography	4 credits
Arthi 372	Contemporary Art History	4 credits

Electives: 12 credits from list below

Artst 117	Intro Digital Imaging	4 credits
Artst 217/317	Digital Art Techniques	4 credits
Artst 218/318	Digital Illustration	4 credits
Artst 227/327	Travel Class: Vancouver Workshop	4 credits
Artst 227/327	Travel Class: Photography in Hawaii	4 credits
Phil 304	Philosophy of Art	4 credits
Artst 356	Color Printing	4 credits
Artst 426	Photo III: Advanced Photography	4 credits

TOTAL: 24 Credits

Contemporary Art History, Color Printing, and Advanced Photography alternate being taught every other year. Photography in Hawaii would alternate every third year.

Scientific Illustration Minor

Designed both as a complement to the biology major and for students in any major who are interested in observational drawing and the natural world.

Requirements for the Minors

Artst 211 Observational Drawing 4 credits
Artst 310 or 311 Drawing II or Observational Drawing II 4 credits
Artst 235 Illustration I 4 credits
Artst 117 or 218 Intro Digital Imaging or Digital Illustration I 4 credits
Biol 202 General Biology I 4 credits

Any 2 of the following:

Biol 110 Human Biology
Biol 145 Marine Bio for Nonscience Majors
Biol 224 Human Anatomy
Biol 316 Plant Biology

Biol 345 Marine Biology
Biol 350 Principals of Development
Biol 410 Invertebrate Zoology
Biol 420 Vertebrate Zoology
Hist 399 History of Science
Env 260 Oregon Natural History 6-8 credits

TOTAL: 26-28 Credits

Studio Art

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

Requirements for the Minors

Arthi 105 Foundations in Art 4

Artst 110 Basic Design 4

Arthi 270-280 Art History 4

Electives: Selected additional arts courses, 8 credits of which must be upper-division 12

TOTAL: 24 Credits

Courses

ARTHI-105 Foundations in 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 art media are used in different cultural contexts to create art. 4 credits. 4.00 credits

ARTHI-155 Special Topics

See department for course description. 1.00 - 6.00 credits

ARTHI-255 Special Topics

See department for course description. 1.00 - 6.00 credits

ARTHI-270 Western Art I: Paleolithic - Gothic

This course surveys the history of Western art from pre-history to the Gothic era, focusing particularly on the social, political and religious contexts in which this work was created. Through an examination of major monuments, artists and movements, students will gain a greater understanding of the general development of art in the Western world, as well as a familiarity with the basic vocabulary and methods of art analysis. 4 credits. 4.00 credits

ARTHI-271 Western Art II: Renaissance - Present

This course surveys the history of Western art from the Renaissance to the present day, focusing particularly on the social, political and religious contexts in which this work was created. Through an examination of major monuments, artists and movements, students will gain a greater understanding of the general development of art in the Western world, as well as a familiarity with the basic vocabulary and methods of art analysis. 4 credits. 4.00 credits

ARTHI-273 Art and Architecture of China

This course is a selective survey of the architecture and visual arts of China from prehistory to the present, with an emphasis on major monuments and themes. Art in China will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific Chinese cultural and historical contexts. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ARTHI-274 Art and Architecture of Japan

This course is a selective survey of the architecture and visual arts of Japan from prehistory to the present, with an emphasis on major monuments and themes. Art in Japan will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific Japanese cultural and historical contexts. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ARTHI-275 Art and Architecture of India

This course is a selective survey of the architecture and visual arts of South Asia from prehistory to the present, with an emphasis on major monuments and themes. Art in India, Pakistan, Afghanistan and the Himalayas will be examined and discussed from various perspectives where appropriate, e.g. formal, sociological, cultural, historical, psychological. Students will develop an understanding of the significance of art and architecture in specific South Asian cultural and historical contexts. Meets comparative cultural core requirement. 4 credits. 4.00 credits

ARTHI-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 examines how women have been portrayed in art at different times and in different cultures. The goal of the class is to shine light on material that has often been overlooked by the traditional art history canon. Feminist theory class desirable. Meets Gender & Sexuality Studies minor requirement. 4 credits. 4.00 credits

ARTHI-355 Special Topics in Art History

Topics vary. See department for details. **1.00 - 6.00 credits**

ARTHI-372 Contemporary Art

This course is intended to help students better understand the complex world of contemporary art, through a survey of art movements since 1970. The varied social, political and technological contexts of contemporary art will be examined, as well as the various critical and theoretical models used to describe it. Prerequisite: ARTHI-105 or ARTHI-270 or ARTHI-271. 4 credits. **4.00 credits**

ARTHI-382 Special Topics in Art History

This is a special topics course focusing on the specific interests of students and faculty, including thematic courses and in-depth studies of particular artists and movements from throughout the history of art. May be repeated for credit as topic varies. Prerequisite: One of the following: ARTHI-270, ARTHI-271, ARTHI-105. 4 credits. **4.00 credits**

ARTHI-455 Special Topics

See department for details. **1.00 - 4.00 credits**

ARTHI-475 Career Internship in Art History

See department for details. **1.00 - 14.00 credits**

ARTHI-485 Art History Seminar

This seminar is designed for the advanced student who wants to pursue intensive, in-depth study, culminating in a research paper on a specific art historical topic. Students study under an instructor's supervision on their research project, and as the seminar is designed to help students create an artistic community on campus, are also required to participate in the seminar meetings. Prerequisite: Junior standing or above, ARTHI-270, ARTHI-271, and instructor's consent. May be repeated for credit. Variable credit 2-7 credits. **2.00 - 7.00 credits**

ARTST-110 Basic Design

This course is an introduction to the basic elements of design, through a concentrated study of its theory and application and by assignments in two- and three- dimensional media. 4 credits. **4.00 credits**

ARTST-117 Intro to Digital Imaging

A basic introduction to imaging programs. Class projects include combinations of image generation (drawing, photography), image capturing, image composition, image editing and manipulation, and digital output options. Students work both on and off the computer. Emphasis is on becoming familiar with the Adobe operating environment and other graphic processes options. Special attention will be paid to copyright awareness in the age of digital image. 4 credits. **4.00 credits**

ARTST-155 Special Topics

See department for course description. **1.00 - 6.00 credits**

ARTST-210 Drawing I

This course provides general studio instruction in drawing, covering work in pencil, conte crayon, charcoal, pen and ink, and brush and ink. Design, composition, the rendering of light and perspective are explored, as well as working from the human figure. 4 credits. **4.00 credits**

ARTST-211 Observational Drawing I

Students taking this drawing course will develop the skills to accurately record visual observations from life using a variety of drawing media. In addition, students will be exposed to a variety of journaling styles and methods as well as practice keeping a journal that reflects an individual observational personality. Offered in Spring. 4 credits. **4.00 credits**

ARTST-217 Digital Art I

This course concentrates on the production and processing of images with current digital photographic tools. Explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images for a variety of media. Discusses image resources and development, printing, papers, links, and presentation. Prerequisite: ARTST 117. 4 credits. **4.00 credits**

ARTST-218 Digital Illustration I

This course will focus on creating illustrations in a digital medium. Assignments will emphasize traditional illustration skills such as visual problem solving, composition and drawing skills while exploring the digital possibilities of executing the artwork. This course will also promote an understanding of the importance of digital technology in contemporary illustration. Prerequisite: ARTST 117. 4 credits. **4.00 credits**

ARTST-219 Painting: Watercolor

This is a studio course in expressive and illustrative watercolor painting techniques. Students explore and develop handling and control of watercolor processes and learn numerous painting techniques, as well as the analysis of various papers and working surfaces. 4 credits. **4.00 credits**

ARTST-220 Painting I: Oil/Acrylic

This course involves studio work investigating methods and techniques related to acrylic, polymer, and/or oil-based paints. Each student generates a series of studies and original paintings. Readings and discussion explore the essence of painting. 4 credits. **4.00 credits**

ARTST-225 Sculpture I

This course involves developing a working understanding of sculptural form. Through reading, discussion, critique, and individual sculpting projects in various mediums and with both subtractive and additive processes, students explore geometric, abstract and organic form. 4 credits. **4.00 credits**

ARTST-226 Photography I

This is a thorough nuts and bolts course to teach students basic camera handling operations as well as introductory photography concepts.

Transparency film, pinhole photography and class critiques are important elements of the course. A 35mm SLR camera is required. 4 credits. **4.00 credits**

ARTST-227 Photography Field Class I

This course covers practical applications of photography in various locations. Students must have a 35mm SLR camera and produce a print portfolio in advance of the field trip. Additional course costs include some meals and lodging, admission fees, and film and processing. Limited to 15 students. 4 credits. **4.00 credits**

ARTST-230 Printmaking I:Relief/Silk-Screen Prntmk

This course will explore relief printmaking processes including, but not limited to, stamp prints, linoleum block prints and woodcut prints. In addition, it will teach the basics of one color silk-screen techniques. All methods will be taught with non-toxic materials. The history of printmaking and tradition of the multiple will also be discussed. 4 credits. **4.00 credits**

ARTST-233 Printmaking:Collagraphs/NonTox Intaglio

This class is designed to introduce students to the basic techniques of intaglio printing including, but not limited to collagraphs, etching and intaglio. Monoprints will also be taught. All methods will be taught with non-toxic materials. The history of printmaking and tradition of the multiple will also be discussed. Offered concurrently with ARTST 333. 4 credits. **4.00 credits**

ARTST-235 Illustration I

This course is an introduction to illustration, including drawing and rendering techniques, compositional reduction, structural studies, as well as various transfer and printing processes. Emphasis is placed on acquiring skills for use in a wide variety of artistic, commercial and occupational areas. 4 credits. **4.00 credits**

ARTST-238 Papermaking

This course is an introduction to the creation of handmade paper as an art form. Sheet formation and decoration will be introduced. The processing of natural and recycled materials to create paper will also be taught. Uses of handmade paper in art forms such as sculpture and the artist book will be explored. The goal in offering this course is to enable students to explore handmade paper as a fine art medium. 4 credits. **4.00 credits**

ARTST-240 Ceramics: Handbuilding I

This class is an introduction to clay with an emphasis on handbuilding techniques and an exploration of historical and contemporary directions. Included are discussions of how surface embellishment and firing processes affect both the function and the aesthetics of the ceramic object. 4 credits. **4.00 credits**

ARTST-245 Ceramics: Throwing I

This class is an introduction to wheelworking techniques used with clay. Emphasis is on developing skills to create various simple forms. Included are discussions of how surface embellishment and firing processes affect both the function and aesthetics of the ceramic object. Prerequisite: ARTST 240. 4 credits. **4.00 credits**

ARTST-246 Eco-art I

Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. 4 credits. **4.00 credits**

ARTST-250 Stained Glass I

This course is designed to acquaint students with three basic areas in the study and construction of stained glass; history, design concepts, and skills in cutting, soldering, and fitting glass. 4 credits. **4.00 credits**

ARTST-255 Special Topics

Topics vary. See department for details. **1.00 - 6.00 credits**

ARTST-260 Jewelry/Metals Fabrication I

This course is an introduction to non-ferrous metals fabrication techniques as applied to jewelry making and metalsmithing. Students will learn to solder, saw and form metal, as well as develop basic stonemasonry techniques. A historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures is also included. 4 credits. **4.00 credits**

ARTST-265 Jewelry/Casting I

This course is an introduction to the lost wax casting process as applied to jewelry making and metalsmithing. Students will learn wax carving and mold-making procedures to produce models for casting. A historical overview of the meaning and use of jeweled and metal objects and their relationship to various cultures is also included. 4 credits. **4.00 credits**

ARTST-275 Internship

See department for details. **1.00 - 4.00 credits**

ARTST-310 Drawing II: Advanced Drawing

This course is an advanced drawing class that challenges students to expand on the skills learned in Drawing I. Prerequisite: ARTST 210. 4 credits. **4.00 credits**

ARTST-311 Observational Drawing II

Students will continue to refine their skill and accuracy in recording observations through journaling and drawing. Continued practice with a variety of drawing materials and surfaces will allow students to develop an individual approach. Emphasis will be placed on building a portfolio that demonstrates versatility with subjects and presentation styles. Offered in Spring. Prerequisite: ARTST 210 or ARTST 211. 4 credits. **4.00 credits**

ARTST-317 Digital Art II

A continued exploration into the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Students develop skills necessary to create their own unique body of work using a variety of advanced photographic and photo manipulative approaches. Prerequisites: ARTST 217 and ARTST 226. 4 credits. **4.00 credits**

ARTST-318 Digital Illustration II

A continued exploration into advanced methods of conceptualizing, organizing and executing digital illustrations. The course emphasizes problem solving methods while building experience in preparation and production with a variety of input and output devices. Discusses image resources and development, printing, papers, inks, and presentation. Alternative color systems and pre-press file formats will also be covered. Prerequisites: ARTST 218 and ARTST 210 or ARTST 211. 4 credits. **4.00 credits**

ARTST-320 Painting II: Oil/Acrylic

This class is a continuation of ARTST 220, incorporating further study of the processes involved in painting using oil and acrylic colors and mediums. Emphasis is on the creation of original, advanced works. Prerequisite: ARTST 220. 4 credits. **4.00 credits**

ARTST-325 Sculpture II

In this class, advanced concepts and techniques of sculpting are explored, including the expressive and structural elements of human-made form. Emphasis is on the expressive potential to be found in sculpting. Prerequisite: ARTST 110, ARTST 210, or ARTST 225. 4 credits. **4.00 credits**

ARTST-326 Photography II

This course is intended for those students who have completed Photography I. The major emphasis is to give students a solid foundation for seeing, processing and printing black and white images. The course takes a fine-art approach to photography. Historical aspects of American photographers are introduced. Prerequisite: ARTST 226. 4 credits. **4.00 credits**

ARTST-327 Photography Field Class II

This course covers practical applications of photography in various locations. Students must have a 35mm SLR camera and produce a print portfolio in advance of the field trip. Additional course costs include some meals and lodging, admission fees, and film and processing. Limited to 15 students. Prerequisite: ARTST 226. 4 credits. **4.00 credits**

ARTST-330 Printmaking II:Adv Relief & Silk-Screen

This class involves the more advanced printmaking student in further exploring the processes taught in ARTST 230. It also challenges the student to explore their own artistic voice through the relief and silk-screen processes. Prerequisite: ARTST 230. 4 credits. **4.00 credits**

ARTST-333 PrintmakingII:Adv Colla/Non-Toxic Prntm

This class challenges advanced printmaking students to develop their own personal artistic voice in the mediums taught in ARTST 233. Prerequisite: ARTST 233. 4 credits. **4.00 credits**

ARTST-335 Illustration II

This course is a continuation of ARTST 235. This class includes further development of illustration skills and advanced techniques related to professional illustration. Students prepare a portfolio of illustrations related to their discipline. Prerequisite: ARTST 235. 4 credits. **4.00 credits**

ARTST-338 Advanced Papermaking

This course is designed to further explore the creation of handmade paper as an art form. Taking the basic skills learned in ARTST 238, students will use the media of papermaking to express their own personal artistic voice. The goal in offering this course is to have students become more sophisticated in their understanding of papermaking. Prerequisite: ARTST 238. 4 credits. **4.00 credits**

ARTST-339 The Artist Book

This course is designed to explore the artist book as an art form. Different book structures will be taught to help each student find their own personal artistic voice. An extensive investigation of the importance of the structure of the book (exterior, use of letter forms, and illustrations), as well as aesthetically matching the interior content of the book to its structure, will be an important part of the class. This class will be about both the creation and theory of bookmaking. Prerequisite: ARTST 110. 4 credits. **4.00 credits**

ARTST-340 Ceramics: Handbuilding II

This course is a continuation of the exploration of the ceramic media with an emphasis on handbuilding techniques. Additional study of firing techniques, glaze and slip application and their formulation will further an understanding of how surface treatment can enhance the three dimensional form. Students will be challenged to use this information to express their own creativity. Students are expected to assist in the bisque and glaze firing of their own work. Prerequisite: ARTST 240. 4 credits. **4.00 credits**

ARTST-345 Ceramics: Throwing II

This course includes continued study of ceramic media with an emphasis on wheelworking techniques. Additional study of firing techniques, as well as glaze application and formulation will further an understanding of how surface decoration can enhance form. Students are challenged to use this information to express their creativity. Prerequisite: ARTST 245. 4 credits. **4.00 credits**

ARTST-346 Eco-art II

Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Prerequisite: ARTST 246, ARTHI 271 or ARTHI 372, and ENV 141 ENV 160 or ENV 200. 4 credits. **4.00 credits**

ARTST-350 Stained Glass II

This course is designed to encourage experimentation with glass through slump molds, fusion and three-dimensional construction application.

Prerequisite: ARTST 250. 4 credits. **4.00 credits**

ARTST-354 Elliott Visiting Artist

*This course is taught by a visiting artist and is designed to challenge the advanced art student in a variety of ways. Course will include intensive engagement in critique, discussion of current art topics, and studio production. May be repeated for credit. Prerequisite: one 300-level ARTST course, ARTST 110, and ARTST 210 or ARTST 211. 4 credits. **4.00 credits***

ARTST-355 Special Topics

*Topics vary. See department for details. **1.00 - 6.00 credits***

ARTST-356 Color Photography

*This is a comprehensive advanced course covering scanning and printing traditional and digital images with inkjet technology. Students will also use studio lighting to create still-life and portrait images using film and digital cameras. Comparisons and perspective of film and pixel will be explored. Students will be encouraged to investigate their own emotional response to color. Prerequisite: ARTST 226 and ARTST 326. Requires instructor consent. 4 credits. **4.00 credits***

ARTST-360 Jewelry/Metals Fabrication II

*This course involves continued study of the techniques learned in Fabrication I with a more complex application of skills. The emphasis is on the use of acquired skills to produce objects that become a personal expression. Prerequisite: ARTST 260. 4 credits. **4.00 credits***

ARTST-365 Jewelry/Casting II

*This class includes a continuation of the study of the techniques learned in Casting I with a more complex application of skills. Emphasis will be on the use of learned techniques to produce objects that communicate a personal interpretation of the ideas and theory presented in class. Prerequisite: ARTST 265. 4 credits. **4.00 credits***

ARTST-395 Independent Study

*See department for details. **1.00 - 6.00 credits***

ARTST-426 Photography III

*This course deals with the traditional approach to achieving a "fine print." Shooting techniques, print size and shape, and archival processes in darkroom procedures, including toning with a variety of paper toners, will be covered. Students will use 35mm and medium-format cameras for their field photography. The work of Adams, Weston, Strand, and others will be used as a historical perspective to understand various approaches to the "fine print." Prerequisite: ARTST 226 and ARTST 326. 4 credits. **4.00 credits***

ARTST-475 Career Internship in Art

*See department for details. **1.00 - 14.00 credits***

ARTST-497 Studio Production and Seminar

*This course is designed for the advanced art student who is developing a body of work for senior exhibition, portfolio and presentations. Students choose to work with a faculty mentor according to their area of study. Students will also meet together in a seminar to create an artistic community for the advanced art student as well as provide support for the studio production experience through discussion, critique, workshop experiences, and guest speaker presentations. Intended to be taken in the fall of the senior year. Prerequisite: Instructor consent required. 4 credits. **4.00 credits***

ARTST-498 Senior Show/Seminar

*This class is the capstone experience for art majors. It gives the senior art major an opportunity for concentrated study to prepare a body of art work to be displayed in a senior show. A portfolio will be required. Each student will also give a thesis presentation on Senior Project Day. In addition, students will be required to participate in Seminar, designed to create an artistic community for the advanced art student. Prerequisite: ARTST 110 and instructor's consent. 4 credits. **4.00 credits***

Bioinformatics

Faculty

Shereen Khoja Ph.D. Sabbatical 2009/2010, Associate Professor of Computer Science **Chris Lane M.S.** Assistant Professor of Mathematics
Douglas J. Ryan M.S. Professor of Computer Science **Lisa Sardinia Ph.D., J.D.** Sabbatical Fall 2009 - Spring 2010, Associate Professor of Biology/Optomtry **Jon Schnorr Ph.D.** Associate Professor of Biology

Introduction

Bioinformatics is the science of storing, extracting, organizing, analyzing, interpreting and using information. The approaches to the discipline of bioinformatics incorporate expertise from the biological sciences, computer science and mathematics. The major in bioinformatics is designed for students interested in molecular biology and genetics, information technologies and computer science. Bioinformaticists are involved in the analysis of the human genome, identification of targets for drug discovery, development of new algorithms and analysis methods, the study of structural and functional relationships, and molecular evolution.

Goals

In successfully completing a major in bioinformatics, students must demonstrate:

- * knowledge and awareness of the basic principles and concepts of biology, computer science and mathematics
- * the ability to apply existing software effectively to extract information from large databases and to use this information in computer modeling
- * problem-solving skills, including the ability to develop new algorithms and analysis methods
- * understanding of the intersection of life and information sciences, the core of shared concepts, language and skills
- * the ability to speak the language of structure-function relationships, information theory, gene expression, and database query

Majors

Bioinformatics

Requirements for the Major

Biol 202 General Biology I 4

Biol 204 General Biology II 4

Three of the following: 11-12

Biol 304 Experimental Design, Analysis & Writing

Biol 320 Cell Biology

Biol 330 Genetics

Biol 400 Molecular Biology

Biol 444 Evolution

Chem 220 General Chemistry I 4

Chem 230 General Chemistry II 4

Organic Chemistry 4-8

Chem 240/241 Survey of Organic Chemistry

OR

Chem 310/311 & 320/321 Organic Chemistry I & II

Chem 380 Biochemistry 3

CS 150 Introduction to Computer Science I 4

CS 250 Introduction to Computer Science II 3

CS 300 Data Structures 3

CS 445 Databases 3

Math 207 General Elementary Statistics 3

Math 240 Discrete Mathematics 3

BINF 290 Introduction to Bioinformatics 1

BINF 490 Capstone 3

TOTAL: 57-62 Credits

Students majoring in bioinformatics are encouraged to take a course in ethics as part of their core requirements.

Courses

BINF-275 Internship

See department for details. 1.00 - 4.00 credits

BINF-290 Introduction to Bioinformatics

An introductory course for students interested in bioinformatics. This course provides a survey of the major issues in bioinformatics and the way these issues are being addressed by bioinformaticists. Faculty and outside speakers from industry and academia will make presentations and lead discussions. Prerequisites: Sophomore standing and BIOL 202 with a "C-" or better, or CS 150 with a "C-" or better. 1 credit. 1.00 credits

BINF-475 Internship in Bioinformatics

See department for details. 1.00 - 14.00 credits

BINF-490 Capstone

A capstone experience consisting of a field experience in an industrial or academic setting. Application of theories is emphasized. Arrangements for the course must be completed at least two weeks prior to the term in which the course is taken. The capstone experience must be taken during the senior year. Prerequisites: instructor's consent, BINF 290, and completion of 16 hours of Biology and 10 hours of Computer Science (all with grades of "C-" or better). Pass/No Pass. 3 credits. 3.00 credits

Biology

Faculty

Edmond Alkaslassy M.A. Assistant Professor of Biology **Paige Baugher Ph.D.** Assistant Professor of Biology **Lesley M. Hallick Ph.D.** Professor and University President **Stacey Lynn Halpern Ph.D.** Assistant Professor of Biology **Pamela T. Lopez Ph.D.** Biology Department Co-Chair, Professor of Biology **Erin Martin PhD, BS** of Assistant Professor of Biology **Lori S. Rynd Ph.D.** Biology Department Co-Chair, Professor of Biology **Lisa Sardinia Ph.D., J.D.** Sabbatical Fall 2009 - Spring 2010, Associate Professor of Biology/Optomety **Jon Schnorr Ph.D.** Associate Professor of Biology **David Scholnick Ph.D.** Associate Professor of Biology

Introduction

The Biology Department provides unique educational experiences for students in biology and related fields. The faculty has particular expertise in ecology, botany, molecular biology, genetics, physiology, developmental biology, anatomy, vertebrate zoology, animal behavior, immunology and microbiology. Field courses provide direct experience through field trips to Henry Blodgett Arboretum, Malheur Field Station and other habitats throughout Oregon. Faculty members have contacts at Oregon Health & Science University and at the Primate Center so that students can arrange to do laboratory research at those locations.

We have designed biology courses to provide the basic knowledge, skills and training necessary for students who intend to pursue professional study in the health sciences, graduate study in biological sciences or professional employment in some field of biology.

We encourage students to obtain additional experience in the specialized area of their choice, through career internships or through independent research projects.

The Biology Department sponsors the Omicron Xi Chapter of Beta Beta Beta, a national biological honor society, whose purpose is to promote student interest and participation in research.

The Department also sponsors the Biology Club to promote student interest in biology and to provide biology students with opportunities to socialize outside of class.

Goals

In successfully completing a major in biology, students must demonstrate:

- * an understanding of the basic principles and concepts of biology
 - * an in-depth knowledge of three areas of biology:
 1. cell/molecular/genetics
 2. structure/function/systematics
 3. ecology/evolution/behavior
 - * the ability to think critically and to synthesize information from a variety of sources
 - * the ability to communicate effectively in the discipline, both orally and in writing
- use the scientific method to ask questions, collect data and interpret results

Majors

Biology

In order to receive a biology degree from Pacific University, a student must complete Biol 304 Research Methods, Biol 385 Junior Seminar, Biol 490 Senior Capstone Experience and at least two additional upper-division biology courses on campus. Students may not receive a degree in both biology and in environmental science with a biology emphasis.

Though not a requirement for a biology major, it is strongly recommended that biology majors planning graduate work include a statistics course and independent research.

Requirements for the Major

Biol 202..... General Biology I.....4

Biol 204..... General Biology II.....4

Biol 304..... Research Methods.....3

Biol 385..... Junior Seminar.....1

Biol 490..... Senior Capstone Experience.....2

Biol.....One upper-division course from Group I.....4

Biol.....One upper-division course from Group II.....4

Biol.....One upper-division course from Group III.....4

Biol.....Two additional upper-division biology courses (excluding Biol 475).....6-8

(Up to 3 hours of Biol 495 may be used toward elective hours. Up to 4 hours of Chem 380 or ES 301 may be used toward elective hours.)

Chem 220.....General Chemistry I.....4
Chem 230.....General Chemistry II.....4
Chem 240/241 (Or Chem 310/311 & 320/321).....Organic Chemistry.....4-8
CS 130.....Introduction to Software Tools.....2

One of the following 2-course clusters: 7-8

Two semesters of computer science
CS 150.....Introduction to Computer Science I
CS 250.....Introduction to Computer Science II
OR

Two semesters of mathematics
Math 226.....Calculus I
Math 301.....Mathematical Modeling
OR

Two semesters of physics
Phy 202..... Introduction to Physics I OR Phy 232.....Workshop Physics I
Phy 204..... Introduction to Physics II OR Phy 242.....Workshop Physics II

TOTAL: 53-60 Credits

Group I: Cell/Molecular/Genetics

Biol 308 Microbiology
Biol 320 Cell Biology
Biol 330 Genetics
Biol 400 Molecular Biology

Group II: Structure/Function/Systematics

Biol 316 Plant Biology
Biol 350 Principles of Development
Biol 410 Invertebrate Zoology
Biol 420 Vertebrate Zoology
Biol 430 Plant Systematics
Biol 470 Animal Physiology

Group III: Ecology/Evolution/Behavior

Biol 305 Ecology
Biol 340 Animal Behavior
Biol 345 Marine Biology
Biol 450 Tropical Rainforest Biology

Minors

Biology

Requirements for the Minors

Biol 202.....General Biology I.....4
Biol 204.....General Biology II.....4
Chem 220.....General Chemistry I.....4
Chem 230.....General Chemistry II.....4
Biology electives.....10-12

Three additional upper-division biology classes excluding Biol 304, 385, 475, 490 and 495. At least one of these courses must include a lab.

TOTAL: 26-28 Credits

Restrictions: In order to receive a biology minor from Pacific University, a student must complete three upper-division biology courses on campus.

Any student interested in a biology minor should consult with a faculty member in the Biology Department.

Courses

BIOL-105 Biology Is Life

This course provides non-science majors with an introduction to four fundamental aspects of biology: the scientific method, genetics, evolution, and environmental issues. There are no prerequisites. (Does not count toward a Biology major or minor.) 3 hours. 3.00 credits

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 BIOL-110 and any combination of BIOL 224, 240, 300, or 302.) (Does not count toward a Biology major or minor.) 4 hours. 4.00 credits

BIOL-145 Marine Biology for Nonscience Majors

An introduction to organisms and processes in the marine environment. Organismal adaptations and interactions of organisms with the environment are stressed. Includes some aspects of environmental and economic issues as they relate to biology of the ocean. Some weekend field trips required. Additional fee required. (Does not count toward a Biology major or minor.) 3 hours. 3.00 credits

BIOL-155 Special Topics

See department for course description. 1.00 - 18.00 credits

BIOL-160 Selected Topics for Non-Science Majors

Study of a particular field of biology selected by the instructor and approved by the Biology department. Lab activities may be a part of the course. This course is designed for non-science majors. 3-4 hours. 3.00 - 4.00 credits

BIOL-170 Human Genetics

This course introduces students to the study of inheritance in all of its manifestations, from the distribution of human traits in a family pedigree to the biochemistry of the genetic material in our chromosomes, DNA. The course examines the inheritance of traits in individuals and families, how traits evolve and are maintained in human populations, the molecular basis for those traits, and the Human Genome Project. (Does not count toward a Biology major or minor.) 3 hours. 3.00 credits

BIOL-180 Biology of Human Reproduction

A study of the biology of human reproduction, designed primarily for the non-science major. This course emphasizes the anatomy, development and physiology of human reproduction. Some aspects of psychology and sociology are introduced as they relate to birth control, venereal disease, and control of reproduction. (Does not count toward Biology major or minor.) 3 hours. 3.00 credits

BIOL-195 Independent Study

See department for details. 1.00 - 18.00 credits

BIOL-202 General Biology I

A survey of ecology, evolution, the diversity of life on earth, and the structure of plants and animals. Laboratory is integrated with lecture. (NOTE: There are no prerequisites for this course. However, BIOL 204, has prerequisites of CHEM 220, CHEM 230, and BIOL 202 - all with grades of "C-" or better.) 4 hours. 4.00 credits

BIOL-204 General Biology II

Basic principles of cell and molecular biology for both prokaryotes and eukaryotes. The course includes cell structures and functions, metabolism, classical genetics, and molecular genetics. Laboratory experiences are integrated in the course. Prerequisites: BIOL 202, CHEM 220, and CHEM 230, all with a grade of "C-" or better. 4 hours. 4.00 credits

BIOL-224 Human Anatomy

An examination of gross and histological structure of the systems of the human body. Laboratory is an integrated part of the course. (Students cannot receive credit for both BIOL 110 Human Biology and BIOL 224 Human Anatomy.) Prerequisite: BIOL 202 with a grade of "C-" or better. 4 hours. 4.00 credits

BIOL-240 Human Physiology

A study of the physiological phenomena of the human body from the molecular level of cellular metabolic functions to the operation of primary and specialized organ systems. Laboratory experiences are integrated in the course. (Students cannot receive credit for both BIOL 110 Human Biology and BIOL 240 Human Physiology.) Prerequisite: BIOL 224 (with a grade of "C-" or better). 4 hours. 4.00 credits

BIOL-255 Special Topics

See department for course description. 1.00 - 6.00 credits

BIOL-275 Internship

See department for details. 1.00 - 4.00 credits

BIOL-295 Independent Study

1.00 - 16.00 credits

BIOL-304 Research Methods

This course utilizes a hands-on, application-oriented approach to enhance student understanding of: framing scientific questions based on primary scientific literature; designing appropriate experiments; analyzing data statistically and graphically; writing technical reports; and presenting seminars. Course culminates in a student proposed, designed, and conducted independent research project. Prerequisite: BIOL 204 (with a grade of "C-" or better). 3 hours. 3.00 credits

BIOL-305 Ecology

An introduction to the basic principles and fundamentals influencing interactions between plants and animals and their environment. Includes laboratory and field experiences. Includes a required three day field trip. Additional fee required. Prerequisite: BIOL 204 with a grade of "C-" or better. 4 hours. 4.00 credits

BIOL-308 Microbiology

A study of the structure, biochemistry, physiology, energy generation, genetics and diversity of prokaryotic organisms. Laboratory experiences are integrated into the course. Prerequisite: BIOL 204 with a grade of "C-" or better. 4 hours. 4.00 credits

BIOL-316 Plant Biology

Fundamental principles of plant biology with emphasis on morphology, anatomy, taxonomy, physiology and evolution of algae, non-vascular and vascular plants. Includes laboratory and field experiences. Prerequisite: BIOL 204 with a grade of "C-" or better. 4 hours. 4.00 credits

BIOL-320 Cell Biology

A study of the functions of biological systems from the molecular to the tissue level. The molecular biology of cells and the regulatory mechanisms for physiological processes are emphasized. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 and organic chemistry (CHEM 240/241 or CHEM 320/321) all with grades of "C-" or better. 4 hours. 4.00 credits

BIOL-325 Conservation Biology

This course will examine the historical and ethical background of the conservation movement and trace the development of the science of conservation biology. We will be making connections between society and the natural world, relating human impacts on plants and wildlife to the goals of the practicing conservation biologist. We will learn quantitative methods to determine and predict the status of plant and animal populations. This is a lab/field course with opportunities to learn from conservation efforts around the Portland metropolitan area. Prerequisites: BIOL 204 with a C- or better. CS 130 or MATH 226 recommended. 4 hours. 4.00 credits

BIOL-330 Genetics

A study of the principles of heredity with emphasis upon transmission genetics, quantitative inheritance, the molecular basis of inheritance, and population genetics. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 (with a grade of "C-" or better). 4 hours. 4.00 credits

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 204 (with a grade of "C-" or better). 4 hours. 4.00 credits

BIOL-345 Marine Biology

A study of life and processes in the marine environment. Organismal adaptations and interactions of organisms with the environment are stressed, with field trips to the marine intertidal zones. Includes some aspects of environmental issues as they relate to biology of the ocean. Some weekend field trips required. Laboratory experiences are integrated in the course. Additional fee required. Prerequisite: BIOL 204 (with a grade of "C-" or better). 4 hours. 4.00 credits

BIOL-350 Principles of Development

A study of molecular and cellular aspects of development and embryological differentiation of selected species. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 (with a grade of "C-" or better). 4 hours. 4.00 credits

BIOL-355 Special Topics

See department for course description. 1.00 - 6.00 credits

BIOL-360 Selected Topics in Biology

Study of a particular field in biology selected by the instructor and approved by the Biology Department. May or may not include a lab. May be repeated for credit if the topic changes. Prerequisite: BIOL 204 (with a grade of "C-" or better). There may be additional prerequisites depending on the topic. 3-4 hours. 3.00 - 4.00 credits

BIOL-385 Junior Seminar

Taken after successful completion of BIOL 304, the Junior Seminar is designed to introduce majors to the primary biological literature, improve their oral communication skills, and highlight recent advances in the field. Students will read, present and discuss primary research papers in the biological sciences. Topics will vary each semester but have an interdisciplinary theme. Prerequisites: BIOL 304 (with a grade of C- or better), junior standing, declared Biology major. Pre- or corequisite: One upper division Biology class. 1 hour. 1.00 credits

BIOL-395 Independent Study

Independent Study. 1.00 - 8.00 credits

BIOL-400 Molecular Biology

A laboratory-intensive course focusing on nucleic acid biology, recombinant DNA and biotechnology. Prerequisite: BIOL 204 and organic chemistry (CHEM 240/241 or CHEM 320/321) - all with grades of "C-" or better. 4 hours. 4.00 credits

BIOL-405 Immunology

A study of the mammalian immune system covering the molecules and mechanisms used to fight infection. The development of B and T cells and their role in the human immune response will be emphasized. The relationship of the immune system to human biology will also be covered, for example infectious disease, vaccines, allergies, and autoimmune disorders. Prerequisite: BIOL-204 with a grade of "C-" or better. Alternate years. 3 hours. 3.00 credits

BIOL-410 Invertebrate Zoology

A study of invertebrate organisms including their systematics, morphology and ecology. Laboratory experiences are integrated in the course. Some weekend field trips required. Additional fee required. Prerequisite: BIOL 204 (with a grade of "C-" or better). 4 hours. **4.00 credits**

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 three day required field trip. Additional fee required. Prerequisite: BIOL 204 with a minimum grade of "C-" or better. 4 hours. **4.00 credits**

BIOL-430 Plant Systematics

Identification and classification of the vascular plants represented in the flora of the Pacific Northwest. Includes laboratory and field experiences. Some weekend field trips required. Additional fee required. Prerequisite: BIOL 204 with a grade of "C-" or better). 4 hours. **4.00 credits**

BIOL-444 Evolution

An introduction to the history, methods, and current questions in evolutionary biology. This course will examine the evidence for evolution beginning with Darwin and ending with our current understanding of the human genome. The course will cover the theory of natural selection, the basis of heredity and variation, population structures and genetics, and the mechanisms of speciation. Special topics include human evolution, molecular evolution, and the relationship of evolution to society, philosophy, and religion. Prerequisite: BIOL 204 (with a grade of "C-" or better). 3 hours. **3.00 credits**

BIOL-450 Tropical Rainforest Biology

A study of tropical rainforest ecology and natural history, and current biological research in tropical rainforests. The course meets once a week during the fall semester, during which students gain the background required for the field component of the course held in Costa Rica during January. Course grades will be assigned at the end of January and will include work completed during both terms. Additional fee required. Prerequisite BIOL 204 (with a grade of "C-" or better) and consent of instructor. Alternate years. 4 hours. **4.00 credits**

BIOL-455 Special Topics

See department for course description. **1.00 - 3.00 credits**

BIOL-470 Animal Physiology

The study of physiological function (molecular, cellular, and organ systems) in animals. The focus will be on the diversity of mechanisms used by animals for: water and solute regulation, gas exchange and transport, temperature regulation and tolerance, circulation, feeding and digestion, metabolism, excretion, neural control and integration, senses, and locomotion. Laboratory experiences are integrated in the course. Prerequisite: BIOL 204 and organic chemistry (CHEM 240/241 or CHEM 320/321) all with grades of "C-" or better. 4 hours. **4.00 credits**

BIOL-475 Internship

See department for details. **1.00 - 14.00 credits**

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. This course is strongly recommended for those students interested in undergraduate research projects, graduate school, or employment as a laboratory technician. Prerequisite: grade of "C-" or better in BIOL 308, BIOL 320, or BIOL 400. Junior standing recommended. 3 hours. **3.00 credits**

BIOL-490 Senior Capstone Experience

This course is designed for senior Biology majors in which students develop a capstone paper and present a capstone seminar on an approved topic of their choice. The course requires that students integrate information from the primary and secondary biological literature as well as from their biological knowledge. Research, internship, and literature review options are offered. Students will present on Senior Projects Day. Prerequisite: Senior standing and declared Biology major. [NEW Prerequisite beginning Fall 2010: BIOL 304, BIOL 385 and at least two additional upper division Biology lecture (with or without lab) courses (with grades of C- or better), senior standing, declared Biology major]. 2 hours. **2.00 credits**

BIOL-495 Research

Faculty supervised, student-conducted, individual research project. Prerequisite: BIOL 204 with a grade of "C-" or better and consent of instructor. 1-6 hours. **1.00 - 6.00 credits**

BIOL-555 Special Topics

See department for course description. **1.00 - 3.00 credits**

Business Administration

Faculty

Michelle M. Cowing Ph.D. Social Sciences Division Chair, Professor of Management **N. Charles O'Connor M.A., CPA** Professor **Krishnan Ramaya Ph.D.** Business Administration Department Chair, Associate Professor of Management **John Suroviak M.S.** Associate Professor of Accounting

Introduction

A major in business administration prepares students to enter a wide range of careers in business and in the public sector or to enter graduate programs. The degree develops broadly educated individuals who are flexible, skilled at solving problems, aware of a diversity of viewpoints and responsive to rapidly changing environments. Students majoring in business administration plan core and elective courses in consultation with their faculty advisors to improve communication and analysis skills, to develop the strongest possible background in their areas of interest, and to achieve a well-rounded liberal arts education.

Mission

The mission of the Business Administration Department at Pacific University is to develop graduates with skills to manage organizations effectively and efficiently and to exercise responsible leadership. A broad business and liberal arts curriculum that emphasizes theoretical, applied and experiential learning is critical to this development. We offer a unique and a highly supportive learning environment, characterized by a relevant contemporary curriculum with innovative pedagogical methods.

Goals

The department has established guidelines to ensure that all of our business undergraduates will be proficient in the following common skills on successful completion of the program.

1. Critical thinking and problem solving
2. Effective writing
3. Technological competency
4. Effective oral communication
5. Quantitative reasoning
6. Library and information literacy
7. Ethical decision making

Majors

Business Administration

Each major in Business Administration must complete the core requirements for all majors: 8 credits in economics, 4 credits in statistics, and 34 credits of BA courses including the senior capstone. Each student works with an academic advisor in the department to design a customized selection of elective courses that best fit the interests of the student. Students may select electives to achieve a specific area of concentration, for example in accounting, international business, management, or marketing.

A minimum 2.0 grade point average is required in all business and economics courses; only grades of C- or above may be used to satisfy department requirements, including Math 207. Majors are required to complete satisfactorily Econ 101, Econ 102, BA 201, BA 202, and Math 207 with a grade of C- or above prior to taking any of the upper-division major requirements. All required components for the business Capstone must be completed in residence at Pacific. Transfer credits will not be accepted for the Capstone requirement. Students who are planning to attend graduate school are encouraged to take a year of calculus. Students planning a career as a Certified Public Accountant must complete 150 semester hours of college course work, which is the equivalent of five years of college, prior to taking the CPA exam.

Requirements for the Major

Econ 101 Principles of Macroeconomics	4
Econ 102 Principles of Microeconomics	4
Math 207 General Elementary Statistics	3
BA 201 Financial Accounting Principles	4
BA 202 Managerial Accounting Principles	4
BA 305 Business Finance	4
BA 306 Business Law	4
BA 309 Marketing	4
BA 350 Operations Management	4
BA 360 Organizational Behavior & Management	4
BA 405 Business Strategy (Senior Capstone Course)	4

BA Electives (4) 16
BA 490 Senior Seminar (and Capstone Experience) 2

TOTAL: 61 Credits

AREAS OF CONCENTRATION

While completing the BA electives requirement, a student may complete coursework that satisfies a specific area of concentration within Business Administration as outlined below. Alternatively, students may select from all business electives to receive their general degree in Business Administration.

Accounting Concentration

Required Courses:

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

Two courses from:

BA 318 Forensic Accounting 2
BA 425 Advanced Accounting 2
BA 457 Advanced Income Tax Accounting 2

TOTAL: 24 Credits

International Business Concentration

Required courses:

BA 312 International Business 4
Approved ECON 300+ Elective 4

Two from:

BA 443 International Marketing 4
POLS 345 International Political Economy 4
IS 201 International Communication 4
Other approved international elective 4
Foreign language study at the 300+ level or one semester of study abroad 4-12

TOTAL: 16-24 Credits

Management Concentration

Four courses from:

BA 302 Small Business Management 4
BA 312 International Business 4
BA 330 Technology Management 4
BA 320 Human Resource Management 4
BA 340 Management Science 4
BA 342 Risk Management and Decision Making 4
BA 355 Special Topics in Management 4

TOTAL: 16 Credits

Marketing Concentration

Required courses:

BA 410 Marketing Research 4
BA 440 Advertising & Promotion 4

One course from the following:

BA 333 Consumer Behavior 4
BA 338 Product Management 4
BA 443 Special Topics in Marketing 4

One course from the following:

Soc 342 Consumer Society 4
Psy 160 Culture & Behavior 4
Psy 308 Social Psychology 4
Art 217 Computer Graphics Design 4
MedA 260 Elements of Multimedia Design 4
MedA 265 Web Design 4

MedA 305 Designing for Electronic Media 4
MedA 360 Integrated Media Project Design 4

TOTAL: 16 Credits

Senior Capstone

The senior capstone for students majoring in business administration consists of three required components:

1. a senior capstone course, BA 405 (Business Strategy)
2. a capstone experience, and
3. a seminar course that is tied directly to the student's capstone experience

Senior Capstone Course (BA 405, 4 credits)

BA 405 Business Strategy is a course required of all students majoring in business administration. This is a case-based, cross-functional course that demands the integration of knowledge from all business disciplines. This course is consistent with required capstone courses in business programs nationally. Students work both independently and in groups to analyze organizational situations rigorously and to provide well-supported recommendations. Students develop written and oral communication skills through completing several 6-8 page written case analyses and in-class presentations.

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

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

- a. an internship with an off-campus organization (profit, not-for-profit, or government agency)
- b. an applied project with an off-campus organization (profit, not-for-profit, or government agency), or
- c. a theoretical research paper addressing an approved business administration topic

During the semester of the experiential capstone component, seniors enroll in one of several senior seminar courses, as appropriate for their chosen experiential capstone. Each seminar course will be run by one or more members of the business faculty.

- a. Capstone Internship Seminar
- b. Capstone Project Seminar
- c. Capstone Research Seminar

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

All seniors participate in Senior Projects Day (approximately the 11th week of the spring semester), with a presentation about their senior capstone experience, whether an internship, an applied project, or a theoretical research paper.

Minors

Business Administration

The Business Administration Department offers a minor in business administration that requires completion of 22 hours of departmental courses. 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 department.

Requirements for the Minors

Econ 101 Principles of Macroeconomics 4
Econ 102 Principles of Microeconomics 4
Math 207 General Elementary Statistics 3
BA 201 Financial Accounting Principles 4
BA 202 Managerial Accounting Principles 4
BA 360 Organizational Behavior & Management 4
BA 300+ Business Administration Electives 8

TOTAL: 31 Credits

Courses

BA-195 Independent Study

Independent study. 1.00 - 4.00 credits

BA-201 Accounting Principles

Introduction to accounting concepts and application of these concepts; financial statement preparation; accounting systems and controls; accounting for assets and liabilities; cash flow analysis and financial statement analysis. MS Excel is introduced and integrated into the course to solve accounting and finance problems. Prerequisite: Sophomore standing or above. 4 credits. 4.00 credits

BA-202 Managerial Accounting

Introduction to management accounting concepts; cost terminology, behavior and system design; the planning and control process; using cost data in decision making. Prerequisite: Sophomore standing or above. 4 credits. **4.00 credits**

BA-255 Special Topics

See department for course description. **1.00 - 6.00 credits**

BA-275 Internship

See department for details. **1.00 - 4.00 credits**

BA-302 Small Business Management

Development of the students' understanding of the economic and social environment in which small businesses function and the critical role of entrepreneurship in fostering business growth and development. The processes involved in initiating new ventures are discussed. The course focuses on the operations, marketing, financial, human resources and strategic management as well as the legal and governmental relations of the small firm. A detailed treatment of the problems involved in managing specific fields of small businesses in both service and manufacturing. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201 and BA-202. 4 credits. **4.00 credits**

BA-305 Business Finance

A study of the financial principles applicable to the business organization. Financial management of assets and the need for funds, sources and cost of obtaining short-term and long-term funds, capital budgeting. MS Excel and MS Access are integrated into this course. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201 and BA-202. 4 credits. **4.00 credits**

BA-306 Business Law

Introduction to the structure and functions of the American legal system followed by an overview of specific topics that are applicable to business. Topics include: contracts, sales, negotiable instruments, bankruptcy, suretyship, agency, partnerships, corporations, federal securities law, accountants, legal liability, employer and employee relationships, property, trusts and estates. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201 and BA-202. 4 credits. **4.00 credits**

BA-309 Marketing

Introduction to marketing concepts and application of these concepts to the marketing of products, services, ideas, organizations, and people in both profit-oriented and nonprofit business environments. Topics include: marketing's role in society and within the firm; environmental evaluation; consumer buying behavior; market segmentation and target market selection; management of marketing mix variables (product, price, placement, promotion). Students gain experience in problem solving and communication through case study analysis and presentations. Prerequisites: Junior standing or above and ECON-101, ECON-102, BA-201, BA-202. 4 credits. **4.00 credits**

BA-312 International Business

Survey course covering recent and important issues in international business, trade and investment. Topics might include the International Business environment, the government and regulatory environment, international comparative environments, international monetary environment, international marketing, international finance, management strategies, and the future of international business. Prerequisites: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-313 Intermediate Accounting I

Financial accounting statement interpretation, presentation, and disclosure including coverage of functions and basic theory; asset recognition and measurement; liability recognition and measurement; stockholders' equity; issues related to income measurement; and preparation and interpretation of financial statements. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201 and BA-202. 4 credits. **4.00 credits**

BA-314 Intermediate Accounting II

Financial accounting statement interpretation, presentation, and disclosure including coverage of functions and basic theory; asset recognition and measurement; liability recognition and measurement; stockholders' equity; issues related to income measurement; and preparation and interpretation of financial statements. Prerequisite: BA 313. 4 credits. **4.00 credits**

BA-316 Cost Accounting

Discussion of the nature, objectives and procedures of cost accounting and cost control; job costing and process costing; theory and practice of accounting for manufacturing overhead; cost budgeting and control; cost reports, joint product and by-product costing; distribution costs; standard costs; differential cost analysis; profit volume relationships and break-even analysis. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-318 Fraud Examination

An introduction to forensic accounting. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: BA 313 (or concurrently). 2 credits. **2.00 credits**

BA-320 Human Resource Management

Functions of the personnel department in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, employee recruiting and selection, psychological testing, employment counseling, wage administration, labor management relations and other personnel programs. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-330 Technology Management

An introduction to the study of technology management. This course will introduce students to the phenomena of technology and the integral role it plays in the competitive development and growth of businesses. The primary focus will be on understanding the managerial aspects involved in managing technology in business organizations and how technology is critical in fostering competitive advantage. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-338 Product Management

Examines the role of product innovation as the core focus of marketing strategy. Encompasses the formulation of new product strategies, marketing's role in product design and development, product line management, and organizational considerations in product management. The product management process will be explored in-depth through lecture, case analyses, and individual projects. Prerequisites: Junior standing or above, and ECON-101, ECON-102, BA-201, BA-202 and BA-309. 4 credits. **4.00 credits**

BA-340 Management Science

An introduction to formalized methods used in managerial decision making and problem solving. The focus is on the development and use of decision models in a range of managerial applications. Techniques include decision analysis, linear programming, simulation, forecasting and project management. Development of computer based decision models will be an integral part of the course. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, BA-202, and MATH-207. 4 credits. **4.00 credits**

BA-342 Risk Management and Decision Making

Development, application, and integration of analysis tools and decision models to aid managerial decision making in the face of risk and uncertainty. Behavioral factors that influence judgment and decision making will also be considered. The course covers applications in environmental, technological, health/safety, and organizational risk management. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-350 Operations Management

Study of key concepts, quantitative techniques, and practices used in the management of the production of goods and services. Includes examination of product and process design, process analysis, total quality management, project management, materials management, capacity planning, work design, facility layout and operational scheduling. Prerequisites: Junior standing or above and ECON 101, ECON 102, BA 201, and BA 202. 4 credits. **4.00 credits**

BA-352 Investments

To gain a knowledge and understanding of: (1) marketable securities including common stocks, bonds, and options; fundamental and technical security analysis; and of current financial events found in financial news. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-355 Special Topics

See department for course description. **1.00 - 6.00 credits**

BA-357 Income Tax Accounting

A study of the structure of federal tax laws and some of the motivating forces and policies shaping tax laws and concepts; determination of taxable income and the income tax liability as they relate to individuals; overview of the taxation of corporations and other entities; and an overview of Oregon income tax laws. Prerequisites: Junior standing or above and ECON-101, ECON-102, BA-201 and BA-202. 4 credits. **4.00 credits**

BA-360 Organizational Behavior Management

An introduction to the functions of management and to the theory of human behavior in organizations. Management history, attitudes, skills, and managerial processes as well as an investigation of the theories of human behavior, motivation, communication, decision making, group and social processes, organizational culture, power, and leadership are addressed. Prerequisite: Junior standing or above and ECON-101, ECON-102, BA-201, and BA-202. 4 credits. **4.00 credits**

BA-395 Independent Study

See department for details. **1.00 - 6.00 credits**

BA-405 Business Strategy

This course serves as the capstone course for students of business administration. It demands the integration of knowledge from all functional area business disciplines to make effective strategic decisions from an organization-wide perspective. The case study method of teaching combined with the dynamic application of course tools to real and simulated business situations are used. Prerequisites: Senior standing and ECON-101, ECON-102, BA-201, BA-202, BA-305, BA-309, BA-350, and BA-360. 4 credits. **4.00 credits**

BA-410 Marketing Research

Application of research techniques and statistical analysis to analysis to business and marketing problems. Topics include technology in the research process, secondary and primary marketing research methodologies, sampling methods, and data analysis and reporting. Course includes cases analyses and use of statistical data sets. Students will design an original market research project, gather and analyze the data, and present the findings as part of their individual project. Prerequisites: MATH-207 and BA-309. 4 credits. **4.00 credits**

BA-425 Advanced Accounting

Accounting for corporate business combinations using both the pooling of interests method and the purchase method, preparation of consolidated financial statements, and accounting for foreign operations. Prerequisite: BA 314. 2 credits. **2.00 credits**

BA-435 Accounting & Auditing Seminar

A discussion-based course that uses cases to explore realistic accounting and auditing issues. Students will be faced with unstructured problems and be required to provide analyses and recommendations. Prerequisite: BA 314 or concurrent enrollment. 4 credits. **4.00 credits**

BA-440 Advertising and Promotion

Introduction to the concept of integrated marketing communications (IMC) and the specific components that make up the IMC program, including advertising, direct marketing, Internet/ interactive media, public relations, sales promotion, and personal selling. Application of core concepts and techniques through case analyses, IMC exercises, and team development of advertising campaigns and presentations. Prerequisites: Junior standing or above and ECON- 101, ECON-102, BA-201, BA-202, and BA-309. 4 credits. **4.00 credits**

BA-443 Special Topics in Marketing

A course focusing on topics of special interest to students and faculty, such as Services Marketing, Internet Marketing, Advertising and Promotions Management, Public Policy and Marketing, and Sports Marketing. Prerequisites: Junior standing or above and ECON 101, ECON 102, BA 201, BA 202, and BA 309. 4 credits. **4.00 credits**

BA-455 Special Topics

See department for description. **1.00 - 4.00 credits**

BA-457 Advanced Income Tax Accounting

A study of federal income tax as it applies to C corporations, S corporations, partnerships, and limited liability companies (LLC), the gift tax, the estate tax, income taxation of trusts and estates, and internal revenue service administrative procedures. The primary focus of the course will be taxation of corporations. Prerequisites: BA 357. 2 credits. **2.00 credits**

BA-475 Internship

See department for details. **1.00 - 14.00 credits**

BA-490 Senior Seminar

As part of the capstone experience, Business seniors enroll in a senior seminar course, as appropriate for their chosen area of interest. The seminar serves as the forum in which students are prepared for and guided through their capstone experiences (internship or research project). Students will share with and learn from peers completing similar capstones. The seminar course also uses business periodicals and journals as a focus of seminar discussion to help bridge the gap between theory and practice. Prerequisite: ECON 101, ECON 102, BA 201, BA 202, BA 305, BA 309, BA 350, and BA 360. 2 credits. **2.00 credits**

BA-495 Independent Research

Student-conducted individual research/theoretical project. Faculty supervised. **1.00 - 6.00 credits**

Chemistry

Faculty

Dawn Bregel Ph.D. Assistant Professor of Chemistry **Jeannine M. Chan Ph.D.** Assistant Professor of Chemistry **David Cordes Ph.D.** Assistant Professor of Chemistry **Joel W. Gohdes Ph.D.** Chemistry Department Chair, Associate Professor of Chemistry **Kevin E. Johnson Ph.D.** Professor of Chemistry **Richard V. Whiteley Jr. Ph.D.** Sabbatical Spring 2010, Professor of Chemistry

Mission

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

Goals

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

- * have a working knowledge of the basic areas of chemistry (inorganic, organic, biochemical, physical and analytical chemistry); students demonstrate a working knowledge by understanding the language of chemistry and the ability to apply formal knowledge in a problem-solving environment
- * understand the relationships between microscopic structure and macroscopic properties, energy relationships, chemical and physical transformations, acid-base theory, and solution chemistry and be proficient in basic laboratory skills (e.g., preparing solutions, chemical and instrumental analyses, laboratory safety)
- * have an understanding of principles and applications of modern instrumentation, computation, experimental design and data analysis
- * have the ability to formulate and to carry out strategies for solving scientific problems
- * develop experience working with others as part of a team
- * develop good scientific communication, including writing, oral communication and presentation skills and the ability to locate, to read, to understand and to use the scientific literature
- * have taken advantage of the opportunity to conduct an individual research project within the University or in another appropriate setting

Majors

Chemistry

Requirements for the Major

Chem 220-230 General Chemistry I-II 8
Chem 310-311 Organic Chemistry I 4
Chem 320-321 Organic Chemistry II 4
Chem 340-341 Quantitative Analysis 4
Chem 410-411 Thermodynamics and Kinetics 4
Chem 430 Advanced Inorganic Chemistry 3
Two upper-division chemistry electives (with lab if available, except Chem 385) 6-8
Capstone
Chem 488-489 Capstone Project I and II 3
OR
Chem 498-499 Capstone Thesis I and II 5

TOTAL: 36-40 Credits

Ancillary Requirements

Math 226-227 Calculus I-II 8
Physics - one year with laboratory
(Phy 232-242 recommended) 8

TOTAL: 52-56 Credits

Students may complete one of two emphases in chemistry by fulfilling the elective requirement of the chemistry major listed above in the following manner.

Emphasis in Chemical Physics

Chem 420-421 Quantum Chemistry and Spectroscopy 4

Phy 322 Modern Physics

OR

Phy 332 Waves and Optics 4

One additional upper-division physics course from the following (Phy 322, 332, 364, 376, 380, 420, 460) 3-4

One additional upper-division course in chemistry, physics, or mathematics 3-4

TOTAL: 60-64 Credits

Emphasis in Biochemistry

Biol 202, 204 General Biology I and II 8

Chem 380 Biochemistry I 3

Chem 480 Biochemistry II 3

Chem 481 Biochemistry Lab 1

One upper-division biology course from the following (Biol 320, 330, 400) 4

TOTAL: 65-67 Credits

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.

Note: For students planning to work as chemists or attend graduate school in chemistry, the following courses should be included among the electives:

Chem 350-351 Instrumental Analysis 4

Chem 420-421 Quantum Chemistry and Spectroscopy 4

Minors

Chemistry

Requirements for the Minors

Chem 220-230 General Chemistry I-II 8

Chem 310-311 Organic Chemistry I 4

Chem 320-321 Organic Chemistry II 4

Chem 340 Quantitative Analysis 2

Chem 341 or 343 Quantitative Analysis Lab 1-2

Chem 385 Seminar 1

Upper division elective: 3-4

TOTAL: 23-25 Credits

Courses

CHEM-110 Chemistry & Your Environment

An introductory chemistry course for students who do not plan to take additional chemistry. Basic principles of chemistry are developed and used to explain phenomena of significance to our lives. Topics include environmental issues such as atmospheric and water chemistry, nuclear power, and fuels. 3 hours. 3.00 credits

CHEM-155 Special Topics

Special topics in Chemistry taught periodically at faculty discretion. See department for course descriptions as they are subject to change each semester. 3 hours. Staff. 1.00 - 6.00 credits

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. 4.00 credits

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 better) and MATH 125 or equivalent. 4 hours. 4.00 credits

CHEM-240 Survey of Organic Chemistry

An introduction to the chemistry of the hydrocarbons and their principal derivatives. Meets physical therapy, optometry and nursing requirements. Prerequisite: CHEM 230 with a C- or better. 3 hours. **3.00 credits**

CHEM-241 Survey of Organic Chemistry Laboratory

Laboratory experience in the preparation and properties of organic molecules. Prerequisite: CHEM-230. Co-requisite: CHEM-240. 1 hour. Alternate years in the Spring term. **1.00 credits**

CHEM-255 Special Topics

See department for course description. **1.00 - 6.00 credits**

CHEM-275 Internship

See department for details. **1.00 - 4.00 credits**

CHEM-295 Independent Project

Work in chemistry and introduction to chemistry research on a topic of mutual interest to the student and a faculty member. This course may be repeated for credit or continued as CHEM 495. Consent of instructor required. 1-3 hours. **1.00 - 6.00 credits**

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 with a C- or better. 3 hours. **3.00 credits**

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. **1.00 credits**

CHEM-320 Organic Chemistry II

A continuation of CHEM 310. Prerequisite: CHEM 310 with a grade of C- or better. 3 hours. **3.00 credits**

CHEM-321 Organic Chemistry Laboratory II

A continuation of CHEM 311. Prerequisite: CHEM 311 with a grade of C- or better. Co-requisite: CHEM 320. 1 hour. **1.00 credits**

CHEM-340 Quantitative Analysis

An introduction to the theories and principles of volumetric, gravimetric, and colorimetric methods of analysis. Prerequisite: Sophomore standing or above and CHEM 230 with a grade of C- or better. 2 hours. **2.00 credits**

CHEM-341 Quantitative Analysis Lab

A laboratory course to accompany and give practical illustration to the principles covered in CHEM 340, which is a co-requisite. Prerequisite: Sophomore standing or above. 2 hours. **2.00 credits**

CHEM-343 Quantitative Analysis Basic Lab

A laboratory course to accompany and give basic, practical illustration to the principles covered in CHEM 340, which is a co-requisite. This is a more elementary complement to Quantitative Analysis than what is provided by CHEM 341. Students cannot receive credit for both CHEM 343 and 341. Sophomore standing or above. 1 hour. **1.00 credits**

CHEM-350 Instrumental Analysis

An introduction to the theory and principles of instrumental methods of chemical analysis. Included are spectrophotometric, electrometric, and chromatographic methods. Prerequisite: Sophomore standing or above and CHEM 340 and PHY 204 or 242, with a grade of "C-" or better. Corequisite: CHEM 351. 3 hours. Alternate years in Spring term. **3.00 credits**

CHEM-351 Instrumental Analysis Laboratory

Laboratory experiences to augment and illustrate CHEM 350, which is a co-requisite. Prerequisite: Sophomore standing or above and CHEM 341 or CHEM 343 with a grade of "C-" or better. 1 hour. Offered alternate years in Spring term. **1.00 credits**

CHEM-355 Special Topics

See department for course description. **1.00 - 6.00 credits**

CHEM-360 Environmental Chemistry

Changes in the environment are ultimately the result of chemical processes. This course examines our understanding of chemical change in the atmosphere, groundwater, and various aquatic environments from both a theoretical and practical perspective. Methodology for monitoring and modeling these systems will be included. Prerequisites: Sophomore standing or above and CHEM 240 or CHEM 310, BIOL 204, with a C- or better. 4 hours. Alternate years in Spring term. **4.00 credits**

CHEM-380 Biochemistry I

An introduction to the chemistry of biological molecules with investigation of the structure and function of biological molecules in enzyme action, metabolism, energetics, and the flow of genetic information. BIOL 240 strongly recommended. Prerequisite: Sophomore standing or above and CHEM 240 or CHEM 320, with a "C-" or better. 3 hours. **3.00 credits**

CHEM-385 Seminar

Participation in discussions about recent advances in the field of chemistry. May be taken twice for credit. Prerequisite: Sophomore standing or above and CHEM 230 with minimum grade C-. Pass/No Pass. 1 credit. **1.00 credits**

CHEM-395 Independent Study

See department for course description. **1.00 - 4.00 credits**

CHEM-410 Thermodynamics & Kinetics

Presentation, discussion, and application of the laws of thermodynamics, including gas behavior, equations of state, phase transformations, chemical equilibria and kinetics. Prerequisite: Sophomore standing or above and CHEM 230, MATH 227 and PHY 204 or 242 (all with a grade of "C-" or better). Corequisite: CHEM 411. 3 hours. **3.00 credits**

CHEM-411 Thermodynamics & Kinetics Laboratory

A laboratory course to accompany CHEM 410, which is a co-requisite. Prerequisite: Sophomore standing or above. 1 hour. **1.00 credits**

CHEM-420 Quantum Chemistry and Spectroscopy

An introduction to quantum mechanics and its applications to chemistry including atomic structure, the chemical bond and spectroscopy. Prerequisite: Sophomore standing or above and CHEM 230, MATH 227, and PHY 204 or 242 all with a grade of "C-" or better. Corequisite: CHEM 421. 3 hours. Alternate years Spring 2006. **3.00 credits**

CHEM-421 Quantum Chemistry & Spectroscopy Lab

A laboratory course designed to accompany CHEM 420, which is a co-requisite. Prerequisite: Sophomore standing or above. 1 hour. Alternate years Spring 2006. **1.00 credits**

CHEM-430 Advanced Inorganic Chemistry

An introduction to inorganic chemistry at an advanced level. Topics include atomic and molecular structure, symmetry, bonding theory, periodic correlations, acid-base theory, and the theory of metal-ligand interactions. Prerequisite: Sophomore standing or above and CHEM 230 with a C- or better. 3 hours. Alternate years in Fall term. **3.00 credits**

CHEM-450 Advanced Topics

A lecture or laboratory course concentrating on a specific topic in chemistry at the advanced level. For example mass spectrometry, high field nuclear magnetic resonance, or pharmacology. Prerequisites depend on the topic. Prerequisite: Sophomore standing or above. 1-2 hours. **1.00 - 2.00 credits**

CHEM-455 Special Topics

See department for course description. **1.00 - 6.00 credits**

CHEM-475 Internship

Internship. **1.00 - 14.00 credits**

CHEM-480 Biochemistry II

This course will further explore the structure and function of biological molecules and will continue to emphasize major biochemical concepts developed in CHEM 380. Prerequisite: Sophomore standing or above and CHEM-380 with a C- or better. 3 hours. Alternate years in Spring term. **3.00 credits**

CHEM-481 Biochemistry Laboratory

A laboratory course to introduce standard biochemical techniques including protein purification, execution of enzyme assays, SDS-PAGE, and Western blots. Emphasis will be placed on experimental design, data acquisition, and data interpretation. Prerequisite: Sophomore standing or above and CHEM 380 with a C- or better. 1 credit. Offered in Winter term. **1.00 credits**

CHEM-488 Capstone: Project I

A project that includes independent study and analysis of experimental and/or chemical literature information. Examples of acceptable projects include: A focused review of the literature that results in an original interpretation or novel application. A pedagogical project for students interested in pursuing a career in teaching. An internship at an industrial or government laboratory. a community service project which uses innovative application of chemical principles and technology. Regular attendance at department colloquia is required. Students will complete project work and an introductory paper in the first semester. Consent of faculty required. Fall semester. 2 hours. **2.00 credits**

CHEM-489 Capstone: Project II

Continuation of CHEM 488. Students will complete a project paper and make an oral presentation based upon work completed the previous semester. Regular attendance and presentation at department colloquia required. Prerequisite: CHEM 488. Spring semester. 1 hour. **1.00 credits**

CHEM-495 Research

Independent laboratory studies or theoretical studies on projects of mutual interest to the student and faculty. This may be repeated for continuing or new projects. Consent of faculty required. 1-3 hours. **1.00 - 3.00 credits**

CHEM-498 Capstone: Thesis I

Students electing to do a thesis will engage in a substantial research project that will involve an investigation of the scientific literature and original research on a current topic in chemistry. Regular attendance at department colloquia is required. Students will perform literature and laboratory work, and write an introductory thesis chapter in the first semester. Faculty consent required. Fall semester. 2 hours. **2.00 credits**

CHEM-499 Capstone: Thesis II

Continuation of CHEM 498. Students will complete research and write a thesis. Presentation of the thesis work at a department colloquium and for senior presentation day is required. Regular attendance and participation at department colloquia required. Prerequisite: Faculty consent and CHEM 498. Spring semester. 3 hours. **3.00 credits**

Comparative Religion

Faculty

Vernon L. Bates Ph.D. Professor of Sociology **David DeMoss Ph.D.** Associate Dean, Philosophy Department Chair, Professor of Philosophy
Aaron Greer M.A. Instructor of Anthropology **Cheleen Mahar Ph.D.** Professor of Anthropology **Marc Marengo M.Div., D.Phil.** Director of Pacific Institute for Ethics and Social Policy, Professor of Philosophy and Religion **Sarah R. Phillips Ph.D.** Associate Dean, Sociology, Sabbatical Spring 2010, Professor of Sociology **Scott Tuomi D.M.A.** Associate Professor of Music

Introduction

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in anthropology-sociology; a major in sociology; a major in social work; and minors in sociology, anthropology, and comparative religion.

The program in comparative religion offers an interdisciplinary minor.

Mission

The comparative religion minor strives to enhance knowledge of religious traditions and histories and to teach the skills necessary for the analysis of religion.

Goals

The goal of the minor is to explore religion as an important dimension of personal meaning, culture, social institutions, and social structure.

Majors

Comparative Religion

Description

Requirements for the Major

Requirements

Minors

Comparative Religion

Requirements for the Minors

The comparative religion minor must complete the following core courses with a grade of C- or better and maintain a 2.0 average in the minor.

Requirements:

Four courses from the following cluster (15-16):

Mus/Rel 341 Music in World Religions 3
Rel/Anth 140 Introduction to Comparative Religion 4
Rel/Anth 240 Topics in Comparative Religion 4
Anth 340 Symbolism, Myth and Ritual 4
Phil 309 Philosophy of Religion 4

One additional course from the following cluster of electives (additional options to satisfy electives accepted by department approval) (4):

Soc 313 Sociology of Religion 4
Rel 110 Religion and the Quest for Meaning 3
Hist 113 Islamic Middle East 4
Hist 301 The Medieval World 4
Hist 305 History of Magic and Witchcraft 4
Pacs 211 Philosophical and Theological Bases of Peace 3
Phil 206 Medieval Philosophy 4
Arthi 270 Western Art I 4
Arthi 271 Western Art II 4

TOTAL: 19-20 Credits

Courses

REL-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 requirements. Offered alternate years. 3 credits. 3.00 credits

REL-140 Introduction to Comparative Religions

Comparative study of major world and selected regional religions with an emphasis on the analysis of beliefs, rituals, symbolism and social organization. 4 credits. 4.00 credits

REL-240 Topics in Comparative Religion

A class on topics of current interest in comparative religions. Please see department for current course description. 4 credits. 4.00 credits

REL-255 Special Topics

See department for details. 1.00 - 4.00 credits

REL-275 Internship

See department for details. 1.00 - 4.00 credits

REL-341 Music in World Religions

This course will explore the use of music as an important expression of spiritual engagement. Students will engage in an examination of the various liturgical and musical practices found in five primary world religions including: Christianity, Judaism, Islam, Hinduism and Buddhism. The course will examine how music is used to enhance liturgy, "engage the mind and move the heart" of participants in worship. ENGW 201 and a basic ability to follow musical notation recommended. 3 credits. 3.00 credits

REL-355 Special Topics

See department for details. 1.00 - 4.00 credits

Computer Science

Faculty

Shereen Khoja Ph.D. Sabbatical 2009/2010, Associate Professor of Computer Science **Chris Lane M.S.** Assistant Professor of Mathematics
Douglas J. Ryan M.S. Professor of Computer Science **Chadd C. Williams Ph.D.** Assistant Professor of Computer Science

Introduction

The Department of Mathematics and Computer Science offers majors and minors in both computer science and mathematics. The computer science program at Pacific University is characterized by small classes, close interaction with the faculty, and a deep yet broad curriculum, rarely encountered at a small university. To prepare students for a discipline that is constantly changing, the curriculum integrates a wide variety of programming languages in a manner that emphasizes a thorough understanding of language structure. By virtue of both a devoted faculty and a strategic location next to Oregon's acclaimed Silicon Forest, we have established an internship program with local businesses that allows students to practice these skills further in the context in which they will ultimately be applied. The student experience culminates with a disciplined, two-semester software engineering capstone sequence that results in a substantial piece of original software. The confidence and knowledge gained from the program allows each student to pursue either a graduate education in computer science or immediate employment with such industry leaders as Intel, Microsoft and Hewlett Packard.

Goals

The Computer Science Department maintains common goals for all of its students (majors, minors and others). Students in our courses learn strategies for abstract problem-solving, gain a basic understanding of computers and the broad implications of their use, are exposed to mathematics as a liberal art and have 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.

Majors

Computer Science

Requirements for the Major

Math 226 Calculus I 4
Math 240 Discrete Mathematics 3
Math 306 Linear Algebra 3
CS 150 Introduction to Computer Science I 4
CS 250 Introduction to Computer Science II 3
CS 300 Data Structures 3
CS 310 Theoretical Computer Science 3
CS 380 Algorithm Design and Analysis 3
CS 430 Computer Architecture 4
CS 460 Operating Systems 3
CS 480 Principles of Compiler Design 4
CS 490 Senior Capstone I 3
CS 492 Senior Capstone II 3

Six credits selected from the following courses 6

CS 315 Introduction to Human Computer Interaction 3
CS 360 Special Topics* 3
CS 445 Introduction to Database Systems 3
Phy 364 Electronics 4

TOTAL: 49 Credits

* Note: CS 360 may be counted twice as an elective as long as the topics are different.

Restrictions

1. At least 18 hours of upper-division Computer Science courses must be taken from Pacific University (credit by examination not acceptable).
2. At most, 1 course passed with a grade below C- may count toward the Computer Science major.
3. All courses in the Capstone sequence (CS 490, CS 492) must be passed with a grade of C or better.

Minors

Computer Science

Requirements for the Minors

CS 150 Introduction to Computer Science I 4
CS 250 Introduction to Computer Science II 3

Electives 9

Electives are selected from: CS 205, CS 230, CS 300, CS 310, CS 315, CS 360, CS 380, CS 430, CS 445, CS 460, CS 480, Math 306, Math 240, Phys 364.

At least one of the following: 4

Math 125 Precalculus
Math 226 Calculus

TOTAL: 20 Credits

Restrictions:

Six of the elective credit hours must be upper-division Computer Science courses taken at Pacific University.

Courses

CS-120 The Information Era

An exploration 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, interactive multimedia, communications, and ethics. Students will learn to produce web pages using HTML and web authoring software. 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. 3.00 credits

CS-121 Our Digital World

An exploration of the impact and effects of the Internet on all aspects of our lives as global citizens. This course examines the ethical, cultural, economic and political aspects of the Internet as a social technology. 2 credits. 2.00 credits

CS-122 Introduction to Digital Media

An introduction to producing, editing and publishing computer-based media including computer graphics, Web sites, and streaming media. Includes a survey of modern communications formats such as blogs, podcasts, and social networks. 2 credits. 2.00 credits

CS-130 Introduction to Software Tools

Many disciplines are finding the need to gather, manipulate, analyze, and graph data. This course will introduce students to software tools that aid in this process. Software that is widely used at Pacific includes: Excel, SPSS, and PowerPoint. Class includes lab projects. Prerequisite: Math 125 with a grade of "C" or better. 2 hours (10 weeks during Fall or Spring terms, 2 weeks during Winter term). Students may not receive credit for both CS 130 and CS 230. 2.00 credits

CS-150 Introduction to Computer Science I

A first course in computer programming fundamentals: no previous programming experience is required. This course will be taught in C++ and include programming projects in a variety of areas. Course content includes data types, selection structures, repetition structures, functions, arrays, structures and I/O. In addition to three lectures per week, the class meets weekly for a laboratory session. Corequisite: MATH 125. 4 hours. 4.00 credits

CS-155 Special Topics

See department for description. 1.00 - 6.00 credits

CS-205 Intro to Programming for Multimedia

This course introduces students with little or no programming experience to the design and creation of software applications using Flash ActionScript, a high-level, object-oriented programming language. Prerequisite: CS 120 with a "C" or better or equivalent. 4 credits. Alternate years 2008-2009. 4.00 credits

CS-230 Intro to Advanced Software Tools

This course covers the same topics as CS 130 in the first ten weeks. The last four weeks offer an in-depth exposure to spreadsheet and database software. Some programming in a language such as Visual Basic will be required. Prerequisite: MATH 125 with a grade of "C" or better. 3 hours. Students may not receive credit for both CS 130 and CS 230. 3.00 credits

CS-250 Introduction to Computer Science II

A second course in programming that is a continuation of CS 150. The focus of this course is object-oriented programming. Concepts taught include pointers, classes, operation overloading, inheritance, polymorphism, and templates. These concepts will be reinforced with advanced programming projects. Prerequisite: CS 150 with a grade of "C" or better, and MATH 125 with a grade of "C" or better. 3 hours 3.00 credits

CS-255 Special Topics

See department for course description. 1.00 - 6.00 credits

CS-275 Internship

See department for details. **1.00 - 4.00 credits**

CS-295 Independent Study
1.00 - 14.00 credits

CS-300 Data Structures

Data structures are fundamental to advanced, efficient programming. Topics including asymptotic analysis, stacks, queues, linked lists, trees, hash tables, searching and sorting will be covered in discussions centering around more sophisticated programming concepts and problem solving techniques. Prerequisite: CS 250 with a grade of "C" or better. 3 hours. **3.00 credits**

CS-310 Theoretical Computer Science

This course introduces the foundations of formal language theory, computability, and complexity, shows the relationship between automata and various classes of languages, addresses the issue of which problems can be solved by computational means and studies the complexity of their solutions. It also studies Turing machines and equivalent models of computation, the Chomsky hierarchy, context free grammars, push-down automata, and computability. Prerequisite: CS 250 with a grade of "C" or better. 3 hours. Alternate years 2008-2009. **3.00 credits**

CS-315 Intro to Human Computer Interaction

Humans interact with computers through user interfaces; designing useful and effective interfaces involves many challenges for both designers and programmers. This course will cover the basics of the field of human computer interaction including the human factors of interactive software, methods to develop and assess interfaces, interaction styles and design considerations. The class will include research and design projects as well as a programming project. Prerequisite: CS 250 with a grade of "C" or better, or MEDA 260 with a grade of "C" or better. 3 hours. Alternate years 2007-2008. **3.00 credits**

CS-355 Special Topics

See department for course description. **1.00 - 6.00 credits**

CS-360 Special Topics

The topic of this course changes from year to year depending on the latest developments in Computer Science and the research interests of the faculty. Recent topics include Client/Server Programming Using Java, Artificial Intelligence and Robotics, Windows Programming, and Computer Networking. Programming projects will build on existing APIs. Prerequisite: CS 250 with a grade of "C" or better. 3 hours. **3.00 credits**

CS-380 Algorithm Design and Analysis

An introduction to the formal techniques that support the design and analysis of algorithms, focusing on both the underlying mathematical theory and the practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, algorithmic strategies, advanced data structures, graph theory and other selected topics. Prerequisite: CS 300 with a grade of "C" or better and Math 240 with a grade of "C" or better. 3 hours. Alternate years 2007-2008. **3.00 credits**

CS-395 Independent Study

Independent Study. See department for details. **1.00 - 14.00 credits**

CS-430 Computer Architecture

An introduction to the hardware design aspects of all major components of a computer system. Topics include computer arithmetic, Boolean algebra and gate networks, logic design, an introduction to IA-32/64 & MIPS assembly language programming, memory (virtual and cache), I/O devices, pipelined instruction execution, bus structures, microprogramming and RISC/CISC philosophies. Prerequisite: CS 300 with a grade of C or better. 4 hours. Alternate years 2007-2008. **4.00 credits**

CS-445 Introduction to Database Systems

An introduction to both the theory and application of Database Management Systems. Topics covered will include database design including normalization and optimization, the relational model, security, transaction management, and the query language SQL. Distributed and web architectures will be discussed. All topics in the course will be implemented concretely using a modern DBMS. Prerequisite: CS 300 with a grade of "C" or better. 3 hours. Alternate years 2007-2008. **3.00 credits**

CS-455 Special Topics

See department for description. **1.00 - 6.00 credits**

CS-460 Operating Systems

This course provides a hands-on introduction to operating systems. Topics covered include processes and threads, CPU scheduling, memory management, I/O systems, distributed file systems, multiprocessor operating systems. Prerequisite: CS 300 with a grade of "C" or better. 3 hours. Alternate years 2007-2008. **3.00 credits**

CS-475 Internship

Internship. **1.00 - 14.00 credits**

CS-480 Principles of Compiler Design

An introduction to compilers. Topics covered include: symbol tables, lexical analysis, parsing, attribute grammars, syntax-directed translations, semantic analysis, code generation, and runtime environments. This course includes a laboratory experience which involves the coding, verification, and validation of a compiler. Prerequisite: CS-310 with a grade of "C" or better. 4 hours. Alternate years 2008-2009. **4.00 credits**

CS-490 Senior Capstone I

Students will learn the process of developing a large software project and the basics of Software Engineering by gathering user requirements, writing a project proposal and a project design specification, and developing a prototype of their project. Students will also maintain a project portfolio, a project blog, and participate in design reviews. Each student will give a progress presentation at the end of the semester.

Prerequisites: CS major with Senior standing and at least one 400 level CS class with grade of "C" or better taken at Pacific. 3 hours. 3.00 credits

CS-492 Senior Capstone II

During this course, students will complete the implementation, testing, and presentation of the project that was designed during CS 490. In addition, students will write a final report and user manual for their project, participate in code reviews, and study computer ethics and professionalism. Prerequisite: CS 490 with a grade of "C" or better. 3 hours. 3.00 credits

CS-495 Independent Research

1.00 - 6.00 credits

Disability Studies

Faculty

David Boersema Ph.D. Douglas C. Strain Professorship in Natural Philosophy, Distinguished University Professor, Professor of Philosophy
Patricia B. Cheyne M.F.A. Sabbatical 2009/2010, Professor of Art **Nancy Cicirello Ed.D., PT** Co-Director Disability Studies, Associate Professor of Physical Therapy **Andrea Doerfler M.S.** Assistant Professor of Social Work **Ellen Hastay MS** Peace and Conflict Studies Chair, Director of Humanitarian Center **Ramona Ilea Ph.D.** Assistant Professor of Philosophy **Martha Rampton Ph.D.** Director, Center for Gender Equity, Sabbatical Fall 2009, Professor of History **Todd Schultz Ph.D.** Psychology Department Chair, Sabbatical Spring 2010, Professor of Psychology **Tim Thompson Ph.D.** Co-Director Disability Studies, Humanities Division Chair Spring 2010, Associate Professor of English **Scott Tuomi D.M.A.** Associate Professor of Music **Robert Van Dyk Ph.D.** Professor of Politics and Government

Introduction

No one is completely normal, and all of us, if we live past 50, will experience some degree, whether mild or profound, of physical and mental disability. Yet despite the normality of the abnormal, despite that disability is a natural part of the human experience, societies past and present have treated it as something shameful if not horrific. (The Nazi gas chambers, for example, were first constructed to eradicate persons with mental disabilities.)

Mission

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

This minor is designed for students majoring in any of the liberal arts and sciences. For those interested in health care, disability studies complements their science courses by focusing on the social, cultural, and political issues in their future careers and by concentrating on a population of people that many professions - physical therapy, education, medicine, and psychology, for example - are established to serve.

Goals

Students majoring in the social sciences or humanities will be interested in disability studies' analysis of the most fundamental ideas of our culture: body and mind, normality and difference, freedom and rights, beauty and wholeness - all of these "abstractions" and their profound importance may become clearer in classes devoted to exploring their impact on our laws, schools, hospitals, beliefs, and day-to-day lives.

Minors

Disability Studies

Requirements for the Minors

All the following courses:

Engw 202: Writing About Disability 4 (fulfills Core Writing Requirement)

Engl 221: Literature and Disability 4

DS/Phil 307: Ethics, Medicine, and Health Care 4

TOTAL: 12 Credits

Elective Credit (11-12 hours, 6 of which must be in upper-division courses):

DS/Exmb 315: Adaptive Physical Education 4

Hist 305: History of Magic and Witchcraft 4

Pacs 105: Peace & Conflict Studies: Field Experience 2-4

Pacs 430: Human Rights 4

Phil 200: Ethics and Society 4

Pols 222: Civil Rights Movement 2-4

Pols 321: Protest, Dissent, and Change 4

DS/Pols 325: Constitutional Law 4

DS/Psy 211: Abnormal Psychology 4

Soc 319: Sociology of Medicine 4

SocWk201: Principles of Social Work 4

SocWk 351: Social Policy and Justice 4

SpEd 300: Foundations of Special Education 2
SpEd 305: Exceptionalities 2
SpEd 340: Technology in Special Education 2

TOTAL: 23-24 Credits

Courses

DS-211 Abnormal Psychology

*Students critically explore major categories of disorders, with special emphasis on dissociative identity disorder, depression, schizophrenia, and borderline personality. Questions are raised about the use of psychiatric drugs, and attention is paid to the history of insanity. This course includes both textbook and original readings. Prerequisites: PSY-150 with a C or better. 4 credits. **4.00 credits***

DS-275 Internship

See department for details. 1.00 - 4.00 credits

DS-307 Ethics, Medicine & Health Care

*A study of ethical issues that arise in the health care professions. After working through the processes of moral reasoning and learning about some of the major moral theories this course will focus on major topics in health care today. Typically this course deals with such issues as abortion, physician assisted suicide, genetic manipulation and cloning, and comparative health delivery systems. Students will be able to do some independent research on a topic of their choice. Prerequisite: Sophomore standing or above. 4 credits. **4.00 credits***

DS-315 Adapted PE

*Introduction to adapted, corrective and developmental physical education. Emphasis is placed on instruction of physical activities for the exceptional child. 3 credits. **3.00 credits***

DS-325 Constitutional Law

*An introduction to the judicial process, legal reasoning and interpretation of the Constitution through analysis of court cases. Subjects include federalism, property, race, gender, and privacy. Biennially. 4 credits. **4.00 credits***

DS-395 Independent Study

See department for details. 1.00 - 18.00 credits

DS-475 Internship

See dept for details 1.00 - 14.00 credits

Economics

Faculty

Jamie R. Haag Ph.D. Associate Professor of Economics **Philip J. Ruder Ph.D.** Economics Department Chair, Sabbatical Spring 2010, Professor of Economics

Introduction

The economics major prepares students to enter a wide range of careers in business, research, or the public sector. It also prepares students for graduate study in economics, business, law, or public administration. The degree develops broadly educated individuals who are flexible, skilled at solving problems, aware of a diversity of viewpoints, and responsive to rapidly changing economic environments.

Mission

During the course of majoring in economics, students develop excellent skills in written and verbal communication, quantitative analysis, application of technology, independent research, and critical thinking. The academic requirements of the major allow students to study abroad during one semester or during an entire year. Off-campus internships are available for advanced students who wish to gain relevant work experience in applied economics, while exploring specific career options.

Goals

A successful graduate with an economics major will be able to:

- * read and understand standard textbooks and general publications covering economic topics
- * write essays, short papers or major research papers in a clear and concise fashion, with emphasis on content, style, and analytical rigor
- * organize and present ideas and information orally as part of a team and as a sole presenter
- * use data and statistics to understand and to analyze relevant problems
- * use contemporary information technology effectively, including the library, Internet and computer software applications
- * design and carry out independent and collaborative projects

Majors

Economics

The major in economics requires completion of 38 hours in economics courses, 4 hours in accounting, 4 hours in pre-calculus, and 4 hours in statistics. The Economics of Social Issues (Econ 101) and The Economics of Markets and Governments (Econ 102) are the basic prerequisites for all department courses. Elementary Statistics (Math 207) must be completed prior to enrolling in Econometrics (Econ 321). Pre-Calculus (Math 125) is a prerequisite for Microeconomic Theory (Econ 327) and Macroeconomic Theory (Econ 328).

A minimum 2.0 grade point average is required in all major courses; only grades of C- or above may be used to satisfy department requirements, including Math 207.

The department advises that students intending to do graduate work in economics should complete the calculus sequence and other selected math courses.

Requirements for the Major

Econ 101 Economics of Social Issues 4
Econ 102 Economics of Markets and Governments 4
BA 201 Financial Accounting Principles 4
Math 125 Pre-calculus 4
Math 207 General Elementary Statistics 3
Econ 321 Introduction to Econometrics 4
Econ 327 Consumers, Producers, and Governments 4
Econ 328 Macroeconomic Foundations 4
Econ 300+ Economics Electives 12
Econ 485 Research Methods in Economics 4
Econ 495 Senior Thesis 2

TOTAL: 49 Credits

Note: One of the electives may be selected from outside economics, with departmental approval.

Minors

Economics

The Economics Department offers a minor in Economics which requires completion of 24 hours of departmental courses, including 8 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 Economics Department.

Requirements for the Minors

Econ 101 Economics of Social Issues 4
Econ 102 Economics of Markets and Governments 4
Econ 327 Consumers, Producers, and Governments 4
Econ 328 Macroeconomic Foundations 4
Econ 300+ Economics Electives 8

TOTAL: 24 Credits

Courses

ECON-101 Economics of Social Issues

Students will develop an understanding of core macroeconomic principles and their application to current problems and issues faced by policymakers. The course will emphasize the macroeconomic policy challenges faced by governments and central banks and describe the various tools available to meet these challenges. The course will examine alternative macroeconomic models used to characterize long-term trends and short-term fluctuations in key economic indicators such as gross domestic product, unemployment, inflation, consumer confidence, and deficits. 4 credits. 4.00 credits

ECON-102 Economics of Markets & Governments

An introduction to the basic microeconomic analysis of choice in market based economies shaped by government policy. The course emphasizes the decisions made by individuals, firms, and governments faced with scarce resources. The course examines the limitations of markets in dealing with issues such as income inequality, unsustainable resource use, and anti-competitive firm practices. The course examines the role played by federal, state, and local governments in improving market outcomes. 4 credits. 4.00 credits

ECON-155 Special Topics

See department for course description. 1.00 - 4.00 credits

ECON-255 Special Topics

See department for course description. 1.00 - 6.00 credits

ECON-275 Internship

See department for details. 1.00 - 4.00 credits

ECON-321 Introduction to Econometrics

This course is concerned with the use of statistical methods for estimating and testing economic relationships. The course will emphasize the application of classical statistical techniques of estimation, hypothesis testing, and regression analysis to economic models. Exploration of problems arising from violations of the classical assumptions. The course incorporates extensive use of statistical software to perform data analysis, regression, and forecasting. Prerequisites: ECON 101, ECON 102, and MATH 125. 4 credits. 4.00 credits

ECON-327 Economics Consumers Producers Governments

This course presents rational choice and behavioral economic models of analyzing individual choice in the presence of scarcity. The understanding of firms begins with the study of production technology and costs and proceeds to the study of firm conduct in different market settings. Throughout the course, students study of the economic efficiency of market outcomes and the effect of government policy on social goals relating to efficiency and equity. Great emphasis will be placed on the use of mathematical tools to study economic outcomes. Prerequisites: ECON 101, ECON 102, and MATH 125. 4 credits. 4.00 credits

ECON-328 Macroecon Found Govt/Cntrl Bank Policy

Students will gain an understanding of the origins and distinguishing characteristics of alternative schools of thought in macroeconomics. Development of closed and open economy macroeconomic models used to characterize long-term trends and short-term fluctuations in gross domestic product, unemployment, inflation, and government and international deficits. Application of quantitative methods to analyze relationships among key economic indicators, examination of current economic policy challenges, and prediction of policy outcomes based on competing macroeconomic theories. Prerequisites: ECON 101, 102, and MATH 125. 4 credits. 4.00 credits

ECON-331 Money and Banking

Analysis of the nature and functions of money and effects of changes in the money supply; operation of commercial banks, the Federal Reserve System, and the Treasury that affect the United States' monetary system; monetary theory; critique of various monetary policies. Prerequisites: ECON 101. 4 credits. 4.00 credits

ECON-332 Industry Studies

Students apply basic economic principles to the study of the structure, conduct, and performance of local firms and industries. Students also examine the influence of public policy on local firms and industries. Field visits to local firms and presentations by local business managers and government officials comprise much of the course. Prerequisite: ECON 102. 2 credits. 2.00 credits

ECON-333 Environmental Economics

Environmental economics studies the role in the economic system of environmental amenities such as clean air and clear water. The course analyzes the problems of market outcomes when such amenities are not priced. The problems associated with estimating economic costs and benefits are also carefully examined. The course emphasizes the connection between economic understanding and improved public policy. Prerequisite: ECON 102. 4 credits. 4.00 credits

ECON-334 Health Economics

Students in the health economics course will apply economic theory and empirical analysis to study how socioeconomic status, public policy actions, and individual decisions influence health outcomes. The economics of private insurance markets comprises another important area of study in the course. The functions and outcomes in the United States health care system will be studied in detail and compared with those in other nations. Prerequisite: ECON 102. 4 credits. 4.00 credits

ECON-335 Labor Economics

Students of labor economics study the determinants of supply and demand in labor markets that are segmented by regions, occupants, and other characteristics of workers. Students in this course also study the effect of human capital formation, immigration, and demographic change on wages and employment. The effects of government policies ranging from living wage laws of OSHA regulation comprise an important part of the course. Students examine the influence of unions on labor market outcomes as well. Prerequisite: ECON 102. 4 credits. 4.00 credits

ECON-341 International Trade and Development

The economic analysis of globalization. International trade topics include the determinants of trade in goods and services and the effect of trade policy on national income level and distribution. Special attention will be paid to examples relevant to U.S.-Europe, U.S.-Japan, and North-South economic relations. Topics in international development include determinants of growth and the effect of industrial and trade policy on national income levels and distribution. Prerequisite: ECON-101 and ECON-102. 4 credits. 4.00 credits

ECON-342 International Finance

The economic analysis of international monetary and financial economics. International finance topics include the determinants of real and financial trade flows, supply and demand for foreign currency, and national balance of payment accounts. Emphasis will be on traditional approaches to exchange rate and balance of payments determination. International monetary topics will include monetary and portfolio approaches to balance of payments, open economy policy analysis, and international policy coordination. Prerequisite: ECON 101. 4 credits. 4.00 credits

ECON-355 Special Topics

See department for course description. 1.00 - 6.00 credits

ECON-395 Independent Study

See department for details. 1.00 - 18.00 credits

ECON-475 Internship

See department for details. 0.00 - 6.00 credits

ECON-485 Research Methods in Economics

Students will familiarize themselves with the methodology by which economists conduct research, with an emphasis on the development of an effective research question and strategies for identifying relevant scholarly literature. Students will learn how to read theoretical and empirical research papers that contain mathematical expositions beyond the econometric and mathematical training of the typical undergraduate student majoring in economics. The course will also provide students with an understanding of where and how to collect data used in economic analysis, and the limitations that the use of data imposes on economic inference. Students will apply their increased understanding of economic research methodology to produce their own literature review. Prerequisite: ECON 321, ECON 327, and ECON 328. 4 credits. 4.00 credits

ECON-495 Senior Thesis

Students work in consultation with their primary advisor to carry out the research plan developed in the fall. Students present the results of their research to peers and faculty then revise their theses to address the critical feedback they receive. Prerequisite: ECON 485 or ECON 490. 2 credits. 2.00 credits

Education & Learning

Introduction

EDUCATION & LEARNING

Introduction

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It is designed to provide students with a deep understanding of the psychological, social, philosophical, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching.

The Education and Learning major (as well as many other majors at Pacific) is also a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a Master's program (see our MAT Fifth-Year program for an example). If you choose this route, a minor in a complementary subject area is strongly recommended. The Professional Education minor is required for students who want to earn a license for teaching in early childhood or elementary classrooms as a part of their undergraduate education at Pacific University.

Admission

To obtain the Oregon Initial Teaching License as an undergraduate a student must apply for admission to the College of Education. Students who wish to consider a teaching career should consult with the Coordinator of the Undergraduate Education Program during the freshman year and should take the introductory education course, Educ 260 Foundations of Education, by fall of the sophomore year. Application to the College of Education may be accomplished as a part of the Educ 260 class. Students interested in licensure must complete the University core requirements and the Professional Education minor (21 credits) together with the Education and Learning major, with student teaching as the capstone experience. Transfer students who have already satisfied Pacific University's core requirements and are applying to the College of Arts and Sciences may simultaneously apply to the College of Education. Separate applications must be completed for each, and acceptance into the College of Arts and Sciences does not guarantee admission to the College of Education. Transfer students who have satisfied Pacific's core requirement and are interested in attending the Eugene campus should apply directly to the College of Education and are not required to apply separately to the University.

Requirements for the Major

Education and Learning Major Curriculum

Psy 150 Introduction to Psychology 4

Philosophical Foundations

Phil 100 Introduction to Philosophy 4

OR

Phil 202 Ethics and Society 3

Social Foundations

One of the following 4 courses

Anth 101 Introduction to Anthropology 4

Soc 102 Social Problems 4

PolS 140 Conflict and Controversy in American Politics 4

PolS 180 The United States in World Affairs 4

Cognition and Development

Psy 180 Lifespan Human Development 4

Psy 340 Child Development 4

Educ 322 Applied Human Development (offered in Eugene only) 3

Plus one of the following 4 courses:

Psy 225 Learning 4

Psy 315 Cognitive Science 4

Psy 314 Memory & Mind 4

Educ 320 Brain-Based Learning (offered in Eugene only) 3

Education: all of the following

Educ 260 Foundations of Education 2

Educ 300 Introduction to Early Childhood Education 4

Educ 304 Learning Communities I: Personal Awareness 2

Educ 361 Foundations of Human Development & Psychology 3-4

Educ 370 School and Society 2

Educ 420 Language Acquisition in Children 2

Educ 427 Teaching Reading through Child and Adolescent Literature 2

Required capstone experience: one of the following options:

Educ 490 Integrating Seminar I: Research Design (2) AND Educ 491 Integrating Seminar II: Research Project (2)

OR

Educ 475 Student Teaching 12-15 (Professional Education minor required)

Professional Education Minor

(These are the required professional courses to qualify for the Oregon Initial Teaching License with Authorizations for Early Childhood Education and/or Elementary Education)

Educ 305 Learning Communities II: Diversity 2-3

Educ 436 Technology across the Curriculum 2

Educ 431 Integrated Methods I: General Methods, Assessment, and Classroom Management 2

Educ 408 Integrated Methods II: Reading and Language Arts in Early Childhood and Elementary Education 4

Educ 343 Integrated Methods III: Teaching Mathematics, Science and Health in Early Childhood and Elementary Education 4

Educ 410 Integrated Methods IV: Expressive Arts in Early Childhood Education 2

Educ 397 Field Experience 1

Educ 459 Preparing the Work Sample 2

Educ 476 Learning Communities: Reflection and Practice 2

Continuation in the Program

For the Education and Learning Major:

Students must complete all coursework with satisfactory grades.

For the Professional Education Minor:

Students must maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower than a "C-"; a "C-" is not acceptable.

Students must complete all required coursework before student teaching.

Students must take all tests required for licensure before student teaching.

Students must meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

For the Education and Learning major:

Students must complete all coursework with satisfactory grades.

Additional requirements for the Education and Learning Major with the Professional Education Minor:

Students must complete field experience, required practica and student teaching with a grade of Pass.

Students must complete requirements for two work samples. Requirements include preparation, teaching and a satisfactory evaluation.

Students must pass all applicable tests required for licensure.

Majors

Education & Learning

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It is designed to provide students with a deep understanding of the psychological, 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. This major (as well as many other majors at Pacific) is also a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a Master's program (see our MAT Fifth-Year program for an example). If you choose this route, a minor in a complementary subject area is strongly recommended.

To obtain the Oregon Initial Teaching License as an undergraduate a student must apply for admission to the College of Education. Students who wish to enter a teaching career should consult with the Coordinator of the Undergraduate Education Program during the freshman year and should take the introductory education course, Educ 260 Foundations of Education, by fall of the sophomore year. Application to the College of Education may be accomplished as a part of the Educ 260 class.

Licensure requires an additional 30-34 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 for the Major

Requirements for the Major

Education and Learning Major Curriculum

Psy 150 Introduction to Psychology 4

Philosophical Foundations
Phil 100 Introduction to Philosophy 4
OR
Phil 202 Ethics and Society 4

Social Foundations
One of the following 4 courses
Anth 101 Introduction to Anthropology 4
Soc 102 Social Problems 4
PoIS 140 Introduction to U.S. Politics 4
PoIS 180 The United States in World Affairs 4

Cognition and Development
Psy 180 Lifespan Human Development 4
Psy 240 Child Development 4
Educ 322 Applied Human Development (offered in Eugene only) 3

Plus one of the following 4 courses:
Psy 225 Learning 4
Psy 315 Cognitive Science 4
Psy 314 Memory & Mind 4
Educ 320 Brain-Based Learning (offered in Eugene only) 3

Education: all of the following
Educ 260 Foundations of Education 2
Educ 300 Introduction to Early Childhood Education 4
Educ 308 Learning Communities I: Personal Awareness 2
Educ 361 Foundations of Human Development & Psychology 3-4
Educ 370 School and Society 2
Educ 420 Language Acquisition in Children 2
Educ 428 Teaching Reading through Child and Adolescent Literature 2

Required capstone experience: one of the following options:
Educ 496 Integrating Seminar I: Research Design (2) AND Educ 497 Integrating Seminar II: Research Project (2)
OR
Educ 475 Student Teaching 12-15 (Professional Education minor required)

TOTAL: 41-53 Credits

Required Professional Courses for Early Childhood & 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 also fulfill requirements for the Education and Learning major.

Educ 305 Learning Communities: Personal Awareness and Diversity 3
Educ 370 School and Society 2
Educ 361 Foundations of Human Development and Psychology 3-4
Educ 436 Technology across the Curriculum 2
Educ 431 Integrated Methods I: General Methods, Assessment, and Classroom Management 2
Educ 408 Integrated Methods II: Reading and Language Arts in Early Childhood Education 4
Educ 343 Integrated Methods III: Teaching Mathematics, Science and Health in Early Childhood and Elementary Education 4
Educ 410 Integrated Methods IV: The Expressive Arts in Early Childhood Education 2
Educ 397 Field Experience 1
Educ 459 Preparing the Work Sample 2
Educ 475 Student Teaching 12
Educ 476 Learning Communities: Reflection and Practice 2

Continuation in the Program
For the Education and Learning Major:
Students must complete all coursework with satisfactory grades.

Additional requirements for continuation in the program to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood Education or Elementary Education:
Students must maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower than a "C-"; a "C-" is not acceptable.
Students must complete all required coursework before student teaching.
Students must take all tests required for licensure before student teaching.
Students must meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion
For the Education and Learning major:
Students must complete all coursework with satisfactory grades.

Additional requirements to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood Education or Elementary Education:
Students must complete field experience, required practica and student teaching with a grade of Pass.
Students must complete requirements for two work samples. Requirements include preparation, teaching and a satisfactory evaluation.
Students must pass all applicable tests required for licensure.

Minors

Minor in Spanish for Elementary Teachers

Requirements for the Minors

Prerequisite: Proficiency level of Spanish 202

Educ/Span 465 Spanish in the Elementary School 4

Educ/Span 466 Mexico: A Cultural Mosaic 4

Hum 306 Latino Fiction 4

OR

Hum 325 Hispanics in the United States 4

Educ/Span 467 Practicum in Tapalpa, Mexico 3

TOTAL: 15 Credits

Courses

EDUC-260 Foundations of Education

Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits. 2.00 credits

EDUC-300 Intro to Early Childhood Ed

Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing. 4 credits. 4.00 credits

EDUC-300G Intro to Early Childhood Ed

Introduces the field of early childhood education Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing or above. 4 credits. 4.00 credits

EDUC-302 Teaching Art in MS/HS

Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-303 Teaching Music in MS/HS

Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-305 Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-305G Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-308 Learn Communities I: Personal Awareness

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. 2 credits. 2.00 credits

EDUC-309 Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. 2.00 credits

EDUC-309G Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. **2.00 credits**

EDUC-314 Reading & Writing Across the Curriculum

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. **2.00 credits**

EDUC-316 Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. **2.00 credits**

EDUC-316G Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. **2.00 credits**

EDUC-317 Teaching Art in Elem Ed

Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or permission of instructor. Corequisite course: EDUC-397. 3 credits. **3.00 credits**

EDUC-318 Teaching Music in Elem Ed

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-319 Teaching Phys Ed in Elem Ed

Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-320 Brain Based Learning

This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits. **3.00 credits**

EDUC-322 Applied Human Development

Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above, and PSY-150 with C- or better. 3 credits. **3.00 credits**

EDUC-326 Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-326G Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-336 Teaching Health in MS/HS

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-338 Teaching Science in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-339 Teaching Phys Ed in MS/HS

Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-340G Curriculum: ECE

Examines the development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight. Discusses assessment of children's diverse individual developmental, family, and group/community needs and values; 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; the psychology of literacy and reading instruction; young children's literature; management of the classroom. Requires 2 hours of weekly field experience and observations of children. Prerequisites: EDUC 300G or consent of instructor. 4 credits. 4.00 credits

EDUC-343 Math Sci Health ECE/Elem

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-349 Teaching Math in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-355 Special Topics

See department for course description. Offered for variable credit. 1.00 - 6.00 credits

EDUC-361 Foundations Hum Devel & Psych

Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. 3 hours. 3.00 credits

EDUC-370 School & Society

Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 credits. 2.00 credits

EDUC-395 Independent Study

See department for details. Offered for variable credit. 1.00 - 18.00 credits

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-397G Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-408 Reading & Language Arts ECE

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-410 Expressive Arts in ECE

Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-420 Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing. 2 credits 2.00 credits

EDUC-420G Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. 2 credits. 2.00 credits

EDUC-428 Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing. 2 credits. 2.00 credits

EDUC-428G Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally

appropriate literature can be used in the development of child and adolescent literacy. 2 credits. **2.00 credits**

EDUC-431 Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. **2.00 credits**

EDUC-431G Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397G. 2 credits. **2.00 credits**

EDUC-436 Technology Across Curriculum

Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. **2.00 credits**

EDUC-445 Thematic Teaching SS & Arts

Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. **2.00 credits**

EDUC-447 Teaching Foreign Lang MS/HS

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-451 Teaching Soc Studies MS/HS

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-452 Teaching Lang Arts MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. **3.00 credits**

EDUC-453 Literacy & English-Language Learners

Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English as an additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as they pertain to diversity within a multicultural classroom. 2 credits. **2.00 credits**

EDUC-455 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Offered for variable credit. **1.00 - 6.00 credits**

EDUC-456 Continuing Studies

See department for details. **1.00 - 9.00 credits**

EDUC-459 Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. **2.00 credits**

EDUC-459G Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. **1.00 - 2.00 credits**

EDUC-462 Foundations Cultural Comp

Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits. **3.00 credits**

EDUC-463 Beyond Fear Anger & Guilt

Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits. **2.00 credits**

EDUC-464 Cultural Competence for Children

Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit. **1.00 credits**

EDUC-465 Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Taught in English and Spanish. 4 credits. **4.00 credits**

EDUC-465G Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Taught in Spanish and English. 4 credits. **4.00 credits**

EDUC-466 Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. **4.00 credits**

EDUC-466G Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. **4.00 credits**

EDUC-467 Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. Meets comparative cultural core requirement. 3 credits. **3.00 credits**

EDUC-467G Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. 3 credits. **3.00 credits**

EDUC-469 Teaching About the Holocaust

Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit. **1.00 credits**

EDUC-475 Student Teaching

Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Pass/No Pass. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits. **1.00 - 15.00 credits**

EDUC-476 LearnComm: Reflect & Practice

Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 475. Pass/No Pass. 2 credits. **2.00 credits**

EDUC-481 Intro to Gifted Education

Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits. **3.00 credits**

EDUC-482 Classroom Strategies - TAG

Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits. **3.00 credits**

EDUC-483 Soc & Psych Found of Gifted Education

Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success and the use of "The Gifted Identity Model." 3 hours. **3.00 credits**

EDUC-484 Practicum: TAG

Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits. 2.00 credits

EDUC-496 Integrating Seminar I: Research Design

Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing. 2 credits. 2.00 credits

EDUC-497 Integrating Seminar II: Research Project

Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496 Integrating Seminar I, Senior standing. 4 credits. 4.00 credits

Engineering

Faculty

Stephen Hall Ph.D. Associate Professor of Physics/Optometry

Introduction

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

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

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

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

Chem 220-230	General Chemistry I-II	8
C.S. 150	Introduction to Computer Science I	4
Math 226-228	Calculus I-III	12
Math 240	Discrete Math	3
Math 311	Differential Equations	3
Phy 232-242	General (Workshop) Physics I-II	8
Phy 322	Modern Physics with Health Applications	4
Phy 332	Waves and Optics	4
Phy 380	Classical Mechanics in Dynamics	4
Phy 376	Engineering Mechanics: Statics	3
Phy 364	Electronics	3/4

TOTAL: 56 or 57

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 20 of these credits must be at the upper-division level.

Courses

SCI-190 Engineering Passport

An introduction to the fields of engineering, with an emphasis on the methods of problems solving and the nature of employment in these fields. Course activities include presentations, discussions, guest lectures, field trips, and problem-solving exercises. 1 hour. 1.00 credits

English

Faculty

Pauline Beard Ph.D. English Department Chair, Professor of English **Lorelle Lee Browning Ph.D.** Professor of English **Lara Florez MFA, BA** of Assistant Professor of English **Brent Johnson M.F.A.** Writing Center Director, Assistant Professor of English **Darlene Pagán Ph.D.** Sabbatical Fall 2009, Associate Professor of English **Kathlene Postma Ph.D.** Associate Professor of English **Steve R. Smith M.A.** Associate Dean of Arts and Sciences, Assistant Professor of English **Michael R. Steele Ph.D.** Distinguished University Professor of English **Tim Thompson Ph.D.** Co-Director Disability Studies, Humanities Division Chair Spring 2010, Associate Professor of English **Doyle Walls M.A.** Professor of English

Introduction

The faculty of the English Department brings to its teaching a wide range of experience, training, and perspectives; students benefit from exposure to a variety of teaching styles and approaches to the reading, writing, and enjoyment of literature. Each member of the department brings his or her passions into the classroom: we are all active writers - and remain active in the larger community of writers and scholars - presenting or publishing scholarship, poetry, fiction, drama, or essays.

Students may choose to major or minor in creative writing or literature. Both emphases encourage students to do interdisciplinary work and to recognize the connections between the study of literature and the work that they do in other fields as they seek a liberal arts education. Creative writing majors and minors are required to take part in editing and publishing the Pacific Review, the University literary magazine, and Silk Road, the international journal edited by our undergraduate and graduate writing students. We encourage literature majors and minors, as well as other students, to take advantage of the opportunity to produce literature. (In addition to offering the community the work of resident writers, the department also presents readings and lectures by noted visiting poets, essayists, and novelists.) Our majors go on to graduate school; teach in high schools and colleges; and use their thinking and writing skills in law, medicine, television, publications, technical writing, library science, special education, and social work. They also go on to give readings of their own.

Mission

The English Department offers students guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing. For students choosing to specialize in literature or creative writing, the curriculum offers the opportunity to engage the literary traditions of Britain and the United States, as well as world literatures, and to enter into the theory and practice of literature itself. We also welcome students to explore the world of letters in any courses the department offers, provided he or she has fulfilled departmental prerequisites.

Goals

The English Department seeks to teach students the following:

- to develop skills that allow them to engage in reflective critical reading
- to understand and to engage the principles of literary analysis and the evolving tradition of literature and writing in English
- to articulate their responses, ideas, and analyses clearly and powerfully
- to cultivate speaking skills in both formal and informal settings
- to recognize the various contexts that shape texts and our responses to them
- to examine how meaning is constructed in various genres, traditions, periods, and cultures
- to consider the ethical questions that confront the writer and reader as creators and consumers of texts and as members of society

Majors

Creative Writing

ADMISSION PROCEDURES FOR MAJORS AND MINORS IN CREATIVE WRITING:

To major or minor in creative writing, students will need to

- take Engw 201 or 202 (this applies to transfer students as well, unless they transfer in the equivalent of Engw 201)
- complete two courses from Engw 206, 208, and 209 with a B or higher grade

Students are encouraged to take Engw 201 or 202 in the spring semester of their first year. Students interested in creative writing should consult Professors Pagan, Postma, or Walls.

Requirements for the Major

At least one course (4 hours) from the following requirements must be in U. S. literature.

Two courses from: 8

Engw 206 Introduction to Creative Writing, Poetry

Engw 207 Introduction to Creative Writing, Mixed Genre

Engw 208 Introduction to Creative Writing, Fiction
Engw 209 Introduction to Creative Writing, Creative Nonfiction

One or two course from: 4

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

Two courses from: 8

Engw 306 Advanced Poetry Writing
Engw 308 Advanced Fiction Writing
Engw 309 Advanced Creative Nonfiction Writing

One additional writing course from: 4

Engw 206 Intro Creative Writing: Poetry
Engw 208 Intro to Creative Writing: Fiction
Engw 209 Intro to Creative Writing: Creative Nonfiction
Engw 301 Advanced Expository Writing
Engw 306 Advanced Poetry Writing
Engw 308 Advanced Fiction Writing
Engw 309 Advanced Creative Nonfiction Writing

Two courses from: 8

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

Two courses from: 8

Engl 323 Shakespeare
Engl 417 British Literature, Beowulf to Swift
Engl 421 The Romantic Period
Engl 422 The Victorian Period
Engl 423 Nineteenth-Century American Literature
Engl 425 Twentieth-Century Literature
Engl 430 Major Writers (Specific Authors Vary)
Engl 455 (Topics Vary)

WorL World Languages & Literatures (Upper-division course in a world language; requires world language proficiency; must be a literature course; only one WorL course can be used for this upper-level course requirement)

Required:

Engw 305 Research Methods in the Humanities 2
Engw 466 Literary Magazine Production 2 (Pass/No Pass; may be repeated for credit)

Required:

Engw 497 and 498 Senior Seminar in Creative Writing 4 (two credits/semester)

TOTAL: 48 Credits

Literature

Requirements for the Major

Two or three courses from: 8

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

One course from: 4

Engw 206 Introduction to Creative Writing, Poetry
Engw 208 Introduction to Creative Writing, Fiction
Engw 209 Introduction to Creative Writing, Creative Nonfiction

Two courses from: 8

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

WorL Upper-division course in a world language (only one course can be used for this requirement)*
PACS 411 Literature About War

Two courses from: 8

Engl 417 British Literature, Beowulf to Swift
Engl 421 The Romantic Period
Engl 422 The Victorian Period
Engl 423 Nineteenth-Century American Literature
Engl 425 Twentieth-Century Anglo-American Literature (including British and U.S. ethnic literature)
Engl 430 Major Writers (specific authors vary)
Engl 455 (topics vary)

All of the following courses are required:

One European, British, or U.S. history course from the Middle Ages to the present.** 4

Phil 304 Philosophy of Art 4

Engw 305 Research Methods in Humanities 2

Engl 323 Shakespeare: 4

Engl 343 Studies in Criticism and Theory 4

Engl 495 Senior Seminar in Literature I 2

Engl 496 Senior Seminar in Literature II 2

TOTAL: 50 Credits

* requires world language proficiency; must be a literature course

**check prerequisites

Minors

Creative Writing

Requirements for the Minors

Two courses from: 8

Engw 206 Introduction to Creative Writing, Poetry
Engw 208 Introduction to Creative Writing, Fiction
Engw 209 Introduction to Creative Writing, Creative Nonfiction

One or two course from: 4

Engl 200 Introduction to Literature
Engl 220 Literature and Human Concerns (Topics Vary)
Engl 221 Literature and Disability
Engl 227 Introduction to World Literature
Engl 229 Introduction to American Literature
Engl 232 Introduction to British Literature
Engl 255 (Topics Vary)
Engl 323 Shakespeare

One course from: 4

Engw 306 Advanced Poetry Writing
Engw 308 Advanced Fiction Writing
Engw 309 Advanced Creative Non Fiction

One course from: 4

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

Required:

Engw 466 Literary Magazine Production 2 (Pass/No Pass)

TOTAL: 22 Credits

Students interested in Creative Writing should consult Professors Pagan, Postma, and/or Walls.

Literature

Requirements for the Minors

Two or more courses from: 8

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

Three courses from: 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 417 British Literature, Beowulf to Swift
Engl 421 The Romantic Period
Engl 422 The Victorian Period
Engl 423 Nineteenth-Century American Literature
Engl 425 Twentieth-Century Literature
Engl 430 Major Writers (Specific Authors Vary)
Engl 455 (Topics Vary)
PACS 411 Literature About War

TOTAL: 20 Credits

Courses

ENGL-155 Special Topics

See department for description. 1.00 - 18.00 credits

ENGL-195 Independent Study

Independent study. 1.00 - 4.00 credits

ENGL-200 Introduction to Literature

An introduction to the study of literature by examining fiction, poetry, drama and essays from various periods and countries. 4 credits. 4.00 credits

ENGL-220 Literature and Human Concerns

A study of important ideas and problems as they are reflected in the world's literature. War, racism, death, censorship, film, civil disobedience, minority literature, and the Holocaust are examples of characteristic topics. Please see department for additional information on specific offerings. May be repeated more than once when content varies. 4 credits. 4.00 credits

ENGL-221 Disability and Literature

*The historian Sander Gilman calls literature "the art of writing down a culture's dreams." It is interesting to note, then, how many of Western culture's dreams are of the physically or mentally different, the monstrous (so-perceived) and the maimed, the crippled and the crazed. From Sophocle's *Philoctetes* to Dunn's *Geek Love*, this course explores how and why authors of various periods have imagined and represented physical and cognitive difference. 4 credits. 4.00 credits*

ENGL-227 Introduction to World Literature

An introduction to literature drawn from Western and non-Western cultures, organized around a theme, a literary problem, or the examination of a political condition. Ordinarily, the reading lists will include several genres. Meets cross-cultural requirement. 4 credits. 4.00 credits

ENGL-229 Introduction to American Literature

An introduction to selected American authors and themes. 4 credits. 4.00 credits

ENGL-232 Introduction to British Literature

An introduction to selected British writers and themes. 4 credits. 4.00 credits

ENGL-255 Special Topics

See department for course description. 1.00 - 6.00 credits

ENGL-275 Internship

See department for details. 1.00 - 4.00 credits

ENGL-319 Vietnam War Era Literature, Theory, Film

An in-depth study of the U.S. war in Viet Nam and its repercussions as evidenced in the literature, film, historical commentaries, and theories of war still emerging in response to that war era. We will be examining the war from both the American and Vietnamese perspectives-its background, events, and aftermath. The weekly film showings and critiques will include both American and Vietnamese feature films and

documentaries-dating from the early 1970s to the present. Prerequisites: one 200-level ENGW or ENGL course. 4 credits. **4.00 credits**

ENGL-323 Shakespeare

An analysis of Shakespeare's major plays with emphasis on both literary and theatrical qualities. Prerequisite: one lower-division literature course. 4 credits. **4.00 credits**

ENGL-340 Studies in Drama

The reading and analysis of chief European and American playwrights from the authors of the morality plays to the present, with some consideration of the dramaturgy involved in the production of plays. Prerequisite: one lower-division literature course. 4 credits. **4.00 credits**

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. 4 credits. **4.00 credits**

ENGL-342 Studies in Fiction

A study of the development of the short story and novel, with an emphasis on exploring interpretive models. Prerequisite: one lower-division literature course. 4 credits. **4.00 credits**

ENGL-343 Studies in Criticism & Theory

A study and application of some of the critical and theoretical approaches used in the study of literature. Prerequisite: one lower-division literature course. 4 credits. **4.00 credits**

ENGL-355 Special Topics

See department for course description. **1.00 - 6.00 credits**

ENGL-395 Independent Study

See department for details. **1.00 - 6.00 credits**

ENGL-417 Beowulf to Swift

Advanced studies of Beowulf, Chaucer, Milton, Pope, Dryden and Swift. The content will vary depending on the professor's choice. Drama or poetry or lyric poetry may be the focus but the central authors will remain the same. Prerequisite: Junior standing or above and 2 courses from ENGL. 4 credits. **4.00 credits**

ENGL-421 The Romantic Period

An advanced study of the poetry and poetics and prose of the Romantic Period of British Literature, with special emphasis on the affects on a variety of poets of the emerging Industrial Revolution, the French Revolution and its aftermath, and new paradigms of thought in the way people perceived nature and gender roles, among other topics. Prerequisites: Junior standing and two courses from ENGL. Offered alternative years. 4 credits. **4.00 credits**

ENGL-422 The Victorian Period

An advanced study of several literary genres during the Victorian Period of British Literature (1837-1901), with special emphasis on the affects on authors of the triumph of the Industrial Revolution, the rise of Darwin's theories, the challenges to religious and social orthodoxies, and changes in aesthetics, among other topics. Authors to be studied could include such figures as Austen, Dickens, Eliot, Tennyson, the Rosettis, Arnold, Swinburne, Hopkins, Ruskin, Shaw, Gissing, the Brownings, Mill, and others. Prerequisites: Junior standing and 2 courses from ENGL. 4 credits. Offered alternative years. **4.00 credits**

ENGL-423 19th Century American Literature

Intensive study in the period to include such writers as Irving, Poe, Hawthorne, Emerson, Thoreau, Dickinson, Whitman, Gilman, and the literature of slavery and abolition. Prerequisite: Junior standing and 2 courses from ENGL. 4 credits. **4.00 credits**

ENGL-425 Studies in 20th Century Literature

In-depth studies of the major movements in Twentieth Century Literature. Not a survey class, the content will vary. The focus may be on a particular genre. Prerequisite: Junior standing and 2 courses from ENGL. 4 credits. **4.00 credits**

ENGL-430 Major Writers

A detailed study of the works of selected writers; for example, Chaucer, Milton, Dickens, Blake, Yeats, Thoreau, Woolf. Prerequisite: Junior standing and 2 courses from ENGL. May be repeated once for credit when content varies. Offered intermittently. 4 credits. **4.00 credits**

ENGL-455 Special Topics

See department for description. **1.00 - 6.00 credits**

ENGL-475 Internship

See department for details. **1.00 - 14.00 credits**

ENGL-495 Senior Seminar: Literature

Students in this capstone experience for literature majors will discuss the state of literature, criticism, and writers in contemporary society, reflecting on the tradition of literature and literary study, and develop, present, and critique original critical work. Students will produce a 20-30 page thesis, with annotated bibliography, and present their work publicly. Prerequisite: Senior standing. 2 credits. **2.00 credits**

ENGL-496 Senior Seminar: Literature

Students in this capstone experience for literature majors will discuss the state of literature, criticism, and writers in contemporary society, reflecting on the tradition of literature and literary study, and develop, present, and critique original critical work. Students will produce a 20-30 page thesis, with annotated bibliography, and present their work publicly. Prerequisite: Senior standing. 2 credits. **2.00 credits**

ENGL-555 Special Topics

See department for details. 1.00 - 4.00 credits

ENGW-201 Expository Writing

An expository writing course in which various topics and genres are used to help students develop and evidence critical thinking skills, understand rhetorical methods, and shape effective prose styles. Students will be writing expository essays and a research paper. Some sections focus on a particular theme. Prerequisite: Sophomore standing required. 4 credits. 4.00 credits

ENGW-202 Writing About Disability

This is both a writing intensive course and an introduction to Disability Studies. Disability Studies understands disability as referring not only to a biological or medical condition, but also to a community of people (the largest minority in the U.S.); to a civil rights movement; to a complex set of social and ethical issues; to a universal human experience; and to the ways cultures respond to particular bodies, minds, and behaviors. The class, taught with the help of two faculty from Pacific's School of Physical Therapy, will help students understand disability in its social, cultural, and ethical dimensions. It will also help students develop critical thinking skills, understand rhetorical methods, and shape effective prose styles through writing expository essays and a research paper. Prerequisite: Sophomore standing. Satisfies Core Writing Requirement. 4 credits. 4.00 credits

ENGW-206 Writing Poetry

An introduction to writing poetry. Prerequisite: College writing skills core requirement met. 4 credits. 4.00 credits

ENGW-207 Mixed Genres

An introduction to writing in two or more of the following genres: short fiction, drama, poetry, and the personal essay. Prerequisite: College writing skills core requirement met. 4 credits. 4.00 credits

ENGW-208 Writing Fiction

An introduction to writing fiction. Prerequisite: College writing skills core requirement met. 4 credits. 4.00 credits

ENGW-209 Creative Nonfiction

An introduction to creative nonfiction. Prerequisite: College writing skills core requirement met. 4 credits. 4.00 credits

ENGW-255 Special Topics

See department for course description. 1.00 - 6.00 credits

ENGW-275 Internship

See department for details. 1.00 - 4.00 credits

ENGW-295 Independent Study

See department for details. 1.00 - 6.00 credits

ENGW-303 Tutoring in Writing Skills

Tutoring in Writing Skills prepares students working in the Writing Resource Center to consult with peers on their writing. Through reflection, discussion, and practice with their own writing and tutoring processes, students will gain a deeper understanding not only of themselves as writers but also as mentors to others in their writing. 1 credit. 1.00 credits

ENGW-305 Research Methods in the Humanities

This required class for English Literature Majors will concentrate not only on the up-to-date methods of research used for writing in the Humanities, but also the traditional methods of pursuing a topic, note-taking, assimilation of materials and the presentation, written and oral, of completed research. The class is also open to non-English majors in the Humanities. Prerequisite: Junior Standing. 2 credits. 2.00 credits

ENGW-306 Advanced Poetry Writing

A workshop for writing and discussing poetry. May be repeated. Prerequisite: ENGW 201 or ENGW 202 with a C- or better; plus ENGW 206, and ENGW 208 or ENGW 209 all with a B or better. 4 credits. 4.00 credits

ENGW-308 Advanced Fiction Writing

A workshop for writing and discussing fiction. May be repeated. Prerequisite: ENGW 201 or ENGW 202 with a C- or better; plus ENGW 208, and ENGW 206 or ENGW 209 all with a B or better. 4 credits. 4.00 credits

ENGW-309 Advanced Creative Nonfiction

A workshop for writing and discussing creative nonfiction. May be repeated. Prerequisite: ENGW 201 or ENGW 202 with a C- or better; plus ENGW 209, and ENGW 206 or ENGW 208 all with a B or better. 4 credits. 4.00 credits

ENGW-355 Special Topics

See department for course description. 1.00 - 6.00 credits

ENGW-455 Special Topics

See Department for description. 1.00 - 6.00 credits

ENGW-466 Literary Magazine Production

A course in literary magazine production. Students work with graduate students in Pacific's MFA in Writing program to produce a nationally distributed literary review. Pass/No Pass. 2 credits. 2.00 credits

ENGW-475 Internship

See department for details. **1.00 - 14.00 credits**

ENGW-497 Senior Seminar: Creative Writing

*Creative Writing majors will study and write about the work of a writer or writers, addressing craft or technique, including influences upon that writer and the work(s). Prerequisite: Senior standing, and one upper-division ENGW course. 2 credits. **2.00 credits***

ENGW-498 Senior Seminar: Creative Writing

*Creative Writing majors will study and write about the work of a writer or writers, addressing craft or technique, including influences upon that writer and the work(s). Prerequisite: Senior standing, and one upper-division ENGW course. 2 credits. **2.00 credits***

Environmental Studies

Faculty

Edmond Alkaslassy M.A. Assistant Professor of Biology **Jules Boykoff Ph.D.** Associate Professor of Politics and Government **Jeannine M. Chan Ph.D.** Assistant Professor of Chemistry **David Cordes Ph.D.** Assistant Professor of Chemistry **Joel W. Gohdes Ph.D.** Chemistry Department Chair, Associate Professor of Chemistry **Deke T. Gundersen Ph.D.** Thomas J. and Joyce Holce, Professorship in Science, Environmental Studies Department Chair, Associate Professor of Environmental Science **Stephen Hall Ph.D.** Associate Professor of Physics/Optomety **Stacey Lynn Halpern Ph.D.** Assistant Professor of Biology **Ellen Hastay MS** Peace and Conflict Studies Chair, Director of Humanitarian Center **John W. Hayes Ph.D.** Professor and Dean of College of Arts and Sciences **Toby Hemenway** **Scholar in Residence, Expert in Permaculture and Ecological Design** Ramona Ilea Ph.D. **Assistant Professor of Philosophy** Brent Johnson M.F.A. **Writing Center Director, Assistant Professor of English** Lawrence M. Lipin Ph.D. **Professor of History** Pamela T. Lopez Ph.D. **Biology Department Co-Chair, Professor of Biology** Grant McOmie KGW News channel 8 Environmental Reporter, Scholar in Residence Terry O'Day M.F.A. Associate Professor of Art and Environmental Studies Philip J. Ruder Ph.D. Economics Department Chair, Sabbatical Spring 2010, Professor of Economics Lisa Sardinia Ph.D., J.D. Sabbatical Fall 2009 - Spring 2010, Associate Professor of Biology/Optomety Richard Van Buskirk Ph.D. Assistant Professor of Environmental Studies Robert Van Dyk Ph.D. Professor of Politics and Government

Introduction

The Environmental Studies Program in the College of Arts and Sciences provides students with an education in Environmental Studies that takes full advantage of Pacific University's liberal arts curriculum. In this program, students and faculty have opportunities to pursue interests that span a wide range of disciplines. Many faculty affiliated with the program are based in the disciplines of biology, chemistry, political science, economics, history, art, sociology, anthropology, literature, and environmental science but choose to apply their knowledge to environmental problems that cross traditional boundaries.

Students in the Environmental Studies Program conduct research in unique nearby surroundings such as the coniferous forest of the John Blodgett Arboretum, the riparian corridors of the Gales Creek and Tualatin River watersheds, and the 300-acre Fernhill Wetlands. The B Street Permaculture Project (a 15-minute walk from campus) is a learning laboratory for sustainability that directly addresses the human component of environmental problem solving. Regionally, there are many exemplary resources available within a one- to two-hour drive of campus such as the Willamette and Columbia Rivers, Tillamook and Willapa Bays, and the forests of the Coast and Cascade Ranges. The proximity of Pacific University to study sites both wild and human-influenced is one of the main strengths of the Environmental Studies program.

The Environmental Studies curriculum consist of a core group of courses (Environmental Studies Core) that all students within the program must take, followed by specialized tracks that lead to either a Bachelor of Arts in Sustainable Design or a Bachelor of Sciences in Environmental Biology or Environmental Chemistry. The purpose of the Environmental Studies Core is to convey knowledge about how ecological and physical earth systems work, and how these systems are being affected by human activities. Students will learn to appreciate the services provided by natural systems and will understand how our economic, political, and legal systems, as currently practiced are rapidly increasing social and economic stratification in the global community. Students will develop the ability to think systematically and will "solve for pattern" by understanding the cause and effect of environmental and social relationships, and how initiatives to solve problems in one area will affect conditions in the other.

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

Mission

The Department of Environmental Studies is an interdisciplinary community of active scholars in the arts, humanities and natural and social sciences. We are dedicated to helping students and community members form a broad holistic understanding of the relationships between human and natural systems and give them the skills they need to identify and address the problems that exist within those relationships. This understanding is built on a foundation of valid, contextual knowledge informed by disciplinary study and experiential learning practices. Through faculty guidance and peer interaction, students gain an appreciation for the complexity of relationships between human, social and economic systems and natural ecosystems. Students in our program will learn to creatively apply both quantitative and qualitative methods to the complex environmental and social problems we currently face. Our innovative program produces broadly educated, highly skilled graduates who will become active and responsible citizens in the world community.

Goals

By successfully completing a major in Environmental Science, students will be able to:

- Demonstrate conceptual understanding of fundamental environmental principles.
- Communicate effectively in the discipline in oral and in written form.
- Think critically and synthesize information from a variety of different sources.
- Consider social, political and economic views when dealing with environmental problem solving.
- Conduct independent research or work successfully in a technical position.

Majors

Environmental Science

The Environmental Studies Program offers a Bachelor of Science in Environmental Science with an emphasis in either Biology or Chemistry. The Environmental Biology emphasis focuses on field and laboratory approaches to environmental problems such as the conservation of rare or declining species or the restoration of degraded habitats. Environmental Biology stands apart from a traditional biology degree in the way that it integrates interdisciplinary core courses with a mission-oriented, problem-solving methodology. Students completing this major have the analytical skills and technical background necessary to compete in the job market for environmental biology positions or to continue with advanced studies in a graduate program.

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

Requirements for the Major

BIOLOGY EMPHASIS REQUIREMENTS

Environmental Studies Core (Taken by all majors)

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

Pick one of the following four courses:

Anth 101 Introduction to Anthropology 4
Soc 102 Social Problems 4
Env 224 Environmental Politics 4
Env 333 Environmental Economics 4

Additional Courses for Biology Emphasis

Env 230 Restoration Ecology 4
Env 301 Environmental Toxicology 4
Env 325 Conservation Biology 4
Biol 202 General Biology I 4
Biol 204 General Biology II 4
Biol 305 Ecology 4
Chem 220 General Chemistry I 4
Chem 230 General Chemistry II 4
Either Chem 310/311 & 320/321 Organic Chemistry I & II 8
OR Chem 240-241 Survey of Organic Chemistry 4

Choose one of the following six courses:

Biol 308 Microbiology 4
Biol 316 General Botany 4
Env 320 Adv. Tropical Environmental Biology 4
Biol 330 Genetics 4
Biol 345 Marine Biology 4
Biol 420 Vertebrate Zoology 4

TOTAL: 61-65 Credits

Restrictions: In order to receive an Environmental Science degree with an emphasis in Biology from Pacific University, a student must complete Env 490 Capstone Experience, and at least 3 upper division courses. Students cannot receive a degree in both Environmental Science (biology emphasis) and Biology.

It is strongly recommended that students include the following courses as part of their curriculum in order to have a solid environmental biology foundation:

- Genetics
- Evolution
- General Botany
- Vertebrate Zoology
- Microbiology, Cell Biology, or Molecular Biology

Additional Recommended:

Introductory Physics or General Workshop Physics
An introductory statistics course
Calculus I and II

CHEMISTRY EMPHASIS REQUIREMENTS

Environmental Studies Core (Taken by all majors)

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

Pick one of the following four courses:

Anth 101 Introduction to Anthropology 4
Soc 102 Social Problems 4
Env 224 Environmental Politics 4
Env 333 Environmental Economics 4

Additional Courses for Chemistry Emphasis

Chem 220-230 General Chemistry I-II 8
Chem 310-311 Organic Chemistry I 4
Chem 320-321 Organic Chemistry II 4
Chem 340 Quantitative Analysis 2
Either Chem 341 Quantitative Analysis Lab 1
OR Chem 343 Quantitative Analysis Basic Lab 2
Either Phy 202/204 Intro Physics I and II 8
OR Phy 232/242 General Workshop Physics I and II 8
Math 226 Calculus I 4
Biol 202-204 General Biology I-II 8

Pick one of the two courses:

Env 301 Environmental Toxicology 4
Env 310 Environmental Chemistry 4

TOTAL: 64- 65 Credits

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

Strongly Recommended:

Chem 410/411 Thermodynamics and Kinetics 4
Math 207 General Elementary Statistics 3
Math 301 Mathematical Modeling 3
Biol 400 Molecular Biology 4

Sustainable Design

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

Applications of Sustainable Design cover a wide range of occupations, including urban planning, product design, landscape architecture, agriculture, building design, and renewable energy.

Requirements for the Major

Environmental Studies Core (Taken by all majors)

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

Pick one of the following four courses:

Anth 101 Introduction to Anthropology 4
Soc 102 Social Problems 4
Env 224 Environmental Politics 4
Env 333 Environmental Economics 4

Additional Courses for the Sustainable Design Major

Env 160 Energy and the Environment 3
Env 334 Permaculture Design II 4
Env 260 Oregon Natural History 4
Env 324 Special Topics in Sustainable Design 8
Env 475 Environmental Studies internship 4

Pick one course from each of the groups listed below:

ArtSt 246/346 EcoArt I/II 4
ArtSt 211/311 Observational Drawing 4

Env 441 Environmental History 4
Soc 342 Consumer Society 4
Soc 347 Global Capitalism 4

Env 321 Environmental Ethics 4
Env 222 Environmental Literature 4
Env 241 Sustainability and the American Media 3

Env 230 Restoration Ecology 4
Env 131/132 Environmental Issues in Hawaii 4

Biol 202 General Biology I 4
Chem 110 Chemistry and Your Environment 3

TOTAL: 62-64 Credits

Minors

Environmental Policy

The rapid development of industrial economies has often occurred at the expense of the natural environment. Citizens of rich countries increasingly demand healthy environmental conditions. Governmental authorities, private businesses and non-profits face the challenge of mitigating past damage and creating new modes of production that entail smaller environmental costs. The environmental policy minor seeks to educate students to effectively participate in decisions that affect scarce environmental resources.

The consideration of environmental issues requires knowledge drawn from a variety of disciplines spanning the natural and social sciences and the humanities as well. Students with minors in environmental policy will possess basic knowledge of environmental science, economics, politics, history and ethics. In addition to the understanding of environmental issues, students will gain expertise in the practical skills employed by environmental policymakers. Such skills include proficiency in spreadsheet analysis, GIS mapping and lab sciences.

Requirements for the Minors

Env 100 Environmental Studies Seminar 1
Env 200 Introduction to Environmental Science 4
Biol 202 General Biology I 4
Econ 102 Principles of Microeconomics 3
Env 333 Environmental Economics 3
Env 224 Environmental Politics 3
PoIS 325 Constitutional Law 4

Students must also take one of the following courses:

Env 313 Ecological Psychology 3
Env 342 Risk Management and Decision Making. 3
Env 441 Environmental History 3

TOTAL: 26-27 Credits

Environmental Science

The minor in environmental science is designed to expose students to the interdisciplinary nature of environmental issues, with emphasis on the current scientific methods used to study these issues. This minor is intended to provide students with a firm foundation in the language, concepts and methods of Environmental Science as well as perspectives on current issues concerning the environment. While this minor emphasizes the fundamentals of natural and applied environmental science, this minor also incorporates 3-7 credit hours outside of these areas to help students gain a better appreciation for the interdependent nature of human behavior and environmental health.

Any student who is interested in the relationship between humans and their environment is encouraged to participate. Students from a wide-range of primary disciplines, from the sciences to the social science, humanities, business and arts may benefit from this minor area of specialization.

Requirements for the Minors

Requirements:

Env 100 Environmental Science Seminar 1

Env 200 Introduction to

Environmental Science 4

Electives:

Choose one course from the electives in environmental policy and two courses from the electives in environmental science. Note: two of these courses must be at the 300 level or above.

Environmental Policy

Env 224 Environmental Politics 3

Env 333 Environmental Economics 3 (Prerequisite: Econ 102; 3 credits)

Environmental Science

Env 310 Environmental Chemistry 4 (Prerequisites: Chem 220/221, Chem 230/231, Chem 240/241 or Chem 320/321; 12 credits)

Env 301 Environmental Toxicology 4 (Prerequisites: Chem 220/221, Chem 230/231, Bio 202; 12 credits)

Env 210 Tropical Environmental Biology 4

Phy 322 Modern Physics with Health Applications 4 (Prerequisites: Phy 202 or 232, Phy 204 or 242, Math 226 & 227; 16 credits)

TOTAL: 32-40 Credits

Courses

ENV-100 Environmental Studies Seminar

The study of the environment encompasses a broad field that links theory from many disciplines to applications in human society. This course provides a survey of both the major issues in environmental science and the environmental professions that address these issues. Faculty and outside speakers from government and private industry will make presentations and lead discussions. The structure of environmental regulation and management in the U.S. will be described. 1 hour. 1.00 credits

ENV-141 Permaculture Design I

Permaculture is about designing ecological human habitats and food production systems. It is a land use and community building movement which strives for the harmonious integration of human dwellings, microclimate, annual and perennial plants, animals, soils, and water into stable, productive communities. The focus is not on these elements themselves, but rather on the relationships created among them by the way we place them in the landscape. This synergy is further enhanced by mimicking patterns found in nature. This course is designed to help students understand the basic principles of permaculture through hands-on experience. Students can receive certification in Permaculture by completing both Permaculture I (ENV-141) and Permaculture II (ENV-334). This course is taught at the B Street Demonstration Farm located 4 blocks from Pacific University. This course will fulfill part of the science core requirement. 4 credits. 4.00 credits

ENV-155 Special Topics

Special topics course. See department for details. 1.00 - 4.00 credits

ENV-160 Energy & the Environment

In order to live, humans require energy, and methods of energy production significantly affect the environment in which humans live. This course examines fundamental thermodynamic concepts such as energy and power and then explores the comparative environmental costs and benefits, including potential long term consequences, of producing energy from various sources such as fossil fuels, nuclear reactors, wood burning, solar panels, wind turbines, etc. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. 3 hours. 3.00 credits

ENV-170 Intro to Geographical Informational Sys

This course is designed for both newcomers to the field of GIS who want to understand the concepts and technology and for students with some knowledge of GIS who want to go beyond the software manuals to understand the fundamental concepts of GIS. Through lecture we will explore the basic concepts of mapping and spatial databases and their use in fields ranging from land-use planning to ecological research. Students will also gain a working knowledge of GIS software through the use of ArcView GIS, the most widely used GIS software package. This course will fulfill part of the science core requirement. 3 hours. 3.00 credits

ENV-195 Independent Study

See department for details. 1.00 - 14.00 credits

ENV-200 Introduction to Environmental Science

The systemic study of the environment, and human impacts on environmental systems. Human activities have changed the types and rates of processes occurring throughout the planet. Understanding the near-term and long-term effects of these actions on the quality of the environment requires a broad view of the science on how earth functions without human intervention, and how society has changed these functions to support itself. Includes laboratory and field experiences. This course will fulfill part of the science core requirement. 4 hours. 4.00 credits

ENV-205 Environmental Science Methods

Environmental Science Methods is a field-oriented course that introduces students to a range of laboratory and field methods and techniques used by professional scientists. This course provides training in techniques that could be used in senior projects. Students are introduced to

methods for studying, monitoring, and experimenting upon plants and animals in a variety of habitats. Emphasis is placed on the choice of techniques for data collection, followed by rigorous analysis of results. Training is provided in the application of appropriate statistical techniques to experimental results. Prerequisites: ENV 200 and MATH 122. 4 credits. 4.00 credits

ENV-210 Tropical Environmental Biology

A study of the effects of human activity on natural environments associated with Third World, developing countries (i.e. Belize and Guatemala, Central America). A variety of ecosystems and areas will be studied, including lowland savannas, tropical seasonal forests, limestone caves, coastal lagoons, mangrove swamps, sea-grass flats, coral reefs and urban and rural societies. The course meets during the spring, in order to present lectures and background materials, which will prepare students for activities in Belize and Guatemala in May. Additional fee required. Prerequisite: consent of instructor and sophomore standing. This course will fulfill part of the science core requirement. 4 hours. 4.00 credits

ENV-214 Outdoor Leadership

This course is designed to offer students an outdoor context for their leadership development. Applied decision making skills, group dynamics, trip planning, first aid and navigation will be addressed in three activity areas; winter camping with snow shoes, sea kayaking, and backpacking. Instructor consent required. 2 hours. 2.00 credits

ENV-222 Environmental Literature

Environmental Literature aims to critically examine our relationship to nature through the study of major American nature writers. We will consider each writer's ability to generate environmental thought (historically, politically, philosophically) and to survey how nature writing as a genre has taken its current form. The course hopes to acknowledge and challenge current assumptions on nature such as how wilderness has shaped the American imagination and even how labeling nature as "Mother Earth" implies a great deal of how we perceive and receive nature now. 3 hours. 3.00 credits

ENV-224 Environmental Politics

This course introduces students to environmental disputes and the forces that affect environmental policy. Topics include the history and evolution of environmentalism and environmental policy, and an extensive case study of a local environmental issue. 4 credits. 4.00 credits

ENV-230 Restoration Ecology

Restoration ecology seeks to enhance the natural recovery of damaged ecosystems. Through lectures, readings, and field/lab work we will review the conceptual bases of restoration ecology, investigate the tools used by restoration ecologists to solve practical problems, and discuss the scope and success of actual restoration projects. Prerequisite: ENV-200 or BIOL-202 with a grade of C- or better. This course will fulfill part of the science core requirement. 4 hours. 4.00 credits

ENV-241 Sustainability & American Media

This course explores how the media deals with environmental issues associated with the "Green" movement of sustainability and the images of local, national and international environmental problems. It will give special examination to the emergence of the green movement as an important media issue beginning in the 1970s; the way print, broadcast and entertainment media have presented the environment; the culture which they create and the viewer/reader's responses to these messages. Students will learn textual analysis of environmental news stories (print and television), documentary films, and children's programming. The course will pay particular attention to how these messages argue for a particular view of the natural world and the human relationship with the environment. 3 credits. 3.00 credits

ENV-246 Eco-art I

Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. 4 credits. 4.00 credits

ENV-255 Special Topics

See department for course description. 3.00 - 4.00 credits

ENV-260 Oregon Natural History

Oregon Natural History will introduce students to the plant and animal communities of the Pacific Northwest. Participants will learn to identify common species in local habitats ranging from the coast to the Cascades. We will use ecology, life history, and behavior to investigate the interactions that define communities. By exploring connections between geology, climate, and the biotic realm, students will gain a better understanding of and appreciation for the biodiversity of this region. This course will fulfill part of the science core requirement. 4 hours. 4.00 credits

ENV-275 Internship

See department for details. 1.00 - 4.00 credits

ENV-295 Independent Study

1.00 - 18.00 credits

ENV-301 Environmental Toxicology

Pollutants impact the structure and function of ecological systems at all levels of biological organization. This course will focus on the effects of toxicants on ecological structures from the molecular to the individual organism to the community and the ecosystem. Field and laboratory experiences are integrated into the course and will involve standard toxicity testing, use of biomarkers, tissue, water and soil analyses, and molecular techniques. Prerequisites: BIOL 204 and one semester of organic chemistry, both with a "C-" or better, and consent of instructor. 4 hours. 4.00 credits

ENV-310 Environmental Chemistry

Changes in the environment are ultimately the result of chemical processes. This course examines our understanding of chemical change in the atmosphere, groundwater, and various aquatic environments from both a theoretical and practical perspective. Methodology for monitoring and modeling these systems will be included. Prerequisites: CHEM 240 or CHEM 310, BIOL 204, with a C- or better. 4 hours. Alternate years.

4.00 credits

ENV-320 Advanced Tropical Environmental Biology

An in depth study in the effects of human activity on tropical ecosystems associated with developing countries, and current environmental science research in tropical ecosystems. A variety of tropical ecosystems will be studied with an emphasis on tropical seasonal forests and marine ecosystems. The course meets once a week during the spring semester, in order to present lectures and background materials, which will prepare students for activities in Belize and Guatemala in May. Students will be assigned outside readings from peer-reviewed scientific research articles and text books dealing with environmental impacts on tropical ecosystems. Students will be required to demonstrate their knowledge of this material in addition to the material that is required for students taking ENV-210 (Tropical Environmental Biology for Nonscience majors). Students will participate in hands-on field research, design research proposals, and learn environmental problem solving through a case study approach. This will be in addition to the daily requirements for students in ENV-210. Additional fee required. Prerequisites: ENV-200, BIOL-202, and MATH-207, all with minimum grade C-. 4 hours. 4.00 credits

ENV-321 Environmental Ethics

A study of the key concepts in environmental ethics, such as biodiversity loss, corporate responsibility, animal rights, over-population, and environmental racism. Prerequisite: Sophomore standing or above. 4 credits. 4.00 credits

ENV-324 Special Topics in Sustainable Design

Courses of varying formats on specific topics not included in the regular curriculum such as natural building, sustainable agriculture, plant propagation, kinship gardening, animal forage systems, tool building, social entrepreneurship and renewable energy. The topic of this course changes from year to year and is selected by the instructor and approved by the Environmental Studies Department. May be repeated for credit if the topic changes. Prerequisite: ENV 141 and ENV 200. 3 credits. 3.00 credits

ENV-325 Conservation Biology

This course will examine the historical and ethical background of the conservation movement and trace the development of the science of conservation biology. We will be making connections between society and the natural world, relating human impacts on plants and wildlife to the goals of the practicing conservation biologist. We will learn quantitative methods to determine and predict the status of plant and animal populations. This is a lab/field course with opportunities to learn from conservation efforts around the Portland metropolitan area. Prerequisites: BIOL 204 with a C- or better. CS 130 or MATH 226 recommended. This course will fulfill part of the science core requirement. 4 hours. 4.00 credits

ENV-326 Animal Ethics

An investigation of the relationship between human and non-human animals. What is the moral standing of non-human animals? We will study both the theoretical and practical facets of this question by focusing on the ethical issues raised by animal experiments and factory farming. Prerequisite: Sophomore standing or above. Offered alternate years. 2 credits. 2.00 credits

ENV-330 Ecosystems & Ecological Design

Ecosystems and Ecological Design will explore the application of ecological principles to the design of sustainable technologies, buildings, communities and landscapes. The strategies of conservation, sustainability and stewardship can be applied at all scales to produce revolutionary forms of buildings, landscapes and applied technologies. The course is focused on understanding how ecological knowledge informs the design process. Fundamental ecological concepts such as primary production, energy flow, nutrient cycles, community structure and ecosystem stability are used as the foundation for exploring process is introduced in the form of participatory methods for design. Laboratory exercises and group projects provide opportunities for experiential learning through the application of ecological design principles to the solution of real problems, with particular focus on the Pacific University campus and its surroundings. Ecological design will enable us to realize that environmental problems are largely problems of design. Prerequisite: ENV 200. 4 credits. 4.00 credits

ENV-333 Environmental Economics

Environmental economics studies the role of environmental amenities such as clean air and clean water in the economic system. This course analyzes the problems of market outcomes when such amenities are not priced. The problems associated with estimating economic costs and benefits are also carefully examined. Throughout the course, the connection between economic understanding and improved public policy is emphasized. The course will include a lab section which will be devoted in large measure to experiences in the field. Prerequisite: ECON 102. 4 credits. 4.00 credits

ENV-334 Permaculture Design II

A continuation of Permaculture Design I (ENV-141), which is a prerequisite with a C- or better. Students can receive certification in Permaculture from the Permaculture Design Institute by completing both Permaculture Design I (ENV-141) and Permaculture Design II (ENV-334). This course is taught at the B Street Demonstration Farm located 4 blocks from Pacific University. Students will be expected to take what they learned in Permaculture I to construct a design of sustainable systems that will be applied to specific landscape. This design assignment will culminate with a professional presentation of their project to the class and the university community. This course will fulfill part of the science core requirement. Prerequisite: ENV-141 with a C- or better. 4 credits. 4.00 credits

ENV-342 Risk Management and Decision Making

The focus of this course is on the development, application and integration of analysis tools and decision models to aid managerial decision making in the face of risk and uncertainty. The course presents ways of structuring such problems to provide a systematic, reasoned analysis of the situation. Behavioral factors that influence decisions will also be considered. Specific topics include normative and descriptive theories of decision making, judgmental heuristics and biases, risk assessment techniques, risk management frameworks and strategies, value tradeoffs and multi-criteria decision analysis. We will explore applications in environmental, technological, health, safety and organizational risk management. Prerequisite: Junior standing. 3 hours. 4.00 credits

ENV-346 Eco-art II

Through readings, discussion, and studio practice, students will explore a conceptual approach to artmaking, the role of the artist in society, and the idea of the artist as activist who produces work that seeks to remediate and restore damaged social and ecological systems. Prerequisite: ARTST 246, ARTHI 271 or ARTHI 372, and ENV 141 ENV 160 or ENV 200. 4 credits. 4.00 credits

ENV-355 Special Topics in Environmental Science
Topics vary, see department for details. 1.00 - 6.00 credits

ENV-380 Environmental Problem Solving

This course is designed to help students understand the complexity of environmental problems. Students will put together a comprehensive project proposal for an independent research project that they will complete as part of their senior capstone. Students will also listen to guest lectures from experts in the field that are involved with environmental problem solving. Prerequisite: ENV-200, ENV-224, ENV-333, junior standing. 2 hours. 2.00 credits

ENV-395 Independent Study

See department for details. 1.00 - 18.00 credits

ENV-441 Environmental History

This course focuses on historical scholarship that has addressed the changing relationship between human societies and "nature". The course explores the development of ecological science and environmental politics; it also explores the ways in which Americans of European and indigenous background imposed their understandings on the landscape, and the consequences of these impositions. Other subjects include National Park Service policy, game conservation and class conflict, and the development of governmental agencies dedicated to protecting or controlling the environment. Prerequisite: Junior standing. 4 credits. 4.00 credits

ENV-475 Internship

1.00 - 14.00 credits

ENV-490 Capstone Experience

Designed to allow students to expand on research projects or internships by more thoroughly examining the primary literature, reanalyzing data, writing an annotated bibliography and presenting in a public forum. Prerequisites: Senior standing and approved project. 2 hours. 2.00 credits

ENV-495 Research

Faculty supervised, student-conducted, individual research project. Prerequisite: consent of instructor. 1-6 hours. 1.00 - 6.00 credits

Exercise Science

Faculty

Rebecca Concepcion Ph.D. Assistant Professor of Exercise Science Shawn Henry Ph.D. Associate Professor of Exercise Science Brian H. Jackson Ph.D. Exercise Science Department Chair, Assistant Professor of Exercise Science Philip K. Schot Ph.D. Associate Professor of Exercise Science

Mission

The mission of the Exercise Science program is to contribute to the generation, dissemination and application of knowledge related to human movement in multiple contexts. Students and faculty are actively engaged in each area. While a health-science context is emphasized, the curriculum enables students to understand movement by integrating multiple scientific perspectives so as to be successful in a variety of arenas (e.g., employment in the fitness/exercise field, graduate study in professional or academic disciplines). Toward these ends, students majoring in Exercise Science will pursue an emphasis in either Motor Behavior or Integrative Physiology.

Goals

A student completing a major in Exercise Science shall demonstrate the ability to:

- Understand and apply fundamental principles from the various sub-disciplines in Exercise Science to a variety of contexts (e.g., health, fitness, rehabilitation, education);
- Use qualitative and quantitative reasoning and evidence, synthesizing information from a variety of origins to methodically and systematically solve problems and develop interventions in the human movement domain;
- Communicate effectively, both orally and in writing, in accordance with disciplinary standards;
- Design, conduct, interpret, and evaluate human movement science research

Majors

Exercise Science

Requirements for the Major

All Exercise Science majors will complete the following coursework:

BIOL 202 General Biology I & Lab 4
BIOL 224 Human Anatomy 4
BIOL 240 Human Physiology 4
MATH 207 Statistics (or PSY 350 or SOC 301) 3
EXMB 105 First Aid 1
EXMB 205 Care & Prevention of Athletic Injuries 2
EXMB 200 Empirical Techniques in Exercise Science 2
EXIP 281/381 Nutrition / Principles of Nutrition 3
EXIP 345 Biomechanics 4
EXIP 365 Perceptual Motor Learning 3
EXIP 385 Exercise Physiology 4

Plus one of the following:

EXIP 425 Advanced Psychosocial Aspects of Health & Wellness 4
EXIP 445 Advanced Biomechanics 4
EXIP 465 Advanced Perceptual Motor Learning 4
EXIP 485 Advanced Exercise Physiology 4
TOTAL: 38 Credits (24 from the department, and 15 or 18 upper division credits)

All students will complete one of the two emphasis areas. The Integrative Physiology path incorporates additional coursework from the parent disciplines in the natural / physical sciences whereas the Motor Behavior track accentuates behavioral and applied considerations related to a variety of aspects of movement. Courses with the EXIP prefix satisfy natural science core requirements. Both routes, in combination with strategic selection of elective / core courses that satisfy prerequisites for specific graduate programs, can serve students with aspirations of pursuing graduate studies in health professions (PT, OT, PA, AT, DC, MD, OD), education (MAT) or academics (MS, PhD).

The clusters of coursework unique to each emphasis are listed below. There is not necessarily a specified order for the courses. The Capstone requirement will be satisfied by successfully (grade of C or better) completing EXIP 445, 465, or 485 (these courses may not be repeated for credit). Only courses marked with asterisks may be repeated for credit with a change of topic and only in consultation with the advisor. The 8 elective credits in the Motor Behavior emphasis must include a variety of academic activities (e.g., cannot use 8 credits of Internship).

INTEGRATIVE PHYSIOLOGY EMPHASIS

BIOL 204 General Biology II & Lab 4
CHEM 220 General Chemistry I & Lab 4
CHEM 230 General Chemistry II & Lab 4
PHY 202 Introductory Physics I & Lab (or PHY 232) 4

An additional selection from one of the following courses:

EXIP 440 Advanced Human Anatomy 4
EXIP 425 Advanced Psychosocial Aspects of Health & Wellness 4
EXIP 445 Advanced Biomechanics 4
EXIP 465 Advanced Perceptual Motor Learning 4
EXIP 485 Advanced Physiology of Exercise 4
EXMB 475 Internship 3*
EXIP 495 Research 3*
TOTAL: 57-58 Credits (27-28 from the department, and 17-21 upper division credits)

MOTOR BEHAVIOR EMPHASIS

EXMB 315 Adapted PE 3
EXMB 333 Sport Psychology 3
EXMB 336 Sport in Society 3
EXMB 366 Human Motor Development 3

Select 8 additional credits from the following:

EXMB 214 Outdoor Leadership 2
EXMB 318 Teaching Physical Activity I 3
EXMB 319 Teaching Physical Activity II 2
EXMB 311 Coaching Methods 2*
EXMB 312 Coaching Principles 3
EXMB 475 Internship 3*
EXIP 440 Advanced Human Anatomy 4
EXIP 425 Advanced Psychosocial Aspects of Health & Wellness 4
EXIP 445 Advanced Biomechanics 4
EXIP 465 Advanced Perceptual Motor Learning 4
EXIP 485 Advanced Physiology of Exercise 4
EXIP 495 Research 3*
EXMB 303 Medical Terminology 1

Recommended selections for Motor Behavior students aspiring to become physical educators: Teaching Physical Activity I and II (junior year), plus a mix of Coaching Methods, and/or Internship.

Recommended selections for Motor Behavior students considering Athletic Training or Occupational Therapy: Advanced Human Anatomy, Medical Terminology, Medical Kinesiology, and/or Internship.

TOTAL: 58 Credits (43-44 from department, and 35-38 upper division credits)

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

Minors

Coaching

Requirements for the Minors

EXMB 105 First Aid 1
EXMB 205 Care & Prevention of Athletic Injuries 2
EXIP 365 Perceptual Motor Learning 3
EXMB 336 Sport in Society 3
EXMB 333 Sport Psychology 3
EXMB 312 Coaching Principles 3
EXMB 311 Coaching Methods 2

TOTAL: 17

Exercise Science

Requirements for the Minors

BIOL 202 General Biology I & Lab 4
BIOL 224 Human Anatomy 4
BIOL 240 Human Physiology 4

EXMB 200 Empirical Techniques in ExSci 2

Take 3 of the following:

EXIP 345 Biomechanics 4

EXIP 365 Perceptual Motor Learning 3

EXIP 385 Physiology of Exercise 4

EXIP 281/381 Nutrition / Principles of Nutrition 3

TOTAL: 24-25

Courses

EXIP-255 Special Topics

See department for course description. 1.00 - 6.00 credits

EXIP-275 Internship

See department for details. 1.00 - 4.00 credits

EXIP-281 Nutrition

In-depth study of the relationship between nutrition and total individual health across the life-span. Emphasis will be placed on the essential nutrient chemical conversions during digestion, absorption and metabolism and their contribution to optimal health. Individual nutritional analysis and a personalized diet plan will be required. 3 hours. 3.00 credits

EXIP-295 Ind Study in Integrated Physiology

Independent study in Integrated Physiology. Requires Independent Study Contract. 1 - 14 hours. See Dept for details. 1.00 - 14.00 credits

EXIP-345 Biomechanics & Lab

Study of the structure and functioning of the human body via the methods of classical mechanics. Prerequisite: BIOL 224, MATH 125, and EXMB 200 each with minimum grade of C-. 4 credits. 4.00 credits

EXIP-365 Perceptual Motor Learning

Study of issues related to the understanding, teaching and learning of motor skills. Examination of factors (individual, task, environment) and interactions that influence skill acquisition and performance in daily, recreational, clinical and scientific contexts. Prerequisite: EXMB 200 or Statistics (MATH-207, PSY-350, or SOC-301), each with a minimum grade of C-. 3 credits. 3.00 credits

EXIP-381 Principles of Nutrition

Advanced study of nutrition, including physiological function and metabolic fate of carbohydrates, lipids, proteins, vitamins, minerals, and water. Individual nutritional analysis and a personalized diet plan will be required. Prerequisite (or concurrent enrollment): BIOL 240 Human Physiology or Organic Chemistry (CHEM 240 OR CHEM 310) each with a minimum grade of C-. 3 hours. 3.00 credits

EXIP-382 Appl Physiology of Exercise

The study and application of principles to the development of efficient human movement as it applies to human performance and educational settings. Prerequisite: BIOL 202, BIOL 240, and EXMB 200 (or concurrent enrollment), each with a minimum grade of C-. 4 hours. 4.00 credits

EXIP-385 Physiology of Exercise & Lab

The branch of physiology that deals with function of the body during exercise and adaptations that occur in response. Knowledge and application of scientific principles are necessary to develop peak performance in athletes and maintain health and fitness in the general population - quantitatively and qualitatively improving life. Prerequisites: BIOL-202, BIOL-240, and EXMB-200 (or concurrent enrollment), each with a minimum grade of C-. 4 credits. 4.00 credits

EXIP-395 Independent Study

See department for details. 1.00 - 6.00 credits

EXIP-425 Adv Psychosocial Aspects Health/Wellness

Advanced study and application of principles and strategies that influence the psychological and social aspects of sport and exercise involvement. Emphasis is on current research, instrument design and application, as well as research methodologies specific to the psychology of physical activity behaviors. Students will engage in activities to enhance their knowledge and skills in the conceptual development and planning; data collection; management and analysis; and dissemination of research in this field. Prerequisite: EXMB 333 and a statistics course (MATH 207, PSY 350 or SOC 301). Instructor consent required. 4 credits. 4.00 credits

EXIP-440 Advanced Human Anatomy and Lab

Advanced study of gross and histological structure of the human body. Introduction into musculoskeletal, nervous and cardiovascular systems. Prerequisite: BIOL 224 with a minimum grade of C-. 4 hours. 4.00 credits

EXIP-445 Advanced Biomechanics & Lab

Advanced study and application of biomechanics principles and techniques in a research context. Students will engage in activities to enhance their skills and knowledge in the conceptual development and planning; data collection, management and analysis; and dissemination of research in biomechanics. Prerequisite: EXIP-345, PHY-202 or PHY-232, and a statistics course (MATH-207, PSY-350, or SOC-301), each with a minimum grade of C- and EXMB 105 with a minimum grade of P or C-. Instructor consent required. 4 credits. 4.00 credits

EXIP-455 Special Topics

See department for course description. 1.00 - 6.00 credits

EXIP-465 Adv Perceptual Motor Learning & Lab

Advanced study and application of principles and techniques governing the acquisition and performance of motor skills. Emphasis is on current research, instrument design and application, as well as research methodologies in motor acquisition. Students will engage in activities to enhance their skills and knowledge in the conceptual development and planning; data collection, management and analysis; and dissemination of research in motor learning. Prerequisite: EXIP-365 and a statistics course (MATH-207, PSY-350, OR SOC-301) with a minimum grade of C- and EXMB-105 with a minimum grade of P or C-. Instructor consent required. 4 credits. 4.00 credits

EXIP-485 Adv Physiology of Exercise

Advanced study and application of principles of exercise physiology. Emphasis is on exercise testing and prescription, current topics in exercise science, and research projects. Students develop original research questions and methods, collect data, engage in discovery and participate in peer teaching. Prerequisite: EXIP-385 and a statistics course (MATH-207, PSY-350, OR SOC-301) each with a minimum grade of C- and EXMB-105 with a minimum grade of P or C-. Instructor consent required. 4 credits. 4.00 credits

EXIP-495 Independent Research

Faculty supervised, student-conducted research activities. May be repeated for new/continuing projects. Requires independent study contract. Instructor consent required 1-3 hours. 1.00 - 3.00 credits

EXMB-100 Exercise & Health Science Passport

An introductory course for students interested in an Exercise Science major or minor as well as those considering careers in biomedical/health professions. Activities and guest speakers will introduce students to the broad array of pursuits and careers in these areas. 1 hour. 1.00 credits

EXMB-105 First Aid

This course provides lay responders with skills and information needed in emergency situations to help sustain life and minimize pain and consequences of injury or sudden illness until professional medical help becomes available. More advanced than standard American Red Cross first aid/CPR class. Pass/No Pass. 1 credit. 1.00 credits

EXMB-123 Personal Health

Study of physical, mental, intellectual and social well-being for effective functioning, both within the individual and for the individual within the environment. 3 hours. 3.00 credits

EXMB-195 Independent Study

See department for details. 1.00 - 14.00 credits

EXMB-200 Empirical Techniques in Ex Sci

Doing science requires logic, clarity and precision, but also original and creative thinking. This course presents fundamental verbal and technical skills common to all sciences and facilitates blending these diverse qualities coherently. Prerequisite: Sophomore standing or above and MATH 125 with minimum grade of C-. 2 hours. 2.00 credits

EXMB-205 Care and Prevention of Athletic Injuries

Students will learn to prevent, evaluate, and care for injuries and other health concerns common to athletic participation. The basics of emergency care and preventive taping will also be addressed. Prerequisite: EXMB-105 with minimum grade of C-. Lab fee: \$5. 2 hours. 2.00 credits

EXMB-214 Outdoor Leadership

This course is designed to offer students an outdoor context for their leadership development. Applied decision making skills, group dynamics, trip planning, first aid and navigation will be addressed in three activity areas; winter camping with snow shoes, sea kayaking, and backpacking. Prerequisite: HPER 150 (Outdoor Recreation), and instructor consent required. 2 hours. 2.00 credits

EXMB-255 Special Topics

See department for course description. 1.00 - 6.00 credits

EXMB-275 Internship

See department for details. 1.00 - 4.00 credits

EXMB-295 Independent Study in Motor Behavior

Independent Study in Motor Behavior. Requires Independent Study Contract. 1-14 hours. See Dept for details. 1.00 - 14.00 credits

EXMB-303 Medical Terminology

This course is designed to provide students with an understanding of the language of medicine. Students will be required to learn basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Prerequisite: BIOL 202 with a minimum grade C-. 1 credit. 1.00 credits

EXMB-311 Coaching Methods

Series of individual courses designed to give students insight and direction in leading or assisting in the coaching of athletics. Sports represented include: baseball, softball, basketball, soccer, volleyball, and wrestling. May be repeated for different sports. Prerequisite: EXMB-105 with a minimum grade of C-. 2 hours. 2.00 credits

EXMB-312 Coaching Principles

General principles applicable to the coaching of sports including strategy and tactics, motivation, ethics, liability, budgeting, and development of organizational, interpersonal, and communication skills. Prerequisites: EXMB-105 and EXMB-311, each with a minimum grade of C-. 3 hours. 3.00 credits

EXMB-313 Strength & Conditioning Methods

Principles, methods and materials relevant to the design and implementation of strength, endurance, flexibility, speed, power, balance and agility enhancement for diverse populations based on sound scientific principles. Prerequisite: EXIP 385 with minimum grade of C. Recommended: EXIP 345. 2 hours. 2.00 credits

EXMB-315 Adapted PE

Introduction to adapted, corrective and developmental physical education. Emphasis is placed on instruction of physical activities for the exceptional child. Prerequisite: EXMB-105 with a minimum grade C- or P. 3 credits. 3.00 credits

EXMB-318 Teaching Physical Activity I

Content will focus on generally applicable instructional and class management strategies for physical activity settings such as; design of instructional materials, techniques and planning for implementation; evaluation; approaches for working with a variety of learners. Prerequisite: EXIP-365 with minimum grade of C-. 3 hours. 3.00 credits

EXMB-319 Teaching Physical Activity II

On site lab/application opportunity for students to design and deliver physical education instruction to elementary school children. Prerequisite: EXMB-318 with a minimum grade of C- and EXMB-105 with minimum grade of P or C-. 2 credits. 2.00 credits

EXMB-325 Medical Kinesiology I

Study of the behavioral aspects of injury care and rehabilitation. Topics will include the influence of personality, likelihood of emotional responses, motivation and psychological interventions. Prerequisites: Junior standing or above. 3 hours. 3.00 credits

EXMB-326 Medical Kinesiology II

Focus on multidisciplinary issues merging human movement science and health/biomedical sciences such as: drugs in sport, the female athlete, communicable diseases and chronic illness. Instructor consent required. 3 hours. 3.00 credits

EXMB-333 Sport Psychology

Course examines the psychological dimensions of athletic performance and participation. Topics will include research and application in the areas of motivation, confidence, psychological skills training, stress management, communication, burnout, youth sport, and exercise adherence. Prerequisite: Junior standing or above. 3 hours. 3.00 credits

EXMB-336 Sport and Society

Investigation of sport as a social phenomenon in small groups, organizations, sub-cultures, and institutions. Emphasis is on interscholastic and intercollegiate sport programs. Prerequisite: Junior standing or above. 3 hours. 3.00 credits

EXMB-366 Human Motor Development

This course is designed to use a lecture/discussion/activity structure to study issues related to the development of human motor behavior over the lifespan. Current theory and research will be discussed related to motor and behavioral changes that are commonly experienced in humans from early childhood to late adulthood. Prerequisites: Completion of 6 credits in EXSC (EXIP or EXMB) each with a minimum grade of C-. Junior standing or above. 3 hours. 3.00 credits

EXMB-395 Independent Study

See department for details. 1.00 - 6.00 credits

EXMB-455 Special Topics

See department for course description. 1.00 - 6.00 credits

EXMB-475 Internship

Internship is an off-campus educational field experience tailored to academic/career goals, where students carefully and thoughtfully apply content from coursework to the situation in which they are engaged. All arrangements must be completed by the student 2 weeks prior to the term in which internship work will occur. Prerequisites: 12 credits of Exercise Science coursework (EXIP & EXMB), each with a minimum grade of C-, and instructor consent. 1-14 hours. 1.00 - 14.00 credits

EXMB-495 Independent Research

Independent research. See department for details. 1.00 - 6.00 credits

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. Weight Training, Aerobics, Yoga, Tai Chi, Tai Kwon Do, Walking, Handball) Pass/No Pass. 1 credit. May be repeated.* * Only eight activity courses may count toward the 128 credits required for graduation. 1.00 credits

Gender and Sexuality Studies

Faculty

Jeffrey G. Barlow Ph.D. Professor; Matsushita Professor of History; Asian Studies Vernon L. Bates Ph.D. Professor of Sociology Pauline Beard Ph.D. English Department Chair, Professor of English Alyson L. Burns-Glover Ph.D. Professor of Psychology Patricia B. Cheyne M.F.A. Sabbatical 2009/2010, Professor of Art David DeMoss Ph.D. Associate Dean, Philosophy Department Chair, Professor of Philosophy Lorely French Ph.D. Study Abroad Chair/Distinguished University Professor, Professor of German Lawrence M. Lipin Ph.D. Professor of History Cheleen Mahar Ph.D. Professor of Anthropology Marc Marengo M.Div., D.Phil. Director of Pacific Institute for Ethics and Social Policy, Professor of Philosophy and Religion Darlene Pagán Ph.D. Sabbatical Fall 2009, Associate Professor of English Sarah R. Phillips Ph.D. Associate Dean, Sociology, Sabbatical Spring 2010, Professor of Sociology Kathlene Postma Ph.D. Associate Professor of English Adam Rafalovich Ph.D. Sociology, Anthropology, Social Work & Comparative Religion Dept Chair, Associate Professor of Sociology Martha Rampton Ph.D. Director, Center for Gender Equity, Sabbatical Fall 2009, Professor of History Jeffrey Seward Politics and Government Department Chair, Associate Professor of Politics and Government Jaye Cee Whitehead Ph.D., Assistant Professor of Sociology

Introduction

Gender and Sexuality Studies (formerly Feminist Studies) is an interdisciplinary minor that investigates the significance of sex and gender in all areas of human life. 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 Gender and Sexuality Studies minor includes courses that use 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, ethnicity, class and culture to the study of sex and gender.

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

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

Minors

Gender and Sexuality Studies

Requirements for the Minors

GSS 201 Introduction to Feminist Studies 4 (includes one credit for field work)* Counts toward Humanities core requirement

GSS 303 Advanced Feminist Theory 4

GSS 450 Feminist Studies Capstone 2

GSS 451 Feminist Studies Mentoring 2

GSS Electives 12

TOTAL: 24 Credits

Any course with a GSS prefix counts as a GSS elective. At least one course must be from Social Sciences and at least one must be from either the Arts or Humanities. All 300 and 400 level courses when taken for Gender and Sexuality credit have a prerequisite of GSS 201. Additional courses are approved annually and may be applied to the minor.

Courses

GSS-150 Personal Self Defense Women

Women's Self Defense. See Human Performance department for course description. 1 credit. 1.00 credits

GSS-200 Introduction to Queer Studies

This course will provide an overview of queer communities through an interdisciplinary approach including a focus on the intersections of ethnicity, class, culture, sex and gender among gay, lesbian, bisexual, trans and other sexual and gender identities. Theoretical, political, historical, and social frameworks will inform the basis of learning how queer communities negotiate identities outside of the hegemonic mainstream concepts of sexuality and gender. 4 credits. 4.00 credits

GSS-201 Introduction to Gender & Sexuality 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 field work in the community. Spring only. 4 credits. 4.00 credits

GSS-210 Action Projects in Gender & Sexuality Studies

This course is designed to promote student individual and collaborative work related to issues in feminism and gender studies. Students may participate in a one-time action project centered around an event, a service learning placement, or a collaborative project that promotes the goals of the minor. Projects may include, but are not limited to, serving at sites approved by the Gender & Sexuality Studies faculty, working on events connected to Women's History Month, carrying out their GSS 201 action projects, and projects designed to promote education in our community. Pass/No Pass. Prerequisite: GSS 201. 1-6 credits. 1.00 - 6.00 credits

GSS-217 Gender & Sexuality

An introduction to the theories and methods used by sociologists to study masculinity and femininity, the social and historical construction of sexuality, love, and romance. Discussion includes the sociology of homosexuality, bisexuality, and heterosexuality, as well as issues of HIV/AIDS, teen pregnancy, prostitution, pornography, sexual harassment and rape in the United States. Prerequisite: GSS 201 and Soc 101 or Soc 102. Must be 18 years of age. Biennially. 4 credits. 4.00 credits

GSS-220 Literature and Human Concerns

See the Gender and Sexuality Studies department for the course description. 4 credits. 4.00 credits

GSS-255 Special Topics

See department for course description. 1.00 - 6.00 credits

GSS-275 Internship

See department for details. 1.00 - 4.00 credits

GSS-280 Women in Art

This course is designed to explore the place of women in art. The course investigates both the image of women in art and women as artists. The class investigates 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 Gender and Sexuality Studies minor requirement. 4 credits. 4.00 credits

GSS-300 Special Topics in Gender & Sexuality

This is a special topics course focusing on the specific interests of the faculty and students in the Gender and Sexuality Studies Minor program. Topics addressed in the course will be derived from a variety of disciplinary standpoints, and may involve interdisciplinary collaboration. Some examples of topics that may be offered through this course are: "The Development of Gender," "Women and Film," and "Feminist Epistemology" to name a few. Prerequisites: GSS 201. 4 credits. 4.00 credits

GSS-303 Advanced Feminist Theory

This course will provide a detailed examination of the academic discourse known as feminist theory. Utilizing a broad feminist theory framework, including Marxist, poststructuralist, and psychoanalytic perspectives, this course will address a number of social concerns. First, we will address how the concept of gender is socially-constructed through institutional power arrangements, popular culture representations, and everyday social dynamics. Second, we will examine to what extent advanced feminist theory departs from first and second wave feminism. Third, this course will address how feminist theory helps us understand more about the construction of ethnic and sexual identities. Finally, with a special emphasis upon the concept of power, this course will illustrate how feminist theory enables a more broad and inclusive discussion of politics in contemporary society. Prerequisite: GSS 201. 4 credits. 4.00 credits

GSS-309 Families

The primary emphasis is on the relationship between the familial institution and the society in which it is being studied. Attention is given to trans-historical and cross-cultural data and how social change impacts the institution. Additional areas of investigation include definitions of the family, socialization, cohabitation, courtship, marriage, divorce, gender and sex roles, sexuality, socio-economic forces, family violence, alternative forms, and the future of the family. Prerequisite: SOC 101 or 102. 4 credits. 4.00 credits

GSS-310 Travel in India: Gender Society Service

Travel in India: Gender, Culture and Service is a Winter III course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service-learning, discussion with local service agencies, field work on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 210 the fall semester prior to the travel portion of the class. Meets comparative cultural core requirement. Prerequisite: HUM 210. 3 hours. 3.00 credits

GSS-321 Women's Writing in Francophone World

Survey of women's writing in the Francophone world throughout the 20th Century. Special focus on the novel and the development of alternate prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Taught in French. Meets Humanities core requirement or comparative cultural core requirement. Prerequisite: FREN 202 or equivalent proficiency.

Offered intermittently. 4 credits. 4.00 credits

GSS-345 Gender & Sexuality in Victorian America

This course treats the development and spread of Victorian culture in the United States during the nineteenth century, particularly as it defined ideas about gender and sexuality. Focus is on the creation of "women's sphere" and ways in which women accommodated themselves to domesticity, rebelled against it, or used it themselves to discipline their husbands and sons. Prerequisites: GSS 201 and Hist 141 or 142 or Junior Standing. 4 credits. 4.00 credits

GSS-355 Special Topics

See department for course description. Prerequisite: all 300 and 400 level courses when taken for Gender & Sexuality Studies credit need GSS 201. 1.00 - 6.00 credits

GSS-395 Independent Study

See department for details. 1.00 - 6.00 credits

GSS-400 Medieval Women

This course is a seminar on the attitude towards, roles, work, and responsibilities of women in the period from the first century to the fifteenth century. Women in their roles as nuns, witches, prostitutes, brewers, mothers, queens, and consorts are discussed. The course is thematic as well as chronological, and investigates anthropological, feminist, and political theories and paradigms associated with the study of women generally. Assigned reading consists of primary sources, secondary monographs, and journals. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

GSS-421 Women's Writing in Francophone World

Survey of women's writing in the Francophone world throughout the 20th Century. Special focus on the novel and the development of alternate prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Meets Humanities core requirement or comparative cultural core requirement. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Offered intermittently. 4 credits. 4.00 credits

GSS-425 Studies/20th Cent Lit

Intensive studies in major writers of the period. Prerequisite: GSS 201, two literature courses, and Junior standing. 4 credits. 4.00 credits

GSS-430 Major Writers

A detailed study of the works of selected writers: for example, Chaucer, Milton, Dickens, Blake, Yeats, Thoreau, Woolf. Prerequisites: GSS 201, two literature courses and Junior standing. May be repeated for credit when content varies. Offered intermittently. 4 credits. 4.00 credits

GSS-450 Gender & Sexuality Studies Capstone

Gender & Sexuality Studies 450 is designed to allow students an opportunity to complete the capstone project required for the minor. The project will be developed in consultation with one of the GSS faculty members. Prerequisite: GSS 201, two GSS electives, Junior standing. Fall only. 2 credits. 2.00 credits

GSS-451 Gender & Sexuality Studies Mentoring

In this seminar course, students read and analyze advanced works in Gender & Sexuality Studies and review the material they have encountered in their electives and GSS 201 in light of advanced theory. It also gives the students the opportunity to fulfill the mentoring requirement of the Gender & Sexuality Studies minor. GSS 451 students will meet with GSS 201 students from time to time. During this semester the students present the findings of the project they completed in GSS 450 to the Pacific Community in a public forum during the Women's History Month. Prerequisites: GSS 201 and GSS 450, two GSS electives and Junior standing. Spring only. 2 credits. 2.00 credits

GSS-455 Special Topics

See department for the course description. 1.00 - 4.00 credits

GSS-475 Internship

See department for details. 1.00 - 14.00 credits

General Sciences

Courses

SCI-155 Special Topics

See department for description. 3.00 credits

SCI-170 Astronomy

A survey of astronomy, including the solar system, stars and stellar evolution, galaxies, cosmology, astronomical instruments, and space science. Evening observing sessions. 3 hours. 3.00 credits

SCI-171 Introduction to Cosmology

Recent discoveries in astronomy are shedding light on some of the biggest questions we can ask: Does space go on forever, or does it have an end somewhere? Has the universe always existed, or did it have a beginning? Where does the matter that makes up our bodies come from? What will be the fate of our universe in the future? This course provides an overview of what science has to say about these kinds of questions, and an introduction to the methods used to gain this knowledge. Class discussions and assignments will help you develop your own personal perspective on how you connect to the big picture, guided by information from modern scientific cosmology. 3 hours. 3.00 credits

SCI-190 Engineering Passport

An introduction to the fields of engineering, with an emphasis on the methods of problems solving and the nature of employment in these fields. Course activities include presentations, discussions, guest lectures, field trips, and problem-solving exercises. 1 hour. 1.00 credits

SCI-255 Special Topics

See department for description. 3.00 credits

SCI-355 Special Topics

See department for description. 1.00 - 4.00 credits

SCI-455 Special Topics

See department for description. 1.00 - 4.00 credits

SCI-475 Internship

See department for details. 1.00 - 14.00 credits

History

Faculty

Jeffrey G. Barlow Ph.D. Professor; Matsushita Professor of History; Asian Studies Richard I. Jobs Ph.D. History Department Chair, Associate Professor of History Lawrence M. Lipin Ph.D. Professor of History Martha Rampton Ph.D. Director, Center for Gender Equity, Sabbatical Fall 2009, Professor of History Lisa Szeffel Ph.D. Assistant Professor of History

Introduction

The discipline of history is central to the liberal arts; it draws on and contributes to neighboring fields, such as political science, literature, philosophy and the arts, to name but a few. History is essential to an understanding of the evolutionary nature of the institutions and values that have not only shaped the past but inform the present. The study of history prepares students for a wide range of professions, including law, government, archival and museum work, professions in travel and teaching.

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

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 comprehensive research projects, to read historical materials with understanding, to engage in critical analysis from an historian's perspective and to write polished communicative prose.

The curriculum established by the History major leads the student from broad-based survey classes that cover the U.S., Europe, Mexico, South America, Islamic Middle East and Asia to more narrowly defined upper-division classes in the specialty of the student's choice. Students encounter the scholarly methodology employed by historians that contributes to the development of verbal, analytical and reading skills. More specifically, throughout the curriculum, history courses require students to produce written work that emphasizes focused analysis supported by historical evidence. In addition, at the lower-division level, students become familiar with basic historical narratives. At the upper-division level, students use primary sources in pursuit of questions of an increasingly thematic nature. Their research capitalizes on the electronic resources currently available. As seniors, History majors participate in a seminar emphasizing historical perspectives, methodological techniques, and a variety of interpretive historical models. History majors complete a thesis in the last semester of their senior year that demonstrates competence with historical theory and methods.

Majors

History

Requirements for the Major

Students must take at least one course from each geographic field: American (including Latin America), Asian (including Middle East), and European.

At least 8 credits must be from the following:
Hist 101, 103, or 104 Western Civilization I, II, III
Hist 111-112 East Asia
Hist 113 Middle East
Hist 141-142 American History I & II

TOTAL: 8 Credits

At least 24 additional credits. Of these, 8 credits may be at the 200-level, but 16 credits must be taken at the 300-level or above, with at least 4 credits in a 400-level seminar-style class (not including 491 or 492) or an approved internship.

TOTAL: 32 Credits

Hist 391 Research and Methods in History 4 credits
Hist 491 Senior Thesis I Fall 2 credits
Hist 492 Senior Thesis II Spring 2 credits

TOTAL: 40 Credits

Plus the following breadth requirements:

4 credits at the 200 level or above in English literature or the 200 level or above in philosophy; or this requirement may also be fulfilled with a semester abroad.

4 credits in political science or anthropology

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

TOTAL: 52 Credits

Minors

History

Requirements for the Minors

For a minor in History, a student must complete 24 credits in the History Department, at least 12 of which must be at the 300 level or above

TOTAL: 24 Credits

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 web site at: <http://mcel.pacificu.edu/history/index.html>.

Courses

HIST-101 Western Civilization I

This course covers the development of western culture and institutions from the ancient world to the late Middle Ages. 4 credits. 4.00 credits

HIST-103 Western Civilization II

This course covers the development of western culture and institutions from the late middle ages to the Enlightenment. 4 credits. 4.00 credits

HIST-104 Western Civilization III

This course covers the development of western culture and institutions in Europe from the Enlightenment to the contemporary era. 4 credits. 4.00 credits

HIST-111 Foundations of East Asia

This course deals with the intellectual, social, political, and religious foundations of three East Asian societies: China, Japan, and Vietnam. The focus of the class is upon classical Asian notions of proper values and institutions, with a concentration on intellectual (both philosophical and religious) foundations considered in a historical perspective. The course also considers issues relative to modern Asia, and to Asian- American family life and culture. The approach will be primarily through original Asian texts in translation. Although it is not required, concurrent registration in HIST 214, History in an Electronic Environment (2 hours 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. Meets comparative cultural requirement. 4 credits. 4.00 credits

HIST-112 East Asia

This course surveys the modern histories of China, Japan, Tibet, and Vietnam from the 17th century to the recent past. Topics covered include the classical cultures of the countries, economic and political foundations, and the consequences of Western impact and modern nationalism. The cultures, covered as independent entities, are compared both to each other and to European or Western patterns of development. 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 a section of HIST 214, History in an Electronic Environment. Although concurrent enrollment in 214 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. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-113 Islamic Mid-East: 570-1300

This is a survey of the history of the Middle East from the birth of Muhammad in 570 to the rise of the Ottoman Turks in 1300. The course concentrates on political developments and institutions as well as the growth and evolution of Islam and Islamic cultures. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-141 American History I

The first of a two-part survey of American history from European settlement to the Civil War, and from Reconstruction to the present. The parts may be taken separately. 4 credits per semester. 4.00 credits

HIST-142 American History II

The second of a two-part survey of American history from Reconstruction to the present. The parts may be taken separately. 4 credits per semester. 4.00 credits

HIST-155 Special Topics

See department for course description. 1.00 - 6.00 credits

HIST-195 Independent Study

1.00 - 3.00 credits

HIST-206 France from Caesar to Napoleon

This course covers the history and culture of France from the Roman period until the end of the Napoleonic Wars in 1815. Equal attention is given to political and social/cultural aspects of French history. Through reading of primary sources, discussion, and lecture, the course deals with the distinctiveness of France as well as placing the nation within a broad European historical context. 4 credits. 4.00 credits

HIST-208 England From Rome to Revolution

This course covers the history and culture of England from the Roman period through the Glorious Revolution of 1688. Equal attention is given to political and social/cultural aspects of English history. Through reading of primary sources, discussions and lecture, the course deals with the distinctiveness of England, as well as placing the nation within a broad European historical context. 4 credits. 4.00 credits

HIST-211 Japan Past & Present With Film

This class surveys Japanese history and culture using classical Japanese films as a primary text, supplemented with assigned readings. The goals of the class are to acquaint students with an overview of Japanese history and culture, and to learn to read films, particularly Japanese classical films, as text. 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 two hours of credit in a section of History 214, History in an Electronic Environment. Although concurrent enrollment in 214 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 the materials covered in the class itself. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-212 China Past & Present With Film

This course will provide a survey of the basic institutions and values of China, considered both within the past, or classical, and the present, or modern, forms. It will cover such topics as political systems and values (Confucianism and Communism), family and gender, poetry and literature, arts, war and diplomacy, economic values and institutions, rebellion and protest, reform movements, etc. Chinese film will be heavily used as a text to illustrate modern Chinese values and Chinese interpretations of traditional values and institutions. 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 a section of HIST 214, History in an Electronic Environment. Although concurrent enrollment in HIST 155 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 the materials covered in the class itself. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-213 Vietnam and the U.S.

This is a survey of the origins, development and results of the American war with Vietnam. This course, however, will be taught more within the context of Vietnamese history and culture than within that of American history and culture. Consequently, more emphasis will be given to the roots of the war in Vietnam than to its origins in U.S. foreign policy. 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 two hours of credit in a section of HIST 214, History in an Electronic Environment. Although concurrent enrollment in 214 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 the materials covered in the class itself. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-232 The Holocaust

This is a 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. It is cross-listed with ENGL 220, Literature and Human Concerns: The Holocaust. 4 credits. 4.00 credits

HIST-235 Europe Since World War II

This course examines the history of Europe and its relation to the world at large from the close of World War II to the current examining questions of the continent's future in the global community. Since 1945, Europe has struggled to redefine itself in the context of the war's problematic legacy, the cold war's competing ideologies, nationalist struggles of independence, discrepancies of affluence and poverty, and the difficulties of global market competition. It is a process that continues today as the continent moves slowly toward economic and political integration. 4 credits. 4.00 credits

HIST-237 European Socialism Through Film

This course is designed as an introduction to the history of European Socialism in the nineteenth and twentieth centuries from the onset of industrialization to the collapse of the Soviet system in 1991. It focuses on the origins of socialism, its development and appeal as an ideology, its revolutionary variant of communism and its implementation as a state system. This course makes an extensive use of film, both documentary and feature, to humanize these abstract conceptualizations. 4 credits. Cross-listed with POLS 221. 4.00 credits

HIST-239 Latin America I: Conquest-Independence

Survey of Latin American history from 200 C.E. to 1810 C.E. with a focus on the pre-Columbian Mayan, Aztec, and Inca civilizations; the conquest and settlement of Mexico, Central America, and South America by the Spanish and Portuguese; and the colonial institutions in Spanish America and Brazil up to the beginnings of the movements toward independence. Special emphasis will be given to the clash of indigenous and European religious/spiritual outlooks, political economy, and the interaction of issues of race, class, and gender in the emergence of syncretic New World societies. Meets comparative cultural core requirement. Cross listed with POLS 239. 4 credits. 3.00 credits

HIST-245 Race in Modern America

A history of African American politics, culture, and thought since the end of the Civil War. 4 credits. 4.00 credits

HIST-246 American West: Hist Memory Pop Culture

A historical investigation into the reality, and remembered realities, that have gone into historical and cultural representation of the American conquest of the west and encounters with Native Americans, with an emphasis on 1870-1925. Students will be exposed to literary, anthropological, artistic, and cinematic representations of these matters as well as recent historical scholarship. Meets comparative cultural core requirement. 2 credits. 2.00 credits

HIST-255 Special Topics

See department for course description. 1.00 - 6.00 credits

HIST-275 Internship

See department for details. 1.00 - 4.00 credits

HIST-300 The Ancient World to AD 400

This class treats the ancient world from the first civilizations in the fertile Crescent through ancient Egypt, to the early fifth century AD. The course stresses both broad political, and social/cultural issues. The class is largely run as a seminar with some lecture. Class discussions are based on reading of primary texts. Prerequisite: Junior standing. 4 credits. 4.00 credits

HIST-301 The Medieval World: 400-1500

This class treats the medieval world from the development of medieval institutions in the first century AD through the mid-fifteenth century. The class stresses social/cultural issues, but also provides an understanding of political and constitutional developments of the period. The class is run as a seminar with some lecture. Class discussions are based on reading of primary texts. Prerequisite: Junior standing. 4 credits. 4.00 credits

HIST-305 The Hist of Magic & Witchcraft

This course deals with medieval and early European conceptions of and reactions to magic, sorcery, and witchcraft from pre-Christian Late Antiquity through the early modern period. The major themes of the course are (1) the development of ecclesiastical/intellectual notions of magic and heresy, (2) popular beliefs and practices regarding magic and witchcraft, (3) placing the great witch trials of the late medieval/early modern periods in an historical context of contemporary persecutions of various minorities, (4) explication of the "mature witchcraft theory" and the process of the witch trials. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-315 Modern Japan

This course covers Japanese history from the Meiji Restoration to the present, with an emphasis upon the 20th century. The primary focus of the course is upon the internal dynamics of Japanese culture. Topics will include political and economic modernization, relations with East Asia and the United States, changes in family and gender roles, the development of fine arts, poetry and literature, the development of Japanese expansionism and the Pacific War, the Japanese Economic Miracle and the place of Japan in the contemporary world. 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 two hours of credit in a section of HIST 214, History in an Electronic Environment. Although concurrent enrollment in 214 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 the materials covered in the class itself. Prerequisite: HIST 112 or HIST 211 or instructor consent. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-316 China from Mao to Tiananmen

This course will survey Chinese history and culture in the period from 1949 to the present, with an emphasis on the mass campaigns, from the Great Leap Forward of 1957-58 through the Great Proletarian Culture Revolution, 1965- 1969. Topics will also include the Reform Movement of Deng Xiaoping and the student protests culminating in the Tiananmen Incident of 1989. An unusual feature of this course is weekly role-playing in which students will be asked to assume Chinese role-types such as peasant, soldier, female cadre, etc., and to play out actual political problems drawn from the mass political campaigns. 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 in two hours of credit in a section of HIST 214, History in an Electronic Environment. Although concurrent enrollment 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. Prerequisite: HIST 112 or 212, or consent of instructor. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HIST-326 Public History:theory & Practice

This course will introduce the work, craft and literature of historians whose careers are based in institutions outside of the academy and who specialize in presenting aspects of history, culture and heritage to a variety of audiences. The work of the course will focus on exploring historical interpretations, preservation and education through lectures, reading, discussions and conversations with practitioners. NOTE: This course does not satisfy core requirements. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-333 History of the British Empire

This course examines the history of modern British Empire from the nineteenth century race for empire to the post-colonial world. Using the lens of the British Empire, the largest of all European empires, the course examines the political and economic impulses for imperialism, the nature of various imperial systems, the impact of imperialism on both the colonizer and the colonized, the turmoil of national independence and decolonization, and the lasting legacies of imperialism in the post-colonial world. Meets comparative cultural core requirement. Prerequisite: HIST-102 or Junior standing or above. 4 credits. 4.00 credits

HIST-335 The Era of the First World War

This course explores the historical period of the First World War in Europe. It focuses on the causes, course and effects of the war within a European perspective in terms of the political, social, cultural and intellectual contexts. It is designed to consider the impact of WWI on European society as the formative event of the 20th century Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-338 Era of the French Revolution

This course explores the historical period of the French Revolution from the Enlightenment through the defeat of Napoleon. It focuses on the causes, course and effects of the Revolution in terms of the political, social, cultural and intellectual contexts. It is designed to consider the impact of the French Revolution as the defining moment of the modern period. Prerequisite: Junior standing. 4 credits. 4.00 credits

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 is on western science, including Arab and Islamic contributions. It examines the impact of culture on science and science on culture. Prerequisite: Sophomore standing. 4 credits. 4.00 credits

HIST-341 American Revolution & Constitution

This course covers the ideological, social, economic, and political causes of the American break with the British Empire, the democratizing influence of the revolution on the new state government, and the relationship between this tendency and the construction of the Constitution. The course incorporates research regarding women, African-Americans, and common people into the broader movement. Prerequisite: HIST 141 or Junior standing or above. 4 credits. 4.00 credits

HIST-342 Civil War & Reconstruction

This course treats the Civil War and its aftermath in context of a broader Western move away from bonded servitude and reconstructions on human liberty toward free labor and democracy, and will measure successes and failures, particularly with regard to the legacy of racial division that the war was unable to eradicate. The course will cover the causes of sectional conflict, the military problems of the war, the political, social, and economic conditions within both North and South, and the cultural and political sources of support and opposition to Reconstruction. Prerequisite: HIST 141 or 142, or Junior standing or above. 4 credits. 4.00 credits

HIST-343 Industrialization, Labor & St in America

This course 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. The course focuses on social, economic and political forces. Prerequisite: Junior standing or above or HIST 142. 4 credits. 4.00 credits

HIST-345 Gender & Sexuality in Victorian America

This course treats the development and spread of Victorian culture in the United States during the nineteenth century, particularly as it defined ideas about gender and sexuality. Focus is on the creation of "women's sphere" and ways in which women accommodated themselves to domesticity, rebelled against it, or used it themselves to discipline their husbands and sons. Prerequisite: Junior standing or above or HIST 141 or HIST 142. Cross-listed with GSS 345. 4 credits. 4.00 credits

HIST-355 Special Topics

See department for course description. 1.00 - 6.00 credits

HIST-361 The Reagan Era

This class traces the significant developments in US politics, economics, and culture from Franklin Roosevelt's "New Deal Coalition" to the Reagan presidency. 1980s culture and the neoconservative moral vision for foreign policy and domestic culture are the major focus. Prerequisite: HIST 142, junior standing or above, and must be a History major. 4 credits. 4.00 credits

HIST-363 Cold War America

A research seminar on the key developments in American foreign policy and domestic life from the Yalta Summit to the Gulf of Tonkin resolution. Prerequisite: HIST 142, junior standing or above, and must be a History major. 4 credits. 4.00 credits

HIST-365 Civil Rights Movement

An investigation of the origins, major goals, and strategies of the civil rights movement, beginning in the Jim Crow era. 4 credits. 4.00 credits

HIST-367 Urban Crisis/Suburban Dreams

An examination of the development of cities and suburbs since 1900 and the role played by capitalism, class, and race in housing patterns, trends in leisure and entertainment, and education. Prerequisite: HIST 142, junior standing or above, and must be a History major. 4 credits. 4.00 credits

HIST-369 Get Rich! Wealth in American History

An analysis of attitudes toward wealth from the Puritans to the present. The history of capitalism, labor, and poverty, and the role of gender and race in shaping views will also be addressed. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-391 Research Methods in History

This course is an introduction to research methods for students in history and the humanities. It examines the principles of research design, methodology, and the analytic and theoretical frameworks of interpretation used by historians. In conjunction, it will study how historical methodology and patterns of interpretation have changed over time. It introduces students to the fundamentals of primary and secondary research conducted both in libraries and archives. It is required of all history majors. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-395 Independent Study

See department for course description. 1.00 - 18.00 credits

HIST-400 Medieval Women

This course is a seminar on the attitudes towards, roles, work, and responsibilities of women in the period from the first century to the fifteenth century. Women in their roles as nuns, witches, prostitutes, brewers, mothers, queens, and consorts are discussed. The course is thematic rather than chronological, and investigates anthropological, feminist, and political theories and paradigms associated with the study of women generally. Assigned reading consists of primary sources, secondary monographs, and journals. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-401 The World of Charlemagne

This course is a seminar on the age of Charlemagne and the European empire he forged in the early Middle Ages. The course material starts in the early sixth century as the Roman West was mutating, and ends with the decline of the Carolingian Empire in the face of Viking attacks and fratricidal warfare. The class concentrates on political and social/cultural developments in this very important period which formed a bridge from the Classical world to the beginnings of the modern age. The class uses anthropological paradigms as one type of historical methodology. Assigned reading consists of primary sources, secondary monographs and journal articles. Prerequisite: Junior standing. 4 credits. 4.00 credits

HIST-435 1968: Youth and Social Change in World

This colloquium explores the historical scholarship surrounding the tumultuous events of 1968 in global perspective. It explores the events of 1968 as transnational phenomena with a particular emphasis placed upon the significant role played by youth in the various movements and uprisings worldwide. It will consider the emergence of youth as a social, political, and cultural force within the larger ferment of the late-sixties and early-seventies. Importantly, this is a rigorous readings course akin to a graduate colloquium. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HIST-441 Environmental History

This course focuses on historical scholarship that has addressed the changing relationship between human societies and "nature". The course explores the development of ecological science and environmental politics; it also explores the ways in which Americans of European and indigenous background imposed their understandings on the landscape, and the consequences of these impositions. Other subjects include National Park Service policy, game conservation and class conflict, and the development of governmental agencies dedicated to protecting or controlling the environment. Prerequisite: Junior standing. 4 credits. 4.00 credits

HIST-455 Special Topics

See department for course description. 1.00 - 6.00 credits

HIST-475 Internship

See the department for details. 1.00 - 14.00 credits

HIST-491 Independent Research I

This is student-conducted individual research leading to a senior thesis. It is required of all History majors. Prerequisite: Senior standing in History. Annually in the fall. 2 credits. 2.00 credits

HIST-492 Independent Research II

This is student-conducted individual research leading to a senior thesis. It is required of all History majors. Prerequisite: Senior standing in History. Annually in spring. 2 credits. 2.00 credits

Humanities

Faculty

Michael Geraci M.S. Humanities Division Chair Fall 2009, Media Arts Department Chair, Sabbatical Spring 2010, Associate Professor of Media Arts

Introduction

The Humanities are composed of the courses in English, History, Media Arts and Communication, Philosophy, and World Languages and Literatures. While these departments have their own goals and specialized programs, they are united in a common endeavor to discover and make relevant the historical direction and essence of humans' cultural endeavors and to help students prepare for a life of quality and meaning. In this sense, the Humanities are at the heart of liberal arts education.

Majors

Coordinated Studies in Humanities

Requirements for the Major

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

Prior to submitting a written proposal, a prospective CSH major must consult with a professor in the Humanities Division to discuss his or her academic plan and prepare the proposal with the professor's guidance. This professor should become the student's advisor of record. The proposal should (i) articulate a vision of the student's own education, (ii) explain how the elements of the proposal work together to realize that vision, and (iii) prepare a complete plan of courses that s/he intends to take to fulfill the requirements of the major.

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

1. 18 hours in one department in the division (English, Media Arts and Communication, Philosophy, or World Languages and Literatures) 18
2. 24 hours of coordinated courses from three of the following departments at Pacific (English, Media Arts, Philosophy, World Languages and Literatures, History, Art, Music, Theatre, and selected Peace and Conflict Studies and Feminist Studies courses) 24
3. Senior Thesis in the Humanities (two hours per semester of Hum 494) 4

TOTAL: 46 Credits (Minimum)

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

Courses

HUM-100 Origins, Identity & Meaning

A required seminar for first-semester first-year students that introduces students to college academic life and the skills needed for success in that life. It is a humanities-based course in its content, intended to engage students in the task of personal and cultural critique, and designed to provide a common learning experience for the entire first-year class. Students will also experience the educational advantages of having a diversity of teaching methods and approaches both within and among various sections of the seminar; although cross-sectional themes, texts, and events may be adopted by current HUM 100 faculty, the course will be designed and taught in a manner thought most appropriate by the individual instructor. Fall semester. 4 credits. 4.00 credits

HUM-195 Independent Study

See department for details. 1.00 - 18.00 credits

HUM-205 Japanese Culture

This course is a general introduction to Japanese people, society and culture. Its major emphasis is on Japanese cultural values, patterns of behavior, and ways of thinking manifested in their everyday life. Meets comparative cultural core requirement. Offered yearly. 4 credits. 4.00 credits

HUM-206 Latin America

A general introduction to the geography, peoples, and cultures of Latin America, and to their major social and political issues. Meets comparative cultural core requirement. Offered intermittently. 4 credits. 4.00 credits

HUM-207 German Film in English

A general introduction to the film of people in the German-speaking countries, focusing on the time period from the early 20th century to the present. Special emphasis on the intersection of culture with historical, social, and political events. Offered intermittently. 4 credits. 4.00 credits

HUM-210 Preparation for Travel in India

This is a course that will prepare students for Travel in India: Gender, Culture and Service, a Winter III course sponsored by the Center for Gender Equity. This course will provide students with the information necessary to help them get the most of their WIII experience. The content will cover the basic history, religion, culture, geography, and politics of India. Meets comparative cultural core requirement. 1 hour. 1.00 credits

HUM-213 Introduction to Japanese Literature

This class is a survey course and will provide an introduction to Japanese literature from the earliest period to the modern era (Meiji Period). We are going to read translations of poetry and of passages from myths, plays, and novels - all in chronological order. Through reading texts in various literary styles, we will not only become familiar with cultural, historical, and social issues discussed in Japan, but more importantly, gain a skill to express our thoughts, perspectives, and beliefs in Japanese literary forms such as myths, diaries, noh, linked-poetry, haikai (haiku) and I-Novel. Understanding the unique literary styles along with their philosophical or religious background will be certainly beneficial for us to expand our worldview, learn to accommodate difference, and acknowledge humanistic issues beyond national boundaries. 4 credits. 4.00 credits

HUM-215 Modernity in Japanese Narrative

This course will cover various thematic and stylistic expressions behind Japanese short stories and novels, and we will examine the meaning of modernity in the Japanese context. Special attention will be given to the establishment of modern Japanese literature, the rise of children's literature and the impact of Japanese animations. During the Edo Period between the 17th and the early 19th centuries, Japan experienced the first rise of modernity in which various entertainment/art forms became popular among middle-class people - kabuki, ukiyo-zousi, and haikai. The second phase of modernity started in the late 19th century, when after the contact with the West, new literary genres such as I-novel, haiku, douwa (children's literature) and animations were born as the result of unifying original and the Western literary and aesthetic traditions. By comparatively analyzing two phases of modernity in Japan, we will come to a further understanding of the role of popular literature in the construction of modernity. 4 credits. 4.00 credits

HUM-221 Ethics & Civic Engagement

An investigation of the role of civic engagement and ethical living. Students will work in groups on particular projects on campus or the surrounding community chosen in consultation with the professor, as well as read and write on civic engagement. Offered annually. 2 credits. 2.00 credits

HUM-255 Special Topics

See department for course description. 1.00 - 6.00 credits

HUM-275 Internship

See department for details. 1.00 - 4.00 credits

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 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. Pass/No Pass. Fall semester. 4 credits. 4.00 credits

HUM-305 West Meets East: Develop Intercult Comp

This course provides advanced theoretical framework and applications of intercultural communication geared toward the contrast between generalized Eastern and Western cultures. Relevant intercultural concepts and theories related to communication styles and cultural patterns will be given to analyze various intercultural situations and/or experiences that involve Asian cultures. Many examples will be drawn from the Japanese and Chinese cultures, which contrast most drastically with the generalized Western civilization. A variety of issues related to individualism and collectivism will be revisited in depth. Through many case studies, students will explore the most effective approaches to intercultural communication situations. Applying those theoretical knowledge and communication skills, at the end of the semester, students will write their own critical incidents to demonstrate and share their intercultural competence. Students are expected to bring some intercultural experience and issues to the class, and participation of each student is fundamental to the course. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

HUM-306 Latino Fiction

A study of the fiction of Latino writers representing the diverse Hispanic cultures of the U.S. with emphasis on the themes of immigration, culture adaptation, and the unique characteristics of the author's Hispanic heritage. Meets comparative cultural core requirement. Offered intermittently. 4 credits. 4.00 credits

HUM-310 Travel in India: Gender Society Service

Travel in India: Gender, Culture and Service is a Winter III course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service-learning,

discussion with local service agencies, field work on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 210 the fall semester prior to the travel portion of the class. Meets comparative cultural core requirement. Prerequisite: HUM 210. 3 hours. 3.00 credits

HUM-325 Hispanics in the United States

A study of the history, literature, culture, and demographics of Hispanic groups in the U.S. An interdisciplinary approach will be taken toward placing in perspective the major political, social, and educational issues facing these groups. Students will simultaneously be engaged in a field internship in the Hispanic community. Prerequisite: SPAN 102. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HUM-353 Traditional Japanese Theater

This class focuses on the origin of Japanese aesthetics by reading traditional drama called noh, kyogen, bunraku, and kabuki in translations. To enhance our awareness to the way in which these plays are written and appreciated, the class will cover not only scripts, but also poetries and religious/philosophical texts from the 14th to the 18th century. In the time when there was no clear distinction between ceremony and theater or between art and entertainment, people rather naturally expressed their ideas and beliefs. In addition to further cultural and understanding, by learning unique artistic dialogues in theatrical context, students will hopefully expand their ways to appreciate beauty in everyday life. Meets comparative cultural core requirement. 4 credits. 4.00 credits

HUM-355 Special Topics

See department for course description. 1.00 - 6.00 credits

HUM-395 Independent Study

See department for details. 1.00 - 18.00 credits

HUM-455 Special Topics

See department for course description. 1.00 - 4.00 credits

HUM-475 Internship

See department for details. 1.00 - 14.00 credits

HUM-494 Senior Thesis in Humanities

A four-credit capstone project for the CSH major. The Senior Thesis should be approved by the Humanities Division chair in consultation with the faculty advisor in the student's area of emphasis before the end of the student's junior year. The student must give a formal presentation of her/his thesis on Senior Projects Day. The thesis and presentation may in some cases be incorporated with another senior project, with permission of the student's faculty advisor and the Humanities Division chair. Must be CSH major. Repeatable once for credit. 2 credits. 2.00 credits

HUM-495 Research

See the department for details. 1.00 - 12.00 credits

International Programs

Introduction

INTERNATIONAL STUDENT AND SCHOLAR ADVISING

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

ENGLISH LANGUAGE INSTITUTE

Pacific's English Language Institute (ELI) offers an intensive year-round language study program for students learning English. ELI students live with American roommates in the residence halls or in homestays with local families. Qualifying students may combine ESL and undergraduate classes to earn credit toward graduation. The ELI also offers regular opportunities for students to take the institutional TOEFL. The ELI is part of International Programs.

THE ENGLISH LANGUAGE INSTITUTE TRANSITION PROGRAM FOR INTERNATIONAL STUDENTS

Scot Dobberfuhr, ELI Program Coordinator
Monique Grindell, ELI Academic Coordinator

The English Language Institute Transition Program allows international students to earn credits toward graduation from the College of Arts and Sciences once they have achieved an Internet-based TOEFL score of 53 or paper-based TOEFL score of 475 or equivalent. Transition classes carry Arts and Sciences credit and in some instances may satisfy core requirements. In other instances, they will be considered elective credits.

Goals

The Transition Program seeks to provide the carefully sequenced entry of international students into the College of Arts and Sciences. It facilitates their becoming regular Arts and Sciences students while they are still refining their skills in the English language. This program accelerates progress toward graduation at the same time that it provides a greater opportunity for international students to receive the full benefit of a liberal arts education at Pacific University.

Admission

- A. Students may enter ELI classes at any time but must have a TOEFL score of 475 PBT/53 iBT to participate in the Transition Program.
- B. Students admitted to the Transition Program have also been conditionally admitted to the College of Arts and Sciences.
- C. Normally, students should possess the equivalent of a high school diploma with a minimum of a C average.
- D. Students will meet all other standards for student visas, including adequate financial support.
- E. Certified alternatives to the TOEFL test, such as the IELTS or ELPT, will be accepted when determining initial language proficiency.
- F. A rolling admissions policy will be followed. Students are welcome to apply for the ELI Program at any time and may begin their ELI classes every eight weeks. However, students may begin credit-bearing ELI Transition classes only in August and January.
- G. Students will pay full tuition, room and board, and all other costs, just as do current regularly admitted students in the College of Arts and Sciences, and will have the same privileges and access to University resources.

Fees

Tuition for English Language Transition classes will reflect the current Arts and Sciences rate for the part-time student.

Curriculum

Students who have achieved a minimum TOEFL score of 475 PBT/ 53 iBT are eligible to begin taking Transition Program classes. As each student moves at a different pace in the language learning process, the quantity of time enrolled in the ELI Transition Program will vary. Students are normally able to accumulate from 18 to 20 undergraduate credits before entering the undergraduate program full-time:

- 6 ELI Language credits
- 6 ELI Transition credits
- 6-8 A&S Transition Credits

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL classes are available only to students enrolled in the English Language Institute

ENGLISH AS A SECOND LANGUAGE TRANSITION ELITR)

Arts and Sciences Transition Classes

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

STUDY ABROAD

In accordance with the University's mission statement and goals, Pacific University study abroad programs provide students with a unique opportunity to develop skills and knowledge that will prepare them for the diverse community, nation, and world. Pacific University considers international study important and encourages all students to gain exposure to other cultures, languages, and ways of life.

Study abroad is required for a major in modern languages and international studies, but is open to all students who meet the selection criteria. Pacific University students who participate in a study abroad program can earn a maximum of 31 credits that will count toward their graduation. However, students should consult with their faculty advisor(s) to determine which courses taken abroad can and cannot be used toward their majors or to satisfy other specific University requirements.

Pacific has an agreement with the Oregon University System (OUS) that gives Pacific students access to most OUS study abroad programs. These programs now include study abroad sites in China, Ecuador, France, Germany, Japan, and Thailand.

Pacific also offers access to a wide array of other study abroad programs. European study in Austria, England, France, Germany, Ireland and Spain, is also available. In Japan, Pacific is affiliated with Kansai Gaidai University in Hirakata, just outside of Osaka, Nagoya Gakuin University in Nagoya, Nanzan University, also in Nagoya, and Saga University in northern Kyushu. In Ecuador, Pacific has affiliations with the Universidad de Especialidades Espiritu Santo (UEES) in Guayaquil and the Universidad San Francisco de Quito (USFQ). Pacific also has a successful exchange partnership with Flinders University in South Australia. Pacific University reserves the right to cancel programs or to make changes in affiliation at any time for reasons of safety, finances, or administrative concerns. Please consult the International Programs office for up-to-date information on all programs.

Eligibility

To be eligible for overseas study, students, typically sophomores or juniors, must demonstrate proper personal and academic preparation for the program, be in good academic standing, and have attended Pacific full-time for one semester. Applications from freshmen to study abroad during their sophomore year will normally not be approved unless there is a compelling academic reason for the request. In general, applicants are expected to have an overall GPA of 2.75. For language programs the completion or equivalent of 202 and a 3.0 GPA average in language classes are required. A personal essay, letters of recommendation, and a personal interview are also required of all applicants. Students with a GPA below 2.5 at the time of application will have their applications rescinded.

Cost

The cost for most Pacific University approved study abroad programs will be equal to Pacific tuition, room and board. The University will also provide up to \$750 for transportation to and from the study abroad site. For specific program cost information, please contact the International Programs Office.

The University extends financial aid for approved study abroad programs taking into account both the total expenses associated with a particular program and the demonstrated need of the individual student. The University may also facilitate student access to study abroad programs not affiliated with Pacific, but no financial aid from Pacific will be awarded for such unaffiliated programs.

Application Deadline

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 International Programs Office.

CHINESE

Pacific's program in China is run as a cooperative program with the Oregon University System's Academic Exchange Program. The program is based at Beijing Language and Culture University (BLCU), which is the only international university in China with its main task set at teaching the Chinese language and culture to foreign students. BLCU has a full-time teaching staff of more than 800. BLCU is located in the Haidian district in northwest Beijing, an area is home to most of the universities in Beijing including Peking University, the Central University for Nationalities, and Tsinghua University. BLCU offers an intensive Chinese language program. Participants typically live in student dorms on campus, in either single or double rooms. Many students live in the dorms with non-English speaking roommates, where Chinese becomes the common language of communication. Meals are available at several student cafeterias on campus, and there many ethnic restaurants in the surrounding area.

ENGLISH

Australia

Students participating in Pacific's Australia program attend Flinders University in the coastal city of Adelaide, the capital of South Australia. With a population of 1.1 million, Adelaide is a major Australian city with a multicultural population, outstanding natural environment and thriving arts scene. Flinders University is a comprehensive medium-sized university with a total enrollment of 15,000. The campus is one of Australia's most beautiful, set amidst natural bushland with spectacular views of Adelaide and the surrounding coastline. Course offerings at Flinders are spread across 4 faculties, and 20 schools and departments, thus assuring Pacific students a wide range of academic options. Students will integrate fully into the campus, enrolling in 3-4 classes up to a maximum of 18 Flinders units. Housing will be provided in Deirdre Jordan Village, a new student apartment complex located only 5 minutes walk from the main campus.

Ireland

The University of Limerick is an internationally-focused university with an enrollment of over 11,000 students. It is especially known for its innovation in education and excellence in research. The University is situated on a riverside campus of over 131 hectares with the River Shannon as a unifying focal point. Students may choose from a full range of classes at the University in the following Faculties: College of

Humanities, College of Business, College of Engineering and Science, and College of Education. Students will be fully integrated into the academic structure of the university and will be able to enroll in classes in all areas, subject to meeting class prerequisites. Housing will be provided in residence halls close to campus. Limerick is a thriving modern city, the fourth largest in Ireland. It is the capital of Ireland's Mid West Region. It has a long history that can be traced back more than a thousand years. Within a day's excursion are the counties of Galway, Clare, Cork, Tipperary and Kerry. Shannon International Airport, only 16 miles from Limerick, provides daily access to a wide range of international destinations.

England

St. Mary's University College, in the West London suburb of Strawberry Hill, has an enrollment of 2,500 students and offers classes in a variety of fields including media arts, exercise science, English literature, creative writing, sociology, business, drama and many more. St. Mary's picturesque 30-acre campus includes the 18th century estate and mansion of the British author Sir Horace Walpole. The College is a short walk from Twickenham High Street (a shopping district) and Richmond Park, while London's museums, concert halls, theatres, galleries and nightlife are only 30 minutes away by train. Participants will integrate fully into the life of the college as they take classes with British students. They will be housed in homestays located a short distance from the campus.

York St. John University, founded in 1841 and with a current enrollment of approximately 5,000, is located in a setting of unparalleled attractiveness, only a 5-minute walk from the bustling center, and in the shadow of York Minster Cathedral and the medieval city walls. The North's spiritual capital for 2000 years, York has played a key role in British history under the Romans, Saxons and Vikings. York is a compact riverside city offering stunning attractions ranging from York Minster, the largest Gothic cathedral in Northern Europe, to the tangle of picturesque medieval streets for which the city is famed. York is centrally located only two hours by train from London and Edinburgh respectively and, with nearby Leeds Airport well connected to the continent by discount airlines, also offers inexpensive access to Europe's major cities. Participants integrate fully into campus life as they take classes with British students, and live in residence halls.

FRENCH

Four French programs are available to Pacific students in Paris, Montpellier, Lyon, and Poitiers through International Studies Abroad (ISA), University of Minnesota, and OUS, respectively. The ISA program in Paris provides students with the option of studying French language and culture with other international students at the Sorbonne or the Catholic University of Paris. Superior-level students at the Catholic University of Paris can choose to take up to two integrated courses with French students. Housing is provided in residence halls or homestays.

The OUS yearlong program in Lyon offers students a chance to explore France's second largest city. The program begins with an intensive language program and then continues at the Centre International d'Études Françaises with the opportunity to take selected regular courses at four different universities in Lyon. Advanced students who pass a qualifying exam may also opt to take all of their courses in the French universities that participate in the program. There is a wide variety of housing options, ranging from homestays with families, to sharing apartments with French students, to staying in university dormitories. This program is for the full academic year only.

The OUS program in Poitiers exposes students to life in a small French city of 100,000 residents. This program also begins with homestays with French families and an intensive language program. Most students then continue with courses in the Department of French for Foreign Students of the University of Poitiers as well as regular University courses if their language skills are sufficiently advanced. As at Lyon, a wide variety of living arrangements, including homestays with French families, boarding houses, and University dormitories, are available.

The University of Minnesota's program in Montpellier, France offers a comprehensive academic and cultural experience at the intermediate and advanced language levels at the Université Paul Valéry. Montpellier is located in southern France, ten miles away from the Mediterranean. Classes are held at the Université Paul Valéry and are taught by faculty from the University. Housing options vary and include homestays, dormitory or apartment living.

GERMAN

Pacific gives students of German the opportunity to pursue study abroad in either Germany or Austria through programs offered by OUS, Lewis and Clark College, and Central College.

Austria

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

Germany

The yearlong OUS program in the state of Baden-Württemberg, the German sister state to Oregon, begins with a four-week program of intensive German. This is followed by study in regular German university courses at any one of nine different universities, each with its own distinctive academic emphasis. These are located in the cities of Stuttgart, Tübingen, Konstanz, Hohenheim, Ulm, Freiburg, Heidelberg, Mannheim, and Karlsruhe. In addition, students with special interests in education, music, and art may enroll at three more specialized institutions in Ludwigsburg and Stuttgart, although an audition and/or portfolio may be required for admission to the music and art schools.

Students may also study in Germany on the year-long program offered at the Ludwig-Maximilians-Universität in Munich through Lewis & Clark College. Outstanding features of the program include an intensive 4-week pre-semester, a wide range of courses offered by the Lewis & Clark center and the Ludwig-Maximilians-Universität, and the support of the resident director. Students also have the opportunity to participate in an internship during their spring holidays. For 2006-07, scholarships are available specifically for Pacific University students on this program.

JAPANESE

Pacific University enjoys a sister school relationship with four Japanese universities that allow Pacific students to enroll in their study abroad programs in Japan for either a semester or a full year.

Nagoya Gakuin University is located in the heart of Nagoya City and offers a vibrant campus atmosphere. Nanzan University, also in Nagoya City, offers a rigorous and highly-regarded Japanese Studies program. Kansai Gaidai University, located in Hirakata City between Osaka and Kyoto and Nara, offers a comprehensive Asian Studies program. Saga University, in Saga City, offers a year-long program and is unique because of its wide-ranging course offerings in the sciences. All programs offer Japanese language classes and courses, taught in English, on the history and culture of Japan. Depending on the school, students may live either in residence halls or in a home stay with a Japanese family.

SPANISH

Ecuador

In Fall 2008 a new exchange program was launched with the Universidad San Francisco de Quito (USFQ). USFQ is the only institution in Ecuador with a liberal arts-based curriculum and also has the country's largest international exchange program. At the USFQ main campus in the suburbs of Quito Pacific, Spanish-language students take fully integrated classes while living with local families. At the USFQ satellite campus on the Galapagos Islands Pacific students have a unique opportunity to spend a semester experiencing the islands and studying in one of three programs: Evolution, Ecology and Conservation in the Galapagos; People, Politics and the Environment; or Marine Ecology. The semester-long programs each consist of five intensive 3-credit courses, all taught in three-week modules. Students on the Galapagos program live with local families in the town of San Cristobal.

Pacific has a special relationship with the Universidad Especialidades Espiritu Santo (UEES) in Guayaquil, Ecuador's largest city, principal port, and main commercial center. UEES offers semester-length programs in fall and spring for Pacific students. The program features homestays with carefully selected Ecuadorian families, a series of excursions in and out of Guayaquil, including trips to the Andean highlands, the Amazon basin and the Galapagos. The academic program includes service-learning with a local school or social service agency, intensive Spanish and course work in Latin American history, geography, economics, and literature.

Spain

Yearlong or semester programs are available through Academic Programs International (API) at the University of Salamanca, University of Seville and the University of Cadiz. The programs in Salamanca and Seville allow students to combine language courses with other humanities and social science classes taught in Spanish to international students. Students at an advanced level of Spanish language proficiency also have the option of taking integrated classes with Spanish students. The program in Cadiz is fully integrative and is suitable only for advanced students. All programs begin with a week-long orientation program in Madrid. Students are housed with Spanish host families. A wide variety of local and in-country excursions are included in the program.

WINTER III AND SHORT-TERM PROGRAMS

Various exciting credit-earning overseas study programs are also available during Pacific's three-week winter term (Winter III) and following spring semester. These programs are faculty-led and vary from year to year. Recent program destinations have included Belize, Costa Rica, Ecuador, France, India, Spain, Austria, England, Ghana, Mexico, Russia and Zambia. For a schedule of upcoming Winter III programs, visit the International Programs web site.

Mission

The Office of International Programs provides services to international students and scholars and to students participating in study-abroad programs. International Programs provides immigration and cross-cultural services to Pacific University's community of international students, scholars and faculty. International Programs also coordinates and administers semester and year-long study-abroad programs (see Study Abroad section), working with faculty to ensure academic integrity.

International Programs staff are active members of NAFSA: Association of International Educators, as well as other international education professional organizations, and represent Pacific University locally, regionally and nationally in professional conferences, workshops, meetings and other symposia.

Courses

ELITR-101 Acad Culture and Communication

This course helps students acquire the oral skills and competencies required to succeed in American academic settings. Students will learn efficient listening and note-taking strategies for lectures and consider the appropriate register for interactions with professors and peers in formal as well as informal situations. Students will practice formal oral presentations and through self and peer critique, become more capable and confident in their speaking and listening abilities. Only available to students of the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-102 Amer Persp: Ethnically Speaking

This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of

perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will interview American students about their opinions and perspectives practicing ethnographical type research to observe these practices firsthand. This class will focus on different ethnic groups in the U.S.:Hispanic, African American, Native American, Asian American and European American. Prerequisite: TOEFL score of 475. 3 hours. 3.00 credits

ELITR-103 Academic and Research Writing

Academic and Research Writing is the composition component of the ELI Transition Program. This course prepares students for the writing tasks, research methodologies, and documentation formats they are likely to encounter in their academic programs. Students will build upon their understanding of the basic rhetorical modes to develop their arguments in a fully documented research essay. Only available to students in the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-104 American Perspectives: Demo Differences

This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will be involved in a variety of activities including interviewing American students about their opinions and perspectives, comparing students' own cultural practices with American practices, and practicing ethnographical type research to observe these practices firsthand. "American Perspectives: Demographic Differences" focuses on topics relevant to and seen through the eyes of different groups in the United States, including the elderly, lesbians and gays, people of the southern United States, and others. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-105 American Society Through Film

This course will introduce international students to many aspects of American society and culture through movies. In addition to enhancing students' cultural understanding, this course will help students develop strong critical-thinking and analytic skills as they learn to recognize, interpret and question messages about American society found in the films. Students will have the opportunity to explore in greater depth an area of American society reflected in film that is of personal interest to them. Research and classroom presentations will be required. Prerequisite: TOEFL score of 475 or higher and concurrent enrollment in ELI program courses. 3.00 credits

SA-476 Overseas Study

1.00 - 18.00 credits

International Studies

Faculty

Jeffrey G. Barlow Ph.D. Professor; Matsushita Professor of History; Asian Studies Nancy K. Christoph Ph.D. Associate Professor of Spanish Lorely French Ph.D. Study Abroad Chair/Distinguished University Professor, Professor of German Deke T. Gundersen Ph.D. Thomas J. and Joyce Holce, Professorship in Science, Environmental Studies Department Chair, Associate Professor of Environmental Science Kazuko Ikeda Ph.D. Associate Professor of Japanese Richard I. Jobs Ph.D. History Department Chair, Associate Professor of History Pamela T. Lopez Ph.D. Biology Department Co-Chair, Professor of Biology Cheleen Mahar Ph.D. Professor of Anthropology Martha Rampton Ph.D. Director, Center for Gender Equity, Sabbatical Fall 2009, Professor of History Victor M. Rodriguez Ph.D. Department of World Languages & Literatures Chair, Associate Professor of Spanish Philip J. Ruder Ph.D. Economics Department Chair, Sabbatical Spring 2010, Professor of Economics

Introduction

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 are 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 four international areas: East Asia, Latin America, Western Europe and International Policy. A fifth area study option is American Studies, which is open to all international students who wish to major in IS. Each area focus provides majors with a multidisciplinary background in a language and culture area.

Goals

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

- Strong written and oral communications 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 language .
- Experience in living and studying abroad.

Majors

International Studies

Students are encouraged to apply for the International Studies major in the first semester of their sophomore year. Applications are available from the Chair of International Studies. Students who apply later in their academic career may find it difficult to complete the requirements of the major and still graduate from Pacific in four years, especially if they choose to spend an entire year in a study-abroad program. Admission is selective and normally requires a 3.0 GPA. IS majors must maintain a GPA of at least 3.0 each semester to remain in the program.

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

International students (that is, foreign nationals studying at Pacific on a student visa) may select the American Studies option (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 in each of the four area-studies options are listed below. Please note that these requirements are different from those for students who complete a major in American Studies.

Requirements for the Major

All IS majors are required to complete the following degree requirements:

1. At least one semester of study abroad in a country related to the student's chosen area interest and language competence. Study abroad in English-speaking countries may only be used to fulfill the International Policy focus.
2. Foreign language study to the 202 level and at least 6 hours of foreign language study at the 300 level or above, except for the International Policy focus, which requires 3 hours at the 300 level.
3. One of the following: IS 201 (Intercultural Communications), PSY 160 (Culture and Behavior); ECON 341 (International Trade and Development).
4. A base history course related to the student's chosen area interest.
5. One course in theory or research methods to be taken prior to enrollment for IS 401 Senior Thesis.
6. 21 Semester hours of electives in consultation with the student's IS advisor. 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.
7. IS 401 and IS 402 Senior Thesis

ASIAN STUDIES

One of the following:

IS 201 Intercultural Communications 3
 ECON 341 International Trade & Development 3
 PSY 160 Culture & Behavior 3

Base History Course - one of the following:

HIST 111 Foundations of East Asia 3
 HIST 112 East Asia 3

Research Methods - one of the following:

ANTH 301 Research Methods in Anthropology 4
 ECON 321 Introduction to Econometrics 4
 ENGL 332 Introduction to Linguistics 3
 PSY 350 Behavioral Statistics 3
 SOC 300 Introduction to Social Research 4
 SOC 301 Social Statistics 4

Electives coherently related to area interest 21

Electives may include the following:

Study Abroad Credits 12
 HIST 210 Ancient Kingdoms of Indochina: Vietnam, Cambodia and Laos 3
 HIST 211 Japan Past & Present with Film 3
 HIST 212 China past & Present with Film 3
 HIST 213 Vietnam & the U.S 3
 HIST 315 Modern Japan 3
 HIST 316 China from Mao to Tiananmen 3
 HUM 205 Japanese Culture 3
 PHIL 305 Asian Philosophy 3

WORL - any appropriate culture/literature course Foreign language study at 300 level or above 6

IS 401 & IS 402 Senior Thesis 4

 TOTAL: 40 Credits

SPANISH AND LATIN AMERICAN STUDIES

One of the following:

IS 201 Intercultural Communication 3
 ECON 341 International Trade & Development 3
 PSY 160 Culture & Behavior 3

Base History Course - one of the following:

HIST/POLS 239 The Conquest of the Americas 3
 HIST/POLS 240 Colonial & Neocolonial Latin America 3
 HIST/POLS 241 Modern Latin America 3
 HUM 206 Latin America 3

Research Methods - one of the following:

ANTH 301 Research Methods in Anthropology 4
 ECON 321 Introduction to Econometrics 4
 ENGL 332 Introduction to Linguistics 3
 PSY 350 Behavioral Statistics 3
 SOC 300 Introduction to Social Research 4
 SOC 301 Social Statistics 4

Electives coherently related to area interest 21

Electives may include the following:

Study Abroad Credits 12

ANTH 210 Mesoamerican Cultures 3

ANTH 320 South American Traditional Societies 3

BIOL 450 Tropical Rainforest Biology 4

ENV 210 Tropical Environmental Biology 4

HIST 207 Spain from Rome to Revolution 3

HUM 206 Latin America 3

HUM 208 Francophone Africa and the Caribbean 3

HUM 306 Latino Fiction 3

POLS 239 The Conquest of the Americas 3

POLS 240 Colonial and Neocolonial Latin America 3

POLS 241 Modern Latin America 3

WORL - any appropriate culture/literature course Foreign language study at 300 level or above 6

IS 401 & IS 402 Senior Thesis 4

TOTAL: 40 Credits

WESTERN EUROPEAN STUDIES

One of the following:

IS 201 Intercultural Communication 3

ECON 341 International Trade & Development 3

PSY 160 Culture & Behavior 3

Base History Course - one of the following:

HIST 101 Western Civilization I 3

HIST 103 Western Civilization II 3

HIST 104 Western Civilization III 3

Research Methods - one of the following:

ANTH 301 Research Methods in Anthropology 4

ECON 321 Introduction to Econometrics 4

ENGL 332 Introduction to Linguistics 3

PSY 350 Behavioral Statistics 3

SOC 300 Introduction to Social Research 4

SOC 301 Social Statistics 4

Electives coherently related to area interest 21

Electives may include the following:

Study Abroad Credits 12

ECON 341 International Trade and Development 3

HIST 206 France from Caesar to Napoleon 3

HIST 207 Spain from Rome to Revolution 3

HIST 208 England from Rome to Revolution 3

HIST 232 The Holocaust 3

HIST 235 Europe Since World War II 3

HIST 237 European Socialism Through Film 3

HIST 301 The Medieval World: 400 - 1500 3

HIST 302 Renaissance, Reformation, Revolt: 1500 - 1800 3

HIST 338 The Era of the French Revolution 4

HIST 401 The World of Charlemagne 3

HUM 207 German Culture 3

HUM 208 Francophone Africa and the Caribbean 3

POLS 309 Classics of Political Philosophy 3

POLS 330 National Systems 3

WORL - any appropriate culture/literature course Foreign language study at 300 level or above 6

IS 401 & IS 402 Senior Thesis 4

TOTAL: 40 Credits

INTERNATIONAL POLICY FOCUS

Non- U.S. History Courses - at least two, with one at the 300+ level as approved by student's IS advisor 7-8

Study Abroad 12

Foreign language study at 300 level or above 3-4

Research Methods - One of the following courses
ANTH 301 Research Methods in Anthropology 4
ECON 321 Introduction to Econometrics 4
ENGL 332 Introduction to Linguistics 3
PSY 350 Behavioral Statistics 3
SOC 300 Introduction to Social Research 4

IS 401 and IS 402 Senior Thesis 4

Three courses in at least two different disciplines from the following: 12 - 14

BA 312 International Business
ECON 341 International Trade and Development
ECON 342 International Finance
POLS 330 National Systems and Global Challenges
POLS 340 Security, rights and Globalization
POLS 345 International Political Economy

One of the following courses

ANTH 210 Mesoamerican Cultures 3
ANTH 320 South American Traditional Societies 3
ENGL 227 Introduction to World Literature 3
IS 201 Intercultural Communication 3
PACS 220 The Middle East 3
PHIL 305 Asian Philosophy 3

TOTAL: 44-50 Credits

REQUIREMENTS FOR AMERICAN STUDIES FOCUS (AVAILABLE ONLY TO INTERNATIONAL STUDENTS)

1. IS 201 Intercultural Communication
2. HIST 141-142 History of the United States.
3. Six hours of upper-division courses in American history.
4. Six hours of 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, 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 24 hours in electives as suggested above.

Courses

ELITR-101 Acad Culture and Communication

This course helps students acquire the oral skills and competencies required to succeed in American academic settings. Students will learn efficient listening and note-taking strategies for lectures and consider the appropriate register for interactions with professors and peers in formal as well as informal situations. Students will practice formal oral presentations and through self and peer critique, become more capable and confident in their speaking and listening abilities. Only available to students of the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-102 Amer Persp: Ethnically Speaking

This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will interview American students about their opinions and perspectives practicing ethnographical type research to observe these practices firsthand. This class will focus on different ethnic groups in the U.S.: Hispanic, African American, Native American, Asian American and European American. Prerequisite: TOEFL score of 475. 3 hours. 3.00 credits

ELITR-103 Academic and Research Writing

Academic and Research Writing is the composition component of the ELI Transition Program. This course prepares students for the writing tasks, research methodologies, and documentation formats they are likely to encounter in their academic programs. Students will build upon their understanding of the basic rhetorical modes to develop their arguments in a fully documented research essay. Only available to students in the Transition Program. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-104 American Perspectives: Demo Differences

This course will give international students an opportunity to view the diversity of culture found in the United States from a variety of perspectives. Through essays, films and lectures, students will discover lifestyles, traditions and customs practiced by different populations of Americans. Students will be involved in a variety of activities including interviewing American students about their opinions and perspectives, comparing students' own cultural practices with American practices, and practicing ethnographical type research to observe these practices firsthand. "American Perspectives: Demographic Differences" focuses on topics relevant to and seen through the eyes of different groups in the

United States, including the elderly, lesbians and gays, people of the southern United States, and others. Prerequisite: TOEFL score of 475. Corequisite: Concurrent enrollment in ELI program courses. 3 hours. 3.00 credits

ELITR-105 American Society Through Film

This course will introduce international students to many aspects of American society and culture through movies. In addition to enhancing students' cultural understanding, this course will help students develop strong critical-thinking and analytic skills as they learn to recognize, interpret and question messages about American society found in the films. Students will have the opportunity to explore in greater depth an area of American society reflected in film that is of personal interest to them. Research and classroom presentations will be required. Prerequisite: TOEFL score of 475 or higher and concurrent enrollment in ELI program courses. 3.00 credits

IS-155 Special Topics

See department for course description. 1.00 - 18.00 credits

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. Meets comparative cultural core requirement. 4 credits. 4.00 credits

IS-255 Special Topics

See department for course description. 1.00 - 6.00 credits

IS-275 Internship

See department for details. 1.00 - 4.00 credits

IS-305 West Meets East: Develop Intercult Comp

This course provides advanced theoretical framework and applications of intercultural communication geared toward the contrast between generalized Eastern and Western cultures. Relevant intercultural concepts and theories related to communication styles and cultural patterns will be given to analyze various intercultural situations and/or experiences that involve Asian cultures. Many examples will be drawn from the Japanese and Chinese cultures, which contrast most drastically with the generalized Western civilization. A variety of issues related to individualism and collectivism will be revisited in depth. Through many case studies, students will explore the most effective approaches to intercultural communication situations. Applying those theoretical knowledge and communication skills, at the end of the semester, students will write their own critical incidents to demonstrate and share their intercultural competence. Students are expected to bring some intercultural experience and issues to the class, and participation of each student is fundamental to the course. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

IS-355 Special Topics

See department for course description. 1.00 - 6.00 credits

IS-395 Independent Study

See department for details. 1.00 - 18.00 credits

IS-401 Senior Seminar and Thesis

Sources, materials, and methods of research, writing, and critical analysis. Preparation and defense of major research project. Prerequisite: Senior standing in IS. 2 credits per semester. 2.00 credits

IS-402 Senior Seminar and Thesis

A continuation of IS 401. Sources, materials, and methods of research, writing, and critical analysis. Preparation and defense of major research project. Prerequisite: Senior standing in IS. 2 credits per semester. 2.00 credits

IS-450 Special Topics in International Studies

This seminar course is an elective which focuses on topics of special interest to students and International Studies faculty. The course allows students to explore possible topics for their thesis and the methods for approaching those topics. Students may take the course concurrently with IS 401. Prerequisite: Senior standing and study abroad. 4 credits. 4.00 credits

IS-455 Special Topics

See the department for the course description. 1.00 - 6.00 credits

IS-475 Internship

See department for details. 1.00 - 14.00 credits

IS-495 Independent Research

Designed to assist students who are embarked upon Senior Thesis work. These are student-conducted individual research projects. Senior Standing in IS. 1.00 - 6.00 credits

SA-476 Overseas Study

1.00 - 18.00 credits

Master of Fine Arts in Writing

Faculty

Shelley Washburn Director of Master of Fine Arts in Writing

Introduction

CORE FACULTY

Sandra Alcosser
Ellen Bass
Marvin Bell
Judy Blunt
Claire Davis
Jack Driscoll
Pete Fromm
Dorianne Laux
Craig Lesley
David Long
Joseph Millar
Valerie Miner
John Rember
Peter Sears

Low-Residency Format

The low-residency format allows students to earn a graduate degree over the course of two years through five intensive campus residencies, coupled with guided study during four correspondence semesters. Students earn 15 credits each semester and apply those 15 credits toward the minimum of 60 required for successful completion of the program.

In the belief that writers can and must lead full and interesting lives, the program embraces students who have full-time jobs and other obligations and allows them to design individualized courses of study to be carried out under the supervision of a writer advisor.

Students and writers come together twice a year in June and January for 10-day residencies on the Pacific University campus or at an off-campus location. Residencies include workshops, lectures, seminars, panels and readings, featuring award-winning writers who act as faculty members for the program and visiting writers who participate only during the residency.

At the residencies, we pair each student with a writer who serves as an advisor for the independent study that follows. Student and advisor meet in conferences to develop a study plan for the subsequent correspondence semester when the student will devote 20-25 hours each week to writing and reading.

Faculty

The writers who serve as faculty for the MFA program are outstanding for both their level of national or regional achievement and for their teaching records and abilities. Most faculty who serve as advisors for students teach during the campus residency that precedes the semester, though the program reserves the right to assign non-residency faculty as advisors in some circumstances. During the residency, faculty members give readings, deliver lectures, conduct classes and serve on panels. Some of the visiting writers also participate actively in residency events but do not serve as advisors in the following semester. Please visit the MFA webpage for a list of current faculty.

Eligibility/Prerequisites

The MFA program seeks students who have demonstrated talent, commitment to the writing process, ability to look objectively at their work, and willingness to use criticism in a discriminating manner while remaining true to individual voice and vision.

Applicants to the program should hold an undergraduate degree from an accredited college or university. Exceptions to this requirement will be considered on a case-by-case basis and may be granted in special circumstances when the applicant is close to completing an undergraduate degree, has a strong writing record with published works, and shows maturity of purpose and work habit. In such a case, enrollment is contingent on completion of the undergraduate degree by the end of the student's first semester in the MFA program.

Admission is based primarily on the quality and promise exhibited in the application manuscript and personal essay. Applicants should address their ability to participate productively and supportively in a writing community and to sustain commitment through extended independent work periods during the correspondence semesters.

Prior Study

An applicant who entered another Master of Fine Arts creative writing program and completed only part of the degree requirements may petition the Academic Board for transfer of graduate creative writing credits. Petitions will be considered on a case-by-case basis. In no instance will more than 15 semester credits transfer. No other credit waivers or transfers of any other credits will be allowed. Transfer of one semester's credit elsewhere is no guarantee that the student will finish the Pacific MFA in three additional semesters. The time it takes to finish the program

depends on the student's ability to successfully complete both the critical essay and the creative manuscript.

Genre

A student may earn an MFA in fiction, nonfiction or poetry. A student earning an MFA degree in two genres must work in the second genre for a minimum of three semesters and must complete a second critical essay and a second creative manuscript. Thus, the minimum time to complete an MFA degree in two genres would be seven semesters, and more likely up to eight semesters.

Exploring a Second Genre

If a student wishes to explore a second genre for one semester, the student must petition the Academic Board before the semester begins. Students may not switch genres during a semester. In most cases, students who elect to explore another genre should expect to attend an additional semester to fulfill requirements for the degree.

Changing Genres

Students who begin the program in one genre and then decide they would like to make a permanent switch to another may do so when the following conditions have been met:

- 1) The petition for the genre switch has been approved by the Academic Board and members of the faculty.
- 2) The student has successfully completed at least one semester in the new genre before the essay semester.

A student must work in the new genre for at least three semesters to earn the MFA degree in that genre. In many cases this will necessitate an additional semester of study.

Mission

The MFA program seeks to support and inspire students to become better writers while creating a quality portfolio of fiction, nonfiction or poetry. Our program encourages students to write meaningful and honest pieces, and to embrace writing as an art that has the potential to make a difference in the world.

Majors

Master of Fine Arts in Writing

FIRST SEMESTER & SECOND SEMESTER

- Residency review
- Creative work in one's genre (or, during the second semester, in a second genre if approved by the Academic Board)
- A bibliography of approximately 20 works
- Reading commentaries on 12-15 works
- Written midterm and semester assessments

ESSAY SEMESTER

- Residency review
- Creative work in one's genre
- An annotated bibliography of approximately 20 works
- A critical essay on work by published authors
- Written midterm and semester assessments

THESIS SEMESTER

- Residency review
- Creative work to complete the final thesis manuscript
- An annotated bibliography of approximately 20 works
- A comprehensive, standard bibliography of all works read during matriculation
- Preparation of a presentation to be given during the final residency
- Preparation of a 15-minute reading of original work to be given during the final residency
- Preparation for the thesis review that takes place during the final residency
- Submission of the complete thesis, when approved, to the program archive
- Written midterm and semester assessments

FIFTH RESIDENCY

- Graduate Presentation
- Thesis Review
- Graduate Reading

Requirements for the Major

Residency Overview

The twice-yearly residency periods (June and January) initiate each semester and form the foundation of a community of writers. The 10 intensive days of events provide the student with literary breadth to balance the more specific, individual focus of the ensuing correspondence semester work.

The residency schedule includes workshops, formal presentations, panels, lectures, classes, and readings, featuring core faculty members and guest writers. Though students specialize in a particular genre for their degrees, the residency offers opportunities to experience and appreciate the relationships among all the literary genres. This diversity is provided through residency activities and, in some cases, a multi-genre workshop.

In addition to the formal sessions, the residency includes time set aside for quiet contemplation, writing and informal gatherings. The residency is both a rich reward and a stimulus for the months of solo work that lie ahead.

During the residency, the student should expect to do the following:

- Participate in assigned workshop sessions led by one or more of the faculty writers
- Receive close critique of worksheet material during at least one workshop
- Provide commentary and critique of the work of other students in the workshops
- Attend all workshops, lectures, panels and craft talks in the student's genre of study
- Attend nightly readings
- Meet twice with the assigned advisor to design the semester study plan

Semester Study Proposal

Prior to each residency, students submit a preliminary semester study proposal that includes writing goals, specific areas of interest, and a tentative reading list. Students meet with their assigned advisors in at least two conferences to design the formal semester study plan. Before these sessions, faculty familiarize themselves with the students' semester study proposals and creative work.

Workshops

We assign students to a workshop specific to their genre (poetry, fiction or nonfiction) or, in some instances, a to multi-genre workshop. Submitted creative worksheets form the text for discussion and commentary in the workshops.

Each workshop includes up to 14 students from every stage of progress through the program. One to four faculty members lead these workshops. Each student's worksheet material receives at least one close critique during a workshop session. The student spends the remaining workshop hours offering the same level of review to other students.

Presentations, Readings and Classes

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

Classes serve as introductions to an element of craft or a body of work, or both. As a result, students may discover issues relevant to their work to pursue in greater depth during their correspondence semester. Students are encouraged to join as many classes as time and energy allow, and to do any preparatory reading for them. Classes are intended for all students and faculty members welcome participation by both poets and prose writers. Students should attend the readings by faculty members and by visiting writers. In addition, we encourage students to attend and to participate in one of the several student readings.

Advisor Assignment

The advisor supervises the student's independent work during the correspondence semester following the residency. Faculty advisors are chosen based on the student's study proposal, on material submitted for workshops, and on previous semester work, if any.

During the residency, the Director and a committee of faculty members meet to review student materials and to make recommendations about advisor assignments. These recommendations are forwarded to all faculty members for the final student-advisor pairings. Students may state a preference for an advisor, but there is no guarantee that the preference will be met. It is one of the goals of the MFA program that every student will work with a writer who is enthusiastic and who feels able to contribute to the development of the student's writing. Students work with different advisors throughout the four or five semesters of study, though a previous advisor may be assigned for the final semester.

Semester Study Plan

Toward the end of the residency, the student and advisor meet in conference, normally during two strategy sessions, to refine the preliminary study proposal. These conferences lead to a formal, written study plan that addresses both the student's and the advisor's expectations for the correspondence semester.

The study plan may include the following:

- Goals for the student's creative work, which may be general or specific, as appropriate for a particular student in a given semester
- Specific elements of style, form and technique to be studied during the semester
- Deadlines, methods and expected frequency of student-advisor exchanges
- A reading list that may be modified as the correspondence semester progresses
- Additional planned projects or activities (tailored exercises, a journal, attendance at literary and cultural events in the student's home area)
- Other work that addresses the student's interests, needs and developing vision

The semester study plan must be filed with the MFA office at the end of the residency or shortly after the beginning of the correspondence semester.

Residency Review

At the end of the residency, each student submits a written analytical commentary on each formal activity attended, as well as on the residency in general. Each analysis addresses the quality of the student's own preparation and participation, as well as the relevance of the residency activity to the student's educational goals. Students are also asked to make suggestions for changes or improvements that might enhance future residencies.

Correspondence Overview

Throughout the correspondence semester, students send work to their advisors and, in turn, receive criticism and guidance, including specific suggestions and general advice for their developing craft and course of study. Student work sent in the exchanges includes new poetry or prose, revised work, and reading commentaries assigned as part of the study plan.

Students are expected to devote 20-25 hours each week to the semester study project, but the flexible structure of the exchanges allows them to carry out family and job commitments while studying the art of writing.

Exchanges/Packets

Exchanges with the advisor provide guidance and response to balance the solitude necessary to pursue the art of writing. Because the on-going dialogue between student and advisor is vital to a low-residency program, students are expected to take part in no fewer than five and no more than six exchanges, consisting of creative work, inquiry and analysis, facilitated either electronically or by mail.

The natural subject areas for substantive exchange are the student's creative manuscripts and reading commentaries, the advisor's critiques and the subsequent revisions. In cover letters, journals or tapes accompanying each exchange packet, the student offers reflections on the process of study and receives detailed responses. Students who participate in local workshops or attend relevant lectures in their area are welcome to include comments on these activities in the exchange to enrich and extend the dialogue. The content of these exchanges are not sent to the MFA Office. Instead, students submit to the MFA Office a log sheet recording specific projects, dates, materials sent, and comments regarding the content of exchanges.

Semester Creative Project

In the packets that students send to their advisors approximately every three weeks is a manageable portion of creative work. The creative work is the heart and focus of the semester project. Manuscripts are critiqued by the advisor and returned for revision. By semester's end, each student should have a body of carefully edited work (20-30 pages prose/10-15 poems).

Reading List

A writer's natural gifts are deepened through broad reading and careful reflection about that reading. The reading list is derived from the needs and literary background of the student, developed with guidance from the advisor, and should include contemporary letters, a close examination of a few major writers in the genre, and exploration of literary traditions.

While the reading lists for early semesters may be broad-based, the lists will place more emphasis on the focus of the critical essay as candidates draw nearer completion of their degrees. Each semester should produce a bibliography of approximately 20 works of poetry, fiction, nonfiction, or critical prose.

Reading Commentaries and Annotations

The purpose of any term's reading list is to foster critical inquiry into stylistic and technical considerations. Thus, in each of the first two semesters, students write 12-15 commentaries about the craft of writing, based on works selected from the reading list (see above). In the essay and thesis semesters, the reading commentaries and bibliography are replaced by an annotated bibliography.

The reading commentaries need not be book reviews nor scholarly works but should be 500-1000 words of clear prose in which the student examines some aspect of craft in the work. The works chosen for commentary should reflect the balance of primary works to analytical texts in the reading list.

Reading commentaries are submitted throughout the semester, with three to five included in each exchange with the advisor. These become part of the dialogue, deepening the conversation between student and advisor.

Reading commentaries help students to develop rhetorical skills, as well as to make conscious observations regarding various elements of craft and the impact of these in their own work and the works they are reading. By the second semester, the commentaries are useful in locating the topic for the final thesis project and may become rough draft material for the essay, or a way to test the emerging or completed essay's thesis against other texts.

In the essay and thesis semesters, an annotated bibliography replaces the reading commentaries, although, when academically appropriate, the advisor may recommend that the student complete additional reading commentaries. An entry in an annotated bibliography, unlike a reading commentary, contains only two or three sentences of descriptive or evaluative comments on a work.

Readiness/Extra Semester

Sometimes students prefer or need to work within the structure of the MFA program longer than the four-semester minimum. Such students may request or may be advised to take an extra semester. Extra semesters must meet the usual expectations for awarding of credit, including creative work, critical inquiry, exchanges and thoughtful evaluation.

Upon successful completion of two semesters in the MFA program, the student, the current advisor and the director assess the student's readiness to undertake the critical essay and creative thesis project. Students who need to develop further their analytical writing or who have

particularly challenging creative work may petition or may be advised to take an extra semester to improve their writing before undertaking the thesis semester.

Though it does not advance one toward the degree, an additional semester of broad reading and written argumentation through reading commentaries and short comparative essays (5-7 pages) often develop a student's skills and move the student toward a focused essay topic. Such semesters do earn academic credit.

Students considered ready to begin the critical essay demonstrate the following:

- Sophistication in responses to readings
- A high level of facility in writing clear prose
- The early stages of a focused interest in an essay topic of challenge and relevance to their creative work

Essay Semester Overview

The essay semester requires degree candidates to develop a polished work in literary analysis that demonstrates clarity of thought and expression in English prose. Candidates must write a 15-20 page critical essay on works by one or more published authors. This is not intended to be a standard research thesis. Rather, the essay should demonstrate a writer passionately engaged in the exploration of the work of another. The successful candidate will choose an essay topic of personal interest based on discoveries made during the program's reading component and relevant to the student's own writing.

The essay has three main purposes:

- 1) To develop the ability to analyze the work of recognized writers
- 2) To find connections and applications for the student's own writing, including the ability to experiment with established forms, techniques or modes
- 3) To hone skills that will assist the student wishing to teach writing or to publish book reviews and articles on craft

Students planning the critical essay generally reserve some portion of the preceding semester to formulate an essay topic, or several promising topics, in dialogue with their advisors. During this preparatory semester, students also complete the bulk of preliminary reading if at all possible.

Students work closely with their advisors in developing, drafting and revising the essay. The essay semester study plan should incorporate exchange methods and schedules for development of the analytical writing, which must be completed by the end of the semester.

Submitting the Essay

The student must submit one final draft copy of the essay to his or her advisor by the essay due date. Once the advisor has signed off on the essay, the student should also submit an electronic copy of the final draft to the MFA Office via Blackboard. The project advisor completes the essay section of the narrative transcript, which includes an overall evaluation of the essay, recommendation concerning its approval for fulfilling the degree requirements, and appropriate revision suggestions, if any. Once the essay is approved, or if it requires only minor revisions, the student may advance to the final thesis semester. The student may not advance to the final semester until the essay is approved. The award of credit for the semester, however, is a separate matter, an independent judgment made at the term's end, and does not require acceptance of the essay.

Reading and Critical Inquiry

As in the previous semesters, the essay semester includes a reading component (approximately 20 works of poetry, fiction, nonfiction, or critical prose), and these readings are listed in the annotated bibliography. The student's reading informs the creative manuscript and furnishes material for the essay.

Thesis Semester Overview

Students may enter the final semester upon completion of no fewer than three successful semesters (including any semesters accepted for transfer from other institutions) and acceptance of the critical essay. The final semester, usually the fourth in the program, focuses primarily on creative writing and completion of an original, high-quality manuscript of poetry, fiction or nonfiction. The analytical and creative components form the Master of Fine Arts thesis, copies of which are placed in the MFA program archives and in the Pacific University Library.

Creative Manuscript

The creative manuscript consists of 30-50 pages of poetry or 70-120 pages of prose. Work included in the manuscript must have been composed or substantially revised during a student's tenure in the program. Emphasis in this final project should be on quality rather than quantity and should involve careful editing and revision.

In the third month of the final semester, the student must submit to the advisor approximately one-half of the final manuscript. The advisor responds to the student's work and describes the manuscript's progress in the midterm assessment.

Though manuscripts will naturally include work from previous semesters, students are encouraged to continue to write new work for the volume and to be influenced by their reading and their work on the critical essay.

Reading and Critical Inquiry

As in the previous semesters, the final semester includes a reading component (approximately 20 works of poetry, fiction, nonfiction, or critical prose), and these readings are listed in the annotated bibliography. The student's reading informs the creative manuscript and furnishes

material for the graduate presentation taught during the final residency.

Submitting the Thesis

The student must submit one final draft copy of the thesis to his or her advisor and a duplicate to the MFA office by the thesis due date. When the advisor has given written approval of the creative manuscript and thesis layout, the student may proceed with printing and binding the thesis. The advisor completes the thesis section of the narrative transcript, which includes an overall evaluation of the creative manuscript, recommendation concerning its approval for fulfilling the degree requirements, and appropriate revision suggestions, if any. The MFA Director and/or one other member of the MFA faculty or Academic Board may also read the thesis.

If these readers do not approve the creative manuscript, the student may enroll in up to two additional semesters to complete it. If the revised manuscripts from these semesters are not successful, the student will be dismissed from the program.

In exceptional circumstances an advisor may judge that a manuscript needs revisions that can be completed by the student independently. In this case, the student may petition to take a leave of absence to finish the work and will be charged a reading fee when resubmitting the manuscript. If the manuscript is approved, the student may then enroll in the final residency for graduating students. Should the readers not approve the manuscript revised during the leave of absence, the student may enroll in up to two additional semesters under the terms described above.

Following approval of the thesis, the student's graduation is expected at the end of the next residency, pending successful completion of the semester and all required creative and analytical work.

Graduate Presentation

Graduating students give a public presentation at the final residency. They choose one of two options: 1) a 30-minute class or 2) a 15-minute critical introduction to their reading. Students should discuss their decision with their advisor and notify the MFA Office of their plans. Following the residency, the graduate is mailed copies of the evaluations submitted by fellow students and a faculty member. The faculty evaluation becomes part of the graduate's permanent file.

Thesis Review

During the final residency, graduating students may continue to participate in workshops, responding to the work of other students. Response to their own work occurs during the thesis review. In the fifth residency, the graduating student meets with a group comprised of the faculty advisor (or a faculty member familiar with the candidate's work) and two fellow degree candidates chosen by the MFA Director. In addition, each degree candidate serves as a fully participating member of two such thesis groups for other candidates.

The thesis review is a roundtable exchange about the candidate's creative manuscript. This is not a thesis defense but is instead an exchange of ideas relating to the intent, aesthetics, and future of the work. Comments may be both descriptive and evaluative and may concern theme, style, possible revisions, and directions for future work. The candidate may ask questions about problem areas of the volume, plans to expand the work, and venues for publishing. In addition, candidates should be prepared to converse about the evolution of the work, important influences and issues of form raised by the volume, as well as relationships between the creative manuscript and the critical essay.

Graduate Reading

Graduates give a 15-minute public reading of their creative work at the final residency.

ASSESSMENT

Midterm and Semester Assessments

Assessment occurs at midterm and semester end. For both assessments, the student and advisor write a narrative analysis addressing the following:

- The student's semester performance and progress toward completion of the program
- The number and merit of of the student-advisor exchanges, as well as the effectiveness of assignments
- Expectations and tentative plans for the coming semester as discussed with the advisor

The midterm assessments are advisory only, used by the MFA program for counseling purposes when necessary, and do not become part of the student's permanent record. In addition, students are invited to contact the MFA Director during the semester if they have concerns about their work and exchanges, especially if they anticipate problems meeting a deadline.

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

Award of Semester Credit

A successful semester and the granting of 15 hours of graduate credit require documentation by way of the semester study plan, residency review, midterm and final semester assessments, semester bibliography, reading commentaries, log, and creative work samples. The above expectations are meant as general semester guidelines and require the minimum time commitment of 20-25 hours of study per week. After successful evaluation, recommendation of credit by the advisor, and review of all materials by the Director, the MFA program awards credit. Prior to the next residency, the student is advised of the award of credit in a letter from the Director. Comments and counsel for the student regarding the upcoming semester may be included.

Credit is granted only in 15-hour units. Students who meet only a portion of the expectations or who participate in the residency but fail to complete the semester work will receive no credit. If the above guidelines have been met, credit may be granted for semester projects that undertake degree requirements, such as the critical essay or thesis, even though the written products may fail to meet the criteria for the granting of the degree. Decisions about the awarding of credit are made between the final deadline for receipt of semester project evaluations and the next residency.

Deadlines and Extensions

It is the responsibility of students to turn in required work by the assigned deadline and to record their exchanges with their advisors in a log. All semester work must be satisfactorily completed by the end of the semester to receive credit. A grade of incomplete is not an option. Students who fail to meet deadlines with their advisors or the MFA office and who fail to make other arrangements for completing work lose their right to further exchanges and to credit for that semester. In such cases, students may be required to take an extra semester to complete their degree.

In exceptional circumstances, a student may petition the MFA Academic Board for an extension of deadlines to earn semester credit. In this case, the student would need to complete the Student Petition for Waiver of/Exception to MFA Policy and submit it to the MFA Board. Students may petition to earn credit only when the major portion of semester coursework has been completed satisfactorily and health or other emergency reasons prevented the student from finishing all requirements by the established deadlines. The petition should detail the circumstances that led to the request as well as dates and plans for completing semester work. The instructor and the student should agree upon a timeline for the completion of all work, with the following limitations:

• Unfinished course work for which no credit is given in the fall semester must be completed by the following April 15.

• Unfinished course work for which no credit is given in the spring semester must be completed by the following November 15.

If the agreed upon course work is not completed in the period allotted and an extension has not been granted, no credit will be given for the semester. Please note that extensions on deadlines may incur a processing fee, jeopardize credit or delay decisions about advancement toward the degree.

Probation and Dismissal

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

Award of the Degree

The Master of Fine Arts degree is granted by the Pacific University President and the Board of Trustees upon recommendation of the Academic Board of the MFA in Writing program and the approval of the College of Arts and Sciences.

The student's record must document the following:

• Full participation in five residency periods (including any semesters accepted for transfer from other institutions)

• Successful completion of four semester projects with the minimum accumulation of 60 graduate credit hours

• Work with no fewer than three faculty advisors during the student's tenure in the program

• Broad reading in literature and contemporary letters documented through a cumulative bibliography with approximately 80 entries, at least 40 of which are annotated

• The ability to write clear prose and to articulate cogent response to work by other writers, demonstrated through 24-30 reading commentaries

• A clearly written, substantial critical essay of 15-20 pages concentrating on the creative works of one or more published authors

• A creative manuscript of publishable-quality poetry, fiction, or nonfiction consisting of 30-50 pages of poetry or 70-120 pages of prose

• Objective discussion of the creative manuscript by faculty and peers in the thesis review

• A graduate presentation given during the final residency

• A public reading of the student's work during the final residency

Courses

WRI-581 MFA Writing Course
MFA Writing Course 4.00 - 15.00 credits

WRI-582 MFA Final Residency
Successful completion of this course signifies that the student is ready to graduate. 0.00 credits

Mathematics

Faculty

Michael E. Boardman Ph.D. Natural Sciences Division Chair, Professor of Mathematics Caleb Emmons Ph.D. Assistant Professor of Mathematics Christine Guenther Ph.D. Thomas J. and Joyce Holce, Professorship in Science, Mathematics & Computer Science Department Chair, Associate Professor of Mathematics Shereen Khoja Ph.D. Sabbatical 2009/2010, Associate Professor of Computer Science Chris Lane M.S. Assistant Professor of Mathematics Nancy Neudauer Ph.D. Associate Professor of Mathematics Michael Rowell Ph.D. Assistant Professor of Mathematics Douglas J. Ryan M.S. Professor of Computer Science Harry Sheller M.S. Visiting Assistant Professor of Mathematics Chadd C. Williams Ph.D. Assistant Professor of Computer Science

Introduction

The Department of Mathematics and Computer Science offers majors and minors in both Mathematics and Computer Science.

The Mathematics major provides students a strong mathematics foundation with emphases in several key areas including analysis, abstract algebra and applied mathematics. Students completing this major pursue careers in applied mathematics, enter graduate programs in mathematics and other fields, or complete certification requirements to teach mathematics in K-12 (see the Education section of this catalog for more details).

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.

Students with a program of study in Mathematics learn abstract mathematical constructs and paradigms, They develop logical thinking and communication skills through argumentation and proof. Students study methods of mathematical modeling, and develop confidence and competence in developing models and carrying out algorithms. Students learn to read and speak the language of mathematics. Graduates of our program have gone on to engage in a wide variety of post-graduate activities, including work in mathematics and science-related fields or graduate study in mathematics or education.

Majors

Mathematics

Requirements for the Major

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 402 Abstract Algebra 3

Math 405 Real Analysis 3

Math 490,492 Senior Capstone Seminar I, II 3-4

TOTAL: 30-31 Credits

Supporting Courses

CS 150 Introduction to Computer Science I 4

Phy 232 General Physics I 4

TOTAL: 8 Credits

Electives

At least three other mathematics courses numbered 300 or higher

TOTAL: 9 Credits

One of the following

CS 250 Introduction to Computer Science II

Phy 242 General Physics II

Phy 380 Classical Mechanics

3-4

TOTAL: 50-51 Credits

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

Note: Math 360 may be counted more than once as an elective requirement for the major as long as the topics are different.

Minors

Mathematics

Requirements for the Minors

Math 226, 227 Calculus I & II 8

Math 240 Discrete Mathematics 3

CS 150 Introduction to Computer Science I 4

Electives 9

At least nine additional credits of mathematics courses numbered 200 or higher, excluding Math 221 or Math 223. At least two of these courses must be numbered 300 or higher.

TOTAL: 24 Credits

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

Note: Math 360 may be counted twice as an elective requirement for the major as long as the topics are different.

Courses

MATH-122 College Algebra

Offers students the opportunity to polish their general algebra skills in preparation for precalculus, statistics and other courses where a working knowledge of algebra without trigonometry is a prerequisite. Throughout the course, students are asked to translate information back and forth between grammatical and mathematical forms. Topics include modeling, graphing, and analysis with linear, quadratic and general polynomial expressions, solving linear, quadratic and general polynomial equations and inequalities and functions. 4 hours. 4.00 credits

MATH-125 Precalculus

Most science and mathematics courses require that students be comfortable working with functions symbolically, graphically, and numerically. Precalculus offers students the background they need to pursue these courses. An integral component of the course is translating information back and forth between grammatical and mathematical forms. Concentrating on functions and their properties, the course includes the study of several classes of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. The conic sections are also studied. Prerequisite: Math 122 with a grade of C or better or placement. 4 hours. 4.00 credits

MATH-155 Special Topics in Mathematics

See department for course information 4.00 credits

MATH-165 Modern Topics in Mathematics

This course exposes students to abstraction and problem solving with mathematical constructs. Elements of descriptive and inferential statistics give students the foundation to understand visual and numerical representations of data and to make informed judgments about survey and experimental study results. Various topics chosen from among management science, finance, voting theory, game theory, symmetry, proportionality, or other modern topics offer the opportunity to see connections of mathematics to business, political science, art and other fields. 3 hours. 3.00 credits

MATH-195 Independent Study

Independent Study 1.00 - 6.00 credits

MATH-206 Computational Linear Algebra

This course is intended as an introduction to linear algebra with emphasis on the computational aspects of the subject. 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. Corequisite: MATH 226. 3 hours. Alternate years 2007-2008. 3.00 credits

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 with a "C" or better or placement. 3 hours. 3.00 credits

MATH-212 Language and Logic

A survey of formal syntactic and semantic features of language, including topics such as sentential logic, predicate logic, axiomatic systems and set theory, and nonclassical extensions such as multivalued logics. 4 credits. Offered annually. 4.00 credits

MATH-221 Foundations of Arithmetic

Designed for elementary education majors. Elements of logic, numeration, the number systems of arithmetic, elementary number theory, the algorithms of arithmetic. 3 hours. Alternate years 2010-2011. 3.00 credits

MATH-223 Foundations of Geometry

Designed for elementary education majors. Intuitive geometry in two and three dimensions, systems of measurement, estimation and approximation. 3 hours. Alternate years 2009-2010. 3.00 credits

MATH-226 Calculus I

The study of functions and their rates of change. Topics include the concept of derivative as rate of change, limits and continuity, differentiation and its applications, Intermediate, Extreme and Mean Value Theorems, introduction to integrals, and the Fundamental Theorem of Calculus. Prerequisite: MATH 125 with a "C" or better or placement. 4 hours. 4.00 credits

MATH-227 Calculus II

Investigation of single variable integration including techniques of symbolic integration, numerical integration and error analysis, applications of integration, and improper integrals. Infinite sequences, infinite series, and Taylor series will be introduced. Prerequisite: MATH 226 with a "C" or better or placement. 4 hours. 4.00 credits

MATH-228 Calculus III

The study of calculus of several variables. Topics include visualization techniques, vectors and solid analytic geometry, vector arithmetic, partial differentiation and its applications, gradients, optimization techniques, iterated integrals, line integrals, divergence, curl and related theorems. Prerequisite: MATH 227 with a "C" or better. 4 hours. 4.00 credits

MATH-240 Discrete Mathematics

This course introduces the fundamentals of number systems, sets, functions and relations, logic and proof, elementary combinatorics, Boolean algebra and graph theory. It plays the role of a transition course for mathematics majors, moving them from calculus to the higher level courses in mathematics, and as an important course in logic for computer science majors. Prerequisite: Math 226 with a "C" or better (may be taken concurrently), or placement. 3 hours. 3.00 credits

MATH-275 Internship

See department for details. 1.00 - 4.00 credits

MATH-301 Mathematical Modeling

A wide variety of physical and social systems can be described and analyzed using mathematics. In this course, students will learn about the mathematical modeling process through examination and analysis of frequently used models in physics, chemistry, biology and other sciences. Students will also experience generating and testing new models. Prerequisite: Math 226 with a "C" minimum or placement. 3 hours. Alternate years 2010-2011. 3.00 credits

MATH-306 Linear Algebra

Geometrical vectors; their applications and basic properties; real vector spaces; dependence, basis, dimension; systems of linear equations; linear transformations and matrices; determinants; quadratic forms. Emphasis on proof. Prerequisite: Math 226, Math 240 both with a "C" or better. 3 hours. 3.00 credits

MATH-311 Ordinary Differential Equations

Topics include the theory of linear equations, investigations of non-linear equations, systems of equations, numerical methods, stability, long-term behavior and Laplace transforms. Emphasis is placed on both quantitative and qualitative descriptions of solutions and applications. Prerequisite: MATH 227 with a "C" or better. 3 hours. Alternate years 2009-2010. 3.00 credits

MATH-316 Mathematical Probability

Summary and display of data, properties of probability, discrete and continuous distributions moment-generating functions, central limit theorem, and transformations of random variables. Prerequisites: MATH 228, MATH 240, both with "C" or better. (MATH 228 may be taken concurrently). Alternate years 2009-2010. 3 hours. 3.00 credits

MATH-321 Higher Geometry

A rigorous study of both Euclidean and non-Euclidean geometries. Prerequisite: Math 240 with a "C" or better. 3 hours. Alternate years 2010-2011. 3.00 credits

MATH-324 Numerical Analysis

Linear difference equations, iteration, acceleration of convergence, interpolating polynomials, Fourier analysis, numerical differentiation and integration. Prerequisite: Math 227 with a "C" or better. 3 hours. Alternate years 2008-2009. 3.00 credits

MATH-326 Introduction to Analysis

Provides a transition from calculus to real and complex analysis. Focuses on rigorous development of fundamental concepts in calculus including limits, convergence of sequences and series, compact sets, continuity, uniform continuity and differentiability of functions. Prerequisite: MATH 227 and MATH 240 both with "C" or better. 3 credits. 3.00 credits

MATH-355 Special Topics

See department for course description. 1.00 - 6.00 credits

MATH-360 Special Topics in Mathematics

The topic of this course will change from year to year, and will depend on the interests and judgment of the math department faculty. Examples of topics may include the history of mathematics, dynamical systems, foundations and logic, mathematical biology, topology, graph theory, number theory, and differential geometry. Prerequisite: MATH 240 with a C or better. Other prerequisites may apply for certain topics. 3 hours. 3.00 credits

MATH-385 Junior Seminar

Designed to acquaint the mathematics major with recent advances in mathematics, help synthesize the student's mathematical knowledge, and provide experience in the oral presentation of mathematical material. Prerequisite: Mathematics major or minor with junior standing and at least 6 hours of mathematics courses numbered 300 or higher with a minimum grade of "C". Admission is also possible with instructor consent. 1 hour. 1.00 credits

MATH-395 Independent Study

See department for details. 1.00 - 18.00 credits

MATH-402 Abstract Algebra

A survey of fundamental concepts in abstract algebra. Topics may include Group theory, including quotient groups, fundamental results on group homomorphisms and the study of finite groups; Ring theory, including fundamental homomorphism theorems, quotient rings and Euclidean rings, vector spaces and modules; Field theory including field extensions, Galois theory and classical results concerning constructability and solvability. Prerequisites: MATH-240, MATH-306 both with grades of "C" or better. 3 hours. Alternate years 2010-2011. 3.00 credits

MATH-405 Real Analysis

A rigorous treatment of the limit concept, continuity, differentiation and integration. Sequence and series convergence. Uniform and pointwise convergence of sequence and series of functions. Prerequisites: MATH 326 with a grade of "C" or better. 3 hours. Alternate years 2009-2010. 3.00 credits

MATH-411 Partial Differential Equations

Addresses solution methods for the three basic partial differential equations of mathematical physics: the heat, wave and potential equations. Methods covered will include power series, Fourier series, Laplace transform methods, separation of variables, and the method of characteristics. Initial and boundary data will also be covered, as well as physical applications and numerical simulations of solutions. Special topics as time permits. Prerequisites: MATH 228, MATH 311 both with "C" or better. 3 hours. Alternate years 2009-2010. 3.00 credits

MATH-412 Complex Analysis

Complex numbers, analytic functions, elementary functions, mapping by elementary functions, integrals, series, residues and poles, conformal mapping. Prerequisites: MATH 228, MATH 240, and MATH 326 all with a "C" or better. 3 hours. Alternate years 2010-2011. 3.00 credits

MATH-455 Special Topics

See department for details. 1.00 - 6.00 credits

MATH-475 Internship

See department for details. 1.00 - 14.00 credits

MATH-490 Senior Capstone

This course is intended as part 1 of a senior capstone experience for mathematics majors. Students will have the opportunity to use their mathematical skills and knowledge to investigate projects of their choice under the supervision of faculty. The project will result in a final paper and senior capstone presentation. The seminar will focus on mathematical research, mathematical writing and mathematical speaking. Graduate school opportunities and career options in mathematics will be discussed. If time allows, the seminar will include group investigations of classical mathematical topics such as the axiom of choice and cardinality. Students will be expected to attend department colloquia. Prerequisites: Mathematics major or minor, senior standing, and at least 9 hours of mathematics courses numbered 300 or higher, with a "C" or better. 2 hours. 2.00 credits

MATH-492 Senior Capstone II

This is a continuation of MATH 490. Prerequisite: MATH 490 with a "C" or better. 1-2 hours. 1.00 - 2.00 credits

MATH-495 Independent Study

1.00 - 18.00 credits

Media Arts

Faculty

Daniel Broyles M.S. Director of Forensics, Media Arts David Cassady Ph.D. Associate Professor of Journalism Michael Geraci M.S. Humanities Division Chair Fall 2009, Media Arts Department Chair, Sabbatical Spring 2010, Associate Professor of Media Arts Jennifer Hardacker M.F.A. Director of Gender and Sexuality Studies, Media Arts Department Chair Spring 2010, Assistant Professor of Media Arts Enie Vaisburd MFA Assistant Professor of Media Arts

Introduction

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 by working with student media outlets such as the student newspaper (The Index), video productions (Future Filmmakers of Pacific), 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 internships in professional media outlets and organizations seeking assistance with their media-related endeavors.

Media arts students can pursue a semester abroad at beautiful York St. John University in York, England.

Students interested in a major in media arts or careers in the media and related fields should consult a member of the department in his/her area of interest.

Goals

The media arts department enables students to become creative media makers and critical thinkers. Students are encouraged to create media as self expression to engage with the world around them, to foster inter-cultural and interdisciplinary dialogue, and to reflect on social issues.

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, 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 digital media development.

Majors

Film and Video

Requirements for the Major

MedA 112 Media in Modern Society 4

MedA 120 Survey of Film 4

MedA 122 Introduction to Digital Media 2

or

MedA 101 Introduction to Public Speaking 2

MedA 250 Elements of Video Production 4

Choose 2 from:

MedA 302 Documentary: Studies and Practice 4

MedA 303 Experimental Studies and Practice 4

MedA 304 Contemporary Explorations in Video 4

MedA 306 Animation: Studies and Practice 4

MedA 320 Narrative Production: From Script to Screen 4

MedA 322 Post Production 4

MedA 353 Video Activism 4

MedA 401 Narrative Theory and Criticism 4

MedA 434 Media Law and Ethics 4
MedA 491 Senior Capstone in Film/Video 2
MedA 492 Senior Capstone in Film/Video 2

TOTAL: 46 Credits

General Media Arts

Requirements for the Major

MedA 112 Media in Modern Society 4
MedA 122 Introduction to Digital Media 2

ArtST 226 Photography I 4

or

MedA 265 Web Design 4

MedA 240 Writing for Print Media 4

MedA 250 Elements of Video Production 4

MedA 363 Publication Editing and Design 4

MedA 434 Mass Media Law and Ethics 4

4 credits from:

MedA 150 Pacific Index Staff

MedA 153/353 Video Activism

MedA 450 Pacific Index Management

MedA 475 Media Internship

MedA 480 Internship Seminar

Upper division media arts electives 8

MedA 497 Senior Capstone 2

MedA 498 Senior Capstone 2

TOTAL: 42 Credits

Integrated Media

Requirements for the Major

MedA 112 Media in Society 4

ARTST 217 Digital Art I 4

or

ARTST 218 Digital Illustration I 4

ARTST 226 Photography I 4

CS 121 Our Digital World 2

MedA 122 Introduction to Digital Media 2

CS 205 Programming for Multimedia 4

MedA 260 Elements of Multimedia 4

MedA 265 Web Design 4

MedA 305 Designing for Electronic Media 4

MedA 350 Integrated Media Production 4

MedA 360 Integrated Media Project Design 4

MedA 434 Mass Media Law & Ethics 4

MedA 493 Senior Capstone Integrated Media 2

MedA 494 Senior Capstone Integrated Media 2

TOTAL: 48 Credits

Journalism

Requirements for the Major

MedA 112 Media in Society 4

ARTST 226 Photography I 4

or

MedA 250 Elements of Production 4

MedA 240 Writing for Print Media 4

MedA 340 Reporting 4

MedA 363 Publication Editing and Design 4

MedA 370 Advanced Reporting 4

or
MedA 311 Writing for Electronic Media 4

MedA 434 Mass Media Law and Ethics 4

8 credits from:

MedA 150 Pacific Index Staff
MedA 450 Pacific Index Management
MedA 475 Media Internship
MedA 480 Internship Seminar

Upper division Media Arts elective 4

MedA 497 Senior Project 2

MedA 498 Senior Project 2

TOTAL: 44 Credits

Minors

Film and Video Production

Requirements for the Minors

MedA 120 Survey of Film 4
MedA 250 Elements of Video Production 4
MedA 320 Narrative Production: From Script to Screen 4
MedA 322 Post Production 4

Choose 2 from:

MedA 302 Documentary: Studies and Practice 4
MedA 303 Experimental Studies and Practice 4
MedA 304 Contemporary Explorations in Video 4
MedA 306 Animation: Studies and Practice 4
MedA 353 Video Activism 4
MedA 401 Narrative Theory and Criticism 4
MedA 434 Media Law and Ethics 4

TOTAL: 24 Credits

Film Studies

Requirements for the Minors

MedA 120 Survey of Film 4
MedA 250 Elements of Video Production 4
MedA 401 Theory and Criticism 4

Choose 3 from:

MedA 302 Documentary: Studies and Practice 4
MedA 304 Contemporary Explorations in Video 4
MedA 306 Animation: Studies and Practice 4
MedA 303 Experimental Studies and Practice 4
MedA 353 Video Activism 4
MedA 434 Media Law and Ethics 4

Any approved courses offered by other departments including, but not limited to, English, Politics and Government, and World Languages.
Courses must be approved by the director of film studies, Jennifer Hardacker.

TOTAL: 24 Credits

General Media Arts

Requirements for the Minors

MedA 112 Media in Society 4
MedA 122 Intro to Digital Media 2

ARTST 226 Photography I 4

or
MedA 265 Web Design 4

MedA 240 Mass Media Writing 4
MedA 250 Elements of Production 4
MedA 434 Mass Media Law and Ethics 4

TOTAL: 22 Credits

Integrated Media

Requirements for the Minors

MedA 122 Introduction to Digital Media 2
ArtST 217 or 218 Digital Art I/ Digital Illustration I 4
MedA 260 Elements of Multimedia Design 4
MedA 265 Web Design 4
MedA 305 Designing for Electronic Media 4
MedA 434 Mass Media Law and Ethics 4

TOTAL: 22 Credits

Journalism

Requirements for the Minors

MedA 112 Media in Society 4
MedA 122 Intro to Digital Media 2
MedA 240 Writing for the Print Media 4
MedA 340 Reporting 4

MedA 363 Publication Editing and Design 4
or

MedA 311 Writing for Electronic Media 4

MedA 434 Mass Communication Law and Regulation 4

TOTAL: 22 Credits

Courses

MEDA-101 Fundamentals of Speaking

This course includes study of communication theory and the preparation and delivery of speeches. Students are expected to give a number of relatively short speeches before the class. Emphasis is on the development of speaking skills before an audience. 2 credits. 2.00 credits

MEDA-110 Introduction to Communication

An introduction to the study of human communication. Communication principles will be applied to interpersonal, small group, public, organizational and mass media contexts. 4 credits. 4.00 credits

MEDA-112 Media in Society

A survey of the evolution of the mass media and their role in society. Looks at historical development of print and electronic media as well as their status in today's world. Spring. Meets Humanities core requirement. 4 credits. 4.00 credits

MEDA-120 Film History and Analysis

Introduces the study of film by examining its history. Film movements, national cinemas, the development of technology, the evolution of the industry, and major directors are areas that are explored. Additionally, the course will introduce the student to film analysis by examining how the film's narrative form works in tandem with mise en scene, editing, cinematography and sound to create meaning. The course is international in scope and regular screenings are included. 4 hours plus additional film screening time. Fall. Meets Humanities core requirement. 4 credits. 4.00 credits

MEDA-122 Introduction to Digital Media

An introduction to producing, editing and publishing computer-based media including computer graphics, Web sites, and streaming media. Includes a survey of modern communications formats such as blogs, podcasts, and social networks. 2 credits. 2.00 credits

MEDA-150 Pacific Index

Working for the student newspaper in editorial, reporting, advertising, design and other capacities. Pass/No Pass. May be repeated for credit. 1 credit. 1.00 credits

MEDA-151 Intercollegiate Forensics

Participating in intercollegiate forensics as part of the Pacific University team. Pass/No Pass. May be repeated for credit. 1 credit. 1.00 credits

MEDA-153 Video Activism: Crewing

This integrated video production and studies course, is designed to enable students to engage the ways that video media can impact identity formation; video media can be a means for self-empowerment; video media-making can be a tool for community building; video media can be a powerful tool for social change. Students will partner with non-profit groups whose objective it is to assist, better or enrich the community, and the students will collaborate on a video project as a means to further the non-profit group's goals. These groups' goals may include issues of social welfare, advocacy, environmental issues, sustainability, etc. Meets 3 hours with substantial group production work outside of the classroom expected. Non Film/Video majors may take MEDA 153 with no prior production experience. 4 credits. 4.00 credits

MEDA-155 Special Topics

See department for description. 1.00 - 6.00 credits

MEDA-195 Independent Study

See department for details. 1.00 - 18.00 credits

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. 4 credits. 4.00 credits

MEDA-220 Film and Society

Film and Society is a revolving topics course that examines major societal changes through the lens of a cinematic movement or genre. Film Noir and its reflection of post WWII anxieties in the US or the cinema of the French New Wave and its reflection of pre 1968 restlessness in France are examples of characteristic topics. May be repeated for credit when content varies. Meets Humanities core requirement. 2 credits. 2.00 credits

MEDA-230 Sustainability & American Media

This course explores how the media deals with environmental issues associated with the "Green" movement of sustainability and the images of local, national and international environmental problems. It will give special examination to the emergence of the green movement as an important media issue beginning in the 1970s; the way print, broadcast and entertainment media have presented the environment; the culture which they create and the viewer/reader's responses to these messages. Students will learn textual analysis of environmental news stories (print and television), documentary films, and children's programming. The course will pay particular attention to how these messages argue for a particular view of the natural world and the human relationship with the environment. 3 credits. 3.00 credits

MEDA-240 Writing for the Media

A course in basic media writing with emphasis on writing for print and electronic media. Spring. 4 credits. 4.00 credits

MEDA-250 Elements of Production

Study of the various elements that come together to create video projects. This class investigates the creative possibilities of visual storytelling. Students produce short pieces in the narrative, experimental and documentary form. Includes production planning, camerawork, lighting, sound, and editing. Some time spent in the studio for application of learned techniques. Substantial production work outside of class is required. Prerequisite: MEDA 111 or MEDA 112 and MEDA 120. Fall and Spring. 4 credits. 4.00 credits

MEDA-255 Special Topics

See department for course description. 1.00 - 6.00 credits

MEDA-260 Elements of Multimedia Design

Introduces students to the fundamental tools and principles in the development of multimedia applications and demonstrates the use of multimedia as a modern tool of communication. Prerequisite: CS 120. Fall. 4 credits. 4.00 credits

MEDA-265 Web Design

A study and practice in the creation of World Wide Web sites and their underlying technologies. Students will approach web design from both an aesthetic and technical perspective. Some advanced technologies will be introduced such as XHTML, XML, JavaScript and Cascading Style Sheets. Historical and theoretical perspectives on the Web will also be addressed. Prerequisite: CS 120 with C or better. Offered alternate years in Spring. 4 credits. 4.00 credits

MEDA-275 Internship

See department for details. 1.00 - 4.00 credits

MEDA-302 Documentary: Studies/Practice

The history, analysis and production of the documentary. Explores the documentary as personal essay, autobiography, journalism, political propaganda and social advocacy. Course provides a historical evolution of documentary form and students produce short documentary projects. Production work outside of class is required. Prerequisite: MEDA 120 and MEDA 250 each with a grade of C- or better. Offered alternate years. Meets Humanities core requirement. 4 credits. 4.00 credits

MEDA-303 Experimental: Studies & Practice

The History, analysis and production of experimental film. Explores the creative and the innovative in film form and content through different movements in experimental film history. Students produce short experimental and personal projects. Production work outside of class is required. Prerequisite: MEDA 120 and MEDA 250. 4 credits. 4.00 credits

MEDA-304 Contemporary Explorations

This course will explore rotating contemporary topics such as sustainability, the environment, intercultural and interdisciplinary subjects through creative film/video productions. Emphasis will be placed in exploring a subject or a concept and expressing it in creative ways. Class could work on installation projects, travel projects or collaborations between disciplines. Prerequisite: MEDA 320. 4 credits. 4.00 credits

MEDA-305 Designing for Electronic Media

Introduces students to the advanced tools and techniques associated with the design of rich media assets used for marketing and communication purposes. Prerequisite: ARTST 110, MEDA 260. 4 credits. Spring. 4.00 credits

MEDA-306 Animation: Studies & Practice

This course will introduce students to the art of animation from a historical, theoretical, and technical standpoint. Students will be introduced to different formats and techniques of animation and will get to experiment with various animation techniques as a part of the coursework. Prerequisite: MEDA 250. 4 credits. 4.00 credits

MEDA-311 Electronic News

A course developing electronic news stories for broadcast and the web. Prerequisite: MEDA 112, MEDA 240, MEDA 250, and MEDA 340. 4 credits. 4.00 credits

MEDA-320 Narrative Production: Script-Screen

With a focus on narrative modes of production, this class will guide students from project conception through principle photography. The class will cover short-screenplay writing and revision, storyboarding, production design, directing, sound recording and cinematography in the service of a creative narrative film production. Prerequisite: MEDA 250. 4 credits. 4.00 credits

MEDA-322 Post Production

This class is a continuation of MEDA 320 Narrative Production and will guide students in the post-production process of their narrative film project which they have shot. Students will develop the critical and technical skills necessary to take the project through the sound design and editing process. Prerequisite: MEDA 320. 4 credits. 4.00 credits

MEDA-335 Advanced Speaking & Presentations

As an extension of MEDA 101, this course explores the advanced theoretical and practical skills necessary for delivering a variety of oral presentations. Students are required to give at least two individual presentations and one group presentation. Strong emphasis is placed on the development of critical thinking, organization, and oral presentation skills. Prerequisite: MEDA 101. 2 credits. 2.00 credits

MEDA-340 Reporting

Development of news-gathering and reporting skills, and techniques for the mass media. Prerequisite: MEDA 240. Fall alternate years. 4 credits. 4.00 credits

MEDA-350 Integrated Media Production

Explores the use of advanced multimedia tools in the development of a significant multimedia project. Students combine the various fundamental principles of design and human technology interface to create a single interactive multimedia application for an external client. Prerequisite: MEDA 360. 4 credits. Spring. 4.00 credits

MEDA-353 Video Activism

This integrated video production and studies course, is designed to enable students to engage the ways that: video media can impact identity formation; video media can be a means for self-empowerment; video media-making can be a tool for community building; video media can be a powerful tool for social change. Students will partner with non-profit groups whose objective it is to assist, better or enrich the community, and the students will collaborate on a video project as a means to further the non-profit group's goals. These groups' goals may include issues of social welfare, advocacy, environmental issues, sustainability, etc. Meets 3 hours with substantial group production work outside of the classroom expected. Prerequisite: MEDA 320. 4 credits. 4.00 credits

MEDA-355 Special Topics

See department for course description. 1.00 - 6.00 credits

MEDA-360 Integrated Media Proj Design

Provides students the opportunity to apply their advanced knowledge of interactive media to the planning and design of a major project. Using industry-standard project management methodologies, students develop a complete specification to define an interactive solution for an external client. Prerequisites: MEDA 260 and consent of instructor. Spring. 4 credits. 4.00 credits

MEDA-363 Publication Editing & Design

Copy editing and print layout and design techniques with the emphasis on publication editing and design. Fall. Alternate years. 4 credits. 4.00 credits

MEDA-370 Advanced Reporting

Investigation of in-depth reporting techniques with specific attention paid to background and analysis and the production of multi-source, multi-part stories. Emphasis is in idea conception and development as well as information gathering and packaging. Prerequisites: MEDA 240 and MEDA 340. Spring alternate years. 4 credits. 4.00 credits

MEDA-395 Independent Study

See department for details. 1.00 - 6.00 credits

MEDA-401 Narrative Film Theory & Criticism

Explores a Film Movement, genre, or director to explore major film theories and movements, with an emphasis on contemporary issues in film theory (feminist, post-colonial, etc.) Prerequisite: MEDA 120. May be repeated for credit. 4 credits. 4.00 credits

MEDA-425 Special Topics in the Media Arts

A rotating topics course that focuses on important and timely media-related issues related to the social, cultural, creative, ethical, and legal landscape of media creation, distribution, and utilization. May be repeated when content varies. Offered intermittently. 4 credits. 4.00 credits

MEDA-434 Mass Media Law and Ethics

A study of the legal and ethical parameter in which the media work. Prerequisite: Senior standing and MEDA 111 or MEDA 112. Spring. 4 credits. 4.00 credits

MEDA-450 Pacific Index-Management

Working in an editorial or advertising management position for the student newspaper. Instructor consent required. May be repeated for credit. Pass/No Pass. 2 credits. 2.00 credits

MEDA-455 Special Topics

See department for description. 1.00 - 4.00 credits

MEDA-475 Internship

An internship consists of a field experience in a student's specific career choice. Application of theories is emphasized. Prerequisite: Consent of instructor. Approved internship. 1.00 - 14.00 credits

MEDA-480 Internship Seminar

An intensive review of internship experiences with emphasis on the media work experience and the community in which the experience was gained. Prerequisite: Consent of instructor. Approved internship. Students may not receive credit for MEDA 475 and MEDA 480 for the same internship experience. Pass/No Pass. 1-4 credits. 1.00 - 4.00 credits

MEDA-491 Senior Capstone Film/Video

The Film/Video student creates a video or film studies project that demonstrates a culmination of the student's instruction in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on planning, research and proposal of the project. Prerequisites: Senior standing and must be a Film/Video major. Instructor consent required. 2 credits. 2.00 credits

MEDA-492 Senior Capstone Film/Video

Second half of the year-long Film/Video Capstone Project. The emphasis is on the execution and finessing of the project. Prerequisite: MEDA 491. 2 credits. 2.00 credits

MEDA-493 Senior Capstone Integrated Media

The Integrated Media student creates an interactive and/or Web-based project that demonstrates a culmination of the student's education and experience in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on the planning, research and design of the project. Prerequisite: Senior standing and must be an Integrated Media major. Instructor consent required. 2 credits. 2.00 credits

MEDA-494 Senior Capstone Integrated Media

Second half of the year-long Integrated Media Capstone Project. The emphasis is on the development, testing, and delivery of the project. Prerequisite: MEDA 493. 2 credits. 2.00 credits

MEDA-497 Senior Capstone Journalism/General Media

The student will engage in research or the creation of a written or visual project that demonstrates a culmination of the student's education and experience in the department. The project will be expected to meet rigorous professional and/or academic standards. Emphasis is on the planning, research and design of the project. Prerequisite: Senior standing and must be a Journalism or General Media major. Instructor consent required. 2 credits. 2.00 credits

MEDA-498 Senior Capstone Journalism/General Media

Second half of the year-long Journalism/General Media Capstone Project. The emphasis is on the writing, design, and publication or distribution of the project. Prerequisite: MEDA 497. 2 credits. 2.00 credits

Music

Faculty

Michael Burch-Pesses D.M.A. Music Department Chair, Professor of Music George A. Harshbarger D.M.A. Professor of Music Bryce Seliger D.M.A. Associate Professor of Music Timothy Stephens D.M.A. Professor of Music Scott Tuomi D.M.A. Associate Professor of Music

Introduction

INSTRUCTORS / ACCOMPANISTS

Heather Blackburn, Instructor in Cello
Brian Casey, Instructor in Bass
Janet Coleman, Accompanist
Steve Conrow, Instructor in Trumpet
Arlyn Curtis, Instructor in Bass
Cherise da Cunha, Instructor in Piano
Karen Gifford, Instructor in Flute
Vicki Gunn, Instructor in Violin/Viola
Dace Horn, Accompanist
Alan Juza, Instructor in Oboe
Nicole Kim, Accompanist
Steve Kravitz, Instructor in Woodwinds
Bernd Kuehn, Early Music Ensemble
Konstantin Kvach, Instructor in Voice
Karen Mallory, Instructor in Voice
Doug McMickle, Instructor in Guitar
Lois Nelson, Accompanist
Angela Niederloh, Instructor in Voice
Jeff Peyton, Instructor in Percussion & MIDI
Anne Reed, Instructor in Voice
Rhonda Ringering, Accompanist
Kelli Brown Stephens, Instructor in Piano
John Stowell, Instructor in Jazz Guitar
Charlie Violett, Instructor in Trombone/Tuba
Kathy Walden, Instructor in Strings
Santha Zaik, Instructor in Horn

The Music Department offers the following General Studies courses for students with little or no previous experience in music.

Note: All Music courses count toward satisfying the Arts requirement in the Academic Core:

Mus 101 Introduction to Classical Music 3
Mus 102 History of Jazz and Rock 3
Mus 110 Music Notation & Songwriting 3
Mus 131 Introduction to MIDI Lab 1
Mus 181 Class Voice I 1
Mus 182 Class Voice II 1
Mus 183 Class Piano I 1
Mus 184 Class Piano II 1
Mus 187 Class Guitar I 1
Mus 188 Class Guitar II 1
Mus 240 Introduction to World Music 3
All performing ensembles 0 or 1
Private instruction 0.5 or 1

Ensembles Open to all students. See course descriptions.

Mus 151 Jazz Band
Mus 153 Concert Choir
Mus 158 Orchestra
Mus 159 Chamber Ensembles (various)
Mus 163 Chamber Singers
Mus 165 Symphonic Band
Mus 167 Jazz Choir

Ensemble courses may be counted as upper-division credits in the junior and senior years.

Ensemble courses are considered activity courses. 3 credits of ensembles may count as satisfying the Arts requirement in the Academic Core; 8 more credits may be taken as activity courses toward the minimum total of 120 credits for graduation. Beyond that, except for Music majors,

they are considered excess credits.

MUSIC PROGRAMS

The Music Department offers:

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

Music majors are allowed to apply a maximum of 60 credits in Music toward graduation. The remaining 60 credits must be from other academic disciplines. To conveniently facilitate compliance with this regulation, Music majors are encouraged to complete an academic minor in another discipline.

Mission

The Department of Music is accredited by the National Association of Schools of Music. It is also accredited by the Oregon Teacher Standards and Practices Commission and fulfills five major functions within the University:

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

Goals

The Music Department at Pacific University seeks to prepare students:

- for lifelong interest, participation and enjoyment in music;
- to become informed audience members (intelligent listeners and evaluators) of music and musical performances;
- to be functionally literate in the language of music-reading, writing, speaking and listening;
- to pursue active music-making, both vocally and instrumentally;
- to create their own music;
- to discover relationships between music, the other arts and disciplines other than the arts;
- to broaden and deepen their understanding of the music of our cultural heritage;
- to increase their appreciation of musical systems and traditions of cultures other than our own.
- to become more proficient in the music technologies appropriate to their areas of musical interest;
- to prepare for careers in elementary and secondary music education;
- to pursue rigorous and dedicated activity as performers specializing in voice or piano;
- to prepare for graduate study in music composition, music education or performance.

Majors

Music

Requirements for the Major

Music Theory: Mus 111, 112, 211, 211L, 212, 212L 16

Music History: any three of Mus 321, 322, 323, 324 9

Ensembles: Large ensemble appropriate to the student's instrument or voice (Mus 153, 158, 163, 165) each semester in residence. 8

+Applied Music: Private instruction with a Pacific University instructor (MUS 171, 172, 271, 272, 371, 372, 471, 472) every semester in residence. 1 cr. each 8

Piano: Mus 185* and 186*; or pass the Piano Proficiency Test 2

Recital Attendance: Mus 100 (0-credit) seven semesters 0

Electives in Music: 9

Music Capstone: Mus 495 2

TOTAL: 54 Credits

At the end of the second year of music study, the progress of each Music major or minor will be assessed to evaluate the student's potential to complete upper-division music requirements. Music courses fulfilling requirements for the Music Major or Music Minor must be passed with a grade of "C-" or higher.

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

+ May be repeated for credit.

Music Education

Requirements for the Major

Students choosing this degree option must complete all of the requirements for the Bachelor of Arts in Music except Electives in Music. The following additional requirements must be satisfied.

Orchestration: Mus 310 3

Non-western Music: Mus 240 3

Techniques and Methods: The appropriate four of: * MUS 181, 233, 234, 235, 236 4

Music Education: Mus 301; and 302 or 303, as appropriate 6

Conducting Mus 282; and 482 or 483, as appropriate 3

TOTAL: 19 additional credit-hours in Music

A Music education major is to take the methods courses not representing the family of his or her major instrument or voice.

A student is excused from one credit of the ensemble requirement if enrolled in Educ 475 Student Teaching.

Note: This curriculum does not include teaching licensure/certification. Students majoring in Music Education and seeking licensure to teach in public schools may elect one of two paths: 1) They may complete licensure courses through the College of Education concurrently with or following undergraduate study (34 credits), typically requiring an additional year beyond the baccalaureate degree, or degree and licensure in five years; or 2) pursue a Master in Arts in Teaching degree (twelve-month program) which includes licensure requirements. Licensure requirements can be found in the Pacific University College of Arts and Sciences Catalog under Education/Required Professional Courses for Early Childhood & Elementary School Authorizations or Middle School and High School Authorizations, as appropriate; and Master of Arts in Teaching requirements can be found in the College of Education section of the Pacific University Graduate and Professions Catalog.

Music Performance

This emphasis is for students whose primary instrument is voice or piano.

Requirements for the Major

Students choosing this degree option must complete all of the requirements for the Bachelor of Arts in Music except electives in Music and Mus 495 Music Capstone. The following additional requirements must be satisfied.

Music History (one additional course of Mus 321, 322, 323, 324, 326, 427, 428) 3

Pedagogy Mus 490 or 491, as appropriate 2

Recitals Mus 394 and 494 3

Mus 351 Diction for Singers (voice majors only) 1

Conducting Mus 282 1

TOTAL: 9(10) additional credit-hours in Music

Vocal performance majors are also encouraged to take courses in European languages, including German, French and Italian, Theatre 110 Acting I: Fundamentals, and any introductory course in Dance.

Minors

Music

Requirements for the Minors

Music Theory: Mus 111, 112, 8

Music History: any two of Mus 321, 322, 323, 324 6

Piano: Mus 185* and 186*, and pass Piano Proficiency Test 2

Recital Attendance: Mus 100 (0-credit) 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 153, 158, 163, 165) 4

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

TOTAL: 22 Credits

OTHER REQUIREMENTS

Students of piano at the 300-level or above are required to provide designated departmental accompanying, which substitutes for major ensemble participation. Pianists accompanying a departmental ensemble are to enroll for that ensemble. Those engaged in other departmental accompanying are to enroll in Mus 280

Courses

MUS-100 Recital Attendance

All music majors must enroll in recital attendance for seven semesters and attend at least seven performances per semester. All music minors must enroll in recital attendance for four semesters and attend at least five performances per term. 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. 0.00 credits

MUS-101 Introduction to Classical Music

This course pursues the development of listening skills, principally with respect to the traditions of Western Classical Music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. Previous musical knowledge or experience is neither required nor assumed. 3 hours. Offered alternate years. 3.00 credits

MUS-102 History of Jazz and Rock

Surveys the impact of jazz and rock music from both the social/historical and the musical points of view. Emphasis is placed on historical context and development of aural skills. The time frame will be 1900 to the present. 3 hours. Offered Spring semester. 3.00 credits

MUS-110 Music Notation & Songwriting

Introduction to the expressive elements of music and musical notation. Topics include rhythm, scales, keys, intervals, melody, harmony, texture, and form. Recommended for those preparing for the music theory sequence, elementary teachers, aspiring songwriters, and all those with a desire to read or write music. Emphasis on aural skills and music reading. Introduction to piano. Projects include students' original compositions. No previous musical background necessary. Offered each semester. 4 credits. 4.00 credits

MUS-111 Music Theory I

Introductory studies in harmony and counterpoint. Emphasis placed on scales, intervals, triads, non-harmonic tones and seventh chords. Projects will include students' original composition. Prerequisite: placement exam or consent. Corequisite: MUS 100. Offered fall semester. 4 hours. 4.00 credits

MUS-112 Music Theory II

A continuation of MUS 111. Emphasis is on the harmonic, melodic, rhythmic and basic formal procedures of the common practice period. Primary topics will be secondary dominants, modulation, Neapolitan and Augmented sixth chords, modulation and analysis. Projects will include students' original compositions. Prerequisite: MUS 111 or consent. Corequisite: MUS 100. 4 hours. Offered spring semester. 4.00 credits

MUS-131 Introduction to MIDI Lab

Introduction to Musical Instrument Digital Interface (MIDI) fundamentals and its practical implications for music education and composition. Basic Macintosh computer skills required. 1 hour. 1.00 credits

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 for credit. 0.00 - 1.00 credits

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 for credit. Audition required. 0 to 1 hour. 0.00 - 1.00 credits

MUS-153 Pacific Univ. Concert Choir

This class is designed to provide a large ensemble choral experience for students of all ability levels. Students will learn basic vocal and choral techniques including breath support, correct posture, diction, tone production, blend and balance. Additionally, basic musicianship and performance skills will be taught through the rehearsal and performance of a diverse selection of choral literature from a variety of historical periods, styles and cultures. Repeatable for credit. Fulfills large ensemble requirement. 0-1 credits. 0.00 - 1.00 credits

MUS-155 Special Topics

See department for description. 0.00 - 6.00 credits

MUS-158 Orchestra

A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The orchestra performs major concerts of standard orchestral literature each semester and for other various events. Counts as upper division credit for upper division students. Prerequisite: Audition and high school level or better ability to play a string, woodwind, brass, or percussion instrument. May be repeated for credit. 0 or 1 hour. 0.00 - 1.00 credits

MUS-159 Chamber Ensembles

Small ensembles of many different instrumentations and voices open to Pacific students, faculty, staff, and other interested members in the community. Works from all periods and of all styles are studied. It is the responsibility of the students to form an appropriate ensemble and arrange for the appropriate faculty member to provide coaching prior to enrolling in the course. This course counts toward Activity Credit (not large ensemble such as Orchestra, Symphonic Band, Chamber Singers, and Concert Choir) for music majors and minors. Co-requisite for string players: MUS 158. Prerequisite for string players and/or all MUS 159 string sections: audition. Prerequisite for MUS 159-06, MUS 159-07 and MUS 159-08: audition. May be repeated for credit. 0 or 1 hour. 0.00 - 1.00 credits

MUS-163 Chamber Singers

A select mixed ensemble that performs regularly both on campus and off campus. Open to all students. Rehearsal and performance of choral literature from the Renaissance to the present. Three to five major performances per year, plus participation in choral festivals and tour on alternate years. Audition required. 0 to 1 hour per semester. May be repeated for credit. 0.00 - 1.00 credits

MUS-165 Symphonic Band

A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The band performs major concerts of standard wind ensemble literature each semester and for other various events. Prerequisite: high school level or better ability to play a wind or percussion instrument. 0 or 1 hour. May be repeated for credit. 0.00 - 1.00 credits

MUS-167 Jazz Choir

This ensemble is a performance outlet for singers, both majors and non-majors, who wish to explore jazz from a vocal perspective. Performances will be both on and off campus and participation in Northwest Vocal Jazz Festivals is also planned. Prerequisite: audition. 0 or 1 hour. May be repeated for credit. 0.00 - 1.00 credits

MUS-171 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one credit hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171; 271 and higher require recommendation of the faculty based on progress demonstrated in the jury exam. 0.5 or 1.0 credit- hours per semester. 0.50 - 1.00 credits

MUS-172 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credit hours required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one-half credit hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, base on progress demonstrated in the jury exam. 0.5 or 1.0 credit hours per semester. Staff. 0.50 - 1.00 credits

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. Offered Fall semester. 1.00 credits

MUS-182 Class Voice II

A continuation of MUS 181, this course explores vocal technique for those with some previous knowledge of singing who seek improvement as soloists and/or choral singers. Students study both classical and contemporary (musical theatre) literature and perform selections in a supportive group environment. Prerequisite: MUS 181. 1 hour. 1.00 credits

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. 1.00 credits

MUS-184 Class Piano II

A continuation of MUS 183. Prerequisite: MUS 183 or consent. 1 hour. 1.00 credits

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. 1 hour. 1.00 credits

MUS-186 Functional Piano II

A continuation of MUS 185. Prerequisite: MUS 185 or consent. 1 hour. 1.00 credits

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. 1.00 credits

MUS-188 Class Guitar II

A continuation of MUS 187. 1 hour. 1.00 credits

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. 1.00 credits

MUS-195 Independent Study

0.50 - 3.00 credits

MUS-211 Music Theory III

A continuation of MUS 112. Emphasis is on the melodic, harmonic, rhythmic, and basic formal procedures of selected Medieval, Renaissance, Baroque, Classical and Romantic schools and styles. Projects will include students' original compositions. Prerequisite: MUS 112 or consent.

Corequisite: concurrent enrollment in MUS 211L and MUS 100. 3 hours. Offered fall semester. 3.00 credits

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. Offered fall semester. 1.00 credits

MUS-212 Music Theory IV

A continuation of MUS 211. This course examines the basic harmonic, melodic, rhythmic, and formal procedures of late 19th and 20th century music. Primary topics will be the extension of tonality, chromaticism, impressionism, quartal harmony, atonality, serialism, electronic media, and minimalism. Projects will include students' original compositions. Prerequisite: MUS-211 Corequisite: concurrent enrollment in MUS-212L and MUS-100. 3 hours. Offered Spring semester. 3.00 credits

MUS-212L Music Theory Lab IV

Connecting sound and notation through analysis, aural dictation and sight singing. Corequisite: concurrent enrollment in Music 212. Offered spring semester. 1 hour. 1.00 credits

MUS-233 String Methods

Laboratory classes in playing and teaching the string instruments of the orchestra. Violin, viola, cello or bass are presented with members of the class playing the instrument. Particular emphasis is given to the techniques of strong class teaching. Prerequisite: Music Major or consent. 1 hour. 1.00 credits

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. 1.00 credits

MUS-235 Brass Methods

Laboratory classes in playing and teaching trumpet, trombone, baritone, French horn and tuba. Emphasis is placed on class teaching procedures, positions, tone production, and embouchure. Prerequisite: Music major or consent. 1 hour. Offered alternative years. 1.00 credits

MUS-236 Percussion Methods

Laboratory classes in playing and techniques for teaching, tuning, and care of idiophones, and membranophones. Prerequisite: Music major or consent. 1 hour. Offered alternative years. 1.00 credits

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 comparative cultural core requirement. 3 hours. 3.00 credits

MUS-255 Special Topics

See department for course description. 1.00 - 6.00 credits

MUS-271 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one credit-hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit- hours per semester. 0.50 - 1.00 credits

MUS-272 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71_72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; half-hour lessons, earning one-half credit hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisite: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit hours per semester. Staff. 0.50 - 1.00 credits

MUS-275 Internship

See department for details. 1.00 - 4.00 credits

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. May be repeated for credit. 1 hour. 1.00 credits

MUS-282 Basics of Conducting

Introduction to conducting gestures, movement and basic analysis of scores for both vocal and instrumental ensembles. Students will conduct other musicians with graded verbal and video feedback from the instructor. Prerequisite: MUS-112. This class is a prerequisite for MUS-482 and/or MUS-483. 1 hour. Offered alternate years. 1.00 credits

MUS-301 Music in the Elementary School

An examination of techniques and materials for teaching classroom vocal and instrumental music in the elementary school for the prospective music specialist. Emphasis on lesson planning, Orff, Kodaly methods; the rote song, reading-readiness, the reading song, the rhythm program, the listening lesson, and creative music. Observation of music-making in the elementary school classroom and directed teaching. Prerequisite: MUS 112 or consent. 3 hours. Offered alternative years. 3.00 credits

MUS-302 Music in 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 and MUS-282. 3 hours. Offered alternate years. 3.00 credits

MUS-303 Music in 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 and 282 or consent. 3 hours. Offered alternative years. 3.00 credits

MUS-310 Orchestration and Arranging

Techniques of scoring and transcribing for various combinations of orchestral and band instruments. Prerequisite: MUS-212. 3 hours. Offered alternate years. 3.00 credits

MUS-311 Counterpoint

Intensive studies in contrapuntal techniques and styles, species and modal, as they developed in music history. Prerequisite: MUS-212. 3 hours. Offered on an arrangement basis. 3.00 credits

MUS-321 Music History: Antiquity to 1585

A study of musical development beginning in Ancient Greece and including Medieval, Renaissance, and early Baroque periods. Attention will also be given to the relationship among music, the visual arts, and historical events. Prerequisite: MUS 111 or consent. 3 hours. Offered Fall semester alternate years. 3.00 credits

MUS-322 Music History: 1585-1809

A study of works from the early Baroque to the late Classic. The approach will be similar to that described for MUS-321. Prerequisite: MUS-111. 3 hours. Offered Fall semester alternate years. 3.00 credits

MUS-323 Music History: Classic/Romantic

A study of works from the late Classic, though the Romantic to the early 20th century. The approach will be similar to that described for MUS-321 Prerequisite: MUS-112. 3 hours. Offered alternate years. 3.00 credits

MUS-324 Music History: The 20th Century

Surveys the major trends in twentieth-century compositional thought and practice: chromatic tonality, atonality, serialism, neo-classicism, nationalism, avant-gardism, etc. Emphasis will be on various composers, approaches to the problems of tonal language. Prerequisite: MUS 112 or consent. 3 hours. Offered alternate years. 3.00 credits

MUS-326 Song Literature

Surveys the development of the art song, beginning with the troubadour and the trouvère songs of the 13th century and extending through contemporary techniques in the genre. Score study and in-class performance required. An elective course for vocal performance majors/minors. Prerequisite: MUS-272 and MUS-323, MUS-324. 3 hours. Offered Fall semester alternate years. 3.00 credits

MUS-341 Music in World Religions

This course will explore the use of music as an important expression of spiritual engagement. Students will engage in an examination of the various liturgical and musical practices found in five primary world religions including: Christianity, Judaism, Islam, Hinduism and Buddhism. The course will examine how music is used to enhance liturgy, "engage the mind and move the heart" of participants in worship. ENGW 201 and a basic ability to follow musical notation recommended. 3 credits. 3.00 credits

MUS-351 Diction for Singers

An introduction to International Phonetic Alphabet and its application to the pronunciation of English, Italian, German, French, and Ecclesiastical Latin. A required course for vocal performance majors. Prerequisite: MUS 171 and 172 or consent. 1 hour. Offered Spring semester alternate years. 1.00 credits

MUS-355 Special Topics

See department for course description. 1.00 - 6.00 credits

MUS-371 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71 _71 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensembles for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one credit-hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit- hours per semester. 0.50 - 1.00 credits

MUS-372 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71 _72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one-half credit hour, are available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171;271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit hours per semester. Staff. 0.50 - 1.00 credits

MUS-394 Junior Recital

Candidates for the degree of 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. 1.00 credits

MUS-395 Independent Study

Independent study. 1.00 - 6.00 credits

MUS-411 Composition

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. 3.00 credits

MUS-427 History of the Cantata & Oratorio

Examines 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. 3.00 credits

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 Fall semester alternate years. Prerequisites: MUS 112, 323, 324 or consent. 3 hours. 3.00 credits

MUS-471 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71 _72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large group ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one credit-hour are available for a lower fee. Course credit for full-hour or half-hour lessons is based twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisite: none for 171;271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit-hours per semester. 0.50 - 1.00 credits

MUS-472 Applied Music: Private Lessons

Private instruction is available on all band and orchestral instruments, piano, organ, guitar, and voice for all University students, whether they are music majors or minors or not, for an additional fee. The fee is waived for music majors and minors up to the number of credits required for their course of study. The _71 _72 sequence of courses is proficiency-based using nationally accepted criteria for advancement through the sequence of levels. Exact course requirements will be indicated on course syllabi and determined by the instructor to best serve the student's individual needs and experience. Music majors and minors taking private instruction are required to participate in the appropriate large ensemble for their primary instrument; and individual daily practice is required. Lessons are letter graded. Applied Music jury exams are required of all Applied Music students at the end of each semester, except MUS 171. Music majors and minors enrolled in Applied Music courses 271 and higher are required to perform in a Student Performance forum (student recital) each semester. Full-hour weekly lessons, earning one credit hour per semester, are the norm for music majors and minors; but half-hour lessons, earning one-half credit hour, are

available for a lower fee. Course credit for full-hour or half-hour lessons is based on twelve lessons per semester. See the Music Department Chair for course section assignment when enrolling for Applied Music. Prerequisites: none for 171; 271 and higher require recommendation of the faculty, based on progress demonstrated in the jury exam. 0.5 or 1.0 credit hours per semester. Staff. 0.50 - 1.00 credits

MUS-475 Internship

See department for details. 1.00 - 14.00 credits

MUS-482 Instrumental Conducting

A detailed study of conducting techniques and instrumental rehearsal procedures. The approach will be through music analysis, and will include beat patterns, body movements, and baton technique. Students will work with instrumental ensembles and conduct a work in concert. Prerequisite: MUS-212, MUS-282. Offered alternate years. 2.00 credits

MUS-483 Choral Conducting

A study of conducting techniques and choral rehearsal procedures to include the teaching of vocal production, breathing, diction, basic musicianship, and performance. Choral literature for ensembles of various age groups and experience will also be examined. In-class conducting and observation of choral performances. Score study. Prerequisite: MUS-212, MUS 282. Concurrent enrollment in a Pacific University choral ensemble is required. 2 hours. Offered alternate years. 2.00 credits

MUS-490 Introduction to Vocal Pedagogy

Laboratory classes in singing and teaching of voice. Emphasis is placed on class teaching procedures, tone production, and healthy singing techniques. Offered Spring semester alternate years. 2 hours. 2.00 credits

MUS-491 Piano Pedagogy

Provides pianists with the skills to teach reading, techniques, and basic musical expression to beginning, intermediate, or advanced piano students. Prerequisite: piano major or minor. 2 hours. 2.00 credits

MUS-494 Senior Recital

Candidates for the degree of 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. Corequisite: concurrent enrollment in MUS-471 or MUS-472. 2 hours. 2.00 credits

MUS-495 Music Capstone

The culminating event in undergraduate music study, Music Capstone is typically a half recital, meeting requirements similar to those of MUS 494. In consultation with the Music faculty, other formats such as lecture-recital, demonstrations, composition, or written thesis may be acceptable. Prerequisites: Senior standing. Corequisite: Concurrent enrollment in MUS 471 or 472. 2 hours. 2.00 credits

Optometry and Visual Science

Introduction

Admission to the College of Optometry, for qualified students, usually occurs after completion of the bachelor's degree. Occasionally, some exceptionally well-qualified students are admissible after three years of undergraduate studies under what is known as the Bachelor's Degree Option. If admitted to the College of Optometry after three years of undergraduate study, those students may receive a Bachelor of Science degree in Visual Science as they are completing their Doctor of Optometry degree. The Visual Science degree is awarded after 90 semester hours of undergraduate study and completion of the first year of study in the College of Optometry. Students should have a backup plan in place to complete their bachelor's degree in the College of Arts & Sciences in case they are not admitted to the College of Optometry under the Bachelor's Degree Option. Students are encouraged to contact Graduate Admissions early in their undergraduate career for more information and assistance in preparing for admission to the College of Optometry.

OPTOMETRY PREREQUISITES:

Biol 202 (Gen Biol I) and Biol 204 (Gen Biol II) are prerequisites for required Bio courses 8 hrs required
Biol 224 (Human Anatomy with lab)
Biol 240 (Human Physiology with lab)
Biol 308 (Microbiology)(total of 12 hours)
Chem 220; 230; and a complete Organic sequence, either 240 OR 310 and 320;12 hours (or 16 hours with 2 semester Organic sequence)
Biochemistry (Chem 380) is strongly recommended, but is not required
Math 226 4 hours
Statistics (Math 207 suggested) 3 hours
Phy 202 and 204
OR
Phy 232 and 242 8 hours
Psy 150 3 hours
Engw 201 or 202 (Expository Writing) plus 1 more writing course (at least 200 level) 6 hours
Engw 200+ (1 more English course, either writing or literature) 3 hours

Majors

Visual Science

Pre-Optometry students are advised to complete the Arts and Sciences core requirements.

It is wise to begin immediately in Mathematics. In addition, strong students take General Chemistry in their freshman year. Biology, Chemistry, and Mathematics

together are a heavy freshman science and math schedule, to be taken with care. Students interested in this schedule for the spring semester should discuss it first with their advisors. Students interested in a physics major should take physics their freshman year if they have adequate math background, and can delay their biology until their sophomore year.

Requirements for the Major

Humanities: 12 hours from at least two disciplines, including Art, English, History, Humanities, Languages, Music, Philosophy, Religion, Speech, Theater, and First Year Seminar 12 hours

(Prerequisite coursework may fulfill part of this requirement)

Social Sciences: 12 hours from at least two disciplines including Anthropology, Business & Economics, Geography, History & Political Science, Psychology, Sociology, but not First Year Seminar 12 hours

(Prerequisite coursework may fulfill part of this requirement)

First two years of study in the College of Optometry.

Sample of 4-Year Pre-Optometry Curriculum

Freshman

Fall

Math 125 4
First Year Seminar 4
Chem 220 4
Elective 3

TOTAL: 15

Winter

Elective 3

TOTAL: 3

Spring

Biol 202 4
Math 226 4
Chem 230 4
Elective 3

TOTAL: 15

Sophomore

Fall

Biol 204 4
Phy 202 OR Phy 232 4
Engw 201 3
Foreign Language 3

TOTAL: 14

Winter

Math 207 3

TOTAL: 3

Spring

Phy 204 OR Phy 242 4
Engw 200+ 3
Foreign Language 3
Psych 150 3

TOTAL: 13

Junior

Fall

Biol 224 (Anatomy) 4
Engw 301 3
Electives 9

TOTAL: 16

Winter

Elective 3

TOTAL: 3

Spring

Biol 240 (Physiology) 4
Chem 240 (Organic) 4
Electives 6

TOTAL: 14

Senior

Fall

Biol 308 (Microbiology) 4
Electives 9

TOTAL: 13

Spring

Chem 380 (optional) 3
Electives 9

TOTAL: 12

*Note:

Biol 202 is a prerequisite for Biol 204
Biol 204 is a prerequisite for Biol 308
Math 122 is a prerequisite for Math 207 and Chem 220
Math 125 is a prerequisite for Chem 230 and Phy 202
Math 226 is a co-requisite for Phy 232

Sample of 3-Year Pre-Optometry Curriculum

Freshman

Fall

Arts/Soc Science 3
Math 125 4
First Year Seminar 4
Chem 220 4

TOTAL: 15

Winter

Elective 3

TOTAL: 3

Spring

Biol 202 4
Math 226 4
Chem 230 4
Electives: Arts/Soc. Sci./Humanities 3

TOTAL: 15

Sophomore

Fall

Biol 204 4
Phy 202 OR Phy 232 4
Engw 201 3
Foreign Language 3

TOTAL: 14

Winter

Elective 3

TOTAL: 3

Spring

Phy 204 OR Phy 242 4
Math 207 (Statistics) 3
Foreign Lang 3
Engw 301 3

TOTAL: 16

Junior

Fall

Biol 224 (Human Anatomy) 4

Biol 308 (Microbiology) 4
Electives 6

TOTAL: 14

Winter

Elective 3

TOTAL: 3

Spring

Biol 240 (Human Physiology) 4
Chem 240 (Organic) 4
Electives 6

TOTAL: 14

**Note:

Biol 202 is a prerequisite for Biol 204

Biol 204 is a prerequisite for Biol 308

Math 122 is a prerequisite for Math 207 and Chem 220

Math 125 is a prerequisite for Chem 230 and Phy 202

Math 226 is a co-requisite for Phy 232

Courses

Peace and Conflict Studies

Faculty

Jeffrey G. Barlow Ph.D. Professor; Matsushita Professor of History; Asian Studies Vernon L. Bates Ph.D. Professor of Sociology David Boersema Ph.D. Douglas C. Strain Professorship in Natural Philosophy, Distinguished University Professor, Professor of Philosophy Jules Boykoff Ph.D. Associate Professor of Politics and Government Lorelle Lee Browning Ph.D. Professor of English Alyson L. Burns-Glover Ph.D. Professor of Psychology Ellen Hastay MS Peace and Conflict Studies Chair, Director of Humanitarian Center Michael R. Steele Ph.D. Distinguished University Professor of English Robert Van Dyk Ph.D. Professor of Politics and Government

Introduction

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 six 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.

Majors

Peace and Conflict Studies
Description
Requirements for the Major
Requirements

Minors

Peace and Conflict Studies

Requirements for the Minors

PACS 101 and 105 4-6

Two courses chose from PACS 208, 211, 213, 214, 215, 220, 221, 222, 230 6

Three courses chosen from PoIS 340*, PACS 300, 305, 313, 321, 325, 411, 430 and 450 9-10

TOTAL: 19-22 Credits

Courses

PACS-101 Intro to Peace & Conflict Studies

An introduction to the concepts, issues, and approaches relating peace and conflict studies, including forms and causes of peace and conflict, contexts of conflict and violence, and proposed solutions for reducing violence and promoting peace. 3 hours. 3.00 credits

PACS-105 Peace & Conflict Studies: Field Experien

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. Pass/No Pass. May be repeated once for credit. Offered for variable credit. 1-3 hours. 1.00 - 3.00 credits

PACS-195 Independent Study

See department for details. 1.00 - 3.00 credits

PACS-208 Addictions and Society

Addictions and Society takes a historical and interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. The course investigates human motives to alter consciousness using classic and modern research in the physiology of addiction, sociocultural risk factors and changing cultural representations of drug use. Prerequisite: PSY-150 with C or better. 4 hours. Cross-listed as PSY 208. 4.00 credits

PACS-211 Philosophical & Theolog 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 teachings of the great philosophers and religious leaders on these questions? 3 hours. Meets humanities core requirement. 3.00 credits

PACS-214 Vietnam and the U.S.

This is a survey of the origins, development and results of the American war with Vietnam. This course, however, will be taught more within the context of Vietnamese history and culture than within that of American history and culture. Consequently, more emphasis will be given to the roots of the war on 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 two hours of credit in one of the two sections of HIST 214, "History in an Electronic Environment." Although concurrent enrollment in 214 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 the materials covered in the class itself. Cross-listed with HIST 213. 4 credits. 4.00 credits

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. 3.00 credits

PACS-222 Civil Rights Movement

This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Cross-listed with POLS 222. Counts towards comparative cultural core requirement. 2 credits. 2.00 credits

PACS-225 Middle East

An introduction to the places, people and politics of the Middle East, including such concerns as the influence and importance of religion, the revival of Islam and Islamic fundamentalism, the impact and consequences of Western colonialism, the dream and possibility of panarabism, the Arab-Israeli conflict, and future relations with the West. Meets comparative cultural core requirement. 2 credits. 2.00 credits

PACS-227 Civil Rights Movement

This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Meets comparative cultural core requirement. 4 credits. 4.00 credits

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 III term. Requires consent of instructor. Meets comparative cultural core requirement. 3 hours. 3.00 credits

PACS-255 Special Topics

See department for course description. 1.00 - 6.00 credits

PACS-275 Internship

See department for details. 1.00 - 4.00 credits

PACS-295 Independent Study

See department for details. 1.00 - 6.00 credits

PACS-300 Community Based Action Research

Students will be introduced to the methodology of action research, which is a combination of quantitative data gathering used with groups, communities, or programs interested in the formulation and assessment of interventions, extant programs, or future needs. Students will work with the professor on specific community based and stakeholder-involved questions (e.g., school programs; campus-based programs; community services). They will acquire social policy knowledge, "real world" experience at sites and the methodological skills required to assist in the formulation of evaluations and proposals of programs. Prerequisites: Junior standing or above and permission of the instructor. 4 hours. 4.00 credits

PACS-303 Advanced Feminist Theory

This course will provide a detailed examination of the academic discourse known as feminist theory. Utilizing a broad feminist theory framework, including Marxist, poststructuralist, and psychoanalytic perspectives, this course will address a number of social concerns. First, we will address how the concept of gender is socially-constructed through institutional power arrangements, popular culture representations, and everyday social dynamics. Second, we will examine to what extent advanced feminist theory departs from first and second wave feminism. Third, this course will address how feminist theory helps us understand more about the construction of ethnic and sexual identities. Finally, with a special emphasis upon the concept of power, this course will illustrate how feminist theory enables a more broad and inclusive discussion of politics in contemporary society. Prerequisite: GSS 201. 4 credits. 4.00 credits

PACS-305 Advanced Service Learning

This seminar seeks to build on the mature work and insights of a variety of student placement sights, growing directly from their major course work and a well-considered personal inventory. The seminar is integrative of a wide variety of one's educational experiences at Pacific. Students will apply their academic and personal skills directly into a service-learning site placement, seeking to contribute both to the site and the people there as well as to augment their grasp of the applied knowledge from the chosen major. Prerequisite: PACS 105 and permissions of the instructor. May be repeated once for credit. 2 hours. 2.00 credits

PACS-310 Travel in India: Gender Society Service

Travel in India: Gender, Culture and Service is a Winter III course sponsored by the Center for Gender Equity. It consists of two and a half weeks travel in southern India during the month of January. The bulk of the course is conducted at Lady Doak College, a small liberal arts women's college in Madurai, India in Tamilnadu. The course consists of lecture and discussion by Lady Doak faculty, service-learning, discussion with local service agencies, field work on a topic of the student's choice, and travel to sites of cultural and historic importance. The participant is required to register for HUM 210 the fall semester prior to the travel portion of the class. Meets comparative cultural core requirement. Prerequisite: HUM 210. 3 hours. 3.00 credits

PACS-319 Vietnam War Era Literature, Theory, Film

An in-depth study of the U.S. war in Viet Nam and its repercussions as evidenced in the literature, film, historical commentaries, and theories of war still emerging in response to that war era. We will be examining the war from both the American and Vietnamese perspectives-its background, events, and aftermath. The weekly film showings and critiques will include both American and Vietnamese feature films and documentaries-dating from the early 1970s to the present. Prerequisites: one 200-level ENGW or ENGL course. 4 credits. 4.00 credits

PACS-321 Protest, Dissent, & Social Change

This course examines the causes and history of widespread movements that use protest to promote political change. Topics include theories of social movements and case studies that may include the labor movement, the civil rights movement, the women's movement, the environmental movement, and the recent rise of conservative Christian activism. 4 hours. 4.00 credits

PACS-322 The Suppression of Dissent

This course explores how the state, mass media, and other forces suppress dissent. Students will first gain a theoretical foothold in the field of social-movement studies, along the way exploring the following questions: What is dissident citizenship? How, when, and why does the state suppress dissent? What role do the mass media play in the suppression of activism? Students will also study specific historical instances of political suppression, such as the suppression of the American Indian Movement, civil rights movement, environmental movements, and the Global Justice Movement. 4 credits. 4.00 credits

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. Meets humanities core requirement or comparative cultural core requirement. 3 hours. 3.00 credits

PACS-355 Special Topics

See department for course description. 1.00 - 6.00 credits

PACS-395 Independent Study

See department for details. 1.00 - 6.00 credits

PACS-411 Literature of 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. Meets humanities core requirement. 3 hours. 3.00 credits

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. Prerequisites: PACS 101 and Junior standing or above. Meets humanities core requirements. 4 hours. 4.00 credits

PACS-450 Issues Peace & 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 the instructor. 3 hours. 3.00 credits

PACS-455 Special Topics

See department for course description. 1.00 - 6.00 credits

PACS-475 Internship

See department for details. 1.00 - 14.00 credits

Philosophy

Faculty

Adam Arola Ph.D. Assistant Professor of Philosophy David Boersema Ph.D. Douglas C. Strain Professorship in Natural Philosophy, Distinguished University Professor, Professor of Philosophy David DeMoss Ph.D. Associate Dean, Philosophy Department Chair, Professor of Philosophy Ramona Ilea Ph.D. Assistant Professor of Philosophy

Introduction

The Department of Philosophy seeks to acquaint students with various philosophical traditions, to present the chief philosophic problems and types of philosophy, and to help students cultivate the intellectual, civic, and moral virtues of the discipline of philosophy as well as the art and skill of philosophical analysis.

The department seeks to serve those students who intend to pursue graduate studies, those pursuing interdisciplinary career programs, and those who simply desire to understand human reflective traditions in order to enlarge their own horizon of awareness.

Majors are educated in the liberal arts tradition and are carefully counseled to take courses in all areas of the College. Majors in the Ethics, Society, and Law track focus on issues in applied ethics.

100- and 200-level courses are open to all students. 300-level courses are open to upper-division students, though prior lower-division coursework is recommended. 400-level courses generally require instructor approval. Courses in a foreign language are recommended.

Policy on Independent Study (Learning Contract): Independent study courses should be rare, only to be contracted in special circumstances for advanced study in subjects not covered by regular courses. No more than six hours of independent study may be counted toward a major in philosophy, and no more than three hours toward a minor.

Mission

We pride ourselves on preparing students who intend to pursue graduate studies and interdisciplinary career programs; graduating majors and minors should be able to seek and obtain admission to graduate school, if that is their realistic goal, or find a job that will begin their chosen career track; they should also be able to reflect on philosophically and express clearly their own goals and choices at this stage in their lives.

The department strives to help students cultivate the intellectual, civic, and moral virtues of the discipline of philosophy—for example, intellectual integrity, objectivity, resilience in the face of obstacles and daunting problems, a commitment to consistency, a knack for seeing and articulating what issues are at stake, the courage to cross-examine opinions that one holds dear, respect for interlocutors and colleagues, a felt obligation to contribute to one's community.

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 should be able to:

- exhibit a general understanding of the history and development of philosophy and a specific understanding of some portion of that history,
- describe and critique several of the most important historical and contemporary interpretive frameworks used in the discipline of philosophy (for example, Plato's Theory of Forms, the utilitarian approach to ethics, and the existentialist analysis of the human condition),
- apply the analytical techniques of the discipline of philosophy (for example, by presenting orally and in writing succinct analyses of philosophical texts and coherently structured arguments in defense of their own philosophical claims).

Majors

Philosophy

Requirements for the Major

Phil 100 Introduction to Philosophy

OR

Phil 202 Ethics and Society.....4

*Phil/Math 212 Language and Logic.....4

*Two courses from

Phil 205, 206, 207, 208.....8

Phil 494/495 Senior Seminar.....4

Upper-division electives in Philosophy.....12

Additional philosophy courses (200 or above) or courses from the following list:.....4

- Pacs 430 Human Rights
- Hist 339 History of Science
- Psy 315 Cognitive Science
- Psy 226 History & Systems of Psychology
- PolS 309 Classics of Political Philosophy
- Soc 414 Sociological Theory

TOTAL: 36 Credits

*Majors must take Phil 212 and one course from Phil 205, 206, 207, 208 before the senior year; these courses are a prerequisite for Phil 494 Senior Seminar.

Philosophy: Ethics, Society, and Law
Majors in the Ethics, Society, and Law track focus on issues in applied ethics.

Requirements for the Major
Phil 202 Ethics and Society.....4

*Phil/Math 212 Language and Logic.....4

*One course from Phil 205, 206, 207, 208.....4

Courses from the following list totaling 12 credits:.....12

- Phil 307 Ethics, Medicine & Health Care
- Phil 315 Philosophy of Law
- Phil 321 Environmental Ethics
- Phil 326 Animal Ethics (2 credits)
- Phil 405 Topics in Moral Philosophy (2 credits)
- Pacs 430 Human Rights

Additional philosophy courses,
not from the above list.....4

Phil 494/495 Senior Seminar.....4

Courses in political science from the following list.....4

- Pols 222 The Civil Rights Movement (2 credits)
- Pols 224 Environmental Politics
- Pols 226 Politics of Surveillance
- Pols 309 Classics of Political Philosophy
- Pols 321 Protest, Dissent, and Social Change
- Pols 322 Suppression of Dissent
- Pols 325 Constitutional Law
- Pols 326 Civil Liberties
- Pols 340 Security, Rights, and Globalization

TOTAL: 36 Credits

*Majors must take Phil 212 and one course from Phil 205, 206, 207, 208 before the senior year; these courses are a prerequisite for Phil 494 Senior Seminar.

Minors

Philosophy

Requirements for the Minors

Phil 100 Introduction of Philosophy
OR
Phil 202 Ethics and Society.....4

Phil/Math 212 Language and Logic.....4

One course from Phil 205, 206, 207, 208.....4

Upper-division electives in Philosophy.....8

TOTAL: 20 Credits

Courses

PHIL-100 Introduction to Philosophy

An introduction to philosophical issues in epistemology, metaphysics, and value theory including such topics as the nature and sources of knowledge, freedom and determinism, the relation of mind and body, personal identity, the relation of knowledge and values. Offered annually. 4 credits. 4.00 credits

PHIL-155 Special Topics

See department for description. 1.00 - 18.00 credits

PHIL-202 Ethics and Society

An introduction to ethical theories and their application to a variety of moral problems and contemporary ethical issues. We will pay special attention to questions of personal conduct. How should I live? How do my personal choices affect society? What values should guide my decision-making? What would it mean for me to live an ethical life? Offered annually. 4 credits. 4.00 credits

PHIL-205 Ancient Philosophy

A study of the major issues and personalities that constituted and shaped early western thought, from the pre-socratics (sixth century BCE) through the Hellenistic and Roman era (fourth century CE). Offered alternate years. 4 credits. 4.00 credits

PHIL-206 Medieval Philosophy

A study of the major issues and personalities that constituted and shaped medieval western thought from the fourth century through the fifteenth century. Offered alternate years. 4 credits. 4.00 credits

PHIL-207 Early Modern Phil 1500-1750

A study of the major issues and personalities that constituted and shaped modern western thought from the sixteenth century through the eighteenth century. Offered alternate years. 4 credits. 4.00 credits

PHIL-208 Late Modern Phil 1750-1900

A study of the major issues and personalities that constituted and shaped modern western thought from the mid-eighteenth century through the nineteenth century. Offered alternate years. 4 credits. 4.00 credits

PHIL-212 Language and Logic

A survey of formal syntactic and semantic features of language, including topics such as sentential logic, predicate logic, axiomatic systems and set theory, and nonclassical extensions such as multivalued logics. Offered annually. 4 credits. 4.00 credits

PHIL-255 Special Topics

See department for course description. 1.00 - 6.00 credits

PHIL-275 Internship

See department for details. 1.00 - 4.00 credits

PHIL-295 Independent Study

Independent study, see department for details. 1.00 - 18.00 credits

PHIL-303 American Philosophy

A survey of major themes, movements, and figures of American philosophical thought from the seventeenth century to the present. Prerequisite: Sophomore standing or above. Offered alternate years. 4 credits. 4.00 credits

PHIL-304 Philosophy of Art

An investigation of the arts, including such topics as the nature of art, the metaphysics of art (e.g., form, expression, art as process vs. art as object) the epistemology of art (e.g., the locus of meaning in art, what constitutes artistic understanding, can art be "true"), and the axiology of art (e.g., art and morals, the social significance of art, how can art be evaluated). Besides general philosophical issues connected to art, particular arts will be considered (e.g., painting, dance, music, theatre, film, architecture). Prerequisite: Sophomore standing or above. Offered alternate years. 4 credits. 4.00 credits

PHIL-305 Asian Philosophy

A study of Asian philosophical texts both historical and contemporary from various cultures, focusing for example on the Hinduism of India, the Taoism of China, and the Zen Buddhism of Japan. Prerequisite: Sophomore standing or above. Meets comparative cultural core requirement. Offered alternate years. 4 credits. 4.00 credits

PHIL-307 Ethics, Medicine & Health Care

A study of some ethical issues connected with medicine and health care: medical fallibility, cultural sensitivity in medical services, disability issues, economic and social inequalities, cultural relativism & medical intervention, racism, global health problems, and pharmaceutical issues. Prerequisite: Sophomore standing or above. 4 credits. 4.00 credits

PHIL-309 Philosophy of Religion

An investigation of the nature of religion and the truth of religious claims as interpreted by both historical and contemporary philosophers and theologians. Topics may include among others: the existence and nature of God, the quality and significance of religious experiences, and the origins of religion as a natural phenomenon. Prerequisite: Sophomore standing or above. 4 credits. 4.00 credits

PHIL-310 Philosophy of Science

An investigation of issues and concepts within science and about science, including such topics as the nature of explanation, the nature of confirmation, the nature of scientific progress, the relations among science, technology, values and society. Prerequisite: Sophomore standing or above. Offered alternate years. 4 credits. 4.00 credits

PHIL-314 Philosophy of Mind

An investigation of the nature of mind and consciousness as interpreted by contemporary philosophers of mind. What is consciousness? Who has it? How is it produced? Prerequisite: Sophomore standing or above. Offered alternate years. 4 credits. 4.00 credits

PHIL-315 Philosophy of Law

An introduction to philosophical issues within and about law, including such topics as the nature of law, legal reasoning, liberty/rights and the limits of law, the nature of legal responsibility, the nature and justification of legal punishment. Prerequisite: Sophomore standing or above. Offered alternate years. 4 credits. 4.00 credits

PHIL-321 Environmental Ethics

A study of the key concepts in environmental ethics, such as biodiversity loss, corporate responsibility, animal rights, over-population, and environmental racism. Prerequisite: Sophomore standing or above. 4 credits. 4.00 credits

PHIL-326 Animal Ethics

An investigation of the relationship between human and non-human animals. What is the moral standing of non-human animals? We will study both the theoretical and practical facets of this question by focusing on the ethical issues raised by animal experiments and factory farming. Prerequisite: Sophomore standing or above. Offered alternate years. 2 credits. 2.00 credits

PHIL-355 Special Topics

See department for course description. 1.00 - 6.00 credits

PHIL-395 Independent Study

See department for details. 1.00 - 4.00 credits

PHIL-403 Twentieth Century Philosophy

An intensive study of the major issues and personalities in twentieth-century philosophy, in such movements and schools as pragmatism, existentialism, phenomenology, positivism, linguistic analysis, structuralism, poststructuralism, and critical theory. Prerequisite: PHIL 208 plus one other course in the history of philosophy. 4 hours. Offered alternate years. 4.00 credits

PHIL-405 Topics in Moral Philosophy

An intensive study in a specific topic in moral philosophy. Prerequisite: PHIL 202. Offered alternate years. 2 credits. 2.00 credits

PHIL-420 Seminar in Philosophy

A concentrated study of various issues in philosophy, including such topics as philosophy of language, advanced logic, aesthetics, environmental ethics, moral philosophy, in-depth analysis of particular works or philosophers, etc. Prerequisite: nine hours in philosophy. Offered intermittently. 4 credits. 4.00 credits

PHIL-475 Internship

See department for details. 0.00 - 12.00 credits

PHIL-494 Senior Seminar I

Required of all philosophy majors in the fall of the senior year; in the spring majors are required to enroll in PHIL 495. The purpose of this seminar is to prepare the student to produce a philosophical essay of significant length and quality, a senior thesis. This project will require researching, writing, defending, and perhaps publishing the essay. In PHIL 494 students will research and prepare a substantial prospectus for the senior thesis; students will also read, discuss and critique the work of other members of the seminar. Prerequisite: eighteen hours in philosophy, PHIL-212, and one course in the history of PHIL (PHIL-205, PHIL-206, PHIL-207, or PHIL-208), each with a C- or better. Offered annually in the fall term. 2 credits. 2.00 credits

PHIL-495 Senior Seminar II

Required of all philosophy majors in the senior year; in the fall majors are required to enroll in PHIL 494. The purpose of this seminar is for each student to produce a philosophical essay of significant length and quality, a senior thesis. This project will require researching, writing, defending, and perhaps publishing the essay. In PHIL 495 students will write and defend the senior thesis; students will also read, discuss, and critique the work of other members of the seminar. Prerequisite: PHIL 494 and instructor's approval. Offered annually in the spring term. 2 credits. 2.00 credits

Physics

Faculty

Juliet W. Brosing Ph.D. Sabbatical Fall 2009, Professor of Physics James J. Butler Ph.D. Physics Department Chair, Associate Professor of Physics/Optomety Andrew M. C. Dawes Ph.D. Assistant Professor of Physics/Optomety Todd Duncan Ph.D. Assistant Professor of Physics Stephen Hall Ph.D. Associate Professor of Physics/Optomety Vincent Rossi Ph.D. Assistant Professor of Physics

Introduction

The program in physics is designed to prepare students for a variety of career paths including (but not limited to) physics and engineering graduate study, teaching, and direct entry into industry. Physics students gain practical experience through hands-on projects in classes, as well as a senior capstone research project or professional internship. Facilities are available for student research in nonlinear optics, condensed-matter physics, nuclear physics, and astronomy. The majority of our graduates go to graduate school in physics and related fields or take engineering-related positions in technical industries.

The Physics program consists of a core set of courses plus additional courses organized by emphasis. Students choose the emphasis that best matches their personal goals.

Currently, the emphases we offer are:

Traditional Physics

Meant for students interested in pursuing

- careers in applied physics and engineering
- graduate study in physics, engineering, or professional fields
- teaching

Environmental Science

Meant for students interested in pursuing careers or graduate study in areas that combine technical knowledge with environmental issues, such as environmental engineering or alternative energy.

Goals

Upon successful completion of a major in physics, students will be able to:

1. Demonstrate conceptual understanding of fundamental physics principles.
2. Communicate physics reasoning in oral and in written form.
3. Solve physics problems using qualitative and quantitative reasoning including sophisticated mathematical techniques.
4. Conduct independent research or work successfully in a technical position.

Majors

Physics

Requirements for the Major
Test post 1.

Physics Core (required for all emphases):

Phy 232-242 General (Workshop) Physics I-II 8
OR
Phy 202-204 Introductory Physics I-II 8

Phy 322 Modern Physics with Health Applications 4
Phy 332 Waves and Optics 4
Phy 380 Classical Mechanics: Dynamics 4
Phy 460 Electric and Magnetic Fields 4

Phy 490-492 Physics Capstone (w/ research project) 6
OR
Phy 480-482 Physics Capstone Seminar 2
AND an internship 4

Chem 220-230 General Chemistry I-II 8
Math 226-228 Calculus I-III 12

TOTAL: 50 Credits

Traditional Physics Emphasis:

Phy 420 Quantum Mechanics 4
Upper-division electives 6-8

TOTAL: 10-12 Credits
TOTAL (including Physics Core): 60-62 Credits

Environmental Science Emphasis:

Phy 384 Thermodynamics and Statistical Mechanics 4
Env 200 Intro to Environmental Science 4
Env 330 Ecosystems and Ecological Design 4

Env 300-400 level elective 4
or
Phy 325 Modern Topics in Physics: Environmental Physics 4

TOTAL: 16 Credits
TOTAL (including Physics Core): 66 Credits

All physics majors are strongly encouraged to take Math 311 (Differential Equations) and CS 150 (Introduction to Computer Science). Students are also encouraged to take other courses in Math and CS depending on their interests.

Students who are planning a career teaching physical science at the high school level may, with prior department approval, substitute either Hist 339 (History of Science) or Phil 310 (Philosophy of Science) for four of the required upper-division elective hours. Students planning a teaching career also have the opportunity to gain valuable teaching experience by serving as teaching assistants for lower division courses.

Because there are so many possible career paths for physics majors, we would like to offer some recommendations for upper -division electives (of which 6-8 hours are required for the major). Below are suggestions for electives that provide pathways for students to follow toward some common career goals. However, each student has unique interests; please discuss yours with a member of the department to develop a personalized selection of courses.

Graduate School in Physical Science:

Relativity
Thermodynamics and Statistical Mechanics
Modern Topics in Physics
Electronics

Optics/Optomety:

Modern Topics in Physics
Electronics Engineering/Applied Science

Health Science Careers:

Electronics
Engineering Mechanics: Statics
Thermodynamics and Statistical Mechanics

Teaching Physical Science in High School:

Relativity
Thermodynamics and Statistical Mechanics
History of Science
Philosophy of Science

Minors

Applied Physics

Any student interested in an Applied Physics minor should consult with a faculty member in the Department of Physics.

The minor in Applied Physics is designed for students interested in employment in the hi-tech industry or in engineering. The minor in Applied Physics can be used toward completion of the Applied Science major.

Requirements for the Minors
Math 226-227 Calculus I-II 8

Phy 232-242 General (Workshop) Physics I-II

OR

Phy 202 -204 Introductory Physics I-II 8

Phy 322 Modern Physics with Health Applications

OR

Phy 332 Waves and Optics 4

Phy 364 Electronics 4

One of the following

(if not counted above) 3-4

Phy 322 Modern Physics with Health Applications

Phy 332 Waves and Optics

Phy 376 Engineering Mechanics: Statics

Phy 384 Thermodynamics and Mechanics

Phy 325 Modern Topics in Physics

One of the following 4

Phy 380 Classical Mechanics: Dynamics

Phy 420 Quantum Mechanics

Phy 460 Electric & Magnetic Fields

TOTAL: 31-32

Physics

Any student interested in a Physics minor should consult with a faculty member in the Department of Physics.

The minor in Physics is designed to give students a deeper appreciation of physics than can be attained in a one-year sequence. The minor in Physics can enhance studies in other disciplines such as (but not limited to) chemistry, mathematics, computer science and philosophy.

Requirements for the Minors

Phy 232-242 General (Workshop) Physics I-II

OR

Phy 202-204 Introductory Physics I-II 8

Math 226-227 Calculus I-II 8

Phy 322 Modern Physics with Health Applications

OR

Phy 332 Waves and Optics 4

Seven additional upper-division credits in physics 7

TOTAL: 27

Courses

PHY-110 Physics of Everyday Phenomena

Designed to develop an understanding of the phenomena of our everyday life via the laws of physics. The emphasis is not on problem solving but on encouraging students to understand and appreciate their environment from a new perspective. Includes topics in mechanics and other physics subfields such as thermal physics, electrical phenomena. 3 hours. 3.00 credits

PHY-155 Special Topics

Special Topics course. See department for details. 1.00 - 4.00 credits

PHY-160 Energy & the Environment

In order to live, humans require energy, and methods of energy production significantly affect the environment in which humans live. This course examines fundamental thermodynamic concepts such as energy and power and then explores the comparative environmental costs and benefits, including potential long term consequences, of producing energy from various sources such as fossil fuels, nuclear reactors, wood burning, solar panels, wind turbines, etc. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. 3 hours. 3.00 credits

PHY-195 Independent Study

See department for details. 1.00 - 14.00 credits

PHY-202 Introductory Physics I

The first semester of an algebra-based sequence in physics. Topics included Newtonian mechanics, work, momentum, and energy. The lab component includes computer based experiments in mechanics. Satisfies Natural Science core requirement. Prerequisite: MATH 125. 4 hours. 4.00 credits

PHY-204 Introductory Physics II

The second semester of an algebra-based sequence in physics. Topics include heat and thermodynamics; electricity and magnetism; sound and light waves. The laboratory component includes computer based experiments in heat and thermodynamics; electric circuits. Satisfies Natural Science core requirement. Prerequisite: PHY 202 or PHY 232 with a "C-" or better. 4 hours. 4.00 credits

PHY-232 Gen Physics I-Workshop Phys I

An introductory course in physics (calculus- based) for science and pre-engineering students. First term includes Newtonian mechanics. This course is an inquiry-based, laboratory-oriented course. Satisfies Natural Sciences core requirement. Co-requisite: MATH 226. 4 hours. 4.00 credits

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 202. All with "C-" or better. 4 hours. 4.00 credits

PHY-275 Internship

See department for details. 1.00 - 4.00 credits

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 202 or 232, MATH 226. 3 hours. Alternate years. 2005-2006. 3.00 credits

PHY-322 Modern Physics With Health Applications

A project-orientated course taught in a workshop environment that covers important topics in modern physics with applications to human health. Topics include the Bohr theory of the atom, wave/particle duality, atomic and nuclear physics, and an introduction to Schrodinger's equation. Projects may include nuclear medicine, radiation therapy, neutron activation analysis, and magnetic resonance imaging. Prerequisite: PHY 204 or 242 with a "C-" or better. Co-requisite: MATH 227. 4 hours. Alternate years. 2005-2006. 4.00 credits

PHY-325 Modern Topics in Physics

This course investigates the physics of phenomena that significantly affect the environment in which humans live such as methods of energy production, global climate change, and transport of pollutants. Topics include aspects of thermodynamics, elementary spectroscopy, nuclear physics, and fluid dynamics as they relate to environmental issues. The course explores alternatives to society's current dependence on fossil fuels such as nuclear energy, solar and wind energy, bio-fuels, and hydrogen. Methods of estimation and risk assessment are emphasized so that meaningful comparisons between energy sources and their environmental consequences can be made. Prerequisite: CHEM-230 and MATH-226, each with minimum grade of C-; or PHY-232 or PHY-204, with minimum grade of C-. 4 hours. 4.00 credits

PHY-332 Waves and Optics

A course on the mathematical description of waves with application to optics. Topics will include wave addition, an introduction to Fourier analysis, laws of geometric optics, image formation, optical systems, interference and diffraction, polarization, lasers, and an introduction to transform optics including holography. The laboratory component will include selected experiments in wave motion, geometric optics, and physical optics. Prerequisite: PHY 204 or PHY 242 with a "C-" or better. Co-requisite: MATH 227. 4 hours. Alternate years. 4.00 credits

PHY-355 Special Topics

See department for course description. 1.00 - 6.00 credits

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 204 or 242, with a C- or better. 4 hours. Alternate years. 2005-2006. 4.00 credits

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 202, MATH 226, with "C-" or better. 3 hours. Alternate years. 3.00 credits

PHY-380 Classical Mechanics: Dynamics

Presentation and discussion of the kinematics and dynamics of single particles and systems of particles, both in inertial and non-inertial frames of reference. In addition to the standard analytical techniques, approximation techniques and a computer algebra system will be used for problem solving. Several mechanical systems will be studied experimentally and computationally. Prerequisites: PHY 204 or 242, and MATH 227, with C- or better. 4 hours. Alternate years. 4.00 credits

PHY-384 Thermodynamics and Statistical Mechanics

Presentation, discussion, and application of the laws of thermodynamics and statistical mechanics including gas behavior, equations of states, phase transformations, kinetic theory, probability distributions, ensembles, and the partition function. Prerequisites: PHY 204 or PHY 242 and one upper division course in Physics, MATH 227, all with C- or better. 4 hours. Alternate years. 4.00 credits

PHY-395 Independent Study

See department for details. 1.00 - 14.00 credits

PHY-420 Quantum Mechanics

An introduction to quantum mechanics and its application to: free particles, barriers, the simple harmonic oscillator, the hydrogen atom, angular momentum, spin, and identical particle systems. A computer algebra system will be utilized for problem solving and visualization. Prerequisite: PHY 322 or PHY 332, MATH 228 or MATH 311 with "C-" or better. 4 hours. Alternate years. 2005-2006. 4.00 credits

PHY-460 Electric & Magnetic Fields

Development of the nature and mathematical description of electric and magnetic fields in free space and material media, including: Maxwell's equations, electrostatics, magnetostatics, dielectrics, and solutions of Laplace's and Poisson's equations. Prerequisite: PHY 322 or PHY 332, MATH 228 all with C- or better. 4 hours. Alternate years. 4.00 credits

PHY-475 Internship

See department for details. 1.00 - 18.00 credits

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. 1.00 credits

PHY-482 Physics Capstone Seminar II

The physics seminar portion of PHY 492. (See the description of PHY 492). Co-requisite: Senior standing as a physics major, and research or an internship in physics. 1 hour. 1.00 credits

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. Emphasis is on the integration of concepts learned throughout the undergraduate physics curriculum. There will also be outside speakers on current physics research. The other portion of the capstone experience is a year long research project, including 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. 3.00 credits

PHY-492 Physics Capstone II

A continuation of Physics 490. At the end of Physics 492 students will give final oral presentations on their research project or their internship, and submit their research/internship paper. Prerequisite: Physics 490 with "C-" or better. 3 hours. Wiener. 3.00 credits

PHY-495 Physics Research

Student-conducted individual research project. 1-3 hours. 1.00 - 3.00 credits

Politics and Government

Faculty

Jules Boykoff Ph.D. Associate Professor of Politics and Government James Moore Ph.D. Assistant Professor of Politics and Government Jeffrey Seward Politics and Government Department Chair, Associate Professor of Politics and Government Robert Van Dyk Ph.D. Professor of Politics and Government

Introduction

Politics and government is the process by which a community decides what common goals it wants to achieve, what its rules will be, and how those policies and rules will be carried out or enforced. Nothing is more important to a healthy society. We are fascinated by the political process in the United States and in the world and concerned about its outcome and we welcome all students who share that interest.

While our program provides an excellent foundation for graduate study in political science, the primary focus of the department is to provide skills and habits of mind useful in a wide range of professions. Recent graduates of the department have found jobs and careers in law, politics, business, teaching, journalism, and government service. Some of our graduates continue their educations in professional programs in law, business (MBA), international affairs, education, public administration, and other fields. Many work directly after college (often as staff members for elected officials or government agencies) before going on to graduate school.

Program

The curriculum is focused on a variety of approaches to political analysis, practical hands-on experience, and student research. An internship or study abroad is strongly recommended for all majors as a useful part of their study. The required senior thesis may take a variety of forms, ranging from a project based on field research to statistical analysis of quantitative data to an abstract theoretical treatment of a problem in political philosophy.

The Department's co-curricular program is highlighted by the annual Tom McCall Forum, an event that brings pairs of nationally prominent speakers to Pacific and Oregon. Recent pairings have included Ralph Reed and Alan Dershowitz (2001), Ralph Nader and Newt Gingrich (2002), David Gergen and Bill Bradley (2003), Bill Kristol and Molly Ivins (2004), Richard Perle and Howard Dean (2005), Tom Daschle and Pat Buchanan (2006), Lee Hamilton and John Bolton (2007).

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.

Many of our majors find internships, most commonly in the Oregon Legislature or Congressional offices in Washington, D.C. Other possible internship sites include social-service agencies, government agencies, interest groups, or law firms. Internships for credit involve close collaboration with a faculty advisor and are limited to one semester. Only six 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 International Programs section of the catalog. Students going abroad should include in their course plans the language, history, culture and economy of their area of interest. No more than six 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.

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, a short essay, a research report, and an academic paper; how to work in groups; and how to use electronic communication.

Majors

Politics and Government Introductory Courses

The department offers two introductory level courses, PoIS 140 and PoIS 180, described in more detail below. Neither of these courses is required for the major, but either 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.

Requirements for the Major
Required Complementary Course Work

The following complementary course work outside the department is a required part of the major. Prospective majors should complete these requirements before the end of their junior year.

Econ 101 OR 102 (one required, both recommended) 4
Soc 301 Social Statistics 4
Two semester courses in history approved by the department 8

Required PoS Course Work

PoS 299 Political Analysis 4
PoS 309 Classics of Political Philosophy 4
PoS 401 Senior Seminar and Thesis 4
PoS 402 Senior Seminar and Thesis 2

20 Semester hours of PoS electives 20

These 20 hours must include:

1. at least one course in American Politics or Law at 300 level
2. at least one course in Comparative Politics/International Relations at 300 level.
3. at least two other PoS courses at the 300 level.

Up to six hours of PoS 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.

TOTAL: 50 Credits

Minors

Political Science

Requirements for the Minors

At least one course in American Politics or Law at 300 level 4
At least one course in Comparative Politics/International Relations at 300 level 4
PoS electives, at least 4 credits of which must be at the upper-division level 12

TOTAL: 20 Credits

Courses

POLS-140 Introduction to U.S. Politics

The most enduring questions about politics are the who, the what, the when, and the how of politics. This course seeks to answer these questions as they pertain to the American political system. 4 credits. 4.00 credits

POLS-180 The United States in World Affairs

A first course in international relations, focused on current problems and concerns in United States foreign policy. These include both "off-shore" issues such as human rights and peace-keeping and "intermestic" issues such as trade and immigration. The course will begin with an overview of American foreign policy traditions and attitudes and of the 20th century background. 4 credits. 4.00 credits

POLS-221 Politics in Literature & Film

Exploration of a single major theme of politics through the medium of literature and film. Possible course themes include Latin American film, revolution, war, utopia, propaganda, the Cold War and American political culture. May be repeated for credit when topics vary. 4 credits (2 credits when offered during Winter III). 2.00 - 4.00 credits

POLS-222 Civil Rights Movement

This course examines the causes, history, and tactics of the struggle to guarantee African- Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Counts towards comparative cultural core requirement. 2 credits. 2.00 credits

POLS-224 Environmental Politics

This course introduces students to environmental disputes and the forces that affect environmental policy. Topics include the history and evolution of environmentalism and environmental policy and an extensive case study of a local environmental issue. Cross-listed in ENV. 4 credits. 4.00 credits

POLS-226 The Politics of Surveillance

In this course students will explore the politics of surveillance and its theoretical roots in state legitimacy projects. As students examine the general contours of surveillance, they will answer numerous questions: What is surveillance? How and why has surveillance evolved through history and what role has technology played in this evolution? How does surveillance affect social relations? The course explores how surveillance occurs in the real world and how it intersects with civil liberties and the practice of dissent. 4 credits. 4.00 credits

POLS-227 Civil Rights Movement

This course examines the causes, history, and tactics of the struggle to guarantee African- Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for racial equality in the United States from 1954-1968. Meets comparative cultural core requirement. 4 credits. 4.00 credits

POLS-231 Contemporary Middle East

An exploration of the modern Middle East, the course will focus on issues of politics, culture, economics, and conflict. Special emphasis will be on Israel and its neighbors, the role of oil, the nature of Islam, and the special interests of the United States in the region. Meets comparative cultural core requirement. 4 credits. 4.00 credits

POLS-239 Latin America I: Conquest-Independence

Survey of Latin American history from 200 C.E. to 1810 C.E. with a focus on the pre-Columbian Mayan, Aztec, and Inca civilizations; the conquest and settlement of Mexico, Central America, and South America by the Spanish and Portuguese; and the colonial institutions in Spanish America and Brazil up to the beginnings of the movements toward independence. Special emphasis will be given to the clash of indigenous and European religious/spiritual outlooks, political economy, and the interaction of issues of race, class, and gender in the emergence of syncretic New World societies. Meets comparative cultural core requirement. Cross listed with HIST 239. 4 credits. 4.00 credits

POLS-241 Latin America II: Independence-Present

Survey of Latin American history from 1810 to the present with a focus on the independence struggles and the first century of independence; the rise of populism, socialism, and economic nationalism; the collapse of populist democracies and the rise of bureaucratic authoritarian military regimes; and recent transitions to democracy combined with economic liberalization. Course will also include attention to issues of class, race and gender, over the course of these political and economic transformations and the history of US-Latin American relations in the 19th and 20th century. Meets comparative cultural core requirement. 4 credits. 4.00 credits

POLS-255 Special Topics

See department for course description. 2 or 4 credits. 1.00 - 4.00 credits

POLS-275 Internship

See department for details. 1-4 credits. 1.00 - 4.00 credits

POLS-295 Independent Study

See department for details. 1-4 credits. 1.00 - 4.00 credits

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 credits. 4.00 credits

POLS-301 Politics and The Media

Examines the impact of the media upon the political process; the relationship between the press and politicians; and whether the press is a "neutral" force in American politics. Biennially. 4 credits. 4.00 credits

POLS-302 Parties and Elections

The development of political parties and their organization, function and campaign methods. Analysis of interest groups and their effect on government and political parties. Public opinion and propaganda. Involvement in a political campaign encouraged. Biennially. 4 credits. 4.00 credits

POLS-304 Grassroots Politics

Course examines how citizens and interest groups shape "grassroots" politics, state and local government in the United States. 4 credits. 4.00 credits

POLS-306 Presidency and Congress

This course explores the relations between the U.S. presidency and Congress, and how these relations have evolved over time. Students will examine long-term trends in this relationship and will consider compelling, instructive anomalies as well. Students will study the formal and informal powers of both Congress and the president and also explore case studies of conflicts between the two branches in the realms of both domestic and foreign policy. They will also carefully follow congressional-presidential relations as they unfold over the course of the semester, closely tracking the news as it emerges from Washington, DC. 4 credits. 4.00 credits

POLS-309 Classics of Pol Phil:Plato-Postmodernism

Examines the evolution of ancient, modern, and contemporary political thought from the ancient Greeks to the 20th century. Major political theorists who may be studied include: Plato, Aristotle, Augustine, Machiavelli, Hobbes, Locke, Rousseau, Hegel, Mills, Marx, Arendt, Rawls, Nozick as well as feminist and postmodernist critics of traditional, political thought. Required for majors. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

POLS-310 Markets, Politics & Justice

An examination of political economy (the interaction of politics and economics) with respect to topics such as macroeconomic policy- making,

industrial policy, income distribution, development strategies, and the welfare state plus the political dimensions of economic ideologies including classical liberal, Marxist, and social democratic perspectives. Prerequisite: Economics 101 or 102 strongly recommended. 4 credits. 4.00 credits

POLS-321 Protest, Dissent, & Social Change

This course examines the causes and history of widespread movements that use protest to promote political change. Topics include theories of social movements and case studies that may include the labor movement, the civil rights movement, the women's movement, the environmental movement, and the recent rise of conservative Christian activism. 4 credits. 4.00 credits

POLS-322 The Suppression of Dissent

This course explores how the state, mass media, and other forces suppress dissent. Students will first gain a theoretical foothold in the field of social-movement studies, along the way exploring the following questions: What is dissident citizenship? How, when, and why does the state suppress dissent? What role do the mass media play in the suppression of activism? Students will also study specific historical instances of political suppression, such as the suppression of the American Indian Movement, civil rights movement, environmental movements, and the Global Justice Movement. 4 credits. 4.00 credits

POLS-325 Constitutional Law

An introduction to the judicial process, legal reasoning and interpretation of the Constitution through analysis of court cases. Subjects include federalism, property, race, gender, and privacy. Biennially. 4 credits. 4.00 credits

POLS-326 Civil Liberties

This course examines the development of civil liberties in the United States by focusing on the role of the Supreme Court. Subjects include freedom of speech, freedom of press, freedom of religion, and the rights of the accused. Biennially. 4 credits. 4.00 credits

POLS-330 National Systems & Global Challenges

Survey of national political systems in the context of the challenge of globalization. Countries studied and compared will include most or all of the following: United States, Britain, France, Germany, Russia, China, Japan, Mexico, Brazil, India, Nigeria, Egypt, Iran, and the European Union (as emerging or quasi-state). Issues analyzed will include competing theories of the origins and consequences of different political institutions, the relationship between domestic political arrangements and the ability to cope with globalization, transitions to democracy, and the consolidation of democracy, and the future of the nation-state. Prerequisite: Junior standing or above and one other POLS course. Biennially. 4 credits. 4.00 credits

POLS-331 Modern Dictatorship

A survey of non-traditional, 20th century dictatorships and the theoretical concepts and explanations political science has developed to categorize and explain them, including especially controversies surrounding the concepts of "authoritarianism" and "totalitarianism." Cases examined will include some or all of the following: the USSR, Nazi Germany, the People's Republic of China, Latin American military dictatorships, and the Iranian quasi-theocracy. Prerequisite: Junior standing or above and one course from POLS. 4 credits. 4.00 credits

POLS-340 Security, Rights & Globalization

Nationalism and cultural identity; the international system and world organization; problems of conflict and war; issues of human rights and democracy; economic globalization and development; and security issues such as the spread of weapons of mass destruction. Prerequisite: Junior standing or above. 4 credits. 4.00 credits

POLS-345 International Political Economy

This course explores the post-WWII world economy, the place of the United States in that economy, the role of theory and differing world views, and possibilities for future economic realities. Particular emphasis is placed upon understanding U.S., European and Japanese, and post-Communist international economic policy and business decisions. POLS 180 and ECON 101 strongly recommended. Meets comparative cultural core requirement. 4 credits. 4.00 credits

POLS-350 Special Topics in Political Science

Courses of varying formats on specific topics not included in the regular curriculum. Past examples include Contemporary Mexico, the Salmon Crisis, and Conservatism and Its Critics. May be repeated for credit when the topics vary. 2-4 credits. 2.00 - 4.00 credits

POLS-351 Social Policy & Social Justice

This course provides an examination of both the historical and contemporary context of social welfare policies and programs. The course will examine how legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. Issues of social justice, and how policies and programs affect populations at risk, will be emphasized. U.S. social welfare policy will be examined in a global and human rights context. Prerequisites: SOCWK 201 with a minimum grade of C-. 4 credits. 4.00 credits

POLS-355 Special Topics

See department for course description. 2 or 4 credits. 1.00 - 4.00 credits

POLS-395 Independent Study

Student-conducted individual research/theoretical project. Faculty supervised. 1-4 credits. 1.00 - 4.00 credits

POLS-401 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 four hours per week to discuss selected readings in research methods, theories of power, and approaches to policy analysis. In the second semester, the seminar will meet two hours per week and students will revise and complete their written thesis and prepare their public presentation of the thesis. Both semesters required of all majors in their final year. Prerequisite: POLS-299 and two 300-level POLS classes. 4 credits first semester, 2 credits second semester. 4.00 credits

POLS-402 Senior Seminar and Thesis

A continuation of POLS-401. 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 four hours per week to discuss selected readings in research methods, theories of power, and approaches to policy analysis. In the second semester, the seminar will meet two hours per week and students will revise and complete their written thesis and prepare their public presentation of the thesis. Both semesters required of all majors in their final year. Prerequisite: POLS-299 and two 300-level POLS classes. 4 credits first semester, 2 credits second semester. 2.00 credits

POLS-475 Internship

Off-campus placements in political settings can be undertaken for credit. Requirements vary. See Department Chair for more information. 1-14 credits. 1.00 - 14.00 credits

POLS-495 Independent Research

Student-conducted individual research/theoretical project. Faculty supervised. 1-4 credits. 1.00 - 4.00 credits

Pre-Professional Programs

Faculty

Jon Schnorr Ph.D. Associate Professor of Biology

Introduction

The information in this section is intended to provide guidance for students who are interested in pursuing an education in the health professions. The College of Arts and Sciences does not offer majors or certificate programs in pre-health professions.

The information provided here is designed to alert undergraduates interested in health professions to some of the preparatory course work that such programs require. Students are encouraged to consult with their advisors and appropriate published guidelines for specific programs of interest.

Student may also contact Graduate and Professional Admissions Counselors and the Pathways/Advantage Program Coordinator in the Career Development Center for additional information.

Majors

Dental Studies

Most dental schools require courses in Biology, Chemistry, Organic Chemistry, English, Mathematics, and Physics, but dental schools do not require a particular major for admission. A list of courses that will satisfy the admission requirements of many programs is given below; however, there is enough variation in programs that students are urged to consult the Guide to Dental Schools published by the American Dental Education Association about specific requirements for the school of interest.

All U.S. dental schools require the DAT exam for admission. For those students who wish to enter dental school in the year following graduation, it is necessary to complete all of the listed courses by the end of the junior year to ensure adequate background for the DAT exam. Note that the Biological Sciences portion of the DAT includes significant amounts of material that are not covered in introductory Biology courses. For this reason, pre-dental students are encouraged to take additional courses such as genetics, developmental biology, and physiology. For those considering a major outside of the field of science, it is important to seek the advice of a faculty member within the major of interest, as well as the advice of the pre-dental studies advisor, Lisa Sardinia, to plan a schedule that will enable all requirements to be met.

Applications to take the DAT and applications for dental school (through AADSAS) are available on the Web or through the Career Development Center. Most schools require evidence of clinical experience prior to applying for dental school. Pre-dental students should begin obtaining clinical experience during their first year. The Career Development Center can assist students in finding an internship or field experience in the dental field.

Requirements for the Major

BIOL 202 General Biology I
BIOL 204 General Biology II
CHEM 220 General Chemistry I
CHEM 230 General Chemistry II
CHEM 310/311 Organic Chemistry I
CHEM 320/321 Organic Chemistry II
ENGW 201 Expository Writing
MATH 226 Calculus I
PHY 202 Introductory Physics I
OR
PHY 232 General Physics I
PHY 204 Introductory Physics II
OR
PHY 242 General Physics II

Strongly recommended courses that may be required by some schools:

BIOL 224 Human Anatomy
BIOL 240 Human Physiology
BIOL 308 Microbiology
BIOL 330 Genetics
CHEM 380 Biochemistry
Medicine Studies

All medical schools require introductory courses in Biology, Chemistry, English, Mathematics, and Physics, as well as a year of Organic Chemistry. Medical schools, however, do not require a particular major for admission. A list of courses that will satisfy the admission requirements of nearly all medical schools is given below. Students should consult the Guide to Medical Schools, published by the American Association of Medical Colleges, about specific requirements for schools of interest.

All U.S. medical schools require the MCAT exam for admission. For those students who wish to enter medical school in the year following graduation, 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. Note that the Biological Sciences portion of the MCAT includes significant amounts of material that are not covered in introductory Biology courses. For this reason, pre-medical students are encouraged to take additional courses, such as biochemistry, cell and molecular biology, and physiology. For those considering a major outside of the field of science, it is important to seek the advice of a faculty member within the major of interest, as well as the advice of the pre-medical studies advisor, Dr. Paige Baugher, to plan a schedule that will enable all requirements to be met.

Application to take the MCAT and applications for medical school (through AMCAS) are available on the Web or through the Career Development Center. Most medical schools require evidence of clinical experience prior to applying to medical school. Pre-medical students should begin obtaining clinical experience during their first year. The Career Development Center can assist students in finding an internship or field experience in the medical field.

Requirements for the Major

BIOL 202 General Biology I

BIOL 204 General Biology II

CHEM 220 General Chemistry I

CHEM 230 General Chemistry II

CHEM 310/311 Organic Chemistry I

CHEM 320/321 Organic Chemistry II

ENGW 201 Expository Writing

MATH 226 Calculus I

PHY 202 Introductory Physics I

OR

PHY 232 General Physics I

PHY 204 Introductory Physics II

OR

PHY 242 General Physics II

Strongly recommended courses that may be required by some schools:

BIOL 320 Cell Biology

BIOL 330 Genetics

BIOL 400 Molecular Biology

BIOL 470 Animal Physiology

CHEM 380 Biochemistry

MATH 207 General Elementary Statistics

Occupational Therapy

Admission to the School of Occupational Therapy for qualified students most often occurs once the student has earned a bachelors degree. However, it is possible for qualified students (i.e., students who have completed admission prerequisites) who have completed three years of undergraduate study to be considered to admission in this 3/3 (3 undergraduate / 3 graduate years) option. Students who enter without a bachelors degree will receive a Bachelor of Science degree in Human Occupation following completion of their first year in the graduate curriculum.

Students with an interest in occupational therapy should obtain a current brochure from the Office of Admissions for Professional Programs. The brochure is the most current document outlining requirements and prerequisites. Students with questions regarding admission to the School are encouraged to talk with the Office of Admissions for Professional Programs.

Pre-Occupational Therapy (Pre-OT) is NOT an undergraduate major, so students interested in becoming occupational therapists are free to choose any major, as long as they also complete the prerequisite courses listed below. Students who elect to major in a science will need to take more math and science courses in the first semester. The following prerequisite courses are designed to promote the student's success in the professional programs.

The School of Occupational Therapy offers a 30-month entry-level master's degree program. The curriculum consists of academic and laboratory experiences integrated with both part-time and full-time professional field work. Entrance to the program is in the fall semester only. Applications are usually due by December 1.

Prior to entrance, applicants must have:

Acquired a bachelors degree and all specified School of Occupational Therapy prerequisite coursework; OR

For the 3/3 option: 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 prerequisite coursework, and Pacific University bachelor core requirements.

It is recommended that applicants have observed in occupational therapy practice settings for at least 40 hours and preferably in more than one setting to foster a more complete understanding of the profession.

Requirements for the Major

NATURAL SCIENCES (12 hours)

BIOL 202 General Biology I

BIOL 224 Human Anatomy with Lab

BIOL 240 Human Physiology with Lab

PHY 202/204 (strongly recommended)

OR

CHEM 220/230

SOCIAL SCIENCES (12 hours)

Must include courses from minimally two (2) of the following areas: politics, government, business, and economics. In these areas, include a

life-span development course and an abnormal psychology course.

Social Science courses must include:

courses in human growth and development, preferably across life-span (PSY 180 and/or PSY 311)

courses which promote an understanding of both normal and abnormal adaptive development at both the individual and group level (PSY 150 and/or PSY 160 and/or PSY 308 and/or PSY 309 and/or PSY 311)

WRITING (3 hours)

ENGW 201 Expository Writing

OR

ENGW 301 Advanced Expository Writing

OR

ENGW 202 Writing about Disability (strongly recommended)

APPLIED ARTS (4 hours)

Various hands-on courses such as design, ceramics, dance, photography, or music.

COMMUNICATIONS (debate or public-speaking, 2 hours)

MEDA 110 or MEDA 101 or IS 201

RESEARCH DESIGN (2 hours)

PSY 348 or SOC 300 or ANTH 301

A research methodology course that includes a qualitative research component is strongly recommended. Statistics will be accepted as fulfilling the research requirement.

HUMANITIES (6 hours)

Must include courses from two (2) of the following areas: literature, religion, history, philosophy, ethics, and appreciation or history of art, music, or theatre.

PHIL 307 Ethics, Medicine, and Health Care is strongly recommended

COMPARATIVE CULTURAL STUDIES (3 hours)

Courses on the cultures of Africa, Latin America, Asia, or aspects of the American culture that draw upon these areas or the cultures of the indigenous peoples of North America.

PHYSICAL FITNESS (may be taken "pass"/"no pass," 2 hours)

Medical Terminology Credit or No Credit

(Obtainable through the School of Occupational Therapy / Independent Study)

First Aid A course and certification in First Aid including CPR must be current at time of entrance. This need not be for credit.

Optometry and Visual Science

Admission to the College of Optometry, or qualified students, usually occurs after completion of the bachelors degree. Occasionally, some exceptionally well-qualified students are admissible after three years of undergraduate studies under what is known as the Bachelor's Degree Option. If admitted to the College of Optometry after three years of undergraduate study, those students may receive a Bachelor of Science degree in Visual Science as they are completing their Doctor of Optometry degree. The Visual Science degree is awarded after 90 semester hours of undergraduate study and completion of the first two years of study in the College of Optometry. Students should have a backup plan in place to complete their bachelors degree in the College of Arts and Sciences in case they are not admitted to the College of Optometry under the Bachelors Degree Option. Students are encouraged to contact Graduate Admissions early in their undergraduate career for more information and assistance in preparing for admission to the College of Optometry.

Requirements for the Major

Optometry Prerequisites:

BIOL 202 and BIOL 04 are prerequisites for required Biology courses (8 hours)

BIOL 224 Human Anatomy w/ Lab

BIOL 240 Human Physiology w/ Lab

BIOL 308 Microbiology

CHEM 220, 230, and a complete Organic sequence, either 240 OR 310 and 320.

CHEM 380 Biochemistry (strongly recommended, but not required)

MATH 226 (4 hours)

Statistics (MATH 207 is suggested)

PHY 202 and 204

PHY 232 and 242

PSY 150

ENGW 201 or 202 Expository Writing plus one more writing course (at least 200-level, 6 hours total)

ENGW 200+ one more English course, either writing or literature (3 hours)

Pharmacy

The pharmacist is an integral member of an interdisciplinary health care team focused on improving health care outcomes of patients. As the

leading source for accurate and timely drug information, the pharmacist contributes to patient safety, alleviation of symptoms, prevention of disease, and reduced health care costs. Pharmacists can choose to work in a wide variety of professional settings. Although, the majority of pharmacists work in community pharmacies (independent or chain), many other opportunities exist in hospital, industry, nursing homes, managed care, home infusion, and academic settings.

Requirements for the Major

To be eligible for admission to the Pharm.D. program in Pacific University's School of Pharmacy, applicants must complete a minimum of 62 semester hours of pre-pharmacy study in an accredited college or university in the United States. Applicants must achieve a minimum GPA of 2.5 on a 4.0 scale, or its equivalent, and have received a grade of "C" or better in all prerequisite courses. While a bachelor's degree is not required in order to apply to the Pharm.D. program, it can make an application more competitive. It is recommended that all required coursework be completed within seven calendar years of the time of application to the program.

General Biology w/ Lab 8 semester hours
Microbiology 3 semester hours
Human Anatomy & Physiology w/ Lab 8 semester hours
General Chemistry w/ Lab 8 semester hours
Organic Chemistry w/ Lab 8 semester hours
Physics w/ Lab 3 semester hours or 4 quarter hours
Calculus 3 semester hours or 4 quarter hours
English Composition 3 semester hours
Other English 3 semester hours
Speech 3 semester hours or 4 quarter hours
Psychology (Intro or Abnormal) 3 semester hours or 4 quarter hours
Economics (Micro or Macro) 3 semester hours or 4 quarter hours
Social/Behavioral Sciences 3 semester hours or 4 quarter hours
Humanities/Fine Arts 3 semester hours or 4 quarter hours

Physical Therapy

Admission to Physical Therapy School is highly competitive for Pacific students as well as others. Pre-physical therapy requirements, like pre-medical requirements, concentrate in the sciences. Pacific's Physical Therapy School has always valued proficiency in writing and a strong education in the humanities and social sciences. To facilitate entry into the School of Physical Therapy, the University has established a gateway program to connect prospective students with the School of Physical Therapy during their years of undergraduate study. This program is outlined below.

Students do not major in "pre-physical therapy". Students complete a bachelor's degree in a major of their choice before beginning the Physical Therapy program.

Gateway program from the College of Arts & Sciences to the School of Physical Therapy:

OBJECTIVES

To establish ties with prospective undergraduate students, early in their college education, who show an interest in physical therapy.

MILESTONES:

1. Students who indicate an interest in physical therapy at the end of their freshman year of college will be identified by their advisors and given information about participating in this program.

Students who transfer from another institution or who decide later than their freshman year that they are interested in physical therapy will also be able to enter the program.

2. Students should obtain a course prerequisite from the Office of Admissions.

3. During the undergraduate's sophomore year, the student will be given the opportunity to participate in a mentoring program with a second-year physical therapy student. A minimum number of meetings will need to take place between these two students during the school year. This is for support, encouragement, and to provide the undergraduate student a contact person to ask questions.

4. By the end of the sophomore year in college, the student will have earned at least a 3.0 GPA, both overall GPA, as well as science GPA*.

*If the student is below a 3.0 GPA at that time, the student will meet with his or her academic advisor and be expected to develop a plan to improve his/her GPA. This should involve the student meeting with the counseling center / support services to obtain help with study skills. The plan should be reviewed by the student's academic advisor. Documentation of this process and improved GPA will be required.

Requirements for the Major

BIOL 202 General Biology I
BIOL 224 Human Anatomy w/ Lab
BIOL 240 Human Physiology w/ Lab
CHEM 220/230 TITLE UNLISTED
MATH 207, PSY 350, or SOC 301 Statistics
PHY 202/204 TITLE UNLISTED
OR
PHY 232/242 TITLE UNLISTED
PSY 150 Introduction to Psychology
Plus, 1 additional psychology course
ENGW 201 or higher

Humanities:

This can be satisfied by carefully selected core requirements. At least 3 hours must be outside of English.

Select 6 semester hours from Fine Arts, Humanities, History, Philosophy, Religion, English (in addition to the English prerequisite), Music, Foreign Language, or Speech/Communication.

Social Sciences:

6 semester hours from the following: Anthropology, Sociology, Psychology, Political Science, Economics.

At least 3 hours must be outside of Psychology.

Physician Assistant Studies

Admission to the School of Physician Assistant Studies is highly competitive. The applicant must complete a bachelors degree in any discipline, the the prerequisite courses listed below prior to enrollment in the professional program and have a minimum of 1000 hours of experience in direct patient care prior to application to the program. In addition, the PA program utilizes computer-based learning throughout the program; therefore, each student is required to have a laptop computer and possess basic word processing skills.

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 Physician Assistant profession
- Type of community activities
- Demonstration of cultural awareness
- Strength of on-campus personal interview

For additional information (other than prerequisites) about the Physician Assistant Program, consult the College of Health Professions section in this catalog.

Requirements for the Major

Prerequisite Courses

All prerequisite coursework and bachelors degree must be completed prior to enrollment. The applicant must complete the following courses with a "C" or better:

BIOLOGICAL SCIENCES (11 semester hours)

- Anatomy (one course with lab), human preferred
- BIOL 224 Human Anatomy w/ Lab
- Physiology (one course with lab), human preferred
- BIOL 240 Human Physiology w/ Lab
- Microbiology or Bacteriology
- BIOL 308 Microbiology w/ Lab

CHEMISTRY (11 semester hours)

- Organic Chemistry or Biochemistry (one of the following courses, no lab)
- CHEM 310/311 Organic Chemistry I w/ Lab
- CHEM 320/321 Organic Chemistry II w/ Lab
- CHEM 380 Biochemistry
- Two additional Chemistry courses with lab (may include additional Organic or Biochemistry courses)
- CHEM 220 General Chemistry I
- CHEM 230 General Chemistry II
- CHEM 240-241 Survey of Organic Chemistry
- Or any course listed above

STATISTICS (3 semester hours)

- Course must be taken in the department of psychology, sociology, statistics, or math.
- MATH 207 General Elementary Statistics
- PSY 350 Behavioral Statistics
- SOC 301 Social Statistics

PSYCHOLOGY OR SOCIOLOGY (3 semester hours)

- Any course in psychology or sociology
- SOC 101 Intro to Sociology
- PSY 150 Intro to Psychology

ENGLISH/WRITING (6 semester hours)

- (two courses taught at an English speaking university or college)
- Must include at least one writing course beyond the introductory level. Courses must be taken in either the English or writing department.
- ENGW 201 Expository Writing
- OR
- ENGW 301
- plus a second course in writing or literature

NOTE: Courses taken to fulfill the science prerequisites must be those for science majors.

CLINICAL EXPERIENCE

Minimum 6 months (1000 hours, paid or volunteer)

At the time of application submission, the applicant 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' aide, medical technologist/technician, respiratory therapist, physical therapist/assistant, occupational therapist/assistant, speech therapist/assistant, psychologist/therapist/counselor, medical office manager, hospital/clinic/nursing home facility volunteer, home health aide, outreach worker, social worker, acupuncturist, chiropractor, naturopath, massage therapist in health care setting, patient educator, dental assistant and others. Shadowing experience with a practicing physician assistance also qualifies.

In addition to the required courses, students are encouraged to learn Spanish and to take medical terminology. Students or advisors with questions about the School of Physician Assistant Studies should consult the Graduate Admissions office and the current PA program brochure.

Courses

HPE-190 Passport in Health Professions Education

An introductory course that provides students with a survey of health care careers, including pathways to prepare to enter these careers. Invited speakers will discuss opportunities and challenges, as well as educational and other requirements for various health care careers. Pass/No Pass. 1 credit. 1.00 credits

HPE-290 Intro to Clinical Practice

This course is designed for sophomores in the Advantage Program. Course topics include HIPAA, procuring internships, ethical issues in health care, health care as a business, funding professional education, and community service and healthcare. Prerequisite: HPE-190 or EXMB-100, and instructor consent. Pass/No Pass. 1 credit. 1.00 credits

HPE-390 Manage Grad School Application Process

This course is designed for juniors in the Advantage Program. Course topics include personal statements and essays for graduate school applications, test-taking strategies for standardized exams, graduate school time management and interviewing for graduate school. Prerequisite: HPE 290 and cumulative GPA of 3.2 or better. Instructor consent required. Pass/No Pass. 1 credit. 1.00 credits

Psychology

Faculty

Alyson L. Burns-Glover Ph.D. Professor of Psychology Heide K. Deditius-Island Ph.D. Assistant Professor of Psychology Erica Kleinknecht Ph.D. Sabbatical Fall 2009, Associate Professor of Psychology Luke Moissinac Ph.D. Assistant Professor of Psychology Todd Schultz Ph.D. Psychology Department Chair, Sabbatical Spring 2010, Professor of Psychology

Introduction

Psychology can be defined as the empirical analysis of mind and behavior. The department members believe that reliable knowledge of psychological processes represents a necessary condition for meaningful action in the world. History, culture, art, economics, sociology, international affairs, health and biological science; virtually any field of study profits from attention to psychological variables.

Psychology is a versatile, inherently interdisciplinary, and multi-methodological enterprise. We concur with one of the founders of modern psychology, William James, who wrote, "The union of the mathematician with the poet, fervor with measure, passion with correctness; that surely is the ideal."

Mission

The Department's mission is to engender the kind of student who possesses a varied, precise, and clear understanding of the major concepts, traditions, and findings within the field of modern psychology; who can think critically and independently; who is well versed in both qualitative and quantitative methodologies, and regards both as potentially valuable and appropriate; and who can consume psychological findings and information with a clear head and astute eye.

Goals

The goals of the Psychology Department are to:

- 1.) introduce students to the scientific approach and methods of critical analysis in the interpretation and evaluation of research and theory;
- 2.) expose students to a selection of courses that typify the breadth of the discipline and the expertise of departmental faculty;
- 3.) instill cooperative learning strategies that enable students to participate effectively in group projects and in circumstances surrounding employment;
- 4.) perfect students' abilities to write clearly, succinctly and with authority, and to orally present theory and data;
- 5.) mentor and guide students' career choices by providing opportunity and instruction in basic and applied psychology, as well as allied health and service professions.

Majors

Psychology

Requirements for the Major

There are three general categories of courses that together make up the psychology major.

- i. Category I Courses are major requirements. You must complete all of these courses in order to graduate with a psychology major. Consequently these courses are always offered annually (i.e. once a year) if not biannually (i.e. every semester).
- ii. Category II Courses are major elective requirements. You must complete one course from every subdisciplinary area in order to earn your psychology degree at Pacific University. However, you may take more than one of these courses for credit toward the major. Course offerings vary from AD LIB (i.e. as needed) or biennial (i.e. every other year) to biannual (i.e. every semester).
- iii. Category III Courses are elective course options, emphases, and special topics courses that count toward the major. Three such courses are required for a Psychology degree: 1 at 300+ level and 1 at 400+ level. See list provided.

CATEGORY I MAJOR REQUIREMENTS: All majors must complete all of the courses in category I of the major. These consist of:

PSY 150 Intro to Psych 4

PSY 348 Research Methods 4
PSY 349 Research Methods Lab 2
PSY 350 Behavioral Statistics 4
PSY 451 Directed Senior Research 4

CATEGORY II: REQUIRED BREADTH ELECTIVE OPTIONS

All majors must complete at least one course from each course group of Category II

â€¢Biological Psychology
PSY 252 BIOPSY I: Intro to Neuroscience 4
â€¢Person-Centered Psychology
PSY 211 Abnormal (or) 4
PSY 309 Personality 4
â€¢Cognitive Psychology
PSY 315 Cognitive Science (or) 4
PSY 314 Memory and Mind 4
â€¢Development Psychology
PSY 240 Child Development (or) 4
PSY 343 Adolescent Development 4
â€¢Social Psychology
PSY 160 Culture and Behavior (or) 4
PSY 308 Social Psychology 4

CATEGORY III: ELECTIVES

All Category III courses count toward the major. Three are required for the degree: 1 at 300+ level and 1 at 400+level.

PSY 352 BIOPSY II: Sensation and Perception 4
PSY 452 BIOPSY III: Behavioral Endocrinology 4
PSY 210 Special Topics 2-4
PSY 420 Advanced Special Topics 2-4
PSY 225 Fundamentals of Comparative Learning 4
PSY 444 Psychobiography 4
PSY 260 Psychology of Women 4
PSY 180 Lifespan Development 4
PSY/PACS 208 Addictions and Society 4

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

Biol 330: Genetics
Phil 310: Phil of Science
Phil 314: Phil of Mind
PACS 300: Community Based Action Research
SOC 217: Gender and Sex
SOC 301: Social Statistics
SW 425: Counseling and Interviewing Techniques

TOTAL: 50 Credits Required for Major
TOTAL: 58 Credits Required for BS (an additional 2 NS classes with labs)

Minors

Psychology

Requirements for the Minors

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

PSY 150 Intro to Psychology 4
PSY 350 Behavioral Statistics 4

Elective credits 16

At least 6 of these credits must have a Psy prefix and must be offered at 300+ or 400+ level. The following list of courses from departments other than Psy also count towards the Psy minor (no more than 2 may be applied).

EXIP 365 Perceptual Motor Learning
Bio 330: Genetics
Phil 310: Phil of Science
Phil 314: Phil of Mind

PACS 300: Community Based Action Research
SOC 217: Gender and Sex
SOC 301: Social Statistics
SW 425: Counseling and Interviewing Techniques

TOTAL: 24 Credits

Courses

PSY-150 Introduction to Psychology

Psychology is the science of human and animal behavior and mental processes. As a survey course, Introduction to Psychology provides an overview of the methods, terms, theories, and research findings in the field. By understanding principles of psychology, students learn more about themselves, other human and non-human animals, historic and contemporary issues within the discipline and how to think about those issues critically. 4 credits. 4.00 credits

PSY-155 Special Topics - Psychology

See department for course description. 1.00 - 6.00 credits

PSY-160 Culture & Behavior

The goal of this course is to provide a cross-cultural review of general principles of human psychology. Emphasis is on the organizing syndromes of particular cultures and how these world-views affect an individual's emotions, cognitions and behaviors. Meets comparative cultural core requirement. 4 credits. 4.00 credits

PSY-180 Lifespan Human Development

This course offers a survey of human development and developmental theories from conception until death focusing on physical, cognitive, and social changes that occur across the lifespan. Recommended for non-majors. 4 credits. 4.00 credits

PSY-195 Independent Study

See department for details. 1.00 - 18.00 credits

PSY-208 Addictions and Society

Addictions and Society takes a historical and interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. The course investigates human motives to alter consciousness using classic and modern research in the physiology of addiction, sociocultural risk factors and changing cultural representations of drug use. Prerequisite: PSY-150 with C or better. 4 hours. Cross-listed as PACS-208. 4.00 credits

PSY-210 Current Issues in Psychology

This is a seminar-style course that varies from one semester to the next. Course themes are selected based on the contemporary issues in the field and the faculty member's area of expertise, interest, and background. Examples of "Current Issues" include: Peoples and Cultures of Hawai'i; The Nature of Self-Concept; Aging; Life-Story Models of Identity; Evolutionary Psychology; and Psychology of Mindfulness. This course may be repeated for credit as topics vary. Prerequisite: PSY-150 with C or better. Other prerequisites may vary by topic. 4 credits (2 credits when offered during Winter III). 2.00 - 4.00 credits

PSY-211 Abnormal Psychology

Students critically explore major categories of disorders, with special emphasis on dissociative identity disorder, depression, schizophrenia, and borderline personality. Questions are raised about the use of psychiatric drugs, and attention is paid to the history of insanity. This course includes both textbook and original readings. Prerequisites: PSY-150 with a C or better. 4 credits. 4.00 credits

PSY-225 Learning

The discipline of "learning" stemmed from the Behaviorist and Gestalt Psychological camps during the early development of Psychology. Today, learning includes a broader swath of specialties including: Cognitive, Biological, Educational, Social, and Abnormal Psychology. The systematic study of learning is a comparative branch of Psychology, wherein human and nonhuman animal behavior is investigated. Students complete this courses with a more expansive understanding of semi-permanent changes in human and nonhuman animal behavior and the wide applicability and limited generalizability of those behaviors across species and contexts. Prerequisite: PSY-150 with a C or better. 4 credits. 4.00 credits

PSY-226 History and Systems of Psychology

Psychology is often discussed as having a long past but a short history. This course investigates the past (early philosophy relevant to the "psych") and the history (the formal establishment and research within the discipline) through the social, political, and historic influences on the science of behavior. The goals of this course are to provide students with a more holistic appreciation and understanding of contemporary psychological theories, and the early foundations of modern psychology. Students consider major theories, emerging research directions and controversies within the specialty disciplines of psychology. Prerequisite: PSY-150 with C or better. 4 credits. 4.00 credits

PSY-240 Child Development

This course is an introduction to human development with an emphasis on early and middle childhood. Initial discussion focuses on how to best characterize behavioral change over time and the interactive roles of nature and nurture as facilitators of change. Through detailed discussion of theory and research outcomes, students attain a comprehensive understanding of normative trends in physical, cognitive, social, emotional, and personality development coupled with an understanding of the cause of such change. Prerequisite: PSY-150 with a C or better. 4 credits. 4.00 credits

PSY-252 BIOPSY I: Introduction to Neuroscience

This lab-based course seeks to explain and identify the biological structures of behavior, relating to actions, experience, genetics and

phylogeny of the organism. Students learn physiological function and injury through case studies, discussion, video, dissection and lecture. The goals of this course are to provide students with a strong background in neuroscience, neuroanatomy, assessment, and the ability to apply their knowledge to individual trauma case examples. Prerequisite: PSY-150 with a C or better. BIOL-110, BIOL-224, or BIOL-240 strongly recommended. 4 credits. 4.00 credits

PSY-255 Special Topics

See department for course description. 1.00 - 6.00 credits

PSY-260 Psychology of Women

This course is a survey of the physiological, emotional, and cognitive aspects of the female experience. Students examine both the similarities and differences between women and men, with an emphasis on experiences unique to women. Cultural expectations are examined particularly those which either overemphasize sex differences or underestimate their psychological and sociocultural value. Prerequisite: PSY-150 or GSS-201 with a C or better. 4 credits. 4.00 credits

PSY-275 Internship

See department for details. 1.00 - 4.00 credits

PSY-308 Social Psychology

This course addresses social behavior from the perspective of humans as social agents, how they affect and are affected by others, topics include: perception of persons, affiliation, communication and attitude change, group processes, leadership, intergroup tension, cultural syndromes, and social roles. Prerequisite: Junior standing or above, and PSY-150, PSY-348, and PSY-349, each with a C or better. PSY-350 or SOC-301 are strongly recommended. 4 credits. 4.00 credits

PSY-309 Personality Psychology

Students study the grand theories of personality through detailed examination of original writings by Freud, Skinner, R.D. Laing, and Maslow, among others. Students explore the assumptions, logic, and ramifications of psychological theory, and its place in modern experimental psychology. Some critique of psychology as a discipline is included. Prerequisite: Junior standing or above and PSY-150, PSY-348, and PSY-349, each with a C or better. 4 credits. 4.00 credits

PSY-314 Memory and Mind

This course serves to describe and explain Cognition with an emphasis placed on memory processing. Topics covered include the historical precedence of current theory and research, basic versus applied research perspectives, memory processing, mental representation/categorization, the purpose and development of autobiographical memory, interactions between memory and emotion, and memory malleability. Through writing and class discussion, students achieve a deep understanding of the nature of Cognition and key role that memory plays. Prerequisite: Junior standing or above, and PSY-150, PSY-348, and PSY-349, each with a C or better. 4 credits. 4.00 credits

PSY-315 Cognitive Science

This class focuses on description and explanation of the nature of mind and mental process in an interdisciplinary manner. Through writing and class discussion, students come to understand the complexity of the human mind and the diverse ways in which the mind is studied. To this end, topics surveyed include Philosophy of Mind, Mental Representation and Categorization, Memory, Cognitive Neuroscience, Linguistics, and Artificial Intelligence. The course culminates with discussion of how these differing perspectives work together to create a complete explanation of human cognition. Prerequisite: PSY-150 with a C or better. ENGW 201 recommended. 4 credits. 4.00 credits

PSY-343 Adolescent Development

Adolescent Development examines the primary developmental issues in the period between middle childhood and young adulthood. In addition to traditional areas of brain development, cognition, identity, sexuality and sexual orientation, intimacy, and achievement, there will also be a focus on how adolescence was originally conceptualized in the USA, the continued purposes it serves, and comparisons across ethnic groups and other cultures. Emphasis will be placed on the integration of theory and research in understanding adolescence. Prerequisite: PSY 150, PSY 180, or PSY 240 with minimum grade C. Meets comparative cultural core requirement. 4 credits. 4.00 credits

PSY-348 Research Methods in Psychology

This course examines the principles of research design, methodology, and data analysis in psychology. Method and design issues relevant to a wide range of substantive areas in psychology are covered, such as experimental designs, survey research, observational research, and qualitative content analysis. Further, students receive an introduction to data management and analysis, research ethics and the Institutional Review Board (IRB) process. Prerequisite: Sophomore standing or above and PSY-150 with a C or better: Corequisite: PSY-349 must be taken concurrently with this course; both must be passed in same semester with a C or better. 4 credits. 4.00 credits

PSY-349 Research Methods in Psychology Lab

This course is graded separately, but is a required component of PSY-348 and must be taken concurrently. In this course students work in groups to design studies, collect data, analyze it and present it. This course also focuses on the writing standards in scientific publication and presentation of results. Prerequisite: Sophomore standing or above and PSY-150 with a C or better. Corequisite: PSY-348. 2 credits. 2.00 credits

PSY-350 Behavioral Statistics

Behavioral statistics provides an introduction to experimental design, descriptive and inferential statistics as well as computer statistical analysis. Prerequisite: Sophomore standing or above. MATH-165 strongly recommended. 4 credits. 4.00 credits

PSY-351 Directed Research in Psychology

Directed Research provides students with the opportunity to participate in an ongoing research project with a psychology faculty member. This opportunity provides practical research experience for business, career development, and graduate school. Research experience at the undergraduate level facilitates a more competitive application for graduate programs and jobs. Students must have instructor permission and enrollment is limited. May not be used as elective credit in Psychology; can be taken for up to 6 credits total, up to 2 credits per semester. 1.00 - 2.00 credits

PSY-352 BIOPSY II: Sensation & Perception

This lab-based course is the second semester of the neuroscience emphasis within the Department of Psychology. Sensation and Perception is the study of how our sensory experience (e.g. vision, taste, smell, hearing, and touch) is translated into a perceptual representation of the world via the central nervous system. Virtually all knowledge of the sensory system is the result of investigation into our nonhuman relatives physiological function; therefore this course integrates both human and nonhuman animal comparative sensory structure and neuroanatomy. The goals of this course are to provide students with the skills and opportunities to conceptually integrate structure and function of the nervous system in an applied way; to further their empirical writing skills, and to explore neuroscience through both a lecture, lab and discussion format. Prerequisite: PSY-150, PSY-252 each with a C or better. BIOL-110, BIOL-224, or BIOL-240 strongly recommended. 4 credits. 4.00 credits

PSY-355 Special Topics

See department for course description. 1.00 - 6.00 credits

PSY-395 Independent Study

See department for details. 1.00 - 18.00 credits

PSY-420 Special Topics in Psychology

Special Topics is a seminar course focusing on topics of special interest to students and faculty, examples include: Behavioral Endocrinology, Cognition, Evolutional Psychology, Personality, Sociocultural Psychology. Instructor permission required. May be repeated for credit as topic varies. 2 or 4 credits. 2.00 - 4.00 credits

PSY-441 Discourse Narrative & Identity

Discursive psychology focuses on re-conceptualizing psychological phenomena as displayed, accountable, situated, and practical. Narrative psychology has been described as a 'second cognitive revolution' that distinguishes narrative thought as an equally important partner to paradigmatic thought in basic human cognitive processes. This course will first introduce students to the main tenets and research domains of discursive and narrative psychology. It will then examine a discursive-narrative approach to identity in social interaction and across the lifespan that proposes that identities are more fruitfully taken as multiple, fluid, discursive co-constructions in social intercourse that are extremely sensitive to contextual determinants. Students will examine empirical research examples based on these paradigms in order to be introduced to its analytical techniques. Specific identity topics will include lifestory approaches, identity construction in different cultures, institutional identities, sexual identities, and illness narratives and their implications for medical practice. Prerequisite: PSY 150, PSY 160, or PSY 180 with minimum grade C. 4 credits. 4.00 credits

PSY-444 Psychobiography

Psychobiography attempts to understand the form and content of artistic work from the vantage point of the artist's life history. Previous classes have included analyses of artists Diane Arbus, Kathryn Harrison, Sylvia Plath, Picasso, Oscar Wilde, Jackson Pollack, Vladimir Nabokov, Roald Dahl, Jack Kerouac, James Agee, Kurt Cobain, and Truman Capote, among others. Significant use is made of psychological theory as a means of tracing meaningful connections between the life and creative products. Prerequisite: Junior standing or above and PSY-150 with a C or better. 4 credits. 4.00 credits

PSY-448 Mentoring in Psychology

Advanced psychology students will serve as facilitators and laboratory assistants in psychology classes in which they have previously demonstrated excellence. Mentors attend all classes and co-curricular events and complete all of the readings. Mentors will assist in classroom management, study sessions, and laboratory activities. They will work closely with faculty in developing the means to good mentoring during independent meetings with the professor outside of class. Prerequisite: 15 credits in PSY and permission of the instructor. May be repeated for elective credit in the major. 1-4 credits. 1.00 - 4.00 credits

PSY-451 Senior Directed Research

This Psychology Capstone course is required of all senior Psychology majors. Students work in research teams on original research, supervised by Psychology Department faculty. As part of the course, students present findings during Pacific's Senior Projects Day, and then, optionally, at the regional conference. May be repeated for credit. Prerequisite: Senior standing and must be Psychology major. Requires instructor consent. 4 credits. 2.00 - 4.00 credits

PSY-452 BIOPSY III: Behavioral Endocrinology

This course concerns the interrelationships among hormones, the brain and behavior in both human and nonhuman animals. The role of hormones in the development and activation of behavior as well as how behavioral interactions regulate endocrine physiology will be examined. A central topic of this course concerns the effects of sex steroid hormones on various reproductive behaviors (e.g. sexual and parental behaviors). Other topics covered include: the endocrine regulation of aggressive behavior, biological rhythms, energy balance, stress, learning, memory, and contemporary topics within endocrinology like hormone replacement therapy and the behavioral effects of endocrine disorders. Prerequisite: PSY 252. 4 credits. 4.00 credits

PSY-455 Special Topics

See department for course description. 2.00 - 3.00 credits

PSY-475 Internship

See department for details. 1.00 - 14.00 credits

PSY-495 Research

Students enrolled in this course will have successfully completed the Senior Research Preparation and Seminar courses. Students will execute a research project, analyze data and do a public presentation of their data. This course includes both independent research and class discussion components. Knowledge of research design and method, data analysis, and APA writing style are presumed for this course. Prerequisite: PSY 490 and instructor's permission. 2 hours. 1.00 - 6.00 credits

Social Work

Faculty

Jessica Ritter Ph.D. Assistant Professor of Social Work Don Schweitzer M.A. Assistant Professor of Social Work

Introduction

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in Anthropology- Sociology; a major in Sociology; a major in Social Work; and minors in Sociology, Anthropology, and Comparative Religion.

Mission

The mission of the Social Work Program at Pacific University is to provide students with the knowledge, values, and skills necessary for culturally sensitive generalist social work practice. The BSW curriculum is designed to prepare students to provide services that advance the well-being of people; promote social and economic justice; and enhance the social functioning of individuals, families, groups organizations, and communities. It is our desire to provide students with both academic and field based experiences that allow the student to integrate theoretical and applied knowledge in order to engage in the change process at the micro and macro levels of practice. These experiences take place in the context of a broad liberal arts foundation. The small class sizes at Pacific allow for individual attention from professors, and our geographic location provides opportunities to explore social work in both rural and urban settings.

Goals

To prepare students for beginning generalist baccalaureate level social work practice with systems of all sizes.

To prepare students to enter and complete rigorous graduate level social work training and to commit to life-long learning and ongoing professional development.

To prepare students who will contribute to the lives of people in the community through a commitment to social and economic justice, while meeting the needs of marginalized and oppressed groups.

Majors

Social Work

Students interested in majoring in Social Work must apply to the major. Application materials are available from faculty members of the Social Work program.

Students who major in Social Work must complete the following core courses with a grade of "C-" or better and maintain a 2.75 average in the major.

Requirements for the Major

Psy 150 Introduction to Psychology (4)

Either Soc 101 or Soc 102 (4)

Soc 101 Introduction to Sociology

Soc 102 Social Problems

SocWk 201 Principles of Social Work (4)

Either Anth 301 or Soc 300 (4)

Anth 301 Research Methods in Anthropology

Soc 300 Intro to Social Research

Soc 301 Social Statistics (4)

SocWk 300 Micro Social Work Practice (4)

SocWk 301 Macro Social Work Practice (4)

SocWk 320 Human Behavior in the Social Environment (4)

SocWk 351 Social Policy and Social Justice (4)

SocWk 425 Counseling and Interviewing Techniques (4)

SocWk 480 Pre-Practicum Seminar (1)

SocWk 481 Social Work Practicum (12)

Students must complete two elective courses (8 credits) from the following list. Additional elective courses will be considered with approval from the Social Work Program Director.

SocWK 355 Topics
Anth 101 Introduction to Anthropology
Soc 208 Race
Soc 309 Families
Soc 211 Delinquency
Soc 217 Gender and Sexuality
Soc 266 Deviance
Soc 304 Criminology
Soc 319 Medicine
Soc 321 Sociology of the City
Psy 211 Abnormal Psychology

TOTAL: 55 Credits

Social Work students are strongly encouraged to take Human Biology, Biol 110

The Social Work Program does not give academic credit for life or previous work experience.

Minors

Social Work

Description goes here
Requirements for the Minors
Requirements go here

Courses

SOCWK-201 Principles of Social Work

This course provides an introduction to the field of social work practice with an emphasis on the historical and political development of social work as well as the values and ethics that guide social work practice. Students will explore possible career opportunities in the field of social work and will be required to complete a 40 hour field experience at an approved social service agency. 4 credits. 4.00 credits

SOCWK-255 Special Topics

See department for course description. 1.00 - 6.00 credits

SOCWK-275 Internship

See department for details. 1.00 - 4.00 credits

SOCWK-300 Micro Social Work Practice

This course focuses on the change process at the three levels of social work practice (individual, family and group). Students will acquire specific skills which will assist them in assessing, contacting, working with and terminating some clients. Prerequisites: SOCWK 201. 4 credits. 4.00 credits

SOCWK-301 Macro Social Work Practice

This course provides an overview of the major influences on the service delivery system, including social work values and ethics. The student will trace the evolution of social welfare and American social policy in a multicultural context. Macro intervention and the change process at three levels of social work practice (organizations, community, and state and federal public policy) will be the focus of the course. Prerequisite: SOCWK 201. 4 credits. 4.00 credits

SOCWK-320 Human Behavior in Social Environment

This course provides an introduction to the various theories related to human behavior in the social environment in the context of a life span developmental perspective. The relationship between social, biological, psychological, environmental and cultural systems will be analyzed as they relate to the "person-in-environment" foundation of professional social work practice. Prerequisite: SOCWK-201. 4 credits. 4.00 credits

SOCWK-323 Junior Seminar

Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific, for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above and must be a Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits. 2.00 credits

SOCWK-351 Social Policy & Social Justice

This course provides an examination of both the historical and contemporary context of social welfare policies and programs. The course will

examine how legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. Issues of social justice, and how policies and programs affect populations at risk, will be emphasized. U.S. social welfare policy will be examined in a global and human rights context. Prerequisites: SOCWK 201 with a minimum grade of C-. 4 credits. 4.00 credits

SOCWK-355 Special Topics

See department for details 1.00 - 6.00 credits

SOCWK-395 Independent Study

See department for details. 1.00 - 8.00 credits

SOCWK-425 Counseling & Interviewing Techniques

The purpose of this course is to familiarize students with fundamental counseling and interviewing techniques according to the major psychosocial theories. Students will also examine the impact of diversity, self-awareness, and use of self on the counseling process. Prerequisite: SOCWK 201. 4 credits. 4.00 credits

SOCWK-450 Directed Research in Social Work

Directed Research in Social Work allows students of advanced standing to participate in a research project with a social work faculty member in order to gain practical experience in the conduct of ongoing professional-level social work research. Prerequisite: Junior standing or above, and instructor consent. Offered for variable credit, from 1-4 credits. May be repeated for credit, up to 6 credits total. 1.00 - 4.00 credits

SOCWK-480 Pre-Practicum Seminar

The focus of this course is to assist students in preparing for the social work practicum experience. Students will select a population of interest and will conduct a literature review in order to develop a theoretical framework for intervention with that population. Students will also complete the tasks necessary for obtaining an practicum site including resume preparation, interviewing and developing a learning agreement. Prerequisite: 19 credits in required social work courses. 1 credit. 1.00 credits

SOCWK-481 Social Work Practicum

This course will provide students with an opportunity to integrate theoretical and clinical learning in an agency setting. Students will work as interns in an approved agency throughout the semester under the supervision of an agency staff member in consultation with a social work faculty member. Students will complete a signed learning agreement prior to beginning the internship which will guide their individualized learning experiences. Interns will be required to meet with the instructor and other social work interns in a weekly seminar setting to discuss their work in the field placement. In addition to hours spent working in the field, students will be expected to complete assignments and readings intended to enhance the internship experience. Prerequisite: 2.75 GPA, 19 credits in required Social Work courses including SocWk-480. 4-14 credits. 4.00 - 14.00 credits

Sociology

Faculty

Vernon L. Bates Ph.D. Professor of Sociology Sarah R. Phillips Ph.D. Associate Dean, Sociology, Sabbatical Spring 2010, Professor of Sociology Adam Rafalovich Ph.D. Sociology, Anthropology, Social Work & Comparative Religion Dept Chair, Associate Professor of Sociology Jennifer Strangfeld PhD, MS, BA of Assistant Professor of Sociology Jaye Cee Whitehead Ph.D., Assistant Professor of Sociology Christopher Wilkes Ph.D. Professor of Sociology/Vice Provost Research

Introduction

The Department of Sociology, Anthropology, and Social Work offers the following programs: a major in Anthropology-Sociology; a major in Sociology; a major in Social Work; and minors in Sociology, Anthropology, and Comparative Religion.

Mission

The major in Sociology is designed to provide basic knowledge about the development, structure and function of human groups and societies, and relationships among these groups and societies. The program contributes to a liberal arts education, prepares students for graduate training in sociology, and is preparatory for social services and other careers.

Goals

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

In order to do this students must possess the following:

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

Majors

Sociology

The Sociology major must complete the following courses with a grade of C- or better and maintain a 2.0 average in the major. These same standards apply to the minor in Sociology.

Requirements for the Major

One of the following: (4)

Soc 101 Introduction to Sociology

Soc 102 Social Problems

One of the following: (4)

Soc 208 Race: Inequality and Identity

Soc 217 Gender and Sexuality

Soc 266 Deviance

All of the following:

Soc 300 Social Research (4)

Soc 301 Social Statistics (4)

Soc 323 Junior Seminar (2)

Soc 414 Sociological Theory (4)

Soc 490 Advanced Research Methods (4)
Soc 494 Senior Thesis, Part 1 (2)
Soc 495 Senior Thesis, Part 2 (2)

Four additional courses in sociology which must include at least two 300+ level courses. Anth 320 and Anth 340 may be applied to this requirement. Other Anthropology courses by approval. (16)

TOTAL: 46 Credits

Strongly recommended for a Sociology major: Hist 101, 102; Phil 101; Econ 101, 102.

Minors

Sociology

Requirements for the Minors

One of the following: (4)

Soc 101 Introduction to Sociology

Soc 102 Social Problems

One of the following: (4)

Soc 208 Race: Inequality and Identity

Soc 217 Gender and Sexuality

Soc 266 Deviance

Three additional Sociology classes, at least two at 300+ level. Anth 320 or Anth 340 may be applied to this requirement. Other Anthropology courses by approval. (12)

TOTAL: 20 Credits

Any student interested in a Sociology minor should consult with a faculty member in the Sociology Department before the end of the sophomore year.

Courses

SOC-101 Introduction to Sociology

Provides an intensive introduction to human behavior in groups including a study of family, education, religion, government, ecology, deviancy. Basic concepts and terminology are emphasized. 4 credits. 4.00 credits

SOC-102 Social Problems

Study of the nature, scope, causes, effects, alternatives and solutions to the major problems in society, such as poverty, crime, and health. 4 credits. 4.00 credits

SOC-208 Race: Inequality and Identity

In this course you will learn how race is a social fabrication that predicts individuals' life chances and forms understandings of the self. This course offers sociological perspectives on the process of racial identity formation ranging from the impersonal level of bureaucratic structure to the intimate experience of feeling race in everyday life. Equal emphasis will be placed on describing and explaining contemporary forms of racial inequality in the United States. Prerequisite: SOC-101, SOC-102 or ANTH-101. 4 credits. 4.00 credits

SOC-217 Gender & Sexuality

An introduction to the theories and methods used by sociologists to study masculinity and femininity, the social and historical construction of sexuality, love, and romance. Discussion includes the sociology of homosexuality, bisexuality, and heterosexuality, as well as issues of HIV/AIDS, teen pregnancy, prostitution, pornography, sexual harassment and rape in the United States. Prerequisite: SOC 101 or 102. Must be 18 years of age. Biennially. 4 credits. 4.00 credits

SOC-255 Special Topics

See department for course description. 1.00 - 6.00 credits

SOC-266 Deviance

An analysis of definitions of deviance, causes of deviance, and societal reaction to deviance. The relationship between deviant behavior and social justice will be explored. Topics include drug use, mental disorder, the sex industry, suicide, sexual preference, crime and corporate crime. Prerequisite: SOC 101 or 102 or consent of instructor. 4 credits. 4.00 credits

SOC-275 Internship

See department for details. 1.00 - 4.00 credits

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. Biennially. 4 credits. 4.00 credits

SOC-301 Social Statistics

Introductory statistics course for students in the social sciences. The emphasis of the course will be on understanding how social scientists use numerical data to understand social phenomena, and how to use and interpret statistical measures and techniques commonly reported in the social sciences literature. Prerequisite: MATH 122. 4 credits. 4.00 credits

SOC-304 Criminology

This course is a general introduction to the social science known as criminology. This discipline, largely a composite of anthropology, psychology, and sociology, places particular focus on the phenomenon of crime in society. Examples of questions criminologists ask are: What defines crime? Who are the ones that commit crime and for what reasons? What are some of the established patterns of criminal behavior we see over time? And, what are some mechanisms society uses to regulate, punish or control crime? Because this course is taught from a sociological angle, particular emphasis will be placed upon viewing crime as a societal phenomenon, that is, one that can be analyzed within a broader social context. Prerequisite: ANTH 101, SOC 101 or SOC 102. 4 credits. 4.00 credits

SOC-309 Families

The primary emphasis is on the relationship between the familial institution and the society in which it is being studied. Attention is given to trans-historical and cross-cultural data and how social change impacts the institution. Additional areas of investigation include definitions of the family, socialization, cohabitation, courtship, marriage, divorce, gender and sex roles, sexuality, socio-economic forces, family violence, alternative forms, and the future of the family. Prerequisite: SOC 101 or 102 or consent of the instructor. 4 credits. 4.00 credits

SOC-312 Social Interaction

A study of the interaction process as the central element in human social life, the primary occasion for communication, and the origin of both social structure and the individual human identity. Attention is given to symbolic communication, interaction, socialization, role theory, self-concept, deviance. Prerequisite: Junior standing or above and 9 credits of Sociology - 3 of the 9 may be taken in Anthropology. Biennially. 4 credits. 4.00 credits

SOC-313 Sociology of Religion

A sociological analysis of religious belief, ritual, experience, and organization. Issues to be considered include the social origins of religion, its significance as a social force and as a form of social control, and the relation between religious institutions and the larger society of which they are a part. Prerequisite: Junior standing or above and 9 credits of Sociology - 3 of the 9 may be in Anthropology. Biennially. 4 credits. 4.00 credits

SOC-317 Sociology of Popular Culture

This course gives a sociological look at the relationship between the many forms of popular culture and social life. What does the term "popular culture" really mean and what implications does it have for our lives? This course will attempt to answer this question through the exploration of four themes. First, we will explore the concept of popular culture and apply it to domestic and international audiences. Second, we will explore many facets of the concepts of high and low culture, highlighting the cultural, economic, and geopolitical aspects of these "modern" phenomena. Third, we will examine how the grammar of television, music, and film can have multiple social, political, and economic effects. Fourth, as popular culture today is truly a global phenomenon, we will explore some of the most relevant issues as they pertain to the international consumption of art, film, music, and reading materials. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits. 4.00 credits

SOC-319 Sociology of Medicine

The course analyzes the social and demographic variables affecting health, morbidity, and the mortality rates. It also examines the social roles in illness (e.g., doctor and patient): their definitions and consequences. Attention is given to the study of medical care institutions and their systems and structures. The relations between social policy and health is debated. Prerequisite: SOC 101. Biennially. 4 credits. 4.00 credits

SOC-321 Sociology of the City

An exploration of the modern United States city. We will use Portland as a "laboratory" for understanding the evolution of cities, how modern cities "work," the problems and successes of urban areas. Prerequisite: SOC 101 or 102. 4 credits. 4.00 credits

SOC-323 Junior Seminar

Students will practice reading and evaluating primary research works in progress. Attention will be given to articulating the research process and to preparing students for their own independent research projects. Students will be instructed in pathways beyond Pacific, for example, how to find and apply to graduate programs, develop a resume, and set up a job-shadowing experience. Prerequisite: Junior standing or above and must be a Sociology, Anthropology-Sociology, or Social Work major or minor. Pass/No Pass. 2 credits. 2.00 credits

SOC-342 Consumer Society

This course will explore consumption as a locus of social reproduction and source of meaning in people's lives. Consumer culture plays an increasingly important part in defining who we are, how we live, and how we participate in society. Our daily consumer choices shape our sense of identity and our relationship to the larger society. We will explore some of the far-reaching consequences of a consumer society by looking at education, leisure, bodies and sexuality, homes, community, and the environment. Prerequisite: Soc 101, Soc 102, Anth 101 or Anth 140. 4 credits. 4.00 credits

SOC-345 Culinary Travel

This travel course explores the relationship between cuisine and culture. Before leaving campus, students must complete a series of orientation sessions as well as complete a one-week seminar. During the seminar we will read a collection of essays that will prepare the student to tour a variety of food and wine producing areas and to connect local and regional cultures with food preparation and cuisine. Specific travel destination will vary from year to year. Course may not be repeated for credit, even when travel destination varies. Prerequisite: 3 credits from Anthropology or Sociology at 200-level or above, and instructor approval. Appropriate language classes are encouraged. IS-201 is encouraged. 2 credits. 2.00 credits

SOC-347 Global Cap Neo-Colonial Inequalities

This course explores how global dimensions of capitalism intersect with local cultural identities and practices. Students will learn how transnational markets, global lending institutions, and transnational governments both shape and are shaped by questions of national identity, gender norms, racial categories, environmental policies and sexual practices. This course introduces students to perspectives on the meaning and scope of "globalization" from early industrialization to the current post-industrial economy. We will explore the typography of economic inequality on the global scale and examine specific examples of how it is maintained and resisted. The course includes post-colonial critiques that draw attention to how race, nationalism, gender and sexuality are central to the process of constructing, maintaining and resisting imperial domination. Prerequisite: ANTH 101, SOC 101, or SOC 102. 4 credits. 4.00 credits

SOC-355 Special Topics

See department for course description. 1.00 - 6.00 credits

SOC-356 Culture, Cuisine and Class

Explores people's relationship to food with regard to the environment, gender, class structure and the increasing globalization and homogenization of food. Of particular importance are the cultural influences on cuisine as food plays a social, symbolic and political-economic role across cultures. Prerequisites: Junior standing or above. 4 credits. 4.00 credits

SOC-395 Independent Study

See department for details. 1.00 - 8.00 credits

SOC-414 Sociological Theory

The origin and development of sociology are analyzed through the examination of major historical theorists and of contemporary schools of sociological thought. Prerequisite: Junior standing or above and 9 credits of Sociology. Biennially. 4 credits. 4.00 credits

SOC-450 Directed Research in Sociology

Directed Research in Sociology allows students of advanced standing to participate in a research project with an sociology faculty member in order to gain practical experience in the conduct of ongoing professional-level sociological research. Prerequisite: Junior standing or above and instructor consent. Offered for 1-4 credits. May be repeated for credit, up to 6 credits total. 1.00 - 4.00 credits

SOC-455 Special Topics

1.00 - 6.00 credits

SOC-475 Internship

See department for details. 1.00 - 14.00 credits

SOC-490 Advanced Research Methods

This course advances students' understanding of research methods introduced in SOC 300. This course focuses on how to write a research proposal in the social sciences, ethics in social research, and institutional review board requirements. Students will receive advanced training in crafting compelling sociological research questions, writing effective literature reviews, proposing appropriate techniques for empirical research, and performing a feasibility study. Prerequisite: SOC 300. 4 credits. 4.00 credits

SOC-494 Senior Thesis I

The focus is to assist students in selecting an area of interest from which to draw an independent research project, to do an initial literature review, to develop a theoretical framework, and to develop a research methodology for the senior research project. Prerequisite: 19 credits of Sociology, including SOC-300 and SOC-301. Pass/No Pass. 2 credits. 2.00 credits

SOC-495 Senior Thesis II

Student-conducted individual research/theoretical project. Special topics in sociology taught periodically at faculty discretion. Prerequisite: 20 credits of Sociology including SOC 494. 2 credits. 2.00 credits

Theatre & Dance

Faculty

Jennifer Camp M.F.A. Director and Instructor of Dance Ellen Margolis M.F.A., Ph.D. Art Division Chair, Theatre & Dance Department Chair, Associate Professor of Theatre Caitlin Quinn Costume Designer and Instructor of Costume Design Tal Sanders M.F.A. Scenic and Lighting Designer and Assistant Professor of Theatre

Introduction

At Pacific, opportunities in the performing arts are available to all students, regardless of major. Whether you are interested in a career in the professional theatre, in teaching, or in combining theatre or dance with other fields of study, Pacific's curriculum and productions provide a well-rounded foundation.

The most collaborative of the arts, theatre and dance partake of performance, literature, history, music, architecture, and design. Creating live performance entails commitment to learning a wide array of skills, including acting, directing, playwriting, design, and technology.

Mission

Through rigorous work in academic, studio, and community settings, the Department of Theatre & Dance develops engaged artists and active learners. Faculty and students work together to teach, learn, create, and communicate in a spirit of exploration and collaboration. Dynamically combining the many sub-disciplines of the performing arts, the Department offers challenging, uplifting performances to the campus and surrounding community.

Goals

Through theatrical production and academic study, the Pacific Department of Theatre & Dance strives to provide students with:

1. Appreciation for the functions of the arts in all cultures, and specifically for the importance of story-telling, plays, and dance.
2. Practical experience in theatre and dance production, including scenic, lighting, costume, sound and make-up design; acting; stage management; dance; theatre technology; playwriting; and directing.
3. Critical thinking, writing, speech, and organizational skills.
4. Practical skills applicable to a wide range of careers, including collaboration, problem-solving, project organization, communication, and time management.
5. Preparation--through coursework, production experience, and internships--for careers in theatre, dance, television, film, arts management, public relations, and teaching.
6. Preparation for graduate study in performance, design, and scholarly disciplines.

Majors

Theatre

Requirements for the Major

Thea 110 Acting I: Fundamentals	2 credit hours
Thea 120 Technical Theatre	4
Thea 150-151-152-153-154-155-156:	4 credits from these practical courses, with no more than 1 credit in any one area
Thea 180 Script Analysis	4
Thea 220 Introduction to Theatrical Design	4
Thea 330 Directing I	4
Thea 350 Theatre History and Dramatic Literature I	4
Thea 360 Theatre History and Dramatic Literature II	4
Thea 495 Thesis (Directing, research playwriting, choreography, design, performance, or other; learning Contract required)	4

Plus 12 elective credits in Theatre & Dance, chosen in consultation with Theatre faculty.

TOTAL: 46 Credits

Minors

Dance

The Dance minor is available to all undergraduate students. Dance studies complement majors in theatre, music, visual arts, media arts, exercise science, education and psychology. The Dance minor offers strong emphasis on creativity through performance and choreography.

Requirements for the Minors

Technique Courses

4 credits of Jazz or Contemporary technique courses:

Danc 121, 122 or 221, 222 - Jazz I/II or

Danc 126, 127 or 226, 227 - Contemporary I/II

4 credits of Ballet:

Danc 105, 106 or 205, 206 Ballet I/II

4 credits/Additional year of 200-level in any of: Danc 205, 206, 221, 222, 226, 227 (Ballet II, Jazz II, Contemporary II)

3 Credits of Theatre Company:

Thea 152 Costume & Makeup 1 credit

Thea 153 Lighting 1 credit

Thea 156 Run Crew 1 credit

Danc 260 20th Century Dance History 4 credits

Danc 301 Choreography I 4 credits

3 Elective credits from the following:

Thea 110 Acting I

Music History (any course)

Danc 129/429 Dance Ensemble (may be repeated for this elective requirement)

Danc 401 Choreography II

TOTAL: 26 Credits

Theatre

Requirements for the Minors

Thea 110 Acting I 2 credit-hours

Thea 120 Technical Theatre 4

Thea 150-151-152-153-154-155-156: 2 credits from these practical courses,
with no more than 1 credit in any area 2

Thea 180 Script Analysis 4

Theatre 210 OR 220 Acting II OR Introduction to Theatrical Design 4

Thea 350 or Thea 360 History and Dramatic Literature I or II 4

4 credits of Theatre electives, chosen in consultation with Theatre faculty 4

TOTAL: 24 Credits

Courses

DANC-105 Beginning Ballet I

Course work taught at a beginning level of dance. Ballet is one of the earliest codified forms of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. May be repeated for credit. 2 credits. 2.00 credits

DANC-106 Beginning Ballet II

A continuation of DANC 105. Course work taught progressively based on lessons taught from fall semester. Ballet is one of the earliest codified forms of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. DANC 105 recommended. May be repeated for credit. 2 credits. 2.00 credits

DANC-121 Beginning Jazz Dance I

Beginning Jazz I is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. May be repeated for credit. 2 credits. 2.00 credits

DANC-122 Beginning Jazz Dance II

A continuation of DANC 121 in the spring semester. Course work taught progressively based on technique taught from fall semester. Beginning

Jazz II is a beginning level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. DANC 121 recommended. May be repeated for credit. 2 credits. 2.00 credits

DANC-126 Begin Contemporary Dance I

Contemporary Dance is an introductory course taught at the beginning level for students interested in contemporary styles of dance. It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. May be repeated for credit. 2 credits. 2.00 credits

DANC-127 Begin Contemporary Dance II

A continuation of the beginning level technique class taught progressively from lessons taught in DANC 126. It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. DANC 126 recommended. May be repeated for credit. 2 credits. 2.00 credits

DANC-129 Dance Ensemble

Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in DANC 105, DANC 121, DANC 126, DANC 205, DANC 221, or DANC 226. Occasional work with guest dance artists and choreographers. Meets twice weekly. May be repeated for credit. Offered each semester. Audition required. DANC 121, DANC 126 strongly recommended. Corequisite: DANC 105, DANC 121, DANC 126, DANC 205, DANC 221 or DANC 226. 0-1 credits. 0.00 - 1.00 credits

DANC-205 Intermediate Ballet I

A continuation of DANC 105 and DANC 106. Course work taught based on progressive curriculum. Ballet is one of the earliest codified forms of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106. May be repeated for credit. 2 credits. 2.00 credits

DANC-206 Intermediate Ballet II

A continuation of DANC 205 in the spring semester. Course work taught progressively on lessons taught from fall semester. Ballet is one of the earliest codified forms of dance. The course work concentrates on classical ballet exercises at the beginning level with an emphasis on proper body alignment, improving flexibility and strength, and terminology and theory of movement. Prerequisite: DANC 105 and DANC 106. DANC 205 recommended. May be repeated for credit. 2 credits 2.00 credits

DANC-221 Intermediate Jazz Dance I

Intermediate Jazz I is an intermediate level class. Course work taught progressively based on technique taught from beginning level Jazz. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122. May be repeated for credit. 2 credits. 2.00 credits

DANC-222 Intermediate Jazz II

A continuation of DANC 221. Course work taught progressively based on technical skills taught from fall semester. Intermediate Jazz II is an intermediate level class. The course work is based on contemporary and classical styles of jazz dance with the focus on body isolations, syncopated rhythms, improvisation and stylized choreography. Prerequisite: DANC 121 and DANC 122. DANC 221 recommended. May be repeated for credit. 2 credits. 2.00 credits

DANC-226 Inter Contemporary Dance I

Contemporary Dance is an intermediate level technique class taught progressively from lessons taught in DANC 126 and 127. It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127. May be repeated for credit. 2 credits. 2.00 credits

DANC-227 Inter Contemporary Dance II

A continuation of an intermediate level technique class taught progressively from lessons taught in DANC 226. It focuses on strengthening dancers movements skills through increased flexibility, strength, endurance; musical awareness; develop an understanding and appreciation of contemporary dance; learning original choreography and understanding pertinent anatomical vocabulary needed to develop strong contemporary technique. Prerequisite: DANC 126 and 127. DANC 226 recommended. May be repeated for credit. 2 credits. 2.00 credits

DANC-255 Special Topics

See department for course description. 1.00 - 3.00 credits

DANC-260 Dance History and Appreciation

This course examines developments in contemporary western dance in an historical context, with an emphasis on pioneering dancers and choreographers. Artists to be studied will include Loie Fuller, Denishawn, Martha Graham, George Balanchine, Merce Cunningham, Doris Humphrey, Jose Limon, and Lester Horton. 4 credits. 4.00 credits

DANC-275 Internship

See department for details. 1.00 - 4.00 credits

DANC-301 Choreography I

Choreography I builds on established dance technique skills with a focus on creating new solo works, drawing on improvisational movement exercises and choreographic studies. In this course for seasoned dancers, the student will learn to develop movement themes through the exploration and use of the concepts and principles applied in dance, such as time, space, shape, force, and motivation. The course will also focus on the development of critical awareness in the analytical evaluation of his/her own work and through the viewing of other choreographic

works. Corequisite: DANC 205, DANC 221 or DANC 226. Prerequisite: One year of a technique course in jazz or modern dance. 4 credits. 4.00 credits

DANC-395 Independent Study

See department for details. 1.00 - 18.00 credits

DANC-401 Choreography II

Choreography II allows students who have studied basic choreography to focus on creating work for small groups. It focuses on strengthening performance skills for staged works through improvisational movement exercises and choreographic. As a choreographer, the student will learn to develop movement themes through the exploration and use of the concepts and principles applied in dance, such as time, space, shape, force, and motivation. The course will also focus on the development of a critical awareness in the analytical evaluation of his/her own work and through the viewing of other choreographic works. Corequisite: DANC 205, DANC 221, or DANC 226. Prerequisite: DANC 301. 4 credits. 4.00 credits

DANC-429 Dance Ensemble

Rehearsal and performance of new dance repertory and historical choreography. Continued development and refinement of skills acquired in other courses. Occasional work with guest dance artists and choreographers. Meets twice weekly. Prerequisite: Junior standing or above. Corequisite: Any 100 or 200-level technique course. May be repeated for credit. Offered each semester. 0-1 credit. 0.00 - 1.00 credits

DANC-495 Independent Study

See department for details. 1.00 - 15.00 credits

THEA-101 Theatre Appreciation

This course provides an understanding of the many elements of theatrical production, exposes students to live performance in a number of styles and venues, develops students' appreciation of performance, and offers vocabulary and tools for articulating responses to the performing arts. 2 credits. 2.00 credits

THEA-110 Acting I: Fundamentals

Introduction to movement, voice, and acting for the stage, with techniques drawn from Stanislavsky, Meisner, Viewpoints, Linklater, and other schools. The course develops an understanding of the actor's process for all students, and provides a foundation for students planning to major or minor in theatre or to perform in department productions. 2 credits. 2.00 credits

THEA-120 Technical Theatre

An introduction to technical theatre, including shop and production safety, position descriptions and work flow, script analysis, collaboration, construction, scenic art, electricity and lighting, crafts, prop design and construction, sound design and audio production, and sewing. The course is taught through lecture and discussion, and also entails a minimum of 40 lab hours which will include assignments on construction and running crews. 4 credits. 4.00 credits

THEA-150 Theatre Company: Performance

Active participation in a dramatic production as an actor or performer. Offered each semester. May be taken 4 times. Must audition and be cast in a play to enroll. Pass/No Pass. 0-2 credits. 0.00 - 2.00 credits

THEA-151 Theatre Co: Technical Production

THEA-151 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for THEA-151 Theatre Co Tech Prod for active participation as a production assistant or technician in a dramatic production. Experience may also be gained in a variety of specialized areas including: Costume, Lighting, Production Management, Publicity and Running Crew, (THEA 152-156). No single category may be repeated. Offered each semester. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

THEA-152 Theatre Comp:Costume & Makeup

THEA-152 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for the THEA-151 General Technical Theatre for active participation as a production assistant or technician in a dramatic production. Experience may also be gained in a variety of specialized areas including: Lighting, Production Management, Publicity and Running Crew, (THEA 153-156). No single category may be repeated. Offered each semester. Instructor consent required. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

THEA-153 Theatre Comp:Lighting

Thea 153 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for the Thea 151 General Technical Theatre for active participation as a production assistant or technician in a dramatic production. Experience may also be gained in a variety of specialized areas including: Costume, Production Management, Publicity and Running Crew, (Thea 152-156). No single category may be repeated. Offered each semester. Instructor consent required. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

THEA-154 Theatre Comp:Org & Mgmt

Thea 154 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for the Thea 151 General Technical Theatre for active participation in a dramatic production. Experience may also be gained in a variety of specialized areas including: Costume, Lighting, Publicity and Running Crew (Thea 152-156). No single category may be repeated. Offered each semester. Pass/No Pass. 1 credit. 1.00 credits

THEA-155 Theatre Comp:Publicity

Thea 155 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for the Thea 151 General Technical Theatre for active participation as a production assistant or technician in a dramatic production. Experiences may also be gained in a variety of specialized areas including: Costume, Lighting, Production Management and Running Crew (Thea 152-156). No single category may be repeated. Offered each semester. Pass/No Pass. 1 credit. 1.00 credits

THEA-156 Theatre Comp:Run Crew/Board

Thea 156 is a category within the one-hour practicum in theatre production. Most freshman or first-time students should sign up for the Thea 151 General Technical Theatre for active participation in a dramatic production. Experience may also be gained in a variety of specialized areas including: Costume, Lighting, Production Management and Publicity, (Thea 152-155). No single category may be repeated. Offered each semester. Instructor consent required. Pass/No Pass. 1 credit. 1.00 credits

THEA-180 Script Analysis

This course focuses on reading and analysis of theatrical texts from various traditions, periods, and styles. With collaboration and the creation of live theatrical events as guiding principles, scripts will be examined from literary, directorial, design, and acting perspectives. 4 credits. 4.00 credits

THEA-195 Independent Study

See department for details. 1.00 - 18.00 credits

THEA-210 Acting II: Scene Study

Intensive scene work, script analysis, and development of a methodical approach to acting. Intermediate work in voice and movement; introduction to dialects. Prerequisite: THEA-110. 4 credits. 4.00 credits

THEA-220 Introduction to Theatrical Design

Introduction to scenic, costume, and light design for the stage with emphasis on script analysis, drawing, rendering, computer design and model building. Prerequisite: THEA-120. 4 credits. 4.00 credits

THEA-225 Makeup

The theoretical and practical application of theatrical makeup. Students are expected to purchase their own makeup supplies. 1 credit. 1.00 credits

THEA-255 Special Topics

See department for course description. 1.00 - 6.00 credits

THEA-270 Theatre in London

An experiential two-week exploration of theatre in England, during 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, tickets and lodging. (Approximately \$2,275. See schedule for current rate.) Offered Winter III. 3 hours. 3.00 credits

THEA-275 Internship

See department for details. 1.00 - 4.00 credits

THEA-310 Acting III: Period Acting

Introduction to period acting with emphasis on Shakespeare, classical Greek drama, and verse. Prerequisite: THEA-210. 4 credits. 4.00 credits

THEA-312 Phonetics and Dialects

An introduction to the use of the International Phonetic Alphabet as applicable to stage dialects. Students will learn to read and transcribe IPA, and then will use this system as a basis for mastery of four to six dialects of spoken English they are likely to encounter as actors. Prerequisite: THEA 110. 2 credits. 2.00 credits

THEA-315 Scenic Design

Advanced work in scene design for the stage, including theory, history, script analysis, computer aided drafting, drawing, and alternative theatrical spaces. Prerequisite: THEA-220. 4 credits. 4.00 credits

THEA-317 Intro to Costume Design and Construction

Theory and practice of theatrical costume design. Includes analysis for period, style, character, and practical demands of a script, as well as fundamental principles of draping, cutting, pattern drafting, and construction. Prerequisite: THEA-220. 4 credits. 4.00 credits

THEA-323 Lighting Design

An introduction to lighting design for the stage with an emphasis on analysis and practical experiment. Exploration of the dramatic effects of light and the place of design in theatrical productions, as well as hands-on experience with the tools, conventions, and process of lighting design. Prerequisite: THEA 120. 4 credits. 4.00 credits

THEA-330 Directing

Laboratory course in script analysis, conceptualization, preparation, working with production staff, casting, and rehearsal. Class projects may include full productions of short plays or one-acts. Prerequisite: THEA-110 and THEA-220. 4 credits. 4.00 credits

THEA-350 Theatre History/Literature I

Study of European and Asian performance traditions, production conditions, and dramatic literature from 500 BC to the 19th century, taught through lecture, research, performance critiques, creative projects, and discussion. Offered in odd- numbered years. 4 credits. 4.00 credits

THEA-353 Traditional Japanese Theater

This class focuses on the origin of Japanese aesthetics by reading traditional drama called noh, kyogen, bunraku, and kabuki in translations. To enhance our awareness to the way in which these plays are written and appreciated, the class will cover not only scripts, but also poetries and religious/philosophical texts from the 14th to the 18th century. In the time when there was no clear distinction between ceremony and theater or between art and entertainment, people rather naturally expressed their ideas and beliefs. In addition to further cultural and understanding, by learning unique artistic dialogues in theatrical context, students will hopefully expand their ways to appreciate beauty in everyday life. Meets comparative cultural core requirement. 4 credits. 4.00 credits

THEA-355 Special Topics

See department for course description. 1.00 - 6.00 credits

THEA-360 Theatre History/Literature II

Development of theater from 1875 to the present with special emphasis on the influential practitioners and styles of the period. 4 credits. 4.00 credits

THEA-370 Theatre in London

An experiential two-week exploration of theatre in England, during which students attend and critique at least 9 professional plays, meet with British theater professionals and tour theatre facilities in London and Stratford-upon-Avon. Extra cost for airfare, tickets and lodging. (Approximately \$2,275. See schedule for current rate). Offered Winter III. 3 hours. 3.00 credits

THEA-380 Playwriting Seminar

Seminar in writing for the stage, including a study of dramatic structure, action, dialogue, and characterization. Practical matters such as the economics of the contemporary theatre, script submission, synopses and queries, and collaborative with directors and actors will also be addressed. Weekly writing assignments will focus on specific themes. Course will culminate in a major writing project. Prerequisite: THEA-110. 4 credits. 4.00 credits

THEA-395 Independent Study

See department for details. 1.00 - 18.00 credits

THEA-475 Internship

See department for details. 1.00 - 14.00 credits

THEA-480 Advanced Playwriting Workshop

Having completed the 300-level playwriting seminar, students in this class will work on a large project throughout the semester, culminating in a public reading or submission to theatres. Theatre 480 students will also serve as chief respondents to Theatre 380 students' drafts. Prerequisite: THEA 380. 4 credits. 4.00 credits

THEA-495 Senior Thesis

Students will develop substantial projects in performance, design, directing, research, dramaturgy, choreography, or playwriting, from inception and proposal through completion. Must be arranged with faculty advisor. Instructor consent required. May be repeated for credit. 1-4 credits. 1.00 - 4.00 credits

World Languages and Literatures

Faculty

Aimee Carreon Ph.D. Visiting Assistant Professor of Spanish Nancy K. Christoph Ph.D. Associate Professor of Spanish Jeanne-Sarah de Larquier Ph.D. Assistant Professor of French Mark Ferguson M.A. Instructor of Spanish Lorely French Ph.D. Study Abroad Chair/Distinguished University Professor, Professor of German Gisela Galvan MA, BA of Instructor of Spanish Kazuko Ikeda Ph.D. Associate Professor of Japanese Yasutaka Maruki Ph.D. Assistant Professor of Japanese Jann Purdy Ph.D. Assistant Professor of French Victor M. Rodriguez Ph.D. Department of World Languages & Literatures Chair, Associate Professor of Spanish Xiaoling Tian Ed.D. Assistant Professor of Chinese Mariana Valenzuela M.A. Instructor of Spanish Marcus Welsh M.A. On Leave 2009/2010, Assistant Professor of Spanish

Introduction

The Department of World Languages and Literatures seeks to provide the general student with awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world. For students specializing in language study, the Modern Languages curriculum teaches proficiency in speaking, writing and comprehending a modern language. Majors spend a semester or a year in study abroad. The curriculum is designed to ensure mastery of the languages studied through intensive conversational training.

The faculty of the department is diverse and international, with fourteen faculty members representing various countries and cultures. Fivelanguages are represented in the curriculum: Chinese, French, German, Japanese and Spanish. Many of the members of the faculty carry out research or creative writing projects, publish regularly, and participate actively in professional organizations.

The Modern Languages major may concentrate in French, German, Japanese or Spanish as a primary language, and French, German, Japanese, Spanish or Chinese as a secondary language. Students may also select a major in Japanese or Spanish or a major in French or German Studies. Majors are required to complete 12 semester hours in an accredited program outside the United States, offered in the language in which the student is specializing. Pacific students may apply their financial aid awards to foreign study undertaken through the Study Abroad program of the department. (For more information on studying abroad, see International Programs.)

All courses in the department are open to non-majors who have the appropriate prerequisites. Students are invited to pursue their area of interest within the framework of departmental offerings.

For information about language courses, the major, or the Study Abroad program, contact Professor Nancy Christoph.

Goals

The department seeks to graduate majors who:

- embody the essence of liberal arts values;
- have a high level of proficiency in all four skill areas of the language of concentration: listening, speaking, reading and writing;
- have participated in at least a semester of study abroad and are sensitive to cultural differences;
- have some knowledge of the major literary, intellectual and historical trends of the cultures of concentration;
- are acquainted with the different modes of research within their field;
- have conducted original research and written a senior thesis in the language of specialization or have completed a capstone project;
- are prepared to pursue graduate/professional studies or immediately enter the job market able to seek employment in a broad spectrum of career possibilities.

Majors

French

Rationale: To provide a viable major that emphasizes France and the French-speaking world.

Requirements for the Major

MAJOR IN FRENCH

Requirements:

Fren 101-102	8
Fren 201-202	8

Upper-division hours earned overseas in a French speaking country 12
4 French classes numbered 300 or above (Must include at least 12 credit hours taken at Pacific) 16

OR

3 French classes numbered 300 or above at Pacific; and (16)

1 class from the following list of related classes:

Anthropology:

Anth 340 Symbolism, Myth and Ritual

Anth 345 Winter III Culinary Travel *

Arthi:

Arthi 270 History of Western Art I: Pre-Historic through Gothic

Arthi 271 History of Western Art II: Renaissance through Present

English/International Studies:

Engl 332 Introduction to Linguistic; or

Engl 343 Studies in Criticism and Theory; or

IS 201 Intercultural Communications

History:

Hist 206 France from Caesar to Napoleon

Hist 235 Europe Since 1945

Hist 301 The Medieval World: 400-1500

Hist 335 Era of World War I

Hist 338 The Era of the French Revolution

Hist 401 Charlemagne and his Era

Media Arts:

MedA 401 Film topics*

Philosophy:

Phil 420 Seminar in Philosophy*

Sociology:

Soc 345 Winter III Culinary Travel*

1 French class numbered 400 at Pacific 4

Fren 494/495 Thesis, normally written in French (2 credits/semester) 4

TOTAL: 52 Credits

(* will depend on topic)

A student majoring in French must complete all courses with a grade of C minus or better.

German Studies

Rationale: To provide a viable major that emphasizes the German-speaking world.

Requirements for the Major

Ger 101-102 8

Ger 201-202 8

Upper-division hours earned overseas in a German-speaking country 12

1 German course numbered 300 at Pacific, 4

1 German course numbered 400 at Pacific, 4

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

OR 4 German courses numbered 300 or 400 at Pacific, one of which must be at the 400 level 8

One conversation classes from any combination of 200 (2 credits) or 300 (2 credits) level

OR WORL 301 or WORL 302 (2 credits) 2

Note: Check individual departments for course descriptions, prerequisites, and course schedules for semesters offered.

Ger 494/495 Thesis, normally written in German (2 credits/semester) 4

TOTAL: 50 Credits

A student majoring in German Studies must complete all courses with a grade of C- or better.

Japanese

Requirements for the Major

Japn 101-102 8

Japn 201-202 8
 Upper-division hours earned overseas 12
 4 Upper-division classes at Pacific, at least two of which must be numbered 400 16
 1 course from the following list: 2-4
 Art 274, Hist 111, Hist 112, Hist 211, Hum 205, Hum 215, Hum 216, Hum/Thea 353, Phil 305, Hum/IS 305, or travel courses as approved by department
 Japn 490 / 491 Senior Capstone 4 (2 credits per semester)

 TOTAL: 50-52 Credits

A student majoring in Japanese must complete all courses with a grade of C- or better.

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.

Modern Languages

Requirements for the Major
 Primary Language (French, German, Japanese, Spanish)
 Lower division12 credits
 2 300-level classes at Pacific.....8 credits
 Study Abroad12 credits

Secondary language(s)12 credits
 Thesis (Worl 401-402)..... 4 credits

One course from the following list:
 Worl 301, Worl 302 2 credits

 TOTAL: 50 Credits

Note: The secondary language requirement may be fulfilled by two full years study of one language or one full year study of two different languages.

A student majoring in Modern Languages must complete all courses with a grade of C- or better.

Students will enter the sequence at a level appropriate to their previous preparation. Students who enter with previous foreign language training may be exempt from a maximum of 6 hours of the major requirement. Students entering the sequence at the 300 level will complete a minimum of 12 hours selected from upper-division offerings.

International students, who have taken ESL classes at the university level and who want to major in Modern Languages, may be exempted from the 12 credits of a secondary foreign language.

Spanish

Requirements for the Major
 Span 102 4
 Span 201-202 8
 2 300-level classes in Spanish (including at least one of the following courses:
 Span 302, 303, 304, 305, 308) 8

Upper-division hours earned overseas 12

*Span/Educ 465, 466, 467 do not count toward the major

2 classes numbered 400 at Pacific 8
 (4 instead of 8 credits if study Abroad is full year)

Span 490 Senior Thesis in Hispanics Studies I 2
 Span 491 Senior Thesis in Hispanics Studies II 2

 TOTAL: 44 Credits

A student majoring in Spanish must complete all courses with a grade of C- or better.

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.

Minors

Chinese

Requirements for the Minors

Chin 101-102 Introduction to Chinese Language and Culture 8

Chin 201-202 Intermediate Chinese 8

Upper-division work in Chinese 8

TOTAL: 24 Credits

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Students who enter with previous foreign language training may be exempt from a maximum of 8 hours of the minor requirement. Students entering the sequence at the 300-level in Chinese, French, German or Japanese will complete a minimum of 12 hours selected from upper-division offerings.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

French

Requirements for the Minors

Fren 101-102 8

Fren 201-202 8

2 French classes numbered 300 or above (Must include at least 12 credit hours taken at Pacific) 8

TOTAL: 24 Credits

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Students who enter with previous foreign language training may be exempt from a maximum of 6 hours of the minor requirement. Students entering the sequence at the 300-level in Chinese, French, German or Japanese will complete a minimum of 12 hours selected from upper-division offerings.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

German

Requirements for the Minors

Ger 101-102 Introduction to German Language and Culture 8

Ger 201-202 Intermediate German 8

Upper-division work in German at Pacific or on a study abroad program in a German-speaking country; 8

4 credits may come from any combination of 2-credit conversation classes at 300 level

TOTAL: 24 Credits

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Students who enter with previous foreign language training may be exempt from a maximum of 8 hours of the minor requirement. Students entering the sequence at the 300-level in Chinese, French, German or Japanese will complete a minimum of 12 hours selected from upper-division offerings.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

Japanese

Requirements for the Minors
Japn 101-102 Introduction to Japanese Language and Culture 8
Japn 201-202 Intermediate Japanese 8
Upper-division work in Japanese 8

TOTAL: 24 Credits

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Students who enter with previous foreign language training may be exempt from a maximum of 6 hours of the minor requirement. Students entering the sequence at the 300-level in Chinese, French, German or Japanese will complete a minimum of 12 hours selected from upper-division offerings.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

Spanish

Requirements for the Minors
Span 102 Introduction to Spanish Language and Culture 4
Span 201-202 Intermediate Spanish 8
2 Upper-division classes in Spanish (including at least one of the following courses:
Sp 302, 303, 304, 305, 308) 8

1 Experiential course (three options) 4-5
1) Study Abroad
2) Span 367 (Practicum in Tapalpa)
3) 300-level Spanish course + 1hr. Pacs 105 /305 w. Span focus

TOTAL: 24-25 Credits

Students who wish to minor in Spanish and enter the sequence at the 300 level will complete a minimum of 15 hours from upper-division offerings.

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

A student minoring in any language taught at Pacific must complete all courses with a grade of C- or better.

Courses

CHIN-101 Intro to Chinese Language & Culture
The beginning course is intended to give training in the basic listening and reading of Chinese (Mandarin). Introduction of Chinese characters and presentation of the cultural behaviors that influence language usage. 4 credits each semester. 4.00 credits

CHIN-102 Intro to Chinese Language & Culture
A continuation of CHIN 102 intended to give training in the basic listening and reading of Chinese (Mandarin). Introduction of Chinese characters and presentation of the cultural behaviors that influence language usage. Prerequisite: CHIN 101 or equivalent proficiency. 4 credits each semester. 4.00 credits

CHIN-195 Independent Study
1.00 - 6.00 credits

CHIN-201 Intermediate Chinese
The intermediate course is intended for expansion of conversational skills, reading practice, and grammatical constructions. Development of writing skills. Emphasis on effective spoken communication and reading practice. Prerequisite: CHIN 102 or equivalent proficiency. 4 credits each semester. 4.00 credits

CHIN-202 Intermediate Chinese
A continuation of CHIN 202 - intended for expansion of conversational skills, reading practice, and grammatical constructions. Development of writing skills. Emphasis on effective spoken communication and reading practice. Prerequisite: CHIN 201 or equivalent proficiency. 4 credits each semester. 4.00 credits

CHIN-255 Special Topics
See department for course description. 1.00 - 6.00 credits

CHIN-275 Internship
See department for details. 1.00 - 4.00 credits

CHIN-295 Independent Study

See department for details. 1.00 - 6.00 credits

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: CHIN 202 or equivalent proficiency. Taught in Chinese. Offered intermittently. 4 credits. 4.00 credits

CHIN-305 Chinese Reading and Writing

Study of Chinese writing and the enhancement of reading skills. Acquisition of more vocabulary to facilitate Chinese reading and writing. Cultural and social influences on expressions and styles will be discussed. Taught in Chinese. Offered intermittently. Prerequisite: CHIN 202. 4 credits. 4.00 credits

CHIN-395 Independent Study

See department for details. 1.00 - 4.00 credits

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. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

FREN-101 Intro to French Language & Culture

The beginning course is intended to give training in the basic patterns and structures of French. Conversation and reading related to the cultures of French-speaking areas. Classroom work is supplemented by laboratory experience. 4 credits each semester. 4.00 credits

FREN-102 Intro French Language & Culture

Continuation of FREN 101. The beginning course is intended to give training in the basic patterns and structures of French. Conversation and reading related to the cultures of French-speaking areas. Classroom work is supplemented by laboratory experience. Prerequisite: FREN 101 or equivalent proficiency. 4 credits each semester. 4.00 credits

FREN-195 Independent Study

1.00 - 6.00 credits

FREN-201 Intermediate French

Focus on conversational skills, and comprehension French and francophone cultures, reading, and grammar. Prerequisite: FREN 102 or an equivalent proficiency. 4 credits each semester. 4.00 credits

FREN-202 Intermediate French

A continuation of FREN 201. Focus on conversational skills, comprehension, French and francophone cultures, reading, and grammar. Prerequisite: FREN 201 or equivalent proficiency. 4 credits each semester. 4.00 credits

FREN-215 Conversation Laboratory

This course is designed to compliment 200-level and upper-division French language courses and provide additional opportunity for improving speaking and writing skills, although students who have completed at least 102 in French are eligible to enroll. Students will participate in weekly discussions and oral activities and produce presentations and written work in French. Course taught entirely in French. Does not count towards the French major or minor. May be repeated once for credit. Offered spring semester. Pass/No Pass. Prerequisite: FREN-102 or equivalent. 2 credits. 2.00 credits

FREN-255 Special Topics

See department for course description. 1.00 - 6.00 credits

FREN-265 French in Elementary School

This course is an introduction to the principles of second language acquisition and instruction in elementary school programs. Students will plan and implement lessons for after-school French program involving first through sixth graders. Class includes weekly trips to local elementary schools. Does NOT meet the upper-division major requirement for French, International Studies, or Modern Languages with an emphasis in French. Prerequisite: FREN 102. May be repeated once for credit. 2-4 credits. 2.00 - 4.00 credits

FREN-275 Internship

See department for details. 1.00 - 4.00 credits

FREN-304 French & Francophone Theatre

Analysis of representative plays by French and Francophone authors including Jarry, Sartre, Anouilh, Genet, Beckett, Ionesco, Schwarz-Bart, and others. Introduction of theoretical texts relevant to the plays studied. Taught in French. Prerequisite: FREN 202 or an equivalent competency. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

FREN-308 France Today

Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio -visual materials. Prerequisite: FREN 202 or equivalent proficiency. Taught in French. Offered intermittently. 4 credits. 4.00 credits

FREN-311 Composition & Conversation

Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature and oral interviews. Extensive practice in composition with an aim toward improving students' communicative skills in written and oral French. Taught in French. Prerequisite: FREN 202 or equivalent competency. Offered alternate years. 4 credits. 4.00 credits

FREN-312 French Pronunciation/Intonation

This course offers students studying French the opportunity to improve their pronunciation skills, as well as listening comprehension through the study of phonetics and practice of intonation and pronunciation patterns. Prerequisite: FREN 202 or equivalent proficiency. 4 credits. 4.00 credits

FREN-315 Discovery of France

Culminating in a travel experience to Paris and one or two other regions from France, this course explores contemporary France and French culture through the lenses of a specific discipline, such as media arts, photography, and history, among other possibilities. Part of the course will be taught in French by a French professor, and the other part, in English, by a professor who specializes in the elected discipline. Prerequisite: FREN 202 or equivalent proficiency. May be repeated one time for credit with instructor permission. Meets comparative cultural core requirement. 4 credits. 4.00 credits

FREN-320 Women's Writing in Francophone World

Survey of women's writing in the Francophone world throughout the 20th century. Special focus on the novel and the development of alternative prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Taught in French. Meets Humanities core requirement or comparative cultural core requirement. Prerequisite: FREN 202 or equivalent proficiency. Offered intermittently. 4 credits. 4.00 credits

FREN-355 Special Topics

See department for course description. 1.00 - 6.00 credits

FREN-365 French in Elementary Schools

This course is an introduction to the principles of second language acquisition and instruction in elementary school programs. Students will plan and implement lessons for after-school French program involving first through fourth graders. Class includes weekly trips to local elementary schools. Does NOT meet the upper-division major requirement for French, International Studies, or Modern Languages with an emphasis in French. Prerequisite: FREN 102. May be repeated once for credit. 2-4 credits. 2.00 - 4.00 credits

FREN-385 Seminar in French

A concentrated study of one of the major movements in French and Francophone literature, art, and culture. Topics include: the rise of Classicism, the French Revolution, the 19th century French novel, writing and resistance:1848-1968, and literature in French-speaking Switzerland. May be taken more than once for credit. Taught in French. Prerequisite: Consent of the instructor. Offered intermittently. 4 credits. 4.00 credits

FREN-395 Independent Study

See department for details. 1.00 - 4.00 credits

FREN-404 French & Francophone Theatre

Analysis of representative plays by French and Francophone authors including Jarry, Sartre, Anouilh, Genet, Beckett, Ionesco, Schwarz-Bart, and others. Introduction of theoretical texts relevant to the plays studied. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Offered intermittently. 4 credits. 4.00 credits

FREN-408 France Today

Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio -visual materials. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Offered intermittently. 4 credits. 4.00 credits

FREN-411 Composition & Conversation

Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature and oral interviews. Extensive practice in composition with an aim toward improving students' communicative skills in written and oral French. Students taking this course at the 400-level will need to complete more elaborate assignments in French that will require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Offered alternate years. 4 credits. 4.00 credits

FREN-420 Women's Writing in Francophone World

Survey of women's writing in the Francophone world throughout the 20th century. Special focus on the novel and the development of alternative prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria may be included. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. Taught in French. Prerequisite: Two 300-level FREN courses or 12 upper-division credits earned overseas in a French-speaking country. Meets Humanities core requirement or comparative cultural core requirement. Offered intermittently. 4 credits. 4.00 credits

FREN-475 Internship

See department for details. 1.00 - 14.00 credits

FREN-485 Seminar in French

A concentrated study of one of the major movements in French and Francophone literature, art, and culture. Topics include: the rise of Classicism, the French Revolution, the 19th century French novel, writing and resistance:1848-1968, and literature in French-speaking Switzerland. Students taking the course at the 400-level will need to complete more elaborate assignments in French that require more expertise in French. May be taken more than once for credit. Taught in French. Prerequisite: Consent of the instructor. Offered intermittently. 4 credits. 4.00 credits

FREN-494 Senior Thesis French

This course is designed to assist senior students who are writing a thesis for a major in French. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in French. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisite: Senior standing and study abroad. Taught in French. 2 credits per semester. 2.00 credits

FREN-495 Senior Thesis in French

This course is designed to assist senior students who are writing a thesis for a major in French. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in French. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisite: Senior standing and study abroad. Taught in French. 2 credits per semester. 2.00 credits

GER-101 Intro to German Language & Culture

The beginning course is intended to give training in the basic patterns and structures of German. Conversation and reading related to the cultures of German-speaking areas. 4 credits each semester. 4.00 credits

GER-102 Intro to German Language & Culture

A continuation of GER 101. The beginning course is intended to give training in the basic patterns and structures of German. Conversation and reading related to the cultures of German-speaking areas. Prerequisite: GER 101 or equivalent proficiency. 4 credits each semester. 4.00 credits

GER-201 Intermediate German

Designed to prepare students to identify conversational vocabulary. Expansion of conversational, reading, and comprehension skills. Review and development of grammatical constructions most commonly used in speaking. Use of periodical and literary sources and audio-visual materials. Prerequisite: GER 102 or equivalent proficiency. 4 credits. 4.00 credits

GER-202 Intermediate German

Continuation of German 201. Designed to prepare students to identify conversational vocabulary. Expansion of conversational, reading, and comprehension skills. Review and development of grammatical constructions most commonly used in speaking. Use of periodical and literary sources and audio-visual materials. Prerequisite: GER 201 or an equivalent proficiency. 4 credits. 4.00 credits

GER-215 Conversation Laboratory

This course is designed to compliment 200-level and upper-division German language courses and provide additional opportunity for improving speaking and writing skills, although students who have completed at least 102 in German are eligible to enroll. Students will participate in weekly discussions and oral activities and produce presentations and written work in German. Course taught entirely in German. Does not count towards the German major or minor. May be repeated once for credit. Offered spring semester. Pass/No Pass. Prerequisite: GER-102 or equivalent. 1 credit. 1.00 credits

GER-255 Special Topics

See department for course description. 1.00 - 6.00 credits

GER-275 Internship

See department for details. 1.00 - 4.00 credits

GER-295 Independent Study

Independent study, see dept for details. 1.00 - 12.00 credits

GER-301 Topics in German Culture

Extensive practice in composition and conversation. Reading and discussion of materials from German media, music, and literature and audio-visual materials develop the students' comprehension of the German language, society and culture. Prerequisite: GER 202 or an equivalent proficiency. Offered alternate years. 4 credits. 4.00 credits

GER-302 Contemporary Short Stories & Narrations

Study of significant short stories by major writers in the German-speaking world of the 20th- and 21st centuries. Students present on stories or authors not covered in the classroom. Prerequisite: GER 202 or equivalent proficiency. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

GER-303 German Literature & Culture:1750-Present

Study of significant developments in literature and culture with focus on the Enlightenment, Classicism, Romanticism, Realism, Expressionism, the Nazi period, and the post-WWII period, including the 1990 unification. Prerequisite: GER 202 or equivalent proficiency. Taught in German. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

GER-304 German Drama

Analysis of representative theater pieces by writers in the German-speaking world from the eighteenth century to the present, including Louise Gottsched, Lessing, Schiller, Goethe, Schnitzler, Brecht, Durrenmatt, Frisch, Jelinek, and others. Students will improve language skills through analyzing texts closely, viewing performances on film, performing short scenes in class, writing critiques of the plays, and adapting a play for performance. Taught in German. Prerequisite: GER 202 or equivalent competency. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

GER-315 Advanced Grammar & Composition

Extensive review of advanced grammatical concepts and practice of written idiom through reading, viewing, discussing, and writing. Use of written and multi-media texts provide context for grammatical structures. Development of vocabulary in conjunction with grammatical constructions occurs through analysis of students' written and oral work and correction of errors. Prerequisite: Ger 202 or equivalent proficiency.

Offered intermittently. 4 credits. 4.00 credits

GER-355 Special Topics

See department for course description. 1.00 - 6.00 credits

GER-395 Independent Study

See department for details. 1.00 - 6.00 credits

GER-400 German Film

Analysis of significant 20th and 21st-century German films with concentration on films from contemporary times. Study of theoretical and literary texts in relation to the cultural and political climate. Prerequisite: Consent of the instructor. Taught in German. 4 credits. Offered intermittently. 4.00 credits

GER-475 Internship

See department for details. 1.00 - 14.00 credits

GER-485 Seminar in German Studies

An in-depth study of various cultural issues as reflected in the literature, art, history, and politics of German-speaking countries. Topics include: survey of German literature in historical context; German unification; gender and society; politics and culture; Austrian literature and culture; bestselling novels; topics in the contemporary media. May be taken more than once for credit when content varies. Taught in German. Prerequisite: Consent of the instructor. Offered intermittently. 4 credits. 4.00 credits

GER-494 Senior Thesis in German Studies I

This course is designed to assist senior students who are writing a thesis for a major in German Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in German and presenting publicly on their research. These are student-conducted individual research theses. Students take GER 494 and GER 495 in consecutive semesters. Prerequisite: Senior standing and study abroad. Taught in German. 2 credits. 2.00 credits

GER-495 Senior Thesis in German Studies II

This course is designed to assist senior students who are writing a thesis for a major in German Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in German and presenting publicly on their research. These are student-conducted individual research theses. Students take GER 494 and GER 495 in consecutive semesters. Prerequisite: Senior standing and study abroad. Taught in German. 2 credits. 2.00 credits

ITAL-395 Independent Study

See department for details. 1.00 - 4.00 credits

JAPN-101 Intro to Japanese Language & Culture

Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Hiragana and Katakana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. 4 credits each semester. 4.00 credits

JAPN-102 Intro to Japanese Language & Culture

A continuation of JAPN-101. Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Hiragana and Katakana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. Prerequisite: JAPN-101 with a minimum grade of C- or equivalent proficiency. 4 credits each semester. 4.00 credits

JAPN-201 Intermediate Japanese

Expansion of conversational skills. Development of reading and writing skills in three different characters in Japanese. Application of cultural awareness in Japanese language learning. Prerequisite: JAPN-102 with a minimum grade of C- or an equivalent proficiency. 4 credits each semester. 4.00 credits

JAPN-202 Intermediate Japanese

Expansion of conversational skills. Development of reading and writing skills in three different characters in Japanese. Application of cultural awareness in Japanese language learning. Prerequisite: JAPN-201 with a minimum grade of C- or an equivalent proficiency. 4 credits each semester. 4.00 credits

JAPN-255 Special Topics

See department for course description. 1.00 - 6.00 credits

JAPN-275 Internship

See department for details. 1.00 - 4.00 credits

JAPN-295 IS: Independent Study

See department for details. 1.00 - 16.00 credits

JAPN-301 Communicating in Japanese

Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced to expand vocabulary and cultural knowledge. Application of cultural awareness in various communication situations. Prerequisite: JAPN-202 with a minimum grade of C- or equivalent proficiency. 4 credits. 4.00 credits

JAPN-302 Communicating in Japanese

Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced to expand vocabulary and cultural knowledge. Application of cultural awareness in various communication situations. Prerequisite: JAPN-202 with a minimum grade of C- or equivalent proficiency. 4 credits. 4.00 credits

JAPN-315 Grammar and Composition

Extensive review of grammatical concepts and practice of written idiom through reading, writing, and discussing short stories, newspapers, films, and magazine articles. Development of vocabulary and grammatical constructions through composition with analysis and corrections of student's errors in class. Prerequisite: JAPN-202 with a minimum grade of C- or equivalent proficiency. Offered alternate years. 4 credits. 4.00 credits

JAPN-355 Special Topics

See department for course description. 1.00 - 6.00 credits

JAPN-395 Independent Study

See department for details. 1.00 - 18.00 credits

JAPN-401 Topics in Contemporary Literature

Study of Japanese culture through selected topics in contemporary literature. Topics include various human relationships in Japan, love and death, aesthetic attitudes, attitudes toward religion. Extensive analysis of these topics by understanding Japanese cultural values, beliefs, norms and behavioral patterns. Taught in Japanese. Prerequisite: one 300 level JAPN course with a minimum grade of C-. Meets Humanities core requirement. 4 credits. 4.00 credits

JAPN-402 Selected Issues in Japanese Press

The course provides the opportunity to enhance Japanese reading skills and acquisition of cultural knowledge through newspaper and magazine article reading. Supplementary materials are brought in to broaden the student's understanding of the Japanese language, people and culture. Prerequisite: One 300 level JAPN course with a minimum grade of C-. Taught in Japanese. Offered intermittently. 4 credits. 4.00 credits

JAPN-405 Advanced Grammar & Composition

This course provides skills for writing in Japanese and knowledge about Japanese grammar. Japanese grammar is introduced in depth in order to facilitate better writing in the target language. Students are encouraged to challenge new vocabulary, new sentence patterns, and new expressions by applying knowledge about the Japanese language, including grammar and culture when they write in Japanese. Since this is a 400-level course, students are expected to practice self-monitoring of their writing by applying knowledge of Japanese grammar rather than depending on instructor's correction. Prerequisite: one 300-level Japanese course with a minimum grade of C-. 4 credits. 4.00 credits

JAPN-455 Special Topics

See department for course description. 1.00 - 4.00 credits

JAPN-475 Internship

See department for details. 1.00 - 14.00 credits

JAPN-485 Seminar in Japanese Studies

An in-depth study of various cultural issues as reflected in the literature, art, history and politics of Japan. Topics include: survey of Japanese literature in historical context; gender and society; politics and culture. Taught in Japanese. Prerequisite: One 300 level JAPN course with a minimum grade of C-. May be taken more than once for credit. 4 credits. 4.00 credits

JAPN-490 Senior Capstone I

This capstone course is required of all Japanese majors. Seniors will conduct extensive projects, exploring social, cultural, linguistic or literary issues under the supervision of faculty. Emphasis will be placed on scholarly work using both Japanese and English reference, acquisition of translation techniques and critical analysis of various written materials. Prerequisite: Senior standing in Japanese, study abroad in Japan, and consent of instructor. 2 credits. 2.00 credits

JAPN-491 Senior Capstone II

Continuation of JAPN 490. Seniors will finish writing a thesis following the outline and research methods proposed in JAPN 490 by applying formal Japanese writing style. Prerequisite: JAPN 490. 2 credits. 2.00 credits

JAPN-495 Research

Research 1.00 - 6.00 credits

SPAN-101 Intro to Spanish Language & Culture

The beginning course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas. Classroom work is supplemented by laboratory practice. 4 credits. 4.00 credits

SPAN-102 Intro to Spanish Language & Culture

A continuation of Span 101. The beginning course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas. Classroom work is supplemented by laboratory practice. Prerequisite: SPAN 101 or equivalent proficiency. 4 credits. 4.00 credits

SPAN-195 Independent Study

See department for details. 1.00 - 18.00 credits

SPAN-201 Intermediate Spanish

Focus on conversational skills, comprehension, Hispanic cultures, reading, and grammar. Prerequisite: SPAN-102 or equivalent proficiency. 4

credits. 4.00 credits

SPAN-202 Intermediate Spanish

Continuation of SPAN-201. Focus on conversational skills, comprehension, Hispanic cultures, reading, and grammar. Prerequisite: SPAN-201 or equivalent proficiency. 4 credits. 4.00 credits

SPAN-255 Special Topics

See department for course description. 1.00 - 6.00 credits

SPAN-275 Internship

See department for details. 1.00 - 4.00 credits

SPAN-295 Independent Study

See department for details. 1.00 - 12.00 credits

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. Offered annually. 4 credits. 4.00 credits

SPAN-303 Intro to Hispanic Literature

An introduction to the study of literature in Spanish through the genres from different periods and countries of the Hispanic world. Continued practice in composition with in-class student presentations. Prerequisite: SPAN 202 or equivalent proficiency. Taught in Spanish. Meets Humanities core requirement. Offered annually. 4 credits. 4.00 credits

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. Students report on stories and authors not covered in the classroom. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. Meets Humanities core requirement. Offered intermittently. 4 credits. 4.00 credits

SPAN-310 Contemporary Spanish Music and Cultures

Study and analysis of representative genres of popular music and their relationship to culture and literature in twentieth-century Spanish America and/or Spain: "Musica Folklorica," "El bolero y la baladam," "La cancion politica;" "musica Afro-hispana," "Latin-Jazz," "Rock en espanol" and others. Students will report on material not covered in the classroom. Meets comparative cultural core requirement. Prerequisite: SPAN 202. Offered intermittently. 4 credits. 4.00 credits

SPAN-315 Advanced Grammar and Composition

This course is designed to "fill in" the Spanish grammar and vocabulary gaps of the advanced/intermediate student. Course reviews the more difficult grammatical structures in Spanish while introducing advanced vocabulary, idioms and colloquialisms. Emphasizes vocabulary building, composition skills and comprehension of the wide range of Spanish found in literature, journalism, and everyday speech. Taught in Spanish. Prerequisite: SPAN 202. Offered intermittently. 4 credits. 4.00 credits

SPAN-355 Special Topics

See department for course description. 1.00 - 6.00 credits

SPAN-367 Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. Meets comparative cultural core requirement. 4 credits. 4.00 credits

SPAN-395 Independent Study

See department for details. 1.00 - 6.00 credits

SPAN-400 Survey Spanish Peninsular Lit & Culture

A study of the major works and literary movements of Spain. Taught in Spanish. Prerequisite: one 300-level SPAN course. Meets Humanities core requirement. Offered alternate years. 4 credits. 4.00 credits

SPAN-403 Contemporary Spanish Cinema

This course will serve to introduce students to cinema's power to represent and problematize questions of identity. The evolution of the representation of Spanishness from the francoist regime to the 1990s will be explored in six contemporary Spanish films. The complex relationship between national identity, the regional identities of the Basque Country and Catalonia, and marginalized identities such as women will be discussed. Prerequisite: 3 credits in upper division SPAN, with grade of C- or better. 4 credits. 4.00 credits

SPAN-405 Survey of Spanish American Lit & Culture

A study of the major works and literary movements of Spanish America. Taught in Spanish. Prerequisite: one 300-level SPAN course. Meets Humanities core requirement. Offered alternate years. 4 credits. 4.00 credits

SPAN-406 Special Topics Spanish American Studies

Detailed study of works of selected areas of Spanish American cultures. May be repeated for credit when topic changes. Prerequisite: one upper division SPAN course. 4 credits. 4.00 credits

SPAN-407 Special Topics Spanish Studies

Detailed study of works of selected areas of Spanish Peninsular cultures. May be repeated for credit when topic changes. Prerequisite: one upper division SPAN course. 4 credits. 4.00 credits

SPAN-465 Spanish in the Elementary Sch

This course is an introduction to the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary school programs. Students will become acquainted with dual language materials, bicultural perspectives, and strategies for the achievement of biliteracy. This class includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Taught in Spanish and English. Does not count toward Spanish major. Offered intermittently. 4 credits. 4.00 credits

SPAN-466 Mexico:A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. 4.00 credits

SPAN-475 Internship

See department for details. 1.00 - 6.00 credits

SPAN-490 Thesis in Spanish I

This class invites exceptional Spanish majors to produce a year-length thesis in Spanish on a topic of their choice (within reason). Students who successfully complete both SPAN-490 and SPAN-491 would be exempt for the senior seminar (SPAN-485). Prerequisites: Senior standing, SA-476, and departmental acceptance into course (Instructor consent). Taught in Spanish. 2 credits. 2.00 credits

SPAN-491 Thesis in Spanish II

Continuation of SPAN 490. This class invites exceptional Spanish majors to produce a year-length thesis in Spanish on a topic of their choice (within reason). Students who successfully complete this class with C- or better would be exempt from the senior seminar (SPAN-485) Prerequisites: Successful completion of SPAN-490. (C- or better). Taught in Spanish. 2 credits. 2.00 credits

SPAN-495 Research

Independent Research. Consent of faculty required 1-4 credits. 1.00 - 4.00 credits

WORL-195 Independent Study

See department for course description. 1.00 - 6.00 credits

WORL-255 Special Topics

Special topics course, see department for details. 1.00 credits

WORL-275 Internship

See department for details. 1.00 - 4.00 credits

WORL-303 Mentoring in Languages

Each student serves as a mentor in one section of a beginning language class (101 and 102 classes in Chinese, French, German, Japanese, Latin, and Spanish). Mentors attend all three of the regular sessions of the class, which will be taught by the professor. They do not participate in the evaluation of students. The mentor meets once a week with the supervising professor in the language to develop activities and build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Instructor consent required. Pass/No Pass. 2 credits. 2.00 credits

WORL-304 Mentoring in Languages

Continuation of WORL-303. Each student serves as a mentor in one section of a beginning language class (101 and 102 classes in Chinese, French, German, Japanese, Latin, and Spanish). Mentors attend all three of the regular sessions of the class, which will be taught by the professor. They do not participate in the evaluation of students. The mentor meets once a week with the supervising professor in the language to develop activities and build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Instructor consent required. Pass/No Pass. 2 credits. 2.00 credits

WORL-395 Independent Study

See department for details. 1.00 - 6.00 credits

WORL-401 Thesis in Modern Languages

Students will conduct individual research on a topic related to their study of two (or three) languages. They will write an extensive paper (30-50 pages)in English wherein they explore a specific phenomenon or topic. Students will present thesis in the spring at senior thesis day. Prerequisite: SA-476. 2 credits. 2.00 credits

WORL-402 Thesis in Modern Languages

Students will conduct individual research on a topic related to their study of two (or three) languages. They will write an extensive paper (30-50 pages)in English wherein they explore a specific phenomenon or topic. Students will present thesis in the spring at senior thesis day. Prerequisite: SA-476. 2 credits. 2.00 credits

WORL-430 Methods of Teaching Foreign Language

Theoretical and practical considerations in the teaching of foreign languages at the elementary and secondary school levels. Required of all who are working for certification as language teachers. Prerequisite: Instructor consent. 3 credits. 3.00 credits

WORL-495 Research

Independent Research. Consent of faculty required 1-4 credits. 1.00 - 4.00 credits

College of Education

Introduction

MISSION OF THE COLLEGE OF EDUCATION

The College of Education embraces the mission of Pacific University and its commitment to the liberal arts and sciences as it seeks to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. The key elements of our teacher education program are embodied in the following phrase: "Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology." As a result we infuse the following values into our programs:

Transforming Education through a Community of Learners

The College of Education values:

- Professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching
- Modeling of ethical behavior by professional educators in their classrooms and in their communities
- Education as a lifelong process for learners of all ages and backgrounds
- Modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits
- Professional educators who are confident, energetic and both physically and mentally healthy
- Participation of educators as leaders and agents of change in the education profession within and beyond the University

Promoting Cultural Competence

The College of Education values:

- A commitment by professional educators to respect humanity in all its diversity
- Professional educators who believe that all students can learn and who assume responsibility in furthering that learning
- Professional educators who interact constructively with students and their parents as well as colleagues, administrators, other school personnel, and the community - to achieve both instructional and relational goals
- Professional educators as keen observers of the learner, family, community, and environment who use that data to the extent possible when planning instruction

Creating Student-Centered Classrooms

The College of Education values:

- Professional educators who understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, linked to other disciplines and applied in real-world settings
- Educational environments that provide opportunities for developing and sharpening intellectual, analytical, and reflective abilities
- Promotion by professional educators of intellectual independence and active, responsible learning
- Professional educators who exhibit the energy, drive, and determination to make their school and classroom the best possible environment for teaching and learning

Enhancing Learning Through Technology

The College of Education values:

- Professional educators who engage students in pedagogically powerful applications of technology that foster learning
- Professional educators who utilize a range of instructional resources and technology tools to support learning

HISTORY OF TEACHER EDUCATION AT PACIFIC

Pacific University has been preparing teachers since it first offered the baccalaureate degree in 1863. Established in 1842 as a school to serve Native American children, Pacific began offering courses for teachers in 1911 as the Oregon public school movement expanded, one of only three colleges authorized by the State of Oregon to recommend graduates for high school teaching certificates at that time.

Throughout much of its history in the preparation of teachers, Pacific offered a Bachelor of Arts degree with a major in Education. In 1989, reflecting the growing national trend toward fifth-year teacher education programs, Pacific University became the first institution to gain approval from the Teacher Standards and Practices Commission to offer the Master of Arts in Teaching Fifth-Year program. Until 1992, this program offered only secondary endorsement areas, at which time it was expanded to include an elementary education component.

Teacher education programs had been located within the College of Arts and Sciences for many years. However, as an increasing number of teacher education students opted for programs at the master's level, the opportunities and demands associated with teacher education extended substantially beyond the mission of the undergraduate College of Arts and Sciences. In 1994 the School of Education was founded and provided with the autonomy to implement policies and procedures necessary to support both graduate and undergraduate teacher education programs. In 2002, as a result of increasing growth in programs and faculty, the School of Education was designated the College of Education. Today we are one of four colleges at Pacific University.

ABOUT THE COLLEGE OF EDUCATION

At the College of Education (COE), we believe nothing is more important than helping children to see all the possibilities the world holds for

them. We believe nothing is more rewarding than the struggling student who triumphs because he knows his teacher cares. We believe nothing is more valuable than a teacher's gift for igniting the love of learning.

COE faculty and staff members are committed to supporting and challenging all candidates for licensure and degrees to be prepared as exceptional teachers in a rapidly changing world. (In accordance with NCATE standards, students in COE teacher education programs are referred to as candidates.) Our dynamic education programs are highly respected by school district leaders in Oregon and across the country. Candidates are provided with the theoretical foundation, practical knowledge, skills, and experience necessary to be a professional educator.

The College of Education is committed to increasing its sphere of influence and deepening its commitment to quality. The COE is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). COE licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC), and degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The College of Education actively works with school district partners in many Oregon school districts, most notably those in a 50-mile proximity of our Eugene and Forest Grove campuses. As we seek to meet the needs of a rapidly changing world we partner with many organizations. We are institutional members of the American Association for Colleges of Teacher Education (AACTE), Oregon Latino Administrators Association (OALA), the Oregon Independent College Association (OICA), the Oregon Association of Teacher Educators (ORATE), and founding partners of the Lane County Teacher Pathways program. Our faculty members are leaders in many state and national discipline-based organizations: International Reading Association (IRA); Oregon Reading Association (ORA); National Council of Teachers of Mathematics (NCTM); National Association of Research in Science Education (NARST); National Council for the Social Studies (NCSS); National Council of Teachers of English (NCTE); Oregon Council of Teachers of English (OCTE); Northwest Association of College Educators (NWATE); Association of Supervision and Curriculum Development (ASCD); National Association for the Education of Young Children (NAEYC); National Association for Gifted Children (NAGC); The Council for Exceptional Children (CEC); American Educational Research Association (AERA); National Association for Bilingual Education (NABE); National Association of Multicultural Education; Teachers of English to Speakers of Other Languages (TESOL); Northwest Council for Computers in Education (NCCE); Oregon Technology Network (OTEN), and the International Society for Technology in Education (ISTE).

For further information, visit the COE website at <http://coe.pacificu.edu>.

CAMPUS LOCATIONS AND PROGRAMS

The College of Education offers Initial Licensure Programs and Advanced Programs at two sites, the main campus in Forest Grove and the Eugene campus.

INITIAL LICENSURE PROGRAMS

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

- Master of Arts in Teaching (MAT) Fifth-Year program - 12-month full-time cohort program for those holding a bachelor's degree
- Master of Arts in Teaching (MAT)/Flex program - 16-month part-time cohort program for those holding a bachelor's degree
- Master of Arts in Teaching (MAT)/Special Educator program - 17-month program for those holding a bachelor's degree and seeking initial licensure in special education or adding the special education endorsement
- An undergraduate teacher education program offered in conjunction with the College of Arts and Sciences (See Undergraduate Catalog)

These programs prepare teachers at any of four levels of authorization: Early Childhood Education (valid for teaching children from age 3 to grade 4); Elementary School (valid for teaching grades 3-8 in an elementary school or grades 5-6 self-contained classroom in a middle school); Middle School (valid for teaching grades 5-9 in an elementary, middle or junior high school); and High School (valid for teaching integrated subjects and departmental assignments in grades 7-12 in a mid-high or high school).

ADVANCED PROGRAMS

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

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

Continuing Teaching License Program - part-time program for practicing teachers who have completed a bachelor's degree and wish to add a Master of Education degree, or who hold a master's degree and an initial license and choose to move to the Continuing Teaching License.

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

Non-Degree Programs - part-time programs for practicing teachers holding an initial license who wish to add authorizations and endorsements.

Certificate Programs

Talented and Gifted (TAG) Education - part-time program for teachers, counselors, and parents who wish to learn more about meeting the needs of gifted children.

Cultural Competence - part-time program for teachers, counselors, school support staff, and community members who wish to engage in dialogue and learn more about issues of diversity in our schools.

RELATED GRADUATE PROGRAMS

Master of Arts in Education /Curriculum Studies (MAE/CS) - advanced degree program not leading to licensure.

Master of Education/Visual Function in Learning (MEd/VFL) - advanced degree program for optometry students or practicing optometrists (Forest Grove campus only).

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

Admissions

ADMISSIONS

For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, extension 1435. Office hours are Monday-Friday, 8:30 am - 4:30 pm. Contact may also be made through e-mail at teach@pacificu.edu. Applications should be sent to College of Education Admissions Office, Pacific University, 2043 College Way, Forest Grove, OR 97116. On-line application is available at coe.pacificu.edu.

BACHELORS DEGREE REQUIREMENT FOR MASTER'S DEGREES WITHIN THE COLLEGE OF EDUCATION

Candidates must earn a bachelor's degree prior to qualifying for the following master's degrees: Master of Arts in Teaching, Master of Education, Master of Arts in Education/Curriculum Studies, and Master of Education/Visual Function in Learning. In most cases, the bachelor's degree is earned and conferred prior to applying for admission to the College of Education. Candidates may be admitted into master degree programs prior to their bachelor degrees being conferred by providing a written statement from their undergraduate institutions indicating that all requirements have been met for their degrees along with the degree conferral dates. All candidates must provide an official transcript showing a posted bachelor degree by the end of the first semester in their programs.

ADMISSION TO THE MAT-FIFTH YEAR PROGRAM

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

Requirements for Admission

1. Evidence by the end of the first semester of 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. Completed application.
4. Completed checklist of TSPC character questions.
5. Resume.
6. Passing test scores. All candidates must submit passing scores on one of the following basic skills tests: the California Basic Educational Skills Test (CBEST), the PRAXIS Pre-Professional Skills Test (PPST), or the Washington Educator Skills Test-Basic (WEST-B). Candidates seeking Early Childhood, Elementary, and Middle School authorizations must also submit passing test scores on the Oregon Educator Licensure Assessment's Multiple Subjects Assessment (ORELA MSE I and II), or the Multiple Subjects Assessment for Teachers (MSAT) taken in a prior year. Candidates seeking High School authorization must submit passing test scores on the appropriate Praxis II subject area test(s) required in Oregon.
7. Official transcripts documenting coursework from all colleges or universities attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an international academic credential evaluation service.
8. Strong evidence of academic content (e.g., language arts, social studies, mathematics, science).
9. 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 and enthusiasm 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 with direct knowledge of applicant's professional habits.
10. Ability to write clearly and cogently as demonstrated in a 2-3 page essay on an educational issue or topic of the candidate's choice.
11. Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

Selection Process

In selecting candidates for the Early Childhood and Elementary Education strands, preference is given to applicants who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), U.S. history, cross-cultural courses, the mathematics sequence for elementary teachers, and courses in art and music. In selecting candidates for the Middle School and High School strands, preference is given to applicants who have completed a major in the subject area in which they wish to teach. The applicant pool is screened by a faculty selection committee. Initial selection is based on the published minimum requirements for admission and the following criteria: depth and breadth of undergraduate preparation, experience with children or youth, strength of recommendations, written communication skills as assessed in essay, and critical thinking skills as assessed in essay.

Selected applicants are invited for a personal interview and asked to complete a timed writing sample at that time. The selection committee makes recommendations for acceptance into the program to the College of Education faculty. Applicants are notified of their status by mail.

Transfer of credits into an initial licensure program is rare. Transcripts are evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs.

ADMISSION TO THE MAT/FLEX PROGRAM

Application deadlines are November 1 for Forest Grove admission, and May 1 for Eugene admission. Admission is selective. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. On-line application is available at coe.pacificu.edu.

Requirements for Admission

1. Evidence by the end of the first semester of 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. Completed application.
4. Completed checklist of TSPC character questions.
5. Resume.
6. Passing test scores. All candidates must submit passing scores on one of the following basic skills tests: the California Basic Educational Skills Test (CBEST), the PRAXIS Pre-Professional Skills Test (PPST), or the Washington Educator Skills Test-Basic (WEST-B). Candidates seeking Early Childhood, Elementary, and Middle School authorizations must also submit passing test scores on the Oregon Educator Licensure Assessment " Multiple Subjects Assessment (ORELA MSE I and II), or the Multiple Subjects Assessment for Teachers (MSAT) taken in a prior year. Candidates seeking High School authorization must submit passing test scores on the appropriate Praxis II subject area test(s) required in Oregon.
7. Official transcripts documenting coursework from all colleges or universities attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an international academic credential evaluation service.
8. Strong evidence of academic content (e.g., language arts, social studies, mathematics, science).
9. 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 and enthusiasm 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 with direct knowledge of applicant's professional habits.
10. Ability to write clearly and cogently as demonstrated in a 2-3 page essay on an educational issue or topic of the candidate's choice.
11. Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

Selection Process

In selecting candidates for the Early Childhood and Elementary Education strands, preference is given to applicants who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), U.S. history, cross-cultural courses, the mathematics sequence for elementary teachers, and courses in art and music. In selecting candidates for the Middle School and High School strands, preference is given to applicants who have completed a major in the subject area in which they wish to teach. The applicant pool is screened by a faculty selection committee. Initial selection is based on the published minimum requirements for admission and the following criteria: Depth and breadth of undergraduate preparation, experience with children or youth, strength of recommendations, and written communication skills and critical thinking skills as assessed in essay.

Selected applicants are invited for a personal interview and asked to complete a timed writing sample at that time. The selection committee makes recommendations for acceptance into the program to the College of Education faculty. Applicants are notified of their status by mail.

Transfer of credits into an initial licensure program is rare. Transcripts are evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs.

ADMISSION TO THE MAT SPECIAL EDUCATOR PROGRAM

Application deadline is February 15. The admissions process is competitive and selective. For application information and forms, contact the Education Admissions Office at 503-352-1435 or toll free at 1-877-722-8648, ext 1435, or email teach@pacificu.edu. Application materials also are available online at coe.pacificu.edu.

Requirements for Admission

1. Evidence by the end of the first semester of 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. Completed application.
4. Completed checklist of TSPC character questions.
5. Resume.
6. Passing test scores. All candidates must submit passing scores on one of the following basic skills tests: the California Basic Educational Skills Test (CBEST), the PRAXIS Pre-Professional Skills Test (PPST), or the Washington Educator Skills Test-Basic (WEST-B). Preference is given to candidates who have also passed the ORELA MSE I and II.
7. Strong evidence of academic content (e.g., language arts, social studies, mathematics, science).
8. Official transcripts documenting coursework from all colleges or universities attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an international academic credential evaluation service.
9. 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 ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting,
 - b. University or college professor with direct knowledge of applicant 's academic abilities,
 - c. An employer with direct knowledge of applicant's professional habits.
10. Ability to write clearly and cogently as demonstrated in a 2-3 page essay on the applicant's personal and professional goals as a special educator.
11. Copy of teaching license (if applicable).
12. Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

Selection Process

Preference is given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as a part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must.

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

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

ADMISSION TO ADVANCED PROGRAMS

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

Graduates of the College of Education undergraduate licensure program are admitted automatically to Advanced Programs, with the submission of a letter of intent, current resume, a copy of teaching license, and transcripts from universities attended after graduation from Pacific.

Requirements for Admission for Candidates Completing a Degree Program

1. Evidence by the end of the first semester of a baccalaureate degree from an accredited college or university.
2. Completed application.
3. Completed checklist of TSPC character questions.
4. Current resume that includes professional work history.
5. Copy of Oregon Initial Teaching License.
6. Official transcripts from all colleges or universities attended.
7. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 hours of graduate study.
8. Two recommendations from school administrators, evaluators, supervisors, or peer teachers addressing the applicant's professional teaching abilities, relationships with students and staff, and attitudes about improvement of teaching.
8. Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program.

Requirements for Admission for Candidates Completing a Non-Degree Program

1. Letter of intent.
2. Resume that includes professional work history.
3. Transcripts from all colleges or universities attended.
4. Copy of Oregon license or out-of-state license, if applicable.
5. Letter of recommendation from supervisor or school administrator.

Selection Process

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

Academic Procedures

1. Each candidate is assigned an academic advisor, who works with the candidate to develop a planned program, and monitors completion of coursework.
2. All work must be completed within six years of entry into the program.
3. All coursework must be at the graduate level.
4. No single course can meet the requirements for both the Initial and the Continuing Teaching License.
5. A cumulative GPA of 3.00 is required for all coursework. Grades must be a "C" or above to be credited in the program; C- is not acceptable.
6. Transfer credit is evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs.
7. All coursework must be graded, with the exceptions of EDUC 596 Education Research Project, EDUC 686 Portfolio Presentation, EDUC 625 Portfolio Development, and other practicum requirements.

ADMISSION TO MASTER OF ARTS IN EDUCATION/CURRICULUM STUDIES (MAE/CS) PROGRAM

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

Requirements for Admission

1. Evidence by the end of the first semester of a baccalaureate degree from an accredited college or university. Transcripts from colleges or universities outside of the US must be translated and evaluated by an independent university-accredited service.
2. Completed application.
3. Resume.
4. Official transcripts from all colleges or universities attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an international academic credential evaluation service.
5. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
6. 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 interest in schools and educational issues,
- c. an employer.
- 7. Statement of purpose explaining why the applicant is seeking this interdisciplinary degree.
- 8. Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).

Selection Process

The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria: Depth and breadth of undergraduate preparation, strength of recommendations, and written communication skills and critical thinking skills as assessed in an essay. Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample. The selection committee makes recommendations for acceptance into the program to the faculty of the College of Education. Applicants are notified of their status by mail.

ADMISSION TO MASTER OF EDUCATION/VISUAL FUNCTION IN LEARNING (MEd/VFL) PROGRAM

Applications are accepted twice a year: November 1 and April 1. Applicants must hold a Doctor of Optometry degree or have completed the fall semester of the first year of study within Pacific University College of Optometry and be in good academic standing, with a 3.00 minimum GPA in at least 9 semester hours of graduate work.

Requirements for Admission

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

1. Evidence by the end of the first semester of a baccalaureate degree from an accredited college or university.
2. Application for admission.
3. Official transcripts of all college study. (Does not apply to students enrolled full-time in Pacific University College of Optometry.
4. Two references from optometry faculty. Two letters of recommendation from optometrists are required for applicants who hold an O.D. degree.
5. Letter of intent describing how this degree will benefit applicant as a professional.

A personal interview led by the MEd/VFL Coordinator also is required.

Selection Process

The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria: Depth and breadth of undergraduate preparation, strength of recommendations, written communication skills and critical thinking skills as assessed in essay. The selection committee makes recommendations for acceptance into the program to the faculty of the College of Education. Applicants are notified of their status by mail.

COLLEGE OF EDUCATION ENGLISH LANGUAGE PROFICIENCY POLICY

A satisfactory command of the English language is required for admission to the College of Education graduate programs at Pacific University. All applicants, including resident aliens and citizens, must meet the English language proficiency requirement prior to admission. Any exception to this policy must be reviewed by the appropriate campus assistant dean and the COE Admissions Committee. The College of Education dean will have final approval after considering the COE Admissions Committee's recommendation.

Valid Proof of English Language Proficiency

Applicants must meet one of the following conditions for valid proof of English language proficiency:

• Completion of a bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the primary language of instruction. Note: Individuals who are in the process of earning a bachelor's degree from an accredited institution may be conditionally admitted.

• Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific University Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

TOEFL

Paper-based: 600 overall

Minimum per section:

54-55 reading

55 listening

55 structure/written expression

Computer-based: 250 overall

Minimum per section:

21 reading

22 listening

22 structure/writing

Internet-based: 100 overall

Minimum per section:

20 reading

21 listening

22 writing

22 speaking

IELTS: 7.0 overall

Minimum sub scores per section: 7.0

Note: The Pacific University Institutional TOEFL can be offered only to Pacific University students and is valid only at Pacific.

Test scores are valid for two years after the test date. A test score more than two years old will be considered valid if the score exceeds the minimum requirements (overall and sections) and the candidate has maintained continuous residency in a country where English is the primary language since the exam date.

Invalid Proof of English Language Proficiency

- Test score less than Pacific's minimum requirement
- Test score more than two years old (unless the candidate has lived in the United States since the exam date)
- Institutional TOEFL score from any school except Pacific
- Completion of an English as a Second Language (ESL) program at any school
- Successful completion of English, writing, or literature courses at any college or university
- An associate's degree from a community college in the United States

A candidate's proof of English language proficiency does not equate to admission into a program. All other admission requirements must be met in addition to proving English language proficiency.

Tuition

COLLEGE OF EDUCATION

Forest Grove MAT Fifth-Year
(Students entering summer 2009)
Per credit hour: \$566

Eugene MAT Fifth-Year
(Students entering spring 2010)
Per credit hour: \$566

Special Education Program
(Students entering summer 2009)
Per credit hour: \$566

All other Graduate Programs in the College of Education
Per credit hour: \$566

Eugene Undergraduate tuition
Per credit hour: \$566

Policies

GRADUATION

Candidates must submit degree applications to the Registrar by December 15 in order to receive degrees at the May commencement (Forest Grove), and by September 1 to receive degrees at the December commencement (Eugene campus). For August diploma, submit degree application by June 1. All candidates receiving degrees are encouraged to participate in the University's hooding and commencement ceremonies. Candidates who are within 4 hours of completing their program may participate in the May or December commencement ceremony.

PROFESSIONAL AND ACADEMIC STANDARDS IN THE COLLEGE OF EDUCATION

Good standing in the College of Education is defined as:

- continued enrollment
- satisfactory academic progress
- satisfactory performance in practica, student teaching placements, and internships
- satisfactory teaching competencies
- behavior that leads to professional competence and positive interpersonal and professional relations
- appropriate professional/ethical conduct and attitudes.

Candidates are evaluated regularly in all these areas. These program-specific policies supersede University guidelines.

Candidates are expected to demonstrate behavior consistent with the Pacific University Code of Academic and Professional Conduct, the most current ethical code established by the Teacher Standards and Practices Commission, and the most current state and federal laws governing the conduct of educators. The College of Education reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate candidates in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when candidates register each term. Candidates are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the College of Education and may constitute grounds for probation or dismissal from the program. Candidates must maintain good standing in the program in order to be eligible for federally-funded financial aid or University/College of Education scholarships.

Academic Performance Review

Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes, practica, student teaching and internship settings. Evaluations will adhere to standards set forth in the Pacific University Graduate Professions Catalog and the Oregon Administrative Rules pertaining to teaching and teacher licensure. A candidate who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification.

The overall academic progress of each candidate is reviewed at the end of each grading period by the associate or assistant dean. Semester grades of less than "C", that is "C-", "D", "F", and "NP", are substandard and may not be used to fulfill the requirements for a master 's degree or to fulfill requirements for a teaching license. Candidates may not register for student teaching with a recorded substandard grade or with a cumulative GPA of less than 3.0. Additionally, candidates must maintain a cumulative GPA of 3.0 in each semester enrolled in order to continue in the program.

To continue in the program, any substandard grade must be rectified, either by taking the course again or through an independent contract with the course instructor. It is the responsibility of the candidate to initiate with the course instructor, and agree in writing to, a means of rectifying the substandard grade.

Violations of the Code of Academic and Professional Conduct

The College of Education assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of the Code of Academic and Professional Conduct can result in the dismissal of the candidate without previous warning at any time in his or her academic career. If such a violation occurs while a candidate is student teaching, the candidate may be removed from student teaching pending an investigation.

Any faculty member, instructor or individual with direct knowledge of a candidate 's violation of the Code of Academic and Professional Conduct may notify the Dean of the violation. The notice must be in writing and signed. The Dean will convene a committee composed of a faculty member from the College of Education, a faculty member from another Pacific University professional program, and a student representative to review allegations and recommend a resolution to the Dean of the College of Education who will make the final determination. As per University policy, that decision can be appealed to the University Standards and Appeals Board.

Dismissal

The Dean of the College of Education will consider on an individual basis a recommendation for dismissal if a candidate fails to sustain satisfactory progress toward completion of the degree or licensure program because two or more substandard grades exist on the candidate 's transcript at any time, or if any of the following occur:

- Indications of poor academic performance;
- Insufficient progress in the development of teaching competencies;
- Failure to comply with College of Education rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; and
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Ordinarily, a candidate will have received warnings that his or her work is less than satisfactory before dismissal. However, a candidate may, for adequate cause, be dismissed without previous warning.

Per university policy, a candidate can appeal the decision.

Student teaching is considered a part of the academic program. Specific procedures apply when candidates are unable to meet the demands of the placement. Those procedures are described in each of the program handbooks.

Appeals Procedure

A candidate may appeal a decision of the College of Education related to academic standing by submitting a letter to the Dean within ten business days of the decision. The appeal will be heard before a committee of five members appointed by the Dean. The committee will consist of a member of the Education Consortium, a faculty member from the Faculty of the Professional Schools, a faculty member from the College of Education outside of the candidate 's own program, a faculty member selected by the candidate, and another student. Any appeal of this committee 's decision must be referred to the University Standards and Appeals Board.

COURSE ATTENDANCE AND POLICIES

Candidates have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at practica and student teaching placements.

While Pacific University believes that candidates should be in attendance at all class sessions, individual faculty members are responsible for notifying candidates of attendance expectations in their courses at the beginning of each term and may lower a candidate 's grade for poor attendance or participation. Candidates are expected to inform their instructors of an unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Attendance requirements during the practicum and student teaching experience include all professional and special events required of the mentor teacher. This may encompass, but is not limited to, after school or before school activities, evening events, inservice activities, staff meetings, parent/teacher conferences and sporting events. Only illness or family emergencies constitute a legitimate excuse for absence. If illness or an emergency necessitates an absence, the candidate is responsible for notifying their mentor teacher and university supervisor in a timely fashion.

Attendance at regularly scheduled classes is limited to candidates who are currently enrolled in the course or to invited guests of the course instructor(s). All other guests, including family members, require prior approval from the course instructor.

GRADING POLICY

The College of Education uses an "A" through "F" grading scale including "+" and "-". (Please see the section "Academic Policies and Procedures" in the Graduate Professions Catalog for numerical values used in calculating grade point averages.) In graduate courses, all work below a "C" is considered failing and is not credited toward a graduate degree or licensure.

INCOMPLETES

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the candidate from finishing all requirements of the course. The instructor and the candidate should agree upon a deadline by which all work will be completed. Candidates may not begin student teaching until all Incompletes are removed. Please see section "Academic Policies and Procedures" in the Graduate Professions Catalog for a more complete description of an Incomplete grade.

INSTRUCTOR RESPONSIBILITIES

The College of Education expects that its instructors will design and teach courses that appropriately challenge candidates. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that candidates will receive feedback concerning their status during the course and that all graded work will be returned promptly. College of Education instructors will model and communicate expectations for exemplary professional behavior. Instructors will warn candidates when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of candidates' conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are responsible for judging the quality and accuracy of candidates' work and assigning grades.

Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat candidates and peers with respect and adhere to all Pacific University rules and guidelines, including those concerning smoking, parking, and alcohol use on campus.

GUIDELINES FOR PROFESSIONAL BEHAVIOR

The goal of the College of Education is to provide an educational experience through which candidates may develop as confident, competent, and ethical educators as established by the Program's expectations and the standards established by the State of Oregon. To assist candidates in meeting the requirements of membership in the teaching profession, candidates in the College of Education are expected to learn and practice appropriate professional and ethical behaviors.

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Educators (ORS 342.175 to 342.190), are expected while enrolled in the program and while representing the University. The inability to meet these standards will lead to disciplinary action and can result in dismissal from the school. Conduct inconsistent with these standards, such as plagiarism, cheating, lying and/or fraud, is considered unprofessional and will not be tolerated.

Attitude: Candidates are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Candidates are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.

Attendance: Candidates are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.

Ability to work with others: Cooperation and collegiality are required to be an effective professional educator. Candidates are therefore expected to cooperate, participate, share information, and show respect for others while enrolled in the program.

Ability to work independently:

Initiative, perseverance, and self-discipline provide the foundation for professional excellence. Candidates are expected to initiate and pursue study independently and to accept responsibility for their own learning.

Appearance: Candidates are expected to observe professional guidelines for appropriate dress and hygiene.

Research: Candidates are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.

Citizenship: Candidates are expected to display those attributes expected of a member of a learned profession; promote democratic citizenship, demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.

University rules and policies: Candidates are expected to follow all guidelines set forth by Pacific University including those concerning smoking, parking, and alcohol use on campus.

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

Standards for competent and ethical behavior have been established by the Teacher Standards and Practices Commission. The following legislative guidelines apply to teacher education students while at Pacific University:

The Competent Educator

OAR 584-020-0010 The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;

2. Encourage scholarship;
 3. Promote democratic citizenship;
 4. Raise educational standards; and
 5. Use professional judgment.
- Statute Authority: ORS Ch. 342.175 to 342.190

The Ethical Educator

OAR 584-020-0035 The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

1. The ethical educator, in fulfilling obligations to the student, will:
 - a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family;
 - b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
 - c. Maintain an appropriate professional student-teacher relationship by:
 - 1) Not demonstrating or expressing professionally inappropriate interest in a student 's personal life;
 - 2) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - 3) Reporting to the educator 's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.
2. The ethical educator, in fulfilling obligations to the district, will:
 - a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
 - b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
 - c. Strive for continued improvement and professional growth;
 - d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
 - e. Not use the district 's or school 's name, property, or resources for 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

Academic Calendar

COLLEGE OF EDUCATION ACADEMIC CALENDAR 2009-10

2009

June 12

MAT-Fifth Year Program ends in Forest Grove
 MAT Flex Program (Cohort 1) ends in Forest Grove

June 15

MAT Fifth-Year Program (12-month program) begins in Forest Grove (Orientation 6/15)

August 13

Special Education Programs (Cohorts 5 & 8) end in Eugene and Forest Grove

August 15

Summer Commencement â€œ Forest Grove Campus

August 31

MAT Flex Program (16-month program) begins in Eugene (Orientation 8/31)
 Undergraduate Program (2-year program) begins in Eugene (Orientation 8/31)

September 7

Labor Day â€œ no classes

Nov 25 â€œ 27

Thanksgiving Holiday â€œ no classes

December 18

MAT Fifth-Year Program ends in Eugene

December 19

Commencement â€œ Eugene Campus

2010

January 4

MAT Fifth-Year Program (12-month program) begins in Eugene (Orientation 1/4)

January 18

Martin Luther King Jr. Day "no classes"

January 22

MAT Flex Program ends in Eugene

February 1

MAT Flex Program (16-month program) (Cohort 3) begins in Forest Grove (Orientation 1/28)

Mar 22 "26

Spring Break

April 10

Special Education Programs (17-month programs) (Cohorts 7 & 10) begin in Eugene and Forest Grove (Orientation 4/8)

May 22

Commencement " Forest Grove Campus

June 11

MAT-Fifth Year Program ends in Forest Grove

MAT Flex Program (Cohort 2) ends in Forest Grove

June 14

MAT Fifth-Year Program (12-month program) begins in Forest Grove (Orientation 6/14)

June 18

Undergraduate Program (2-year program) ends in Eugene

August 12

Special Education Programs (Cohorts 6 & 9) end in Eugene and Forest Grove

August 30

MAT Flex Program (16 months) begins in Eugene (Orientation 8/30)

September 6

Labor Day "no classes"

Nov 24 "26

Thanksgiving Holiday "no classes"

December 17

MAT Fifth-Year Program ends in Eugene

December 18

Commencement " Eugene Campus

Advanced Programs in Education and Related Graduate Programs

Introduction

MASTER OF EDUCATION (M.ED.)

The Master of Education degree program consists of three core areas comprising a total of 30 semester hours of credits: the Foundation Core (9 credits), the Specialization Core (15 credits), and the Professional Inquiry Core (6 credits). Candidates have an opportunity to specialize in the following areas:

1. Endorsements – Reading Specialist, English for Speakers of Other Languages (ESOL), and adding a subject endorsement area.
2. Certificates – Talented and Gifted Education and Cultural Competency.
3. Other – adding an authorization level, Continuing Teaching License, and curriculum and instruction.

All candidates complete the courses in the Foundation Core and Professional Inquiry Core:

Foundation Core	Credits
EDUC 611 Meeting the Needs of All Learners	3
EDUC 616 School and Community Leadership	2
EDUC 660 Advanced Teaching and Learning	2
EDUC 682 Technology Enhanced Learning Environments	2

Professional Inquiry Core

EDUC 670 Introduction to Professional Inquiry	1
EDUC 671 The Scholarship of Teaching	1
EDUC 674 Planning the Inquiry Project	2
EDUC 675 Completing the Inquiry Project	2

The required courses for each of the Specialization Cores are listed below in the sections entitled Adding Authorizations and Endorsements and Certificate Programs. In some cases, candidates have an opportunity to add some electives into their Specialization Core area.

ADDING AUTHORIZATIONS AND ENDORSEMENTS

Adding Contiguous Authorizations to a Current License

Contiguous authorizations may be added to current Initial or Continuing Teaching Licenses by a combination of coursework and supervised practica.

Academic Procedures

1. Candidates must submit passing scores on the tests required for the authorization level. Two sections of the ORELA Multiple Subjects Exam are required for early childhood, elementary and middle school authorizations. The appropriate subject area test is required for high school and strongly recommended for middle school authorizations.
2. Candidates must complete a practicum for each authorization added.
3. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.
4. As a part of the practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.

Course Requirements

Adding an Early Childhood Authorization

Credits	
EDUC 605 Advanced Human Development and Psychology ECE/Elem	2
EDUC 533 Int Meth I: General Methods, Assessment, & Classroom Mgmt	3
EDUC 508 Integrated Methods II: Reading and Language Arts in ECE	4
EDUC 655 Supervised Practicum	2

Adding an Elementary Authorization

EDUC 605 Advanced Human Development and Psychology ECE/Elem	2
EDUC 533 Int Meth I: General Methods, Assessment, & Classroom Mgmt	3
EDUC 544 Integrated Methods II: Reading and Language Arts in Elem/MS	4
EDUC 655 Supervised Practicum	2

Adding a Middle School Authorization

EDUC 608 Advanced Human Development and Psychology MS/HS	2
EDUC Appropriate special methods course for subject area	3
EDUC 655 Supervised Practicum	2

Adding a High School Authorization

EDUC 608 Advanced Human Development and Psychology MS/HS 2
EDUC Appropriate special methods course for subject area 3
EDUC 655 Supervised Practicum 2

Adding Selected Subject Area Endorsements to a Current License

Subject area endorsements may be added to current Initial or Continuing Teaching Licenses by a combination of coursework and supervised practica. Endorsements may be added in the following subject areas: Art, Business, Drama, Foreign Language (French, German, Japanese, Russian and Spanish), Health, Language Arts, Marketing, Mathematics (Middle School and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. (See below to add Reading Specialist, ESOL, and Special Education endorsements.) To earn an endorsement in either Russian or Japanese, see requirements under MAT Fifth-Year Program.

The following is required for each subject area endorsement added:

EDUC Special methods course appropriate to endorsement 3
EDUC 655 Supervised Practicum 2

Academic Procedures

1. Candidates must submit a passing score for the Praxis tests appropriate to the endorsement area.
2. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

Adding Reading Specialist Endorsement to a Current License

The Reading Specialist endorsement may be obtained by completing 15 semester hours comprising core courses and the requirements (courses and practica) for two authorization levels: Early Childhood (ECE) and Elementary (Elem) or Middle School (MS) and High School (HS). Candidates may earn the reading endorsement that qualifies them to teach reading to students PreK through grade twelve by completing 17 semester hours comprising core courses, specialty courses for both authorization levels, and multilevel practica. In addition to coursework, the candidate must pass the Reading Specialist Praxis. Oregon requires a minimum score of 610.

Core Courses for all Authorization Levels (11 semester hours) Credits

EDUC 631 Reading Assessments and Techniques 3
EDUC 632 Perspectives on Reading 2
EDUC 633 Literacy and English-Language Learners 2
EDUC 634 Leadership for Literacy 2
EDUC 638 Developing Literacy in the Content Areas 2

ECE/Elem Authorization Courses (4 semester hours)

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

EDUC 635 Language and Literacy Development 2
RDNG 630 ECE/Elem Supervised Practicum 1
RDNG 631 ECE/Elem Case Study Practicum 1
Total hours for ECE/Elem Reading Endorsement 15

MS/HS Authorization Courses (4 semester hours)

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

EDUC 646 Adolescents as Readers and Writers 2
RDNG 635 MS/HS Supervised Practicum 1
RDNG 636 MS/HS Case Study Practicum 1
Total hours for the MS/HS Reading Endorsement 15

PreK-12 Authorization Courses (6 semester hours)

Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate to PreK-12 education.

Candidates completing a practicum experience at either early childhood or elementary and at either middle or high school level will qualify for authorization for pre-primary through grade twelve. Candidates will sign up for the courses and practica listed below rather than the courses and practica required for the ECE/ELEM or MS/HS levels.

EDUC 635 Language and Literacy Development 2
EDUC 646 Adolescents as Readers and Writers 2
RDNG 638 Multilevel Supervised Practicum 1
RDNG 639 Multilevel Case Study Practicum 1
Total hours for the PreK-12 Reading Endorsement 17

Adding English for Speakers of Other Languages (ESOL) or ESOL/Bilingual Endorsement

In order to qualify for the English for Speakers of Other Languages or ESOL/Bilingual endorsement, both 15-credit programs, candidates must hold a current Initial or Continuing Teaching License endorsed for the regular classroom or special education, or be enrolled in a pre-service

program leading to an Initial Teaching License endorsed for the regular or special education classroom. Candidates work toward the ESOL or the ESOL/Bilingual endorsement in one of two authorization areas: Early Childhood/Elementary Education or Middle School/High School Education. Candidates completing a practicum experience at an ECE or Elem and a MS or HS level will qualify for a PreK-12 ESOL endorsement.

Course Requirements

Core Courses (13 credits)	Credits
ESOL 440/540 Language Policy in ESOL Education	2
ESOL 444/544 Educational Linguistics for ESOL Teachers	3
ESOL 450/550 Cultural Constructs and Diversity in ESOL Education	2
ESOL 460/560 Foundations of ESOL Methods	2
ESOL 464/564 ESOL Methods, Assessment, and Technology	2
EDUC 633 Literacy and English-Language Learners	2

ECE/Elem Authorization

ESOL 472/572 ECE/Elem Supervised ESOL Practicum 2

MS/HS Authorization

ESOL 474/574 MS/HS Supervised ESOL Practicum 2

PreK-12 Authorization

ESOL 476/576 Multilevel Supervised ESOL Practicum 2

Candidates must complete a portfolio as a requirement of the practicum. In addition to completing the coursework and practica above, candidates must pass the Praxis II ESOL test (accepted for licensure if taken prior to 9/1/09) or the ORELA:ESOL exam (required after 9/1/09).

ESOL/Bilingual Endorsement

In addition to all of the above requirements, candidates seeking the ESOL/Bilingual Endorsement must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview.

Adding a General Education Endorsement

This endorsement has been designed especially to help special educators become highly qualified when their teaching assignment includes students with or without disabilities who receive academic instruction at or above grade level in the general education curriculum.

Requirements for the Major

Early Childhood Authorization

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

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

Educators who hold a Special Educator license (either Initial or CTL) or have a Special Education Endorsement and wish to add a Multiple Subjects Self Contained Endorsement at the Elementary authorization level may do so by taking the following courses:

EDUC 544 Integrated Methods II: Reading & Language Arts â€” Elementary 4 credits
EDUC 543 Integrated Methods III: Math, Science, and Health in ECE/Elem 4 credits
EDUC 545 Integrated Methods IV: Thematic Teaching Through Social Studies & Arts 2 credits
EDUC 537 Technology Across the Curriculum (or EDUC 436G or EDUC 682) 2 credits
EDUC 655 Supervised Practicum 2 credits
Total 14 credits

Elementary Authorization

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

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

Educators who hold a Special Education endorsement (either ITL or CTL) and wish to add a Multiple Subjects Self Contained Endorsement at the Elementary authorization level may do so by taking the following courses:

Credits

EDUC 544 Integrated Methods II: Reading & Language Arts â€” Elementary	4
EDUC 543 Integrated Methods III: Math, Science, and Health in ECE/Elem	4
EDUC 545 Integrated Methods IV: Thematic Teaching Through Social Studies and the Arts	2
EDUC 537 Technology Across the Curriculum (or EDUC 682)	2
EDUC 655 Supervised Practicum	2
Total	14

Middle School/High School Authorizations

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

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

Educators who hold a Special Education endorsement (either ITL or CTL) and wish to add a Subject-Specific Endorsement at the Middle or High School authorization level may do so by taking the following courses:

EDUC 526 Teaching, Assessment, & Classroom Management in MS/HS	3
EDUC 541 Reading and Writing Across the Curriculum	2
Special Methods (Transcript review must show subject area qualification)	3
EDUC 537 Technology Across the Curriculum (or EDUC 682)	2
EDUC 655 Supervised Practicum (Subject area tests must be passed prior to practicum experience)	2
Total	12

Adding Special Education Endorsement

Individuals who hold a current teaching license and wish to add a Special Education endorsement with Early Childhood/Elementary and/or Middle School/High School authorizations may enter this 17-month program of coursework and practicum experiences. The program is designed for the following: teachers on a conditional license who are the teacher of record in a special education classroom, general educators who would like to become special educators, and those with a bachelor's or master's degree in teaching who want to obtain their Continuing Teaching License. Each candidate will complete one work sample. Those candidates seeking a master's degree will complete requirements for the Master of Arts in Teaching or Master of Education degree. For further information, see the Special Education section.

CERTIFICATE PROGRAMS

Cultural Competence Certificate

This 10-credit certificate program is designed for teachers, counselors, administrators, school support staff, and community members who want to engage in dialogue and learn more about cultural competence and issues of diversity in our schools. Courses may be taken individually or as a full certificate program.

Course Requirements	Credits
EDUC 464/564 Cultural Competence for Young Children	1
OR	
EDUC 469/569 Teaching About the Holocaust	1
EDUC 462/562 Foundations of Cultural Competence	3
EDUC 463/563 Beyond Fear, Anger, & Guilt: Moving Toward Cultural Comp	2
ESOL 440/540 Language Policy in ESOL Education	2
EDUC 455/655 Supervised Practicum	2

Talented and Gifted Education Certificate

This 11-credit program is designed for teachers, counselors, and parents who want to learn more about meeting the needs of gifted children. Courses meet for three half-day sessions each semester. The remainder of the coursework is conducted online to allow students more flexibility and convenience. Students may enter the program during any semester.

Course Requirements	Credits
EDUC 481/581 Introduction to Gifted Education	3
EDUC 482/582 Classroom Strategies for Talented and Gifted Education	3
EDUC 483/583 Social & Psychological Foundations of Gifted Education	3
EDUC 484/584 Practicum in Talented & Gifted Education	2

CONTINUING TEACHING LICENSE

The Continuing Teaching License (CTL) program is designed to enable practicing teachers to develop and document advanced competence in meeting the education needs of individual students within a collaborative learning community. The program is available to experienced teachers who have completed bachelor's and/or master's degrees and hold an Oregon Initial Teaching License.

Programs must be completed within 6 years. Authorizations may be added in Early Childhood Education, Elementary Education, Middle School Education, and High School Education. Endorsements may be added in the following subject areas: Art, Business, Drama, ESOL, Foreign Language (French, German, Japanese, Russian and Spanish), Health, Language Arts, Marketing, Mathematics (Middle School and Advanced), Music, Physical Education, Reading Specialist, Science (Biology, Chemistry, Integrated Science, and Physics), Social Studies, and Special Education. To earn an endorsement in either Russian or Japanese, see requirements under MAT Fifth-Year Program.

Course Requirements

The Continuing Teaching License program is designed to meet the needs of two populations of teachers: those who fulfilled the requirements for an Initial Teaching License in an undergraduate program and wish to earn a master's degree, and those who fulfilled the requirements for an Initial Teaching License in a MAT Fifth-Year program. The curriculum varies for each population.

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

Foundation Core	Credits
EDUC 611 Meeting the Needs of All Learners	3
EDUC 616 School and Community Leadership	2
EDUC 660 Advanced Teaching and Learning	2
EDUC 682 Technology Enhanced Learning Environments	2

Specialization Core	Continuing Professional Development
Content Classes	6
EDUC 625 Portfolio Development	1
EDUC 686 Portfolio Presentation	1
Electives	7

Professional Inquiry Core	
EDUC 670 Introduction to Professional Inquiry	1
EDUC 671 The Scholarship of Teaching	1
EDUC 674 Planning the Inquiry Project	2
EDUC 675 Completing the Inquiry Project	2

The license only program for candidates holding an Initial License and master's degree from Fifth-Year Program (6 credits)

Teachers as Researchers	
EDUC 670 Introduction to Professional Inquiry	1
EDUC 671 The Scholarship of Teaching	1
EDUC 674 Planning the Inquiry Project	2

Continuing Professional Development	
EDUC 625 Portfolio Development	1
EDUC 686 Portfolio Presentation	1

Professional Portfolio

Whether as part of the Master of Education degree or as a post-master's program, the capstone experience for candidates obtaining the Continuing Teaching License is the development of the Professional Portfolio. The Professional Portfolio will provide candidates for the Continuing Teaching License the opportunity to document the required advanced competencies. It will also serve as the basis for determining whether or not the candidate will be recommended to TSPC for the Continuing Teaching License.

INITIAL II TEACHING LICENSE

Practicing teachers may elect to qualify for an Initial II Teaching License instead of a Continuing Teaching License. For teachers who earned their Initial Teaching License in an undergraduate program, requirements include a master's degree in the arts and sciences or an advanced degree in the professions. In lieu of a master's degree, candidates must complete a minimum of 30 hours of graduate coursework germane to public school employment:

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

For teachers who earned their Initial Teaching License in a post-baccalaureate program, requirements include 6 semester hours of graduate-level coursework germane to the teaching license or to public school employment. Pacific has a variety of offerings meeting the requirements for the Initial II Teaching License.

RELATED GRADUATE PROGRAMS

Master of Arts in Education / Curriculum Studies (MAE/CS)

The Master of Arts in Education, Curriculum Studies allows candidates to pursue a rigorous interdisciplinary program in the foundations of education. This degree is suited primarily for international students, experienced teachers, and liberal arts degree holders who wish to develop expertise in curriculum development, teaching practices, and program evaluation. The MAE/CS does not satisfy requirements for teaching licensure in Oregon.

Academic Procedures

Upon admission into the graduate program, the candidate will be assigned a faculty advisor to assist in designing the planned program of study. This planned program must be approved by the advisor and the Dean of the College of Education before the end of the first semester following admission. Meetings should be scheduled with advisors at least once a year.

Many MAE courses are available through Pacific University's summer, evening, and weekend classes. Special classes and workshops are also available. Candidates may also enroll in upper division courses offered during the regular school year if instructors agree to offer the courses for graduate credit. All grades must be C or above to be credited to a graduate degree; C- is not acceptable.

Required Coursework

Candidates complete, within a 6-year period, a minimum of 30 semester hours of graduate courses in individual planned programs which include the following:

Credits

Professional Education Coursework 12-15

Liberal Arts Coursework 12

EDUC 601 Teachers as Consumers of Research 2

EDUC 670 Introduction to Professional Inquiry 1

EDUC 671 The Scholarship of Teaching 1

EDUC 596 Education Research Project 2

Research Project

The capstone experience is a research project through which candidates have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Guided by University faculty mentors, candidates complete the project and give oral presentations.

Master of Education/Visual Function in Learning (MEd/VFL)

The Master of Education/Visual Function in Learning program (MEd/VFL), administered by the College of Education in conjunction with the College of Optometry, is especially designed for optometry students and optometrists who wish to extend their knowledge of vision problems as they relate to reading and the learning process of children. The 30-semester hour program provides expertise in understanding the cognitive, linguistic, and visual challenges of learning to read. The program is offered only at the Forest Grove campus.

Candidates must hold or be working toward the professional terminal degree in optometry. Candidates within the College of Optometry must have completed the fall semester of the first year of study, have a cumulative GPA of 3.0 or greater, and be in good academic standing. Candidates may enroll in a maximum of 8 hours of Education coursework before admission to the program.

MEd/VFL Program Objectives

1. To develop a knowledge base concerning

• the role that visual factors play in learning disability diagnosis and remediation;

• fundamental theories of cognition, learning, and language development;

• the major diagnostic theories in reading and related prescriptive techniques;

• decision-making systems, service delivery models, and program management within education organizations;

• the varied constituencies that the public schools must satisfy.

2. To develop skills in research, diagnosis, therapy, and case management within a multidisciplinary setting.

Academic Procedures

1. 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.

2. Candidates who are within six hours of completing their program may participate in the May commencement ceremony.

Thesis

The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. All Master of Education, Visual Function in Learning candidates will be appointed a Thesis Committee who will guide the development of a research proposal.

Once the proposal is developed it will be reviewed by the Coordinator of MEd/VFL and the Dean of Optometry, or their designees. The proposal must be approved seven months before the date of proposed graduation. The Thesis Committee will then advise the candidate during the course of research and the preparation of the thesis. When the final, bound thesis is approved and signed by the Thesis Committee, the candidate must submit two copies of the thesis to the library two weeks before commencement.

The Thesis Committee will include the following members:

• Chair, appointed by the MEd/VFL Coordinator. The chair serves as the candidate's advisor and instructor of credit for the thesis hours.

• Faculty member appointed by the MEd/VFL Coordinator.

• Faculty member nominated by the candidate and approved by the MEd/VFL Coordinator.

Course Requirements

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

I. Education (14 semester hours)

Required Education Courses (10 semester hours)

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

Education Electives (4 semester hours)

EDUC 570 School and Society 2
EDUC 427G Psychology of Reading Instruction 2
SPED 505 Exceptionalities 2
EDUC 633 Literacy and English-Language Learners 2
EDUC 316G Child and Adolescent Literature 2
EDUC 638 Developing Literacy in the Content Areas 2
EDUC 508/544 Integrated Methods II: Reading & Language Arts 4

II. Optometry (6 semester hours)

Required Optometry Courses (4 semester hours)

OPT 744 Visual Problems That Relate to Learning Difficulties With Lab 3
OPT 765 Seminar in Multidisciplinary Service 1
Optometry Electives (2 semester hours)
OPT 743 Neurorehabilitative Optometry 2
OPT 790 Vision Ergonomics Research Seminar 2
OPT 956 Independent Study 2

III. Foundations of Research

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

IV. Education Research Project (6 semester hours)

EDUC 596 Education Research Project 6

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. The MEd/VFL Coordinator must approve electives. A planned program of courses must be filed with the College of Education.

Mission

Advanced Programs are designed to develop and document advanced competence in meeting the education needs of individual students within a collaborative learning community. Candidates can complete specializations that lead to an endorsement, authorization, or certificate and can embed any of these into the Master of Education (M.Ed.) degree. Further, practicing teachers holding an Oregon Initial Teaching License (ITL) can complete the requirements for earning the Oregon Continuing Teaching License (CTL). The following programs are described below:

Master of Education
Adding Authorizations and Endorsements
Certificate Programs
Continuing Teaching License
Initial II Teaching License

Related Graduate Programs

Master of Arts in Education/Curriculum Studies
Master of Education/Visual Function in Learning

Majors

Adding a General Education Endorsement to Special Education License

This endorsement has been designed especially to help special educators become highly qualified when their teaching assignment includes students with or without disabilities who receive academic instruction at or above grade level in the general education curriculum.

Requirements for the Major
Elementary Authorization

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

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

Educators who hold a Special Educator license (either Initial or CTL) or have a Special Education Endorsement and wish to add a Multiple Subjects Self Contained Endorsement at the Elementary authorization level may do so by taking the following courses:

EDUC 544 Integrated Methods II: Reading & Language Arts â€” Elementary 4 credits
EDUC 543 Integrated Methods III: Math, Science, and Health in ECE/Elem 4 credits
EDUC 545 Integrated Methods IV: Thematic Teaching Through Social Studies & Arts 2 credits
EDUC 537 Technology Across the Curriculum (or EDUC 436G or EDUC 682) 2 credits
EDUC 655 Supervised Practicum 2 credits
Total 14 credits

Middle School/High School Authorizations

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

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

Educators who hold a Special Educator license (either Initial or CTL) or have a Special Education Endorsement and wish to add a Subject-Specific Endorsement at the Middle or High School authorization level may do so by taking the following courses:

EDUC 326G Teaching, Assessment, & Classroom Mgt in the Middle/High School 3 credits
EDUC 541 Reading and Writing Across the Curriculum 2 credits
Special Methods (Transcript review must show subject area qualification) 3 credits
EDUC 537 Technology Across the Curriculum (or EDUC 436G or EDUC 682) 2 credits
EDUC 655 Supervised Practicum 2 credits
(Subject area tests must be passed prior to practicum experience)

Total 12 credits

Adding Contiguous Authorizations to a Current License

Contiguous authorizations may be added to current Initial or Continuing Teaching Licenses. Authorizations are added by a combination of coursework and supervised practica.

Academic Procedures

1. Candidates must submit a passing score on the appropriate PRAXIS tests. Both sections of the ORELA (or MSAT taken prior to 6/05) are required for early childhood, elementary and middle school authorizations. The appropriate subject area test is required for high school and strongly recommended for middle school authorizations.
2. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.
3. As a part of the practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.
4. Candidates must complete a practicum for each authorization added.

Requirements for the Major

Adding an Early Childhood Authorization

EDUC 605 Advanced Human Development and Psychology for ECE and Elementary Education 2
EDUC 431G Integrated Methods I: General Methods, Assessment, and Classroom Management 2
EDUC 628 Teaching Reading in ECE 2
EDUC 655 Supervised Practicum 2

Adding an Elementary Authorization

EDUC 605 Advanced Human Development and Psychology for ECE and Elementary Education 2
EDUC 431G Integrated Methods I: General Methods, Assessment, and Classroom Management 2
EDUC 629 Teaching Reading in Elementary Education 2
EDUC 655 Supervised Practicum 2

Adding a Middle School Authorization

EDUC 608 Advanced Human Development and Psychology for Middle and High School 2
EDUC Appropriate special methods course for subject area 3
EDUC 655 Supervised Practicum 2

Adding a High School Authorization

EDUC 608 Advanced Human Development and Psychology for Middle and High School 2
EDUC Appropriate special methods course for subject area 3
EDUC 655 Supervised Practicum 2

Adding English for Speakers of Other Languages (ESOL) or ESOL/Bilingual Endorsement

In order to qualify for the English for Speakers of Other Languages or ESOL/Bilingual endorsement, both 15-credit programs, students must hold a current Initial or Continuing Teaching License endorsed for the regular classroom or special education, or be enrolled in a pre-service program leading to an Initial Teaching License endorsed for the regular or special education classroom. Candidates work towards the ESOL or the ESOL/Bilingual endorsement in one of two authorization areas: Early Childhood/Elementary Education or Middle School/High School Education. Candidates completing a practicum experience at an ECE or Elem and a MS or HS level will qualify for a PreK - 12 ESOL endorsement.

Requirements for the Major

ESOL Endorsement:

Course Requirements

Core Courses (13 credits) Credits

ESOL 440/540 Language Policy in ESOL Education 2
ESOL 444/544 Educational Linguistics for ESOL Teachers 3
ESOL 450/550 Cultural Constructs and Diversity in ESOL Education 2
ESOL 460/560 Foundations of ESOL Methods 2
ESOL 464/564 ESOL Methods, Assessment, and Technology 2
EDUC 633 Literacy and English-Language Learners 2

ECE/Elem Authorization

ESOL 472/572 ECE/Elem Supervised ESOL Practicum 2

MS/HS Authorization

ESOL 474/574 MS/HS Supervised ESOL Practicum 2

PreK-12 Authorization

ESOL 476/576 Multilevel Supervised ESOL Practicum 2

Candidates must complete a portfolio as a requirement of the practicum. In addition to completing the coursework and practica above, candidates must pass the Praxis II ESOL test (accepted for licensure if taken prior to 9/1/09) or the ORELA:ESOL exam (required after 9/1/09).

ESOL/Bilingual Endorsement:

Students seeking the ESOL/Bilingual Endorsement will complete all of the above requirements. In addition, students must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview.

Program Variation:

Undergraduate students who are minoring in Spanish for Elementary Teachers, or graduate students who complete the specialty program Spanish for Elementary Teachers, may meet the requirements for this endorsement with the courses listed below, for a total of 16 semester credits.

EDUC/SPAN 466 Mexico: A Cultural Mosaic 4
EDUC 478/578 Foundations of Teaching ESOL 2
EDUC 479/579 Language Acquisition 3
EDUC/SPAN 465 Spanish in the Elementary Classroom 4
EDUC/SPAN 467G Practicum in Tapalpa 3

Adding Reading Endorsement to a Current License

The reading endorsement consists of 12 credits combining core courses with either elementary or secondary emphasis courses as listed below. In order to qualify for the reading endorsement, students must satisfy requirements for two authorization levels: Early Childhood/Elementary Education or Middle School/High School Education. The core courses are required for all authorization levels. Coursework in language development is either a prerequisite or a corequisite. Candidates must pass the Praxis test required by TSPC in order to add the endorsement to their license.

Requirements for the Major

EDUC 631 Reading Assessment and Techniques 3
EDUC 632 Perspectives on Reading 2
Early Childhood/Elementary Education Reading Endorsement Requirements
Prerequisites: Coursework in psychological foundations and basic reading methodology appropriate for early childhood and elementary education.
EDUC 635 Language and Literacy Development 2
EDUC 637 Advanced Teaching of Prescriptive Reading Techniques, Grades K-8 3
EDUC 639 Children's Literature and Media Literacy 1

OR

EDUC 316G Child and Adolescent Literature 2

EDUC 638 Developing Literacy in the Content Areas 2

Middle School/High School Reading Endorsement Requirements

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

EDUC 638 Developing Literacy in the Content Areas 2

EDUC 647 Advanced Reading, Writing and Study Skills Techniques in the Content Areas 2

EDUC 649 Young Adult Literature and Media Literacy, Grades 6-12 2

OR

EDUC 316G Child and Adolescent Literature 2

Adding Selected Subject Area Endorsements to a Current License

Subject area endorsements may be added to current Initial or Continuing Teaching Licenses. Endorsements may be added by a combination of coursework and supervised practica. Endorsements may be added in the following subject areas: Art, Business, Drama, Foreign Language (French, German, Japanese, Russian and Spanish), Health, Language Arts, Marketing, Mathematics (Middle School and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. (See below to add Reading, ESOL and Special Education endorsements.)

The following is required for each subject area endorsement added:

EDUC Special methods course appropriate to endorsement 3

EDUC 655 Supervised Practicum 2

Academic Procedures

1. Candidates must submit a passing score for the PRAXIS test appropriate to the endorsement area.

2. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

Requirements for the Major

Adding Special Education Endorsement

Individuals who hold a current teaching license and wish to add a Special Education endorsement with Early Childhood/Elementary and/or Middle School/High School authorizations may enter this 17-month program of coursework and practicum experiences. The program is designed for teachers on a restricted transitional license who are the teacher of record in a special education classroom, general educators who would like to become special educators, and those with a bachelor's or master's degree in teaching who want to obtain their Continuing Teaching License. Each student will complete one work sample. Those students seeking a master's degree will complete requirements for the Master of Arts in Teaching degree. For further information, see the Special Education section.

Requirements for the Major

Continuing Teaching License

The Continuing Teaching License program is designed to meet the needs of two populations of teachers: those who fulfilled the requirements for an Initial Teaching License in an undergraduate program and wish to earn a master's degree, and those who fulfilled the requirements for an Initial Teaching License in a MAT Fifth-Year program. The curriculum varies for each of those populations.

Requirements for the Major

The MAT program for candidates holding an Initial License and bachelor's degree (30 credits)

Advanced Classroom Competencies

EDUC 615 Curriculum Foundations and Design (ECE/Elem) 2

or

EDUC 567 Curriculum Design: Middle and High School 2

EDUC 660 Advanced Teaching and Learning 2

EDUC 611 Meeting the Needs of All Students 3

EDUC 682 Technology Enhanced Learning Environments 2

Content Classes 6

Teachers as Researchers

EDUC 601 Teachers as Consumers of Research 2

EDUC 585 Teachers as Researchers 2

EDUC 596 Education Research Project 2

Continuing Professional Development

EDUC 625 Portfolio Development 1

EDUC 686 Portfolio Presentation 1

Electives 7

The license only program for candidates holding an Initial License and master's degree from Fifth-Year Program (6 credits)

Teachers as Researchers

EDUC 585 Teachers as Researchers 2

EDUC 596 Education Research Project 2

Continuing Professional Development

EDUC 625 Portfolio Development 1

EDUC 686 Portfolio Presentation 1

Professional Portfolio

The capstone experience for graduate students obtaining the Continuing Teaching License is the development of the Professional Portfolio. The Professional Portfolio will provide candidates for the Continuing Teaching License the opportunity to document the required advanced competencies. It will also serve as the basis for determining whether or not the candidate will be recommended to TSPC for the Continuing Teaching License.

The Professional Portfolio will include both required components and optional ones chosen by the candidate. The required components will include the Differentiated Curriculum Project and the Education Research Project. The candidate will select the optional components of the Portfolio as exemplars of their best professional work.

Cultural Competence Certificate

This 10-credit certificate program is designed for teachers, counselors, administrators, school support staff and community members who want to engage in dialogue and learn more about cultural competence and issues of diversity in our schools. Courses may be taken individually or as a full certificate program.

Requirements for the Major

EDUC 564 Cultural Competence for Young Children 1

OR

EDUC 569 Teaching About the Holocaust 1

EDUC 562 Foundations of Cultural Competence 3

EDUC 563 Beyond Fear, Anger, & Guilt: Moving Toward Cultural Competence 2

EDUC 578 Foundations of Teaching English for Speakers of Other Languages 2

EDUC 655 Practicum in Cultural Competence 2

Initial II Teaching License

Requirements for the Major

For Master of Education candidates:

Advanced Classroom Competencies

EDUC 615 Curriculum Foundations and Design (ECE/Elem) 2

or

EDUC 567 Curriculum Design: Middle and High School 2

EDUC 660 Advanced Teaching and Learning 2

EDUC 611 Meeting the Needs of All Students 3

EDUC 682 Technology Enhanced Learning Environments 2

Content Classes 6

Teachers as Researchers

EDUC 601 Teachers as Consumers of Research 2

EDUC 585 Teachers as Researchers 2

EDUC 596 Education Research Project 2

Continuing Professional Development

Electives 15

Continuing Professional Development may include adding endorsements, authorizations, content coursework, or completing a certificate program.

Master of Arts in Education / Curriculum Studies

Academic Procedures

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 College of Education before the end of the first semester following admission. Meetings should be scheduled with advisors at least once a year.

Many MAE courses are available through Pacific University's summer, evening, and weekend classes. Special classes and workshops are also available. Candidates may also enroll in upper division courses offered during the regular school year if instructors agree to offer the courses for graduate credit. All grades must be "C" or above to be credited to a graduate degree; "C-" is not acceptable.

Requirements for the Major

Candidates complete, within a 6-year period, a minimum of 30 semester hours of graduate courses in individual planned programs which include the following:

Professional Education Coursework 12-15

Liberal Arts Coursework 12

EDUC 601 Teachers as Consumers of Research 2

EDUC 585 Teachers as Researchers 2

EDUC 596 Education Research Project 2

Research Project

The capstone experience is a research project through which candidates have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Guided by University faculty mentors, students complete the project and give oral presentations.

Master of Arts in Education / Visual Function in Learning

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 will be reviewed by the Coordinator of MEd/VFL and the Dean of Optometry, or their designees. The proposal must be approved seven months before the date of proposed graduation. 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. 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. Students who are within six hours of completing their program may participate in the May commencement ceremony.

Requirements for the Major

Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which include the following:

- 20 semester hours in the College of Education
- 4 semester hours in the College of Optometry
- 6 semester hours of electives

Requirements

Area I: Education

EDUC 565 Seminar: Educational and Optometric Connections 1

Additional courses taken from the Reading Endorsement course curriculum 13

Area II: Optometry

OPT 744 Visual Problems That Relate to Learning Difficulties with lab 3

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, College 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. The MEd/VFL Coordinator must approve electives. A planned program of courses must be filed with the College 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.

Specialty - Spanish for Elementary Teachers

This program is available for students in any graduate education program. Students in the MAT Fifth-Year program may use the practicum in Mexico for three weeks of the 18-week student teaching requirement.

Requirements for the Major

Prerequisite: Proficiency level of Spanish 202

EDUC/SPAN 465G Spanish in the Elementary School 4

EDUC/SPAN 466G Mexico: A Cultural Mosaic 4

HUM 306G Latino Fiction 3

OR

HUM 325G Hispanics in the U.S. 3

EDUC/SPAN 467G Practicum in Tapalpa, Mexico 3

Talented and Gifted Education Certificate

This certificate program is available only at the Eugene campus. The 11-credit program is designed for teachers, counselors, and parents who want to learn more about meeting the needs of gifted children. Courses meet for three half-day sessions each semester. The remainder of the coursework is conducted online to allow students more flexibility and convenience. Students may enter the program during any semester.

Requirements for the Major

EDUC 481/581 Introduction to Gifted Education 3

EDUC 482/582 Classroom Strategies for Talented and Gifted Education 3

EDUC 483/583 Social & Psychological Foundations of Gifted Education 3

EDUC 484/584 Practicum in Talented & Gifted Education 2

Courses

EDTL-505 Prof Virtual Learning Communities

This course establishes an integrated theoretical framework to cultivate a habit of mind for effective technology integration that includes using action research to better understand critical problems of practice, and thinking about curriculum design as the interconnection between

technology, pedagogy, and content knowledge [Technological Pedagogical Content Knowledge or TPACK]. Students will also use the National Educational Technology Standards for Teachers [NETS*T] to identify their own personal program learning goals specific to their needs and establish a benchmark against which to monitor their growth in technology literacy over the duration of the program. Students will learn how to navigate and access information on the Technology Learning Certificate [TLC] virtual infrastructure using all the required tools. By the end of the course, students will have set up or migrated their own professional virtual learning environment [VLE] in preparation for their participation in subsequent courses. Prerequisite: Admission to the Technology Learning program. 3 credits. 3.00 credits

EDTL-510 Innovative Educational Technologies

In this course students will learn to develop technology supported authentic project-based learning activities. Students will explore the application and adaptation of a variety of Web 2.0 environments and tools as a tool for discovery, collaboration, and communication within an educational context through seminars and hands on activities. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505. 3 credits. 3.00 credits

EDTL-515 Exploring Tools for Learning

This course is designed to introduce candidates to some of the information and communication technological tools useful for supporting learning, as well to familiarize them with issues associated with their use. The focus of the course will be on why, when and how to use these tools to support students' thinking and learning. Utilizing a project-based approach, students will design and implement a series of authentic projects designed to provide them with concrete experiences applying technology to teaching and lesson design. These projects will be tailored to the grade level or secondary content that they are teaching. The course will consist of a series of readings, lab work, independent and small group work, in support of these projects and their presentations. Prerequisite: Admission to the Technology Learning program, EDTL 505 and EDTL 510. 3 credits. 3.00 credits

EDTL-520 Applying Educ Tech to Problems of Prac

Students will engage in action research in their teaching settings to better understand critical problems of practice. Students first explore and understand the principles of action research applied to classroom practice, and are then guided through the process of identifying, designing, implementing and evaluating a practice-based project around issues of educational technology. Students will present their work in a professional conference or other suitable venue. This course will lead to completion of the technology implementation project required for the Pacific Technology Certificate. Prerequisites: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510 and EDTL 515. 2 credits. 2.00 credits

EDTL-525 Professional Practice & Beyond

This course brings closure to the certificate program by having students evaluate their growth, summarize their learning, and share their final work to the broader community. Issues related to technology leadership will be addressed and students will be encouraged to develop ideas for how to build on their new learning as well as explore their potential role as leaders in their respective fields. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510, EDTL 515, and EDTL 520. 1 credit. 1.00 credits

EDUC-260 Foundations of Education

Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits. 2.00 credits

EDUC-300 Intro to Early Childhood Ed

Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing. 4 credits. 4.00 credits

EDUC-300G Intro to Early Childhood Ed

Introduces the field of early childhood education Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing or above. 4 credits. 4.00 credits

EDUC-302 Teaching Art in MS/HS

Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-303 Teaching Music in MS/HS

Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-305 Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-305G Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-308 Learn Communities I: Personal Awareness

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes

learning communities, personal history and culture, communication skills, creativity, and classroom management. 2 credits. 2.00 credits

EDUC-309 Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. 2.00 credits

EDUC-309G Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. 2.00 credits

EDUC-314 Reading & Writing Across the Curriculum

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-316 Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. 2.00 credits

EDUC-316G Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. 2.00 credits

EDUC-317 Teaching Art in Elem Ed

Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or permission of instructor. Corequisite course: EDUC-397. 3 credits. 3.00 credits

EDUC-318 Teaching Music in Elem Ed

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-319 Teaching Phys Ed in Elem Ed

Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-320 Brain Based Learning

This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits. 3.00 credits

EDUC-322 Applied Human Development

Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above, and PSY-150 with C- or better. 3 credits. 3.00 credits

EDUC-326 Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-326G Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-336 Teaching Health in MS/HS

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-338 Teaching Science in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-339 Teaching Phys Ed in MS/HS

Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-340G Curriculum: ECE

Examines the development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight. Discusses assessment of children's diverse individual developmental, family, and group/community needs and values; 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; the psychology of literacy and reading instruction; young children's literature; management of the classroom. Requires 2 hours of weekly field experience and observations of children. Prerequisites: EDUC 300G or consent of instructor. 4 credits. 4.00 credits

EDUC-343 Math Sci Health ECE/Elem

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-349 Teaching Math in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-355 Special Topics

See department for course description. Offered for variable credit. 1.00 - 6.00 credits

EDUC-361 Foundations Hum Devel & Psych

Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. 3 hours. 3.00 credits

EDUC-370 School & Society

Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 credits. 2.00 credits

EDUC-395 Independent Study

See department for details. Offered for variable credit. 1.00 - 18.00 credits

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-397G Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-408 Reading & Language Arts ECE

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-410 Expressive Arts in ECE

Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-420 Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing. 2 credits 2.00 credits

EDUC-420G Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. 2 credits. 2.00 credits

EDUC-428 Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing

authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing. 2 credits. 2.00 credits

EDUC-428G Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. 2 credits. 2.00 credits

EDUC-431 Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-431G Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397G. 2 credits. 2.00 credits

EDUC-436 Technology Across Curriculum

Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-445 Thematic Teaching SS & Arts

Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-447 Teaching Foreign Lang MS/HS

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-451 Teaching Soc Studies MS/HS

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-452 Teaching Lang Arts MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-453 Literacy & English-Language Learners

Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English as an additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as they pertain to diversity within a multicultural classroom. 2 credits. 2.00 credits

EDUC-455 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Offered for variable credit. 1.00 - 6.00 credits

EDUC-456 Continuing Studies

See department for details. 1.00 - 9.00 credits

EDUC-459 Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-459G Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 1.00 - 2.00 credits

EDUC-462 Foundations Cultural Comp

Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits. 3.00 credits

EDUC-463 Beyond Fear Anger & Guilt

Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits. 2.00 credits

EDUC-464 Cultural Competence for Children

Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit. 1.00 credits

EDUC-465 Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Taught in English and Spanish. 4 credits. 4.00 credits

EDUC-465G Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Taught in Spanish and English. 4 credits. 4.00 credits

EDUC-466 Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. 4.00 credits

EDUC-466G Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. 4.00 credits

EDUC-467 Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. Meets comparative cultural core requirement. 3 credits. 3.00 credits

EDUC-467G Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. 3 credits. 3.00 credits

EDUC-469 Teaching About the Holocaust

Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit. 1.00 credits

EDUC-475 Student Teaching

Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Pass/No Pass. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits. 1.00 - 15.00 credits

EDUC-476 LearnComm: Reflect & Practice

Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 475. Pass/No Pass. 2 credits. 2.00 credits

EDUC-481 Intro to Gifted Education

Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits. 3.00 credits

EDUC-482 Classroom Strategies - TAG

Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits. 3.00 credits

EDUC-483 Soc & Psych Found of Gifted Education

Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success and the use of "The Gifted Identity Model." 3 hours. 3.00 credits

EDUC-484 Practicum: TAG

Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits. 2.00 credits

EDUC-496 Integrating Seminar I: Research Design

Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing. 2 credits. 2.00 credits

EDUC-497 Integrating Seminar II: Research Project

Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496 Integrating Seminar I, Senior standing. 4 credits. 4.00 credits

EDUC-501 Foundations General Educ

Acquaints students with instructional methods and materials used in general education classrooms and curriculum. Prerequisite: Admission to MAT/Special Educator program or instructor approval. 2 credits. 2.00 credits

EDUC-502 Teaching Art in MS/HS

Introduces the basic methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-503 Teaching Music in MS/HS

Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-504 Learn Comm I: Personal Awareness

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Admission to graduate education program or consent of instructor. 2 credits. 2.00 credits

EDUC-505 Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to graduate education program or consent of instructor. 2 hours. 2.00 credits

EDUC-508 Reading & Language Arts ECE

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-510 Expressive Arts in ECE

Assists educators to become knowledgeable about methods for teaching art, music, and physical movement in early childhood education, and become skillful in integrating art, music, and physical movement activities into the curriculum. Includes an examination of models of teaching and methods that are specific to each of the three disciplines, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-515 Adv Human Dev&Psych ECE/Elem

Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in elementary school classrooms. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-516 Adv Human Dev&Psych MS/HS

Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in secondary school classrooms. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-517 Teaching Art in Elem School

Introduces the basic methods of art instruction for the elementary school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-518 Teaching Music in Elem School

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-519 Teaching Phys Ed in Elem School

Prepares educators to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-526 Teach Assess Mgmt MS/HS

Develops skills in designing and organizing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Educaiton or consent of instructor. 4 credits. 4.00 credits

EDUC-533 Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood, elementary and middle school learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-536 Teaching Health in MS/HS

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-537 Technology Across Curriculum

Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, and independent exploration. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-538 Teaching Science in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-539 Teaching Phys Ed in MS/HS

Prepares educators to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-541 Reading & Writing Across the Curriculum

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies, and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-543 Math Sci Health ECE/Elem

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-544 Reading Lang Arts Elem/MS

Introduces educators to the survey and implementation of specific curricular methods for educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-545 Thematic Teaching SS & Arts

Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing sources. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-546 Teaching Business in HS

Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-547 Teaching Foreign Lang MS/HS

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-549 Teaching Math in MS/HS

Introduces educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction

at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-550 Practicum - General Education

Offers variable credit student teaching under the guidance of a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Pass/No Pass. Variable credit. 1-6 credits. 1.00 - 6.00 credits

EDUC-551 Teaching Soc Studies MS/HS

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-552 Teaching Lang Arts MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-553 Teaching Drama in MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-555 Special Topics

Course topics vary as approved by the College of Education. Offered for variable credit. 1.00 - 12.00 credits

EDUC-556 Continuing Studies

0.50 - 9.00 credits

EDUC-561 Advanced Human Devel & Psych

Explores developmental issues: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning, including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, and evaluation. Additional school observations are required concurrent with the course. Prerequisite: Admission to MAT/Flex program (4 credits) or MAT/Special Educator program (2 credits). 2.00 - 4.00 credits

EDUC-562 Foundations Cultural Comp

Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits. 3.00 credits

EDUC-563 Beyond Fear Anger & Guilt

Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits. 2.00 credits

EDUC-564 Cultural Competence for Children

Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit. 1.00 credits

EDUC-565 Seminar: Ed & Opt Connection

Explores the connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. Reviews the literature regarding the overlap of the procedures. Includes field experience. Prerequisite: Consent of instructor. Pass/No Pass. 1 credit. 1.00 credits

EDUC-567 Curriculum Design MS/HS

Assists students in understanding the process of curriculum development and encourages reflection on the nature of one subject and its potential for integration with other subject areas. Reviews and reflects on previous learning, and uses the resources, skills, readings, and concepts acquired to design a semester- or year-long course in one content area. Integrates individual course plans with subjects across the curriculum and allows time to research and gather a variety of resources. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-569 Teaching About the Holocaust

Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit. 1.00 credits

EDUC-570 School and Society

Explores the relationship between schools and society. Helps aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-573 Practicum

Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. Prerequisite for full-time student teaching. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. 1-2 credits. 1.00 - 2.00

credits

EDUC-575 Student Teaching

Provides a classroom setting for general education preservice teachers to apply principles of education pedagogy and methodology. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. Offered for variable credit. 1-15 credits. 1.00 - 15.00 credits

EDUC-576 Learning Communities III

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. 2 credits. 2.00 credits

EDUC-581 Intro to Gifted Education

Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits. 3.00 credits

EDUC-582 Classroom Strategies - TAG

Assists classroom teachers in meeting the diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits. 3.00 credits

EDUC-583 Soc & Psych Found of Gifted Education

Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success, and the use of (The Gifted Identity Model.) 3 hours. 3.00 credits

EDUC-584 Practicum in TAG

Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits. 2.00 credits

EDUC-585 Teachers as Researchers

Enables students to design and carry out their own research studies. Emphasis will be on applying qualitative research tools to classroom action research. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-596 Education Research Project

Students execute research project designed in Educ 585 (excluding MEd/VFL students). Includes a student reflection on how the research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Prerequisite: Educ 585 (excluding MEd/VFL students). Pass/No Pass. 2-6 credits. 2.00 - 6.00 credits

EDUC-600 Learning Communities - SPED

This seminar-based experience lays the foundation for students' successful participation in the program as it introduces them to the culture of standards-based schools. Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The course will also refine students' observational skills, which they will apply to concurrent visits to public school classrooms. Prerequisite: Admission to MAT/Special Educator program. Required to be taken 3 times. 1 credit. 1.00 credits

EDUC-601 Tchrs-Consumers of Research

Enables students to critically read a broad range of educational research and apply it to their own professional development and teaching. 2 credits. 2.00 credits

EDUC-605 Adv Hum Devel&Psych ECE/Elem

Examines developmental issues of students in early childhood and elementary classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits. 2.00 credits

EDUC-608 Adv Hum Devel&Psych MS/HS

Examines developmental issues of students in middle school and high school classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits. 2.00 credits

EDUC-611 Meeting Needs of All Learners

Focuses on meeting the needs of students in learner-centered classrooms by building inclusive learning communities using culturally responsive practices. 3 credits. 3.00 credits

EDUC-615 Curric Foundation ECE/Elem

Prepares teachers to review curriculum and analyze the material in terms of curriculum foundations and models. Assists teachers in building on current curriculum designs, reflecting on curriculum applications, and implementing promising frameworks. Emphasis is on collaborative analysis and teaching teams focused on improving student achievement. 2 credits. 2.00 credits

EDUC-616 School & Community Leadership

Focuses on candidates becoming teacher leaders in schools and districts by learning to be an informed and effective voice in the community through understanding the dynamics of the school-family-community relationships; by understanding issues of public policy, especially the areas

of equity and social justice; by learning to conduct an ethnographic scan; by working effectively with culturally and linguistically diverse populations; by increasing awareness of current issues that impact education, and by partnering with community resources. 2 credits. 2.00 credits

EDUC-625 Portfolio Development

Supports practicing teachers in designing, organizing and presenting a professional teaching portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in the classroom. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

EDUC-628 Teaching Reading in ECE

Surveys current reading methodology appropriate to an early childhood classroom. Provides an understanding of specific content, current issues and trends, and applies integrative methods to the following areas: Reading, language arts, literature, and drama. 2 credits. 2.00 credits

EDUC-629 Teaching Reading in Elem Education

Surveys current reading methodology appropriate to an elementary classroom. Provides an understanding of specific content, current issues and trends, and applies integrative methods to the following areas: Reading, language arts, literature, and drama. 2 credits. 2.00 credits

EDUC-631 Reading Assessments & Techniques

Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. 3 credits. 3.00 credits

EDUC-632 Perspectives on Reading

Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. 2 credits. 2.00 credits

EDUC-633 Literacy & English Language Learners

Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom. 2 credits. 2.00 credits

EDUC-634 Leadership in Literacy

Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. 2 credits. 2.00 credits

EDUC-635 Language & Literacy Development

Explores the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. Explores children's literature as well as the use of new technologies as they pertain to the developmental needs and interests of ECE/Elementary children. 2 credits. 2.00 credits

EDUC-637 Adv Reading Techniques K-8

Survey of reading resources, methodologies, remediation techniques and ways to implement philosophical approaches to reading. Survey of Title I procedures. Includes a 45-hour supervised clinical experience working with students with reading difficulties. 3 credits. 3.00 credits

EDUC-638 Developing Literacy in the Content Areas

Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. 2 credits. 2.00 credits

EDUC-639 Child Literacy / Media Lit

Survey of authors, illustrators, and specific books for children. Includes an overview of media literacy for children such as technology to support reading, environmental reading, newspapers, magazines, and television. 1 credit. 1.00 credits

EDUC-646 Adolescents As Readers & Writers

Explores the developmental needs of adolescents in regards to the reading and writing process. Explores adolescent literature and the use of new technologies as tools to support the academic learning, interest and emotional needs of students. 2 credits. 2.00 credits

EDUC-647 Adv Reading Writing Study Skills

Specialized practical strategies to enhance comprehension in specific content areas and to help students prepare for the Oregon grades 8, 10 and 12 benchmarks regarding expository text. 2 credits. 2.00 credits

EDUC-649 Young Adult Lit Gr 6-12

Survey of authors, illustrators, and specific books for young adults. Includes an overview of media literacy for young adults such as technology to support reading, environmental reading, newspapers, magazines, and television. 2 credits. 2.00 credits

EDUC-655 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Pass/No Pass. Variable credit. 2-6 credits. 2.00 - 6.00 credits

EDUC-660 Advanced Teaching & Learning

Provides an opportunity for candidates to participate in an in-depth exploration of differentiation through a topic chosen by the instructor based on her/his expertise and on the most recent research in that field. Topics might include brain-based learning, applied motivational theory, and assessments for learning. 2 credits. 2.00 credits

EDUC-670 Intro to Professional Inquiry

Focuses on the tools necessary to read and interpret research literature and to pose questions for investigation. The skills candidates learn from this course will then be applied and reinforced throughout the foundation and specialization coursework by their reading of the research within those courses. 1 credit. 1.00 credits

EDUC-671 The Scholarship of Teaching

Focuses on the tools of gathering, organizing, and summarizing the literature related to a problem/question candidates are interested in answering. Candidates will select their topic for study and complete the first draft of a literature review. Prerequisite: EDUC 670 Introduction to Professional Inquiry. 1 credit. 1.00 credits

EDUC-674 Planning the Inquiry Project

Building on the purpose(s) for inquiry and the professional and scholarly literature they have read, candidates will study various methodologies for data collection and data analysis. They will then plan and complete a written description of their own proposed project. Prerequisite: EDUC 671 The Scholarship of Teaching. 2 credits. 2.00 credits

EDUC-675 Completing the Inquiry Project

Focuses on collecting, analyzing, and reporting the data candidates have collected in the previous inquiry courses. Students will complete the program when they present their project. Prerequisite: EDUC 674 Planning the Inquiry Project. 2 credits. 2.00 credits

EDUC-682 Technology Enhanced Learning

Helps practicing Pre K-12 educators develop their ability to integrate technology into their classrooms to create better learning environments with their students. Addresses the National Educational Technology Standards for Teachers (NETS-T). 2 credits. 2.00 credits

EDUC-686 Portfolio Presentation

This is the culminating activity for each candidate in the CTL program. Candidates present their individual Professional Portfolio to their Professional Development Team in the third year of teaching or later. Pass/No Pass. 1 credit. 1.00 credits

ESOL-440 Language Policy in ESOL Educ

Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits. 2.00 credits

ESOL-444 Educational Linguistics ESOL Teachers

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 3 credits. 3.00 credits

ESOL-450 Cultural Constructs/Diversity ESOL Educ

This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. 2 credits. 2.00 credits

ESOL-460 Foundations of ESOL Methods

This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits. 2.00 credits

ESOL-464 ESOL Methods Assessment & Technology

This course is designed to apply theoretical foundations built in ESOL 460/560, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESOL instruction. It also aims to promote candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in ESOL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESOL lessons and curricula including second language assessment and technology-incorporated instruction. 2 credits. 2.00 credits

ESOL-472 ECE/Elem Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. 2 credits. 2.00 credits

ESOL-474 MS/HS Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. 2 credits. 2.00 credits

ESOL-476 Multilevel Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. 2 credits. 2.00 credits

ESOL-540 Language Policy in ESOL Educ

Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits. 2.00 credits

ESOL-544 Educational Linguistics ESOL Teachers

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 2 credits. 3.00 credits

ESOL-550 Cultural Constructs/Diversity Esol Educ
Cultural Constructs/Diversity ESOL Educ 2.00 credits

ESOL-560 Foundations of ESOL Methods

This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits. 2.00 credits

ESOL-564 ESOL Methods Assessment & Technology

This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. 2 credits. 2.00 credits

ESOL-572 ECE/Elem Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. 2 credits. 2.00 credits

ESOL-574 MS/HS Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. 2 credits. 2.00 credits

ESOL-576 Multilevel Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. 2 credits. 2.00 credits

RDNG-630 ECE/ELEM Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in an ECE/Elementary setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-631 ECE/ELEM Case Study Practicum

Candidates conduct a 45-hour supervised case study in a field placement. Includes a culminating portfolio at the ECE/Elementary setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-635 MS/HS Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in a MS/HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-636 MS/HS Case Study Practicum

Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at the MS/HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-638 Multilevel Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in either an ECE or ELEM and MS or HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-639 Multilevel Case Study Practicum

Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at either an ECE or ELEM and MS or HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-640 MEd/VFL Field Practicum & Seminar

Candidates complete a supervised clinical experience working with students with reading difficulties and participate in seminar meetings that support success in the practicum. 1 credit. 1.00 credits

RDNG-641 MEd/VFL Case Study Practicum & Seminar

Candidates complete a case study showing competency analyzing a student's reading challenges and participate in seminar meetings that support this analysis. 1 credit. 1.00 credits

SPED-300 Foundations of SPED

An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 hours. 2.00 credits

SPED-305 Exceptionalities

An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 hours. 2.00 credits

SPED-340 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound) across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1-2 hours. 1.00 - 2.00 credits

SPED-500 Foundations of SPED

An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. Prerequisite: Admission to Special Educator program or consent of instructor. 2 hours. 2.00 credits

SPED-505 Exceptionalities

An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. Prerequisite: Admission to Special Educator program or consent of instructor. 2 hours. 2.00 credits

SPED-510 Behavior Management SPED

Develops skills in the individualized and group behavior management. Emphasis on functional analysis and preventative strategies. Guides students in the development of positive behavioral support plans. Course content includes legal issues. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-516 Classroom Management SPED

Acquaints students with organization of physical classroom space, scheduling, and the management of instructional assistants. Content addresses safety factors, legal issues, and medical factors. Prerequisite: Admission to Special Educator program or permission of instructor. Required to be taken twice. 1 hour. 1.00 credits

SPED-520 Assessment & Evaluation SPED

Develops skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-530 Curr&Mthds Stdnts w/Dis: Acad

Develops skills in reading and language arts and math instructional methods and materials for students with high incidence disabilities (i.e., mild). Emphasis on adaptations and modifications to the general education curriculum (e.g., literacy, math, science, social studies, art, music, PE). Guides students in designing and implementing individualized and small group instruction to support the acquisition and remediation of general education skills, learning strategies, and effective social skills. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-535 Curr&Mthds Stdnts w/Dis: Func

Develops skills in instructional methods and materials for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in a life skills curriculum are addressed. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-536 Transition

Develops skills in formulating and implementing a transition plan for secondary-aged students with disabilities. Includes information on community agencies. Prerequisite: Admission to Special Educator program or consent of instructor. 1 hour. 1.00 credits

SPED-540 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound), across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders), and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. Prerequisite: Admission to Special Educator program or consent of instructor. 1-2 hours. 1.00 - 2.00 credits

SPED-550 Practicum - Special Education

Provides opportunity to work with students on IEPs in a 1:1 or group setting in the major authorization area under the guidance of a classroom teacher and university supervisor. Prerequisite: SPED 530 or SPED 535, or consent of instructor. Pass/No Pass. Variable credit, repeatable: 1-6 hours. 1.00 - 6.00 credits

SPED-575 Student Teaching & Seminar

Provides a classroom setting for preservice teachers to apply principles of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 2-15 hours. 2.00 - 15.00 credits

SPED-576 Seminar

This seminar-based experience is designed to support students or interns and bridge earlier coursework with concurrent field-based experiences occurring in special and general education classrooms. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 1-3 hours. 1.00 - 3.00 credits

SPED-590 Special Topics in SPED

Enables students to conduct in-depth investigation of a topic of interest. Prerequisite: Consent of instructor. Variable credit, repeatable: 1-3 hours. 1.00 - 3.00 credits

Initial Licensure Programs

Faculty

Mark E. Ankeny Ph.D. Professor and Dean of College of Education Mark Bailey Ph.D. Professor of Education Robert Bumstead M.A. Assistant Professor of Education Kevin Carr Ph.D. Associate Professor of Science Education Michael Charles Ph.D. Associate Professor of Education Elaine Coughlin M.A.T. Assistant Professor of Education Eun Joo (Catherine) Kim Ph.D. of Assistant Professor of Education John Lockhart Ph.D. Assistant Professor of Education Alfonso Lopez-Vasquez M.Ed. Assistant to the Provost for Diversity, Assistant Professor of Education Christine A. Macfarlane Ph.D. Associate Professor of Education Ann Matschiner M.S.T. Assistant Professor of Education Kristy McGinnis M.S.Ed. Assistant Professor of Education Nancy Meltzoff Ph.D. Professor of Education Richard Paxton Ph.D. Associate Professor of Education Donna Phillips Ph.D. Associate Professor of Education Rebecca Schulte M.S. Assistant Professor of Education Mary Jo Simone B.S., M.S. Assistant Professor of Education Dewayne Smith M.S.Ed. Assistant Professor of Education Shelley L. Smolnisky Ed.D. Assistant Dean, Eugene Campus, Assistant Professor of Education Cheryl L. Spaulding Ph.D. Associate Professor of Education Mark J. Szymanski Ph.D. Associate Professor of Education Karren Timmermans Ph.D. Assistant Professor of Education Paula Wilkes Ph.D. Associate Professor of Education Anita Zijdemans-Boudreau Ph.D. Assistant Professor of Education

Majors

Master of Arts in Teaching / FLEX Program

The Master of Arts in Teaching/Flex Program is designed to accommodate part-time candidates attending classes as a cohort. Courses meet in the late afternoon, early evening, and on weekends over the course of four semesters. Upon completion of the program, candidates qualify for a Master of Arts in Teaching degree and an Oregon Initial Teaching License. The MAT/Flex program prepares candidates to teach at any of four levels: Early childhood education (age 3 to grade 4), elementary education (grades 3-8), middle school education (grades 5-9), and high school education (grades 7-12). For middle school and high school authorizations, the following endorsement areas are offered: Art, Business Education (High School only), Drama, Foreign Languages (French, German, Japanese, Russian and Spanish), Health, Language Arts, Marketing, Mathematics (Middle School and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. It is expected that candidates seeking specific endorsements will have completed an undergraduate major that enables passing the appropriate Praxis II subject test. To earn an endorsement in either Russian or Japanese, see requirements under MAT Fifth-Year Program.

In order to qualify for licensure, candidates must pass all subject area tests required by TSPC. In addition, as of September 1, 2010 all candidates for initial licensure will be required to pass Protecting Student and Civil Rights in the Education Environment.

Requirements for the Major

Early Childhood and Elementary Authorizations
(46-47 credit hours required for completion of program)

EDUC 504 Learning Communities I: Personal Awareness 2
EDUC 570 School and Society 2
EDUC 561 Advanced Human Development and Psychology 4
EDUC 537 Technology Across the Curriculum 2
EDUC 505 Learning Communities II: Diversity 2
EDUC 431G (Eu) Integrated Methods I: General Methods, Assessment, and Classroom Management 2
EDUC 533 (FG) Integrated Methods I: General Methods, Assessment, and Classroom Management 3
EDUC 508/544 Integrated Methods II: Reading and Language Arts 4
EDUC 543 Integrated Methods III: Math, Science & Health in ECE/Elem Ed 4
EDUC 510 Integrated Methods IV: Expressive Arts in ECE 2
OR
EDUC 545 Integrated Methods IV: Thematic Teaching through SS & the Arts 2
EDUC 397G (Eu) Field Experience (2 sessions required) 1
EDUC 459G (Eu) Preparing the Work Sample 2
EDUC 573 (FG) Practicum (2 sessions required) 1
EDUC 601 Teachers as Consumers of Research 2
EDUC 576 Learning Communities III: Reflection and Practice 2
EDUC 575 Student Teaching 15

Middle School and High School Authorizations
(44-45 credit hours required for completion of program)

EDUC 504 Learning Communities I: Personal Awareness 2
EDUC 570 School and Society 2
EDUC 561 Advanced Human Development and Psychology 4
EDUC 537 Technology Across the Curriculum 2
EDUC 505 Learning Communities II: Diversity 2
EDUC 326G (Eu) Teaching, Assessment, and Classroom Management in MS/HS 3

EDUC 526 (FG) Teaching, Assessment, and Classroom Management in MS/HS 4

EDUC 541 Reading and Writing Across the Curriculum 2

EDUC 567 Curriculum Design: Middle and High School 2

Special Methods (in appropriate content area) 3

EDUC 502 Teaching Art in the Middle and High School

EDUC 503 Teaching Music in the Middle and High School

EDUC 536 Teaching Health in the Middle and High School

EDUC 538 Teaching Science in the Middle and High School

EDUC 539 Teaching PE in the Middle and High School

EDUC 546 Teaching Business in the High School

EDUC 547 Teaching Foreign Language in the Middle and High School

EDUC 549 Teaching Mathematics in the Middle and High School

EDUC 551 Teaching Social Studies in the Middle and High School

EDUC 552 Teaching Language Arts in the Middle and High School

EDUC 553 Teaching Drama in the Middle and High School

EDUC 397G (Eu) Field Experience (2 sessions required) 1

EDUC 459G (Eu) Preparing the Work Sample 2

EDUC 573 (FG) Practicum (2 sessions required) 1

EDUC 601 Teachers as Consumers of Research 2

EDUC 576 Learning Communities III: Reflection and Practice 2

EDUC 575 Student Teaching 15

Continuation in the Program

1.Candidates must maintain good academic standing.

2.Candidates must maintain a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a C; a C- is not acceptable.

3.Candidates must complete all required coursework before student teaching.

4.Candidates must pass all tests required for licensure before student teaching.

5.Candidates must meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

1.Candidates must complete all coursework with satisfactory grades.

2.Candidates must complete field experience, required practica, and student teaching with a grade of Pass.

3.Candidates must complete requirements for two work samples. Requirements include preparation, teaching, and a satisfactory evaluation.

4.Candidates must pass all applicable tests required by TSPC for licensure.

Master of Arts in Teaching / Special Educator

In collaboration with local school districts, the College of Education offers an intensive teacher education program for those seeking initial licensure in special education with authorizations at either the Early Childhood/Elementary levels, or the Middle School/High School levels. A more traditional approach is also offered. Candidates complete academic requirements for the Oregon Initial Teaching License while also completing requirements for the Master of Arts in Teaching degree.

In order to qualify for licensure, candidates must pass all subject area tests required by TSPC. In addition, as of September 1, 2010 all candidates for initial licensure will be required to pass Protecting Student and Civil Rights in the Education Environment.

Requirements for the Major

MAT Special Educator Curriculum

Early Childhood and Elementary Authorizations

(40-47 credit hours required for completion of program)

SPED 500 Foundations of Special Education 2

SPED 505 Exceptionalities 2

SPED 510 Behavior Management for Special Educators 3

SPED 516 Classroom Management for Special Educators (2 sessions required) 1

SPED 520 Assessment and Evaluation in Special Education 3

SPED 530 Integrated Curriculum & Methods for Studentsw/Disabilities:

Academic 3

SPED 535 Integrated Curriculum & Methods for Students w/Disabilities:

Functional 3

SPED 540 Technology in Special Education (2 sessions required) 1

SPED 550 Practicum 1-6

SPED 575 Student Teaching 2-15

SPED 576 Seminar 1-3

EDUC 501 Foundations of General Education 2

EDUC 550 Practicum 2

EDUC 561 Advanced Human Development and Psychology 2

EDUC 600 Learning Communities SPED (3 sessions required) 1

EDUC 601 Teachers as Consumers of Research 2

EDUC 605 Advanced Human Development and Psychology for ECE/Elem 2

Middle and High School Authorizations
(41-48 credit hours required for completion of program)

SPED 500 Foundations of Special Education 2
SPED 505 Exceptionalities 2
SPED 510 Behavior Management for Special Educators 3
SPED 516 Classroom Management for Special Educators (2 sessions required)1
SPED 520 Assessment and Evaluation in Special Education 3
SPED 530 Integrated Curriculum & Methods for Students w/Disabilities:
Academic 3
SPED 535 Integrated Curriculum & Methods for Students w/Disabilities:
Functional 3
SPED 536 Transition 1
SPED 540 Technology in Special Education (2 sessions required) 1
SPED 550 Practicum 1-6
SPED 575 Student Teaching 2-15
SPED 576 Seminar 1-3
EDUC 501 Foundations of General Education 2
EDUC 550 Practicum 2
EDUC 561 Advanced Human Development and Psychology 2
EDUC 600 Learning Communities SPED (3 sessions required) 1
EDUC 601 Teachers as Consumers of Research 2
EDUC 608 Advanced Human Development and Psychology for MS/HS 2

Continuation in the Program

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

Requirements for Program Completion

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

Adding a Special Education Endorsement to a Current License

Individuals who hold a current teaching license and wish to add a Special Education endorsement with Early Childhood/Elementary and/or Middle School/High School authorizations may enter this 17-month program of coursework and practicum experiences. The program is designed for the following: those with a bachelor's or master's degree in teaching who want to obtain their Continuing Teaching License, teachers on a restricted transitional license who are the teacher of record in a special education classroom, and general educators who would like to become special educators. Candidates will complete one work sample. Those candidates seeking a master's degree will complete requirements for the Master of Arts in Teaching or Master of Education degree. Candidates must pass the appropriate Praxis test required for licensure.

Master of Arts in Teaching Fifth-Year Program

The MAT Fifth-Year program is an innovative and rigorous teacher education program for candidates seeking initial licensure with authorizations at any of four levels: Early childhood education (age 3 to grade 4), elementary education (grades 3-8), middle school education (grades 5-9), and high school education (grades 7-12). During the twelve-month program, candidates complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching (MAT) degree.

All candidates have the opportunity to qualify for two authorizations, and while qualification for two is not required, it is encouraged. Subject area endorsements for the Middle School and High School authorizations include Art, Business Education (High School only), Drama, Foreign Languages (French, German, Japanese, Russian, and Spanish), Health, Language Arts, Marketing, Mathematics, Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. It is expected that candidates seeking specific endorsements will have completed an undergraduate major that enables passing the appropriate Praxis II subject test.

Requirements for Russian and Japanese endorsements: If candidates wish to earn an endorsement in either Russian or Japanese, their transcripts will be evaluated during the admissions process to determine if they will be allowed to pursue the endorsement. In addition, in order to establish speaking and writing proficiency prior to licensure for Russian and Japanese endorsements, for which no Praxis II test is required by TSPC, the College of Education will require students seeking these endorsements to take the American Council on the Teaching of Foreign Languages (ACTFL) tests Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) administered by Language Testing International (LTI). The minimal level of proficiency required for both tests will be Intermediate High. Tests must be passed prior to student teaching.

In order to qualify for licensure, candidates must pass all subject area tests required by TSPC. In addition, as of September 1, 2010 all candidates for initial licensure will be required to pass Protecting Student and Civil Rights in the Education Environment.

Requirements for the Major

Required Coursework

ECE/Elem: 46 credit hours required for completion of program

MS/HS: 44 credit hours required for completion of program

The Foundations Block- all authorizations

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

The Methods Block - Early Childhood Education authorization

EDUC 505 Learning Communities II: Diversity 2
EDUC 533 Integrated Methods I: General Methods, Assessment, & Classroom Management 3
EDUC 508 Integrated Methods II: Reading and Language Arts in ECE 4
EDUC 543 Integrated Methods III: Math, Science and Health in ECE/Elem 4
EDUC 510 Integrated Methods IV: Expressive Arts in Early Childhood Education 2
EDUC 537 Technology Across the Curriculum 2
EDUC 573 Practicum 2

The Methods Block - Elementary School authorization

EDUC 505 Learning Communities II: Diversity 2
EDUC 533 Integrated Methods I: General Methods, Assessment, & Classroom Management 3
EDUC 544 Integrated Methods II: Reading and Language Arts in Elem/MS 4
EDUC 543 Integrated Methods III: Math, Science and Health in ECE/Elem 4
EDUC 545 Integrated Methods IV: Thematic Teaching through SS and the Arts 2
EDUC 537 Technology Across the Curriculum 2
EDUC 573 Practicum 2

The Methods Block - Middle School and High School authorizations

EDUC 505 Learning Communities II: Diversity 2
EDUC 526 Teaching, Assessment, and Classroom Management in MS/HS 4
EDUC 541 Reading and Writing across the Curriculum 2
EDUC 567 Curriculum Design: Middle and High School 2
EDUC 537 Technology Across the Curriculum 2
EDUC 573 Practicum 2

Special Methods (in appropriate content area) 3

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

The Applications Block - all authorizations

EDUC 576 Learning Communities III: Reflection and Practice 2
EDUC 575 Student Teaching 15

Continuation in the Program

- 1.Candidates must maintain good academic standing.
- 2.Candidates must maintain a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a C; a C- is not acceptable.
- 3.Candidates must complete all required coursework before student teaching.
- 4.Candidates must pass all tests required for licensure before student teaching.
- 5.Candidates must meet all of the above requirements in order to register for student teaching.

Requirements for Program Completion

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

Courses

EDTL-505 Prof Virtual Learning Communities

This course establishes an integrated theoretical framework to cultivate a habit of mind for effective technology integration that includes using action research to better understand critical problems of practice, and thinking about curriculum design as the interconnection between technology, pedagogy, and content knowledge [Technological Pedagogical Content Knowledge or TPACK]. Students will also use the National Educational Technology Standards for Teachers [NETS*T] to identify their own personal program learning goals specific to their needs and establish a benchmark against which to monitor their growth in technology literacy over the duration of the program. Students will learn how to navigate and access information on the Technology Learning Certificate [TLC] virtual infrastructure using all the required tools. By the end of the course, students will have set up or migrated their own professional virtual learning environment [VLE] in preparation for their participation in subsequent courses. Prerequisite: Admission to the Technology Learning program. 3 credits. 3.00 credits

EDTL-510 Innovative Educational Technologies

In this course students will learn to develop technology supported authentic project-based learning activities. Students will explore the application and adaptation of a variety of Web 2.0 environments and tools as a tool for discovery, collaboration, and communication within an educational context through seminars and hands on activities. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505. 3 credits. 3.00 credits

EDTL-515 Exploring Tools for Learning

This course is designed to introduce candidates to some of the information and communication technological tools useful for supporting learning, as well to familiarize them with issues associated with their use. The focus of the course will be on why, when and how to use these tools to support students' thinking and learning. Utilizing a project-based approach, students will design and implement a series of authentic projects designed to provide them with concrete experiences applying technology to teaching and lesson design. These projects will be tailored to the grade level or secondary content that they are teaching. The course will consist of a series of readings, lab work, independent and small group work, in support of these projects and their presentations. Prerequisite: Admission to the Technology Learning program, EDTL 505 and EDTL 510. 3 credits. 3.00 credits

EDTL-520 Applying Educ Tech to Problems of Prac

Students will engage in action research in their teaching settings to better understand critical problems of practice. Students first explore and understand the principles of action research applied to classroom practice, and are then guided through the process of identifying, designing, implementing and evaluating a practice-based project around issues of educational technology. Students will present their work in a professional conference or other suitable venue. This course will lead to completion of the technology implementation project required for the Pacific Technology Certificate. Prerequisites: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510 and EDTL 515. 2 credits. 2.00 credits

EDTL-525 Professional Practice & Beyond

This course brings closure to the certificate program by having students evaluate their growth, summarize their learning, and share their final work to the broader community. Issues related to technology leadership will be addressed and students will be encouraged to develop ideas for how to build on their new learning as well as explore their potential role as leaders in their respective fields. Prerequisite: Admission to the Technology Learning program, completion of EDTL 505, EDTL 510, EDTL 515, and EDTL 520. 1 credit. 1.00 credits

EDUC-260 Foundations of Education

Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits. 2.00 credits

EDUC-300 Intro to Early Childhood Ed

Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing. 4 credits. 4.00 credits

EDUC-300G Intro to Early Childhood Ed

Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: EDUC 260, PSY 150 Introduction to Psychology, and sophomore standing or above. 4 credits. 4.00 credits

EDUC-302 Teaching Art in MS/HS

Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-303 Teaching Music in MS/HS

Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-305 Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-305G Learn Comm: Pers Aware&Divers

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 3 credits. 3.00 credits

EDUC-308 Learn Communities I: Personal Awareness

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. 2 credits. 2.00 credits

EDUC-309 Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. 2.00 credits

EDUC-309G Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. 2 credits. 2.00 credits

EDUC-314 Reading & Writing Across the Curriculum

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-316 Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. 2.00 credits

EDUC-316G Child & Adolescent Literature

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits. 2.00 credits

EDUC-317 Teaching Art in Elem Ed

Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or permission of instructor. Corequisite course: EDUC-397. 3 credits. 3.00 credits

EDUC-318 Teaching Music in Elem Ed

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-319 Teaching Phys Ed in Elem Ed

Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-320 Brain Based Learning

This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits. 3.00 credits

EDUC-322 Applied Human Development

Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above, and PSY-150 with C- or better. 3 credits. 3.00 credits

EDUC-326 Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-326G Teach Assess Mgmt MS/HS

Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-336 Teaching Health in MS/HS

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-338 Teaching Science in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3

credits. 3.00 credits

EDUC-339 Teaching Phys Ed in MS/HS

Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-340G Curriculum: ECE

Examines the development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight. Discusses assessment of children's diverse individual developmental, family, and group/community needs and values; 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; the psychology of literacy and reading instruction; young children's literature; management of the classroom. Requires 2 hours of weekly field experience and observations of children. Prerequisites: EDUC 300G or consent of instructor. 4 credits. 4.00 credits

EDUC-343 Math Sci Health ECE/Elem

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-349 Teaching Math in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-355 Special Topics

See department for course description. Offered for variable credit. 1.00 - 6.00 credits

EDUC-361 Foundations Hum Devel & Psych

Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. 3 hours. 3.00 credits

EDUC-370 School & Society

Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 credits. 2.00 credits

EDUC-395 Independent Study

See department for details. Offered for variable credit. 1.00 - 18.00 credits

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-397G Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education or consent of instructor. 1 credit. 1.00 credits

EDUC-408 Reading & Language Arts ECE

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 4 credits. 4.00 credits

EDUC-410 Expressive Arts in ECE

Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-420 Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing. 2 credits. 2.00 credits

EDUC-420G Normal Language Development

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. 2 credits. 2.00 credits

EDUC-428 Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing. 2 credits. 2.00 credits

EDUC-428G Teach Reading - Child & Adolescent Lit

Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. 2 credits. 2.00 credits

EDUC-431 Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-431G Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397G. 2 credits. 2.00 credits

EDUC-436 Technology Across Curriculum

Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-445 Thematic Teaching SS & Arts

Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 2 credits. 2.00 credits

EDUC-447 Teaching Foreign Lang MS/HS

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-451 Teaching Soc Studies MS/HS

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-452 Teaching Lang Arts MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 397. 3 credits. 3.00 credits

EDUC-453 Literacy & English-Language Learners

Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English150as-an-additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children146s and adolescent literature as they pertain to diversity within a multicultural classroom. 2 credits. 2.00 credits

EDUC-455 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Offered for variable credit. 1.00 - 6.00 credits

EDUC-456 Continuing Studies

See department for details. 1.00 - 9.00 credits

EDUC-459 Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-459G Preparing the Work Sample

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 1.00 - 2.00 credits

EDUC-462 Foundations Cultural Comp

Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics

include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits. 3.00 credits

EDUC-463 Beyond Fear Anger & Guilt

Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits. 2.00 credits

EDUC-464 Cultural Competence for Children

Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit. 1.00 credits

EDUC-465 Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Taught in English and Spanish. 4 credits. 4.00 credits

EDUC-465G Spanish in the Elementary School

Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Taught in Spanish and English. 4 credits. 4.00 credits

EDUC-466 Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. 4.00 credits

EDUC-466G Mexico: A Cultural Mosaic

This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: Span 202 or equivalent. Does not count towards Spanish major. Offered intermittently. 4 credits. 4.00 credits

EDUC-467 Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. Meets comparative cultural core requirement. 3 credits. 3.00 credits

EDUC-467G Practicum in Tapalpa, Mexico

This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 or equivalent. 3 credits. 3.00 credits

EDUC-469 Teaching About the Holocaust

Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit. 1.00 credits

EDUC-475 Student Teaching

Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Pass/No Pass. Prerequisite: Admission to College of Education and completion of preprofessional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits. 1.00 - 15.00 credits

EDUC-476 LearnComm: Reflect & Practice

Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education or consent of instructor. Corequisite: EDUC 475. Pass/No Pass. 2 credits. 2.00 credits

EDUC-481 Intro to Gifted Education

Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits. 3.00 credits

EDUC-482 Classroom Strategies - TAG

Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products,

pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits. 3.00 credits

EDUC-483 Soc & Psych Found of Gifted Education

Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success and the use of "The Gifted Identity Model." 3 hours. 3.00 credits

EDUC-484 Practicum: TAG

Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits. 2.00 credits

EDUC-496 Integrating Seminar I: Research Design

Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing. 2 credits. 2.00 credits

EDUC-497 Integrating Seminar II: Research Project

Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496 Integrating Seminar I, Senior standing. 4 credits. 4.00 credits

EDUC-501 Foundations General Educ

Acquaints students with instructional methods and materials used in general education classrooms and curriculum. Prerequisite: Admission to MAT/Special Educator program or instructor approval. 2 credits. 2.00 credits

EDUC-502 Teaching Art in MS/HS

Introduces the basic methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-503 Teaching Music in MS/HS

Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-504 Learn Comm I: Personal Awareness

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Admission to graduate education program or consent of instructor. 2 credits. 2.00 credits

EDUC-505 Learning Communities II: Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to graduate education program or consent of instructor. 2 hours. 2.00 credits

EDUC-508 Reading & Language Arts ECE

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-510 Expressive Arts in ECE

Assists educators to become knowledgeable about methods for teaching art, music, and physical movement in early childhood education, and become skillful in integrating art, music, and physical movement activities into the curriculum. Includes an examination of models of teaching and methods that are specific to each of the three disciplines, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-515 Adv Human Dev&Psych ECE/Elem

Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in elementary school classrooms. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-516 Adv Human Dev&Psych MS/HS

Immerses students in the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in secondary school classrooms. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-517 Teaching Art in Elem School

Introduces the basic methods of art instruction for the elementary school classroom. Examines creativity, developmental levels, discipline-

based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-518 Teaching Music in Elem School

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-519 Teaching Phys Ed in Elem School

Prepares educators to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-526 Teach Assess Mgmt MS/HS

Develops skills in designing and organizing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-533 Gen Methods Assessment Mgmt

Guides aspiring teachers of early childhood, elementary and middle school learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-536 Teaching Health in MS/HS

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-537 Technology Across Curriculum

Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, and independent exploration. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-538 Teaching Science in MS/HS

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-539 Teaching Phys Ed in MS/HS

Prepares educators to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-541 Reading & Writing Across the Curriculum

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies, and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-543 Math Sci Health ECE/Elem

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-544 Reading Lang Arts Elem/MS

Introduces educators to the survey and implementation of specific curricular methods for educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to College of Education or consent of instructor. 4 credits. 4.00 credits

EDUC-545 Thematic Teaching SS & Arts

Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing sources. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-546 Teaching Business in HS

Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-547 Teaching Foreign Lang MS/HS

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-549 Teaching Math in MS/HS

Introduces educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-550 Practicum - General Education

Offers variable credit student teaching under the guidance of a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Pass/No Pass. Variable credit. 1-6 credits. 1.00 - 6.00 credits

EDUC-551 Teaching Soc Studies MS/HS

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-552 Teaching Lang Arts MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-553 Teaching Drama in MS/HS

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater. Prerequisite: Admission to College of Education or consent of instructor. 3 credits. 3.00 credits

EDUC-555 Special Topics

Course topics vary as approved by the College of Education. Offered for variable credit. 1.00 - 12.00 credits

EDUC-556 Continuing Studies

0.50 - 9.00 credits

EDUC-561 Advanced Human Devel & Psych

Explores developmental issues: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning, including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, and evaluation. Additional school observations are required concurrent with the course. Prerequisite: Admission to MAT/Flex program (4 credits) or MAT/Special Educator program (2 credits). 2.00 - 4.00 credits

EDUC-562 Foundations Cultural Comp

Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits. 3.00 credits

EDUC-563 Beyond Fear Anger & Guilt

Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits. 2.00 credits

EDUC-564 Cultural Competence for Children

Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit. 1.00 credits

EDUC-565 Seminar: Ed & Opt Connection

Explores the connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. Reviews the literature regarding the overlap of the procedures. Includes field experience. Prerequisite: Consent of instructor. Pass/No Pass. 1 credit. 1.00 credits

EDUC-567 Curriculum Design MS/HS

Assists students in understanding the process of curriculum development and encourages reflection on the nature of one subject and its potential for integration with other subject areas. Reviews and reflects on previous learning, and uses the resources, skills, readings, and concepts acquired to design a semester- or year-long course in one content area. Integrates individual course plans with subjects across the curriculum and allows time to research and gather a variety of resources. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-569 Teaching About the Holocaust

Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit. 1.00 credits

EDUC-570 School and Society

Explores the relationship between schools and society. Helps aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-573 Practicum

Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

EDUC-575 Student Teaching

Provides a classroom setting for general education preservice teachers to apply principles of education pedagogy and methodology. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. Offered for variable credit. 1-15 credits. 1.00 - 15.00 credits

EDUC-576 Learning Communities III

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education or consent of instructor. Pass/No Pass. 2 credits. 2.00 credits

EDUC-581 Intro to Gifted Education

Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits. 3.00 credits

EDUC-582 Classroom Strategies - TAG

Assists classroom teachers in meeting the diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits. 3.00 credits

EDUC-583 Soc & Psych Found of Gifted Education

Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success, and the use of (The Gifted Identity Model.) 3 hours. 3.00 credits

EDUC-584 Practicum in TAG

Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). 2 credits. 2.00 credits

EDUC-585 Teachers as Researchers

Enables students to design and carry out their own research studies. Emphasis will be on applying qualitative research tools to classroom action research. Prerequisite: Admission to College of Education or consent of instructor. 2 credits. 2.00 credits

EDUC-596 Education Research Project

Students execute research project designed in Educ 585 (excluding MEd/VFL students). Includes a student reflection on how the research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Prerequisite: Educ 585 (excluding MEd/VFL students). Pass/No Pass. 2-6 credits. 2.00 - 6.00 credits

EDUC-600 Learning Communities - SPED

This seminar-based experience lays the foundation for students' successful participation in the program as it introduces them to the culture of standards-based schools. Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The course will also refine students' observational skills, which they will apply to concurrent visits to public school classrooms. Prerequisite: Admission to MAT/Special Educator program. Required to be taken 3 times. 1 credit. 1.00 credits

EDUC-601 Tchrs-Consumers of Research

Enables students to critically read a broad range of educational research and apply it to their own professional development and teaching. 2 credits. 2.00 credits

EDUC-605 Adv Hum Devel&Psych ECE/Elem

Examines developmental issues of students in early childhood and elementary classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits. 2.00 credits

EDUC-608 Adv Hum Devel&Psych MS/HS

Examines developmental issues of students in middle school and high school classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. 2 credits. 2.00 credits

EDUC-611 Meeting Needs of All Learners

Focuses on meeting the needs of students in learner-centered classrooms by building inclusive learning communities using culturally responsive practices. 3 credits. 3.00 credits

EDUC-615 Curric Foundation ECE/Elem

Prepares teachers to review curriculum and analyze the material in terms of curriculum foundations and models. Assists teachers in building on current curriculum designs, reflecting on curriculum applications, and implementing promising frameworks. Emphasis is on collaborative analysis and teaching teams focused on improving student achievement. 2 credits. 2.00 credits

EDUC-616 School & Community Leadership

Focuses on candidates becoming teacher leaders in schools and districts by learning to be an informed and effective voice in the community through understanding the dynamics of the school-family-community relationships; by understanding issues of public policy, especially the areas of equity and social justice; by learning to conduct an ethnographic scan; by working effectively with culturally and linguistically diverse populations; by increasing awareness of current issues that impact education, and by partnering with community resources. 2 credits. 2.00 credits

EDUC-625 Portfolio Development

Supports practicing teachers in designing, organizing and presenting a professional teaching portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in the classroom. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

EDUC-628 Teaching Reading in ECE

Surveys current reading methodology appropriate to an early childhood classroom. Provides an understanding of specific content, current issues and trends, and applies integrative methods to the following areas: Reading, language arts, literature, and drama. 2 credits. 2.00 credits

EDUC-629 Teaching Reading in Elem Education

Surveys current reading methodology appropriate to an elementary classroom. Provides an understanding of specific content, current issues and trends, and applies integrative methods to the following areas: Reading, language arts, literature, and drama. 2 credits. 2.00 credits

EDUC-631 Reading Assessments & Techniques

Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. 3 credits. 3.00 credits

EDUC-632 Perspectives on Reading

Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. 2 credits. 2.00 credits

EDUC-633 Literacy & English Language Learners

Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom. 2 credits. 2.00 credits

EDUC-634 Leadership in Literacy

Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. 2 credits. 2.00 credits

EDUC-635 Language & Literacy Development

Explores the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. Explores children's literature as well as the use of new technologies as they pertain to the developmental needs and interests of ECE/Elementary children. 2 credits. 2.00 credits

EDUC-637 Adv Reading Techniques K-8

Survey of reading resources, methodologies, remediation techniques and ways to implement philosophical approaches to reading. Survey of Title I procedures. Includes a 45-hour supervised clinical experience working with students with reading difficulties. 3 credits. 3.00 credits

EDUC-638 Developing Literacy in the Content Areas

Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. 2 credits. 2.00 credits

EDUC-639 Child Literacy / Media Lit

Survey of authors, illustrators, and specific books for children. Includes an overview of media literacy for children such as technology to support reading, environmental reading, newspapers, magazines, and television. 1 credit. 1.00 credits

EDUC-646 Adolescents As Readers & Writers

Explores the developmental needs of adolescents in regards to the reading and writing process. Explores adolescent literature and the use of new technologies as tools to support the academic learning, interest and emotional needs of students. 2 credits. 2.00 credits

EDUC-647 Adv Reading Writing Study Skills

Specialized practical strategies to enhance comprehension in specific content areas and to help students prepare for the Oregon grades 8, 10 and 12 benchmarks regarding expository text. 2 credits. 2.00 credits

EDUC-649 Young Adult Lit Gr 6-12

Survey of authors, illustrators, and specific books for young adults. Includes an overview of media literacy for young adults such as technology to support reading, environmental reading, newspapers, magazines, and television. 2 credits. 2.00 credits

EDUC-655 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Pass/No Pass. Variable credit. 2-6 credits. 2.00 - 6.00 credits

EDUC-660 Advanced Teaching & Learning

Provides an opportunity for candidates to participate in an in-depth exploration of differentiation through a topic chosen by the instructor based on her/his expertise and on the most recent research in that field. Topics might include brain-based learning, applied motivational theory, and assessments for learning. 2 credits. 2.00 credits

EDUC-670 Intro to Professional Inquiry

Focuses on the tools necessary to read and interpret research literature and to pose questions for investigation. The skills candidates learn from this course will then be applied and reinforced throughout the foundation and specialization coursework by their reading of the research within those courses. 1 credit. 1.00 credits

EDUC-671 The Scholarship of Teaching

Focuses on the tools of gathering, organizing, and summarizing the literature related to a problem/question candidates are interested in answering. Candidates will select their topic for study and complete the first draft of a literature review. Prerequisite: EDUC 670 Introduction to Professional Inquiry. 1 credit. 1.00 credits

EDUC-674 Planning the Inquiry Project

Building on the purpose(s) for inquiry and the professional and scholarly literature they have read, candidates will study various methodologies for data collection and data analysis. They will then plan and complete a written description of their own proposed project. Prerequisite: EDUC 671 The Scholarship of Teaching. 2 credits. 2.00 credits

EDUC-675 Completing the Inquiry Project

Focuses on collecting, analyzing, and reporting the data candidates have collected in the previous inquiry courses. Students will complete the program when they present their project. Prerequisite: EDUC 674 Planning the Inquiry Project. 2 credits. 2.00 credits

EDUC-682 Technology Enhanced Learning

Helps practicing Pre K-12 educators develop their ability to integrate technology into their classrooms to create better learning environments with their students. Addresses the National Educational Technology Standards for Teachers (NETS-T). 2 credits. 2.00 credits

EDUC-686 Portfolio Presentation

This is the culminating activity for each candidate in the CTL program. Candidates present their individual Professional Portfolio to their Professional Development Team in the third year of teaching or later. Pass/No Pass. 1 credit. 1.00 credits

ESOL-440 Language Policy in ESOL Educ

Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits. 2.00 credits

ESOL-444 Educational Linguistics ESOL Teachers

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 3 credits. 3.00 credits

ESOL-450 Cultural Constructs/Diversity ESOL Educ

This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. 2 credits. 2.00 credits

ESOL-460 Foundations of ESOL Methods

This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits. 2.00 credits

ESOL-464 ESOL Methods Assessment & Technology

This course is designed to apply theoretical foundations built in ESOL 460/560, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESOL instruction. It also aims to promote candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in ESOL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESOL lessons and curricula including second language assessment and technology-incorporated instruction. 2 credits. 2.00 credits

ESOL-472 ECE/Elem Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. 2 credits. 2.00 credits

ESOL-474 MS/HS Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. 2 credits. 2.00 credits

ESOL-476 Multilevel Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. 2 credits. 2.00 credits

ESOL-540 Language Policy in ESOL Educ

Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits. 2.00 credits

ESOL-544 Educational Linguistics ESOL Teachers

This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 2 credits. 3.00 credits

ESOL-550 Cultural Constructs/Diversity Esol Educ

Cultural Constructs/Diversity ESOL Educ 2.00 credits

ESOL-560 Foundations of ESOL Methods

This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits. 2.00 credits

ESOL-564 ESOL Methods Assessment & Technology

This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. 2 credits. 2.00 credits

ESOL-572 ECE/Elem Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. 2 credits. 2.00 credits

ESOL-574 MS/HS Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. 2 credits. 2.00 credits

ESOL-576 Multilevel Supervised ESOL Practicum

Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. 2 credits. 2.00 credits

RDNG-630 ECE/ELEM Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in an ECE/Elementary setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-631 ECE/ELEM Case Study Practicum

Candidates conduct a 45-hour supervised case study in a field placement. Includes a culminating portfolio at the ECE/Elementary setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-635 MS/HS Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in a MS/HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-636 MS/HS Case Study Practicum

Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at the MS/HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-638 Multilevel Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in either an ECE or ELEM and MS or HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-639 Multilevel Case Study Practicum

Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at either an ECE or ELEM and MS or HS setting. Pass/No Pass. 1 credit. 1.00 credits

RDNG-640 MEd/VFL Field Practicum & Seminar

Candidates complete a supervised clinical experience working with students with reading difficulties and participate in seminar meetings that support success in the practicum. 1 credit. 1.00 credits

RDNG-641 MEd/VFL Case Study Practicum & Seminar

Candidates complete a case study showing competency analyzing a student's reading challenges and participate in seminar meetings that support this analysis. 1 credit. 1.00 credits

SPED-300 Foundations of SPED

An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation.

Includes observation in special education classrooms. 2 hours. 2.00 credits

SPED-305 Exceptionalities

An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 hours. 2.00 credits

SPED-340 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound) across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1-2 hours. 1.00 - 2.00 credits

SPED-500 Foundations of SPED

An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. Prerequisite: Admission to Special Educator program or consent of instructor. 2 hours. 2.00 credits

SPED-505 Exceptionalities

An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. Prerequisite: Admission to Special Educator program or consent of instructor. 2 hours. 2.00 credits

SPED-510 Behavior Management SPED

Develops skills in the individualized and group behavior management. Emphasis on functional analysis and preventative strategies. Guides students in the development of positive behavioral support plans. Course content includes legal issues. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-516 Classroom Management SPED

Acquaints students with organization of physical classroom space, scheduling, and the management of instructional assistants. Content addresses safety factors, legal issues, and medical factors. Prerequisite: Admission to Special Educator program or permission of instructor. Required to be taken twice. 1 hour. 1.00 credits

SPED-520 Assessment & Evaluation SPED

Develops skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-530 Curr&Mthds Stdnts w/Dis: Acad

Develops skills in reading and language arts and math instructional methods and materials for students with high incidence disabilities (i.e., mild). Emphasis on adaptations and modifications to the general education curriculum (e.g., literacy, math, science, social studies, art, music, PE). Guides students in designing and implementing individualized and small group instruction to support the acquisition and remediation of general education skills, learning strategies, and effective social skills. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-535 Curr&Mthds Stdnts w/Dis: Func

Develops skills in instructional methods and materials for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in a life skills curriculum are addressed. Prerequisite: Admission to Special Educator program or consent of instructor. 3 hours. 3.00 credits

SPED-536 Transition

Develops skills in formulating and implementing a transition plan for secondary-aged students with disabilities. Includes information on community agencies. Prerequisite: Admission to Special Educator program or consent of instructor. 1 hour. 1.00 credits

SPED-540 Technology in SPED

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe and profound), across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders), and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. Prerequisite: Admission to Special Educator program or consent of instructor. 1-2 hours. 1.00 - 2.00 credits

SPED-550 Practicum - Special Education

Provides opportunity to work with students on IEPs in a 1:1 or group setting in the major authorization area under the guidance of a classroom teacher and university supervisor. Prerequisite: SPED 530 or SPED 535, or consent of instructor. Pass/No Pass. Variable credit, repeatable: 1-6 hours. 1.00 - 6.00 credits

SPED-575 Student Teaching & Seminar

Provides a classroom setting for preservice teachers to apply principles of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 2-15 hours. 2.00 - 15.00 credits

SPED-576 Seminar

This seminar-based experience is designed to support students or interns and bridge earlier coursework with concurrent field-based

experiences occurring in special and general education classrooms. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 1-3 hours. 1.00 - 3.00 credits

SPED-590 Special Topics in SPED

Enables students to conduct in-depth investigation of a topic of interest. Prerequisite: Consent of instructor. Variable credit, repeatable: 1-3 hours. 1.00 - 3.00 credits

College of Health Professions

Admissions

ADMISSION TO PACIFIC UNIVERSITY GRADUATE AND PROFESSIONAL PROGRAMS

We seek to admit students who demonstrate the needed skills to be successful in a rigorous academic environment. In selecting students for the graduate and professional programs, Pacific gives primary consideration to academic preparation and potential for successful study at the graduate level. Preparation is assessed by evaluating college transcript(s), prerequisite course work, professional recommendations, written essays, interviews and other information submitted by the applicant.

Applications may be obtained through the Office of Graduate and Professional Admissions by calling 503-352-2218 or 1-800-677-6712. Applications are also available online at www.pacificu.edu or www.pacificu.edu/admissions/onlineapps.html. Application deadlines and notification of admittance will vary. Refer to the appropriate program section of this catalog.

ADMISSION CRITERIA

Enrollment in the graduate and professional programs is limited and admission is highly selective. In making admission decisions, Admission Committees review each application and consider many factors including:

- strength and breadth of academic record
- evidence of work (volunteer or paid) under the supervision of one or more professionals preferably in a variety of settings and including a broad diversity of therapeutic interventions
- strength of letters of evaluation
- essay responses
- content of application forms and the care with which they have been prepared
- extracurricular and community activities

Most graduate and professional programs require a personal interview. The interview is a contributing factor in the admission decision. It allows the selection committee to assess essential skills and traits, which may not be reflected in the application. Consideration is given to characteristics such as knowledge of the profession, motivation toward a career in the professional field, ability to think clearly and logically, and verbal expression of ideas.

Program specific admission requirements and application procedures are detailed within the individual program sections of this catalog.

TRANSFER STUDENT - ADMISSION AND APPLICATION PROCEDURES

Please refer to individual program sections in this catalog for transfer information or contact our Office of Graduate and Professional Admissions by calling 503-352-2218 or 1-800-677-6712.

The School of Dental Health Science will consider transfer students for admittance to advance standing only after careful review of all available information.

The School of Occupational Therapy does not accept transfer credit.

The School of Pharmacy - The block method of curriculum delivery, combined with the integrated nature of the curriculum, does not easily support integration of students from more traditional programs. Pacific University School of Pharmacy will consider transfer students for admittance to advance standing only after careful review of all available information. The School will evaluate students who wish to transfer on a case by case basis, and will include a student interview. Student prerequisites, course descriptions and syllabi from the previous institution, hours completed, transcripts, and other significant data will be used in making a decision.

The School of Physical Therapy does not accept transfer credit.

The School of Physician Assistant Studies does not accept transfer credit.

The School of Professional Psychology - Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An "A" grade must have been achieved and the course instructor and the Director of Academic Issues must determine that the content of the course (based on syllabus documentation) 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. For the clinical psychology program, a maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelors degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and internship credits are not transferable.

For the counseling psychology program, the same procedures apply, except that a student may transfer in a maximum of 10 credits from other schools.

INTERNATIONAL STUDENTS

International Students are welcome to apply for any of our graduate or professional programs, however, programs may have varying requirements. Please refer to individual program sections in this

catalog or contact our Office of Graduate and Professional Admissions by calling 503-352-2218 or 1-800-677-6712.

CAMPUS VISITS

Most graduate and professional programs will require an interview prior to offering admission. This provides an opportunity for the prospective candidate to learn about Pacific. The Admissions office can also arrange for other visits.

READMISSION

To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student's absence from Pacific to the Dean or Director of the applicable College or School.

Tuition

SCHOOL OF DENTAL HEALTH SCIENCE

Annual.....\$23,533
Fall Semester.....\$9,413
Spring Semester.....\$9,413
Summer Term.....\$4,707
Per credit hour.....\$595

Degree completion Program

Per credit hour.....\$595

SCHOOL OF OCCUPATIONAL THERAPY

Annual \$23,858
Semester \$11,929
Part time, per semester hour \$767
Audit, per semester hour \$350
MOT1 Summer Tuition \$3,957

SCHOOL OF PHARMACY

Annual \$36,558
1st year
First term \$18,279
Second term \$18,279
Per semester hour \$788
2nd & 3rd year
(Summer '09, Fall '09 & Spring '10 semester)
Semester \$12,186
Per semester hour \$788

SCHOOL OF PHYSICAL THERAPY

Entry-Level DPT
(Fall '09 and Spring '10)
Annual \$25,726
Semester \$12,863
Part time, per semester hour \$789
Audit, per semester hour \$350

Transition DPT per credit hour rate

Summer 2009 \$450
Fall 2009 \$450
Spring 2010 \$450

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Summer '09, Fall '09 & Spring '10
Annual \$27,300
Semester \$9,100
Part time, per semester hour \$763

For the clinical and didactic year of the program, students who are enrolled for 12 or more credit hours are charged the full-time per semester tuition. Students taking less than 12 hours per semester are charged the per credit hour rate.

Second year students (clinical/project phase) need to plan for additional costs for travel and housing estimated at \$2000/semester.

Rural Trauma Hospital Care Residency Program (RTHC)

Fall '09, Spring '10, Summer '10
1st year, each semester \$5,182
2nd year, each semester \$5,440

SCHOOL OF PROFESSIONAL PSYCHOLOGY

Tuition for students in the PsyD or MS program

Annual \$26,553
(Fall '09, Spring '10, & Summer '10)
Semester \$8,851

Tuition for students in the MA in Counseling Psychology program
(Fall '09, Spring '10, & Summer '10)
Annual \$18,972
Semester \$6,324

Per Credit Tuition
Part-time, per semester hour \$805
Audit, per credit hour \$350

Students who are enrolled for 9-15 credit hours are charged full-time tuition. Students who are 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.

MASTER IN HEALTH ADMINISTRATION

Tuition
Per credit hour \$670

FEES FOR ACADEMIC YEAR 2009/2010

Medical Insurance

Medical Insurance is mandatory for all students enrolled in at least one credit in the first semester of their academic year. Students with their own personal medical insurance coverage may waive the University coverage if they provide evidence of other health insurance coverage and sign and file a medical insurance waiver with the Business Office. The waiver must be received two weeks prior to the first semester of the academic year. A waiver is valid for ONE YEAR only and must be resubmitted each year by the due date in order for the student to waive insurance.

August 20, 2009 to August 20, 2010
(U.S. citizen) \$933
(International) \$933

PROGRAM FEES

School of Occupational Therapy
Laboratory Fee \$60

School of Physical Therapy
Laboratory deposit \$150

School of Physician Assistant Studies
First year: ACLS fee \$165
First year: Medical Kit \$900
First year/second year:
Criminal background check \$45
Drug Screen \$50
RTHC program fees \$1,100

School of Professional Psychology
Clinical Competency Examination Fee
(one-time fee) \$100
Dissertation Fee (one-time fee) \$100
Course Waiver Examination
(if applicable) \$100
ID-Name badge fee \$10
Background check \$40

School of Dental Health Science
Instrument kits & supplies (juniors) \$1,700
Instrument kits & supplies (seniors) \$1,800
Professional Assoc. dues.....\$50
Professional Liability Insurance.....\$50

School of Pharmacy
1st year student
Laboratory \$540
BLS \$150
2nd year student
Laboratory \$540
ACLS \$200
3rd year student
Experiential \$300

ROOM RATES and BOARD PLANS are published in the undergraduate catalog.

Academic Calendar

SCHOOL OF DENTAL HEALTH SCIENCE

FALL SEMESTER 2009: August 24-December 17, 2009

August 17-20 Orientation
August 24 Classes Begin
September 7 Labor Day/No Classes
November 23-27 Thanksgiving Break/No Classes
December 11 Classes End
December 14-17 Final Exams

SPRING SEMESTER 2009: January 11-May 6, 2010

January 11 Classes Begin
March 22-26 Spring Break/No Classes
April 30 Classes End
May 3-6 Final Exams

SUMMER SESSION 2010: June 1-July 31, 2010

June 1 Classes Begin
July 5-9 July 4th Break/No Classes
July 30 Classes End

SCHOOL OF OCCUPATIONAL THERAPY ACADEMIC CALENDAR 2009-2010

FALL SEMESTER 2009

August 19 MOT 1 Orientation for MOT 1
August 24 Classes Begin MOT 1, 2, 3
Sept 21-Dec 10 Level IB FW MOT 2
Aug 24 â€“ Sept 25 Didactic (630 & 631) MOT 3
September 7 Labor Day Holiday (NO CLASSES)
Oct 5 â€“ Dec 11 Level IIC FW MOT 3
October 22-23 OTAO Conference (Classes cancelled)
November 25, 26, 27 Thanksgiving break
December 10 Last Day of Term MOT 2, 1
December 14 â€“ Jan 3 Holidays

WINTER/SPRING SEMESTER 2010

Jan 4 â€“ Jan 23 Level IA FW MOT 1
Jan 11 â€“ Jan 22 Classes Begin MOT 2
January 11 Classes Begin MOT 3
Jan 25 Classes Begin MOT 1
Jan 25 â€“ April 2 Level IIA FW MOT 2
Jan 25 â€“ Jan 29 Project Work Week I MOT3
Feb 22 â€“ Feb 26 Project Work Week II MOT3
March 22â€“ 26 Spring Break MOT 1&3
April 5 â€“ 16 Spring Break MOT 2
April 19 â€“ June 25 Level IIB FW MOT 2
May 13 Last Day of Term MOT 1
May 20 Last Day of Term MOT 3
May 22 Commencement
May 31 Memorial Day Holiday

SUMMER CLASSES-2010

May 25-July 16 MOT1
May 31 Holiday-Memorial Day
July 5 Holiday-Independence Day</dd

SCHOOL OF PHARMACY ACADEMIC CALENDAR 2008-2010

P1 = First Year Students
P2 = Second Year Students
P3 = Third Year Students

2008

January 2 Return To Classes
March 27-30 Spring Break - no classes
May 16 Last Day of Classes/End of Year Assessment
May 19 Block 1 Starts - P3
May 19-23 Extended Learning Week 1
May 26 Memorial Day - no classes
May 27-30 Extended Learning Week 2
June 2-6 Extended Learning Week 3
June 9-13 Extended Learning Week 4
June 16-20 Extended Learning Week 5
June 23-27 Extended Learning Week 6
June 27 Block 1 Ends - P3
June 30 Block 2 Starts - P3
June 30 - August 8 Transitional Experiential Education
August 8 Block 2 Ends - P3
August 11 Block 3 Starts - P3
August 11-20 No Classes - P2
August 20-21 Orientation - P1
August 21 Orientation - P2
August 21 White Coat Ceremony
August 23 Class Picnic - P1 and P2
August 25 First Day of Classes - P1 and P2
September 1 Labor Day Holiday - no classes
September 19 Block 3 Ends - P3
September 22 Block 4 Starts - P3
October 31 Block 4 Ends - P3
November 3 Block 5 Starts - P3
November 26-30 Thanksgiving Holiday - no classes - P1 and P2
December 12 Block 5 Ends - P3
December 18 - January 1 Holiday Break - no classes
December 29 Block 6 Starts - P3

2009

January 2 Return To Classes - P1 and P2
February 6 Block 6 Ends - P3
February 9 Block 7 Starts - P3
March 19-22 Spring Break - no classes
March 20 Block 7 Ends - P3
March 23 Block 8 Starts - P3
May 1 Block 8 Ends - P3
May 15 Last Day of Classes/End of Year Assessment
May 18 Block 1 Starts - P3
May 18-22 Extended Learning Week 1
May 23 Graduation - Class of 2009
May 25 Memorial Day - no classes
May 26-29 Extended Learning Week 2
June 1-5 Extended Learning Week 3
June 8-12 Extended Learning Week 4
June 15-19 Extended Learning Week 5
June 22-26 Extended Learning Week 6
June 29 Block 1 Starts - P3
June 29 - August 7 Transitional Experiential Education
August 7 Block 1 Ends - P3
August 10 Block 2 Starts - P3
August 10-19 No Classes - P2
August 19-20 Orientation - P1
August 20 Orientation - P2
August 20 White Coat Ceremony
August 22 Class Picnic - P1 and P2
August 24 First Day of Classes - P1 and P2
September 7 Labor Day Holiday - no classes
September 18 Block 2 Ends - P3
September 21 Block 3 Starts - P3
October 30 Block 3 Ends - P3
November 2 Block 4 Starts - P3
November 25-29 Thanksgiving Holiday - no classes - P1 and P2

December 11	Block 4 Ends - P3
December 16 - January 4	Holiday Break - no classes
2010	
January 4	Return to Classes - P1 and P2
January 4	Block 5 Starts - P3
February 12	Block 5 Ends - P3
February 15	Block 6 Starts - P3
March 18-21	Spring Break - no classes
March 26	Block 6 Ends - P3
March 29	Block 7 Starts - P3
May 7	Block 7 Ends - P3
May 14	Last Day of Classes/End of Year Assessment
May 17-21	Extended Learning Week 1
May 22	Graduation - Class of 2010
May 24-28	Extended Learning Week 2
May 31	Memorial Day - no classes
June 1-4	Extended Learning Week 3
June 7-11	Extended Learning Week 4
June 14-18	Extended Learning Week 5
June 21-25	Extended Learning Week 6
June 28 - August 6	Transitional Experiential Education
June 28	Block 1 Starts - P3
August 6	Block 1 Ends - P3
August 9	Block 2 Starts - P3
August 9-18	No Classes - P2
August 18-19	Orientation - P1
August 19	Orientation - P2
August 19	White Coat Ceremony
August 21	Class Picnic - P1 and P2
August 23	First Day of Classes - P1 and P2
September 6	Labor Day Holiday - no classes
September 17	Block 2 Ends - P3
September 20	Block 3 Starts - P3
October 29	Block 3 Ends - P3
November 1	Block 4 Starts - P3
November 24-28	Thanksgiving Holiday - no classes - P1 and P2
December 10	Block 4 Ends - P3
December 10 - January 3	Holiday Break - no classes

SCHOOL OF PHYSICAL THERAPY ACADEMIC CALENDAR 2009-2010

2009 FALL SEMESTER

Aug 17 - Oct 3 (8 wk) Third Year Students - Clinical Internship IV
 Aug 20 First Year PT Student Orientation 8:30-4pm
 Aug 21 Conference for Faculty/Administrators
 Aug 24 (Monday) First Day of Classes - First and Second Year Students
 Sept 7 Labor Day Holiday - no classes
 Oct 12 Third Year Students - Start of Classes
 Oct 12 - Nov 6 (4 wk) Second Year Students - Clinical Internship II
 Oct 30 - Nov 6 APTA National Student Conclave - San Jose, CA
 Nov 25, 26, 27 Thanksgiving Vacation
 Dec 7 - 11 (tentative) First & Second year Final Examinations
 Dec TBA All Univ. Faculty Conference 4-7pm
 Dec 11 Third year students Last day of Fall classes
 Dec 14 - Jan 1 Holiday Break (Dec. 24 - Jan 1 PU/PT office closed)

2010 SPRING SEMESTER

Jan 4 First Day of Classes - First and Second Year Students
 Jan 4 - Feb 26 (8 wk) Third Year Students - Clinical Internship V
 Feb 15 - Mar 12 (4 wk) Second Year Students - Clinical Internship III
 Feb 17-20 CSM - APTA - NV
 Mar TBA Recruitment Day
 Mar 1 - Mar 12 Third Year Students - Recommence Academics
 Mar 12-14 PTA Annual Conference, Eugene, OR
 Mar 15 - May 7 (8 wk) Third Year Students - Clinical Internship VI

Mar 22- Spring Break - First and Second Year Students
May TBA All University Faculty Conference 4-7 pm
May 3 -7 (tentative) First Year Students - Final Examinations
May 10 - June 4 First Year Students - Clinical Internship I
May 17 Third Year Students - Final draft of Capstone Project due
May 17 & 21 (tentative) Third Year Students - Capstone Presentations
May 17 - 21 (tentative) Second Year Students - Final Examinations
May 19 & 20 Third Year Students - Capstone Presentations
May 21 Third Year Students - Last Day to submit Capstone Project
May 22 Commencement
June 16-19 APTA National Conference - MD
*subject to change

SCHOOL OF PHYSICIAN ASSISTANT STUDIES ACADEMIC CALENDAR 2009-2010
DIDACTIC YEAR: May 18, 2009 - May 7, 2010

SUMMER SEMESTER: May 18 - August 14, 2009

May 18-29 Blackboard On-Line Orientation
May 25 Holiday/Memorial Day
May 28-29 Orientation
June 1 Summer Semester classes begin
June 20 Welcome Picnic
July 3 Holiday/Fourth of July
August 13 White Coat Ceremony
August 13 Last Day of Classes
August 17-21 Summer Extended Learning
August 14-21 Student Break - 1 week

FALL SEMESTER: August 24 - December 11, 2009

August 24 Fall Semester classes begin
October 6 National PA Day
October 9-11 OSPA Conference, Oregon Coast
November 25 Noon-27 Fall Break - Thanksgiving
December 11 Last Day of Classes
Dec 14 - Jan 1 Student Holiday Break
Dec 24 - Jan 1 Office Closed

SPRING SEMESTER: January 4 - May 7, 2010

January 4-8 Fall Extended Learning
January 11 Spring Semester Classes Begin
January 18 Diversity Celebration - MLK
March 22-26 Spring Break
April OSPA Conference
April 30 Last Day of Classes
May 3- May 7 Spring Extended Learning
May 3- May 7 Student Break - 1 week

CLINICAL ROTATION YEAR: May 11, 2009 - August 14, 2010

SUMMER SEMESTER: May 11 - August 14, 2009

May 11-15 Clinical Rotation Seminar Week
May 18 - Jun 26 Rotation 1 - 6 weeks
June 20 PA Program Picnic
June 29 - Aug 7 Rotation 2 - 6 weeks
August 10-14 Professional Practice Seminars I - 1 week
August 13 White Coat Ceremony

FALL SEMESTER: August 17 - December 18, 2009

August 17 - Sept 25 Rotation 3 - 6 weeks
September 28 - November 6 Rotation 4 - 6 weeks
October 6 National PA Day
Nov 9- Dec 18 Rotation 5 - 6 weeks

Dec 21 - Jan 1 Student Holiday Break

SPRING SEMESTER: January 4 - May 14, 2010

Jan 4 - Feb 12 Rotation 6 - 6 weeks

Feb 15 - March 26 Rotation 7 - 6 weeks

March 29 - April 2 Professional Practice Seminars II - 1 week

Apr 5 - May 14 Rotation 8 - 6 weeks

GRADUATE™S FINAL SUMMER SEMESTER: May 17 - August 14, 2009

May 18 - June 26 Rotation 9 - 6 weeks

May 18 - June 26 PA 696 Clinical Graduate Project Group 1

May 23 - May 28 AAPA Conference Break

June 29 - August 7 Rotation 10 - 6weeks

June 29 - August 7 PA 696 Clinical Graduate Project Group 2

August 10 - August 14 Professional Practice Seminars III - 1 week

August 15 Graduation

SPP Cat Calendar 2009-2010

SCHOOL OF PROFESSIONAL PSYCHOLOGY ACADEMIC CALENDAR 2009-2010

FALL SEMESTER 2009: August 31 - December 11, 2009

August 20 College of Health Professions Orientation

August 24 Psy.D. Clinical Psychology Program Orientation

August 27 M.A. Counseling Psychology Orientation

August 31 Fall Semester classes begin

August 31 Conferral date for Summer 2009 degree completion

September 7 Labor Day Holiday - No classes

November 24-27 Thanksgiving Break - No classes

November 25 SPP Offices close at noon

December 11 Last day of Fall Semester classes

December 24-January 1 Winter Holiday Break - Offices and clinics closed

SPRING SEMESTER 2010: January 4 - April 16, 2010

January 4 Spring Semester classes begin

January 31 Conferral date for Fall 2009 degree completion

March 22-26 Spring Break - No classes

April 16 Last day of Spring Semester classes

April 19-23 Term Break

SUMMER TERM 2010: April 26 - July 23, 2010

April 26 Summer Term classes begin

May 22 Commencement and degree conferral for Spring degree completion

May 31 Memorial Day Holiday - No classes - Offices and clinics closed

May 31-June 1 Memorial Day Break - No classes

June 30-July 2 Independence Day Break - No classes

July 23 Last day of Summer Term classes

Note: Clinical training extends beyond term dates

College-wide Courses

Courses

CHP-301 Health Care Spanish I

This introductory course will develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. This class is intended for people with no previous Spanish language experience or people who have studied Spanish for one year or less in high school. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-302 Health Care Spanish II

This course will continue to develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. Prerequisite: CHP-301 or more than one-year high school Spanish. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-310 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's own and others healthcare professions, develop interprofessional skills in communications and interactions, and appreciate the important role that leadership, professionalism, and diversity play in healthcare environments. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to insure adequate interprofessional training, students are required to attend both half-credit phases of the interprofessional course. 0.50 credits

CHP-311 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's own and others healthcare professions, develop interprofessional skills in communications and interactions, and appreciate the important role that leadership, professionalism, and diversity play in healthcare environments. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to insure adequate interprofessional training, students are required to attend both half-credit phases of the interprofessional course. 0.50 credits

CHP-401 Intermediate Spanish I

This course will make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. The class will be taught in Spanish. Prerequisite: WebCAPE placement test. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-499 Interdisciplinary Seminar in Health Care

Topics vary. See department for details. Offered for variable credit from 1-3 credits. 1.00 - 3.00 credits

CHP-501 Health Care Spanish I

This introductory course will develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. This class is intended for people with no previous Spanish language experience or people who have studied Spanish for one year or less in high school. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-502 Health Care Spanish II

This course will continue to develop the skills needed to understand and communicate in Spanish on a beginning level within the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. Prerequisite: CHP-501 or more than one-year high school Spanish. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-503 Spanish for International Travel

This introductory course will develop the skills needed to understand and communicate in Spanish at a functional level within everyday healthcare practice. In addition, the course will help students gain basic cultural insights about Hispanic patients in preparation for travel. Prerequisite: one year of college Spanish or the equivalent/placement test. Fall. Pass/No Pass. 1 credit. 1.00 credits

CHP-510 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare

community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's own and others healthcare professions, develop interprofessional skills in communications and interactions, and appreciate the important role that leadership, professionalism, and diversity play in healthcare environments. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to insure adequate interprofessional training, students are required to attend both half-credit phases of the interprofessional course. 0.50 credits

CHP-511 Interprof Competence: Theory & Practice

This course provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In the first phase professional first year students will attend classes to increase their knowledge in four didactic topics. The highlights of the didactic topics are to recognize one's own and others healthcare professions, develop interprofessional skills in communications and interactions, and appreciate the important role that leadership, professionalism, and diversity play in healthcare environments. In addition, discussed are issues related to healthcare access, services, and awareness of community resources to support the healthcare community. In the second phase students fulfill an experiential component. Students will engage in a community service experience as an interdisciplinary team. The experience will facilitate an opportunity for integration of didactic learning in the areas of teambuilding, leadership, professionalism, diversity and community resources. The experience will culminate in a demonstration of learning at a College of Health Professions Interdisciplinary Event. In order to insure adequate interprofessional training, students are required to attend both half-credit phases of the interprofessional course. 0.50 credits

CHP-598 Interprofessional Focus on Dementia Care

This interprofessional course examines Dementia from three interrelated perspectives: a) The first perspective focuses on pathophysiology in different stages of the disease; b) The second perspective focuses on the impact dementia has on the family/caregivers, relevant communication strategies to enhance interactions, and coping strategies; c) The third perspective examines increasing quality of life for people with dementia and their families. Pass/No Pass. 1 credit. 1.00 credits

CHP-599 Interdisciplinary Seminar in Health Care

Topics vary. See department for details. Offered for variable credit from 1-3 credits. 1.00 - 3.00 credits

CHP-601 Intermediate Spanish I

This course will make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. The class will be taught in Spanish. Prerequisite: WebCAPE placement test. Fall. Pass/No Pass. 1 hour. 1.00 credits

CHP-602 Intermediate Spanish II

This course will continue to make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Hispanic patients. The class will be taught in Spanish. Prerequisite: CHP-601/WebCAPE placement test. Spring. Pass/No Pass. 1 hour. 1.00 credits

CHP-603 Intermediate Spanish III

This course will continue to make a practical review of Spanish grammatical structures of relevance to the health care setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to the Spanish-speaking patient. The class will be taught in Spanish. Prerequisite: CHP-602/WebCAPE placement test. Late Spring. Pass/No Pass. 1 hour. 1.00 credits

Dental Health Science

Faculty

Gail L. Aamodt M.S. Clinical Education Coordinator, Assistant Professor Amy E. Coplen M.S. Assistant Professor Lisa Johnson-Phelps B.S. Instructor Pamela T. Kawasaki M.B.A. Assistant Professor Shawna Rohner B.S. Instructor Lisa J. Rowley M.S. Program Director, Associate Professor Kelli B. Shaffer M.A.Ed. Assistant Professor

Introduction

General Information

The School of Dental Health Science at Pacific University offers three academic programs: a B.S. Degree Dental Hygiene program, a B.S. Degree Completion program, and an M.S. Degree Dental Health program (fall, 2010).

The B.S. Degree Dental Hygiene Program leads to a Bachelor of Science degree in Dental Hygiene. This program includes two years of dental health courses completed at Pacific University, following completion of required prerequisite coursework. This program provides the entry-level education required to become a licensed dental hygienist.

The B.S. Degree Completion Program leads to a Bachelor of Science degree in Dental Health. This program is intended for current dental health professionals who wish to complete a baccalaureate degree.

The M.S. Degree Dental Health Program leads to a Master of Science degree in Dental Health. This program is intended for current dental health professionals who wish to pursue a graduate degree. This program is scheduled to begin in fall, 2010.

History of the School

The School of Dental Health Science was established by the Pacific University Board of Trustees in May 2005. The dental hygiene entry-level program was granted initial accreditation status in 2006 and approval status in 2008 from the Commission on Dental Accreditation. The first dental hygiene class enrolled in fall 2006 and graduated in August 2008. The first degree completion student enrolled in fall 2007.

Academic Standards

Good standing in the School of Dental Health Science requires regular and prompt attendance, satisfactory academic performance, satisfactory clinical progress, appropriate professional conduct, effective interpersonal skills and adherence to policies and procedures.

Attendance

Regular and prompt attendance is essential for success in the dental hygiene entry-level program. Therefore, attendance at all scheduled lectures, laboratories, clinic sessions and affiliation assignments is required. Absence does not excuse a student from responsibility for course work or assignments that are missed. Excessive absences may result in dismissal from the program. Lateness causes inconvenience to patients, instructors, staff and fellow students. Students are expected to conduct themselves in a professional manner by being prompt in meeting their professional obligations.

Grade Policies

A final grade of C or above must be attained in each dental health course in order to continue to the following semester in the dental hygiene entry-level program. For dental health courses which have both lecture and laboratory/clinical portions, both the lecture and laboratory/clinical portions must be passed at 75% or above in order to pass the course. Students who receive a final grade below C in a dental health course will be academically dismissed from the program.

Incomplete Grades

Students who do not complete all classroom or clinical requirements for a course due to illness or circumstances beyond their control may receive an incomplete grade for that course at the discretion of the instructor. The student must present a valid reason for the incomplete work and must make arrangements with the course instructor to complete the course requirements. Incomplete grades must be completed with a grade of C or above prior to the end of the next semester in order to continue in the program. Incomplete grades automatically change to F grades if the work is not made up by the end of the next semester.

Academic Honesty

Students must protect the integrity of their work and maintain a high level of academic honesty. Cheating and plagiarism constitute serious academic offenses. Plagiarism is the act of using the words or ideas of someone else without citing the source. Students involved in an act of academic dishonesty may receive a grade of zero (0) or an F for that aspect of the course and may be dismissed from the program.

Clinical Progress & Practice

Students must demonstrate satisfactory clinical progress by showing continuous improvement in their clinical skills. Students must also demonstrate safe clinical practice which does not pose a potential or actual threat to the patient's physical/psychosocial well-being. Students who demonstrate unsatisfactory clinical progress or unsafe clinical practice may be dismissed from the program. Clinical instructors identify unsatisfactory clinical progress or unsafe clinical practice based upon current standards of practice and established policies and procedures. Students who are dismissed for unsatisfactory clinical progress or unsafe clinical practice are not eligible for re-admission to the program.

Professional Conduct

Students must display ethical behavior and professional judgment in a variety of professional situations. Students are also expected to comply with all policies and procedures established by the program and the university. Unprofessional conduct may include falsifying information, participating in fraudulent practices, providing dental hygiene services without faculty supervision and falsifying, altering or removing patient records from the Dental Health Clinic. Students involved in an act of unprofessional conduct may receive a grade of zero (0) or an F for that

aspect of the course and may be dismissed from the program.

Dismissal

A final grade of C or above must be attained in each dental health course in order to continue to the following semester in the dental hygiene entry-level program. Students who receive a final grade below C in a dental health course will be academically dismissed from the program. Students who are academically dismissed from the program may apply for re-admission. Students who are dismissed for unsatisfactory clinical progress, unsafe clinical practice or unprofessional conduct are not be eligible for re-admission to the program.

Appeals

See Academic Conduct Policies for information about college or university level appeals.

Re-Admission

Students who wish to be considered for re-admission to the dental hygiene entry-level program must submit a letter of intent to the program director. Requests for re-admission will be reviewed by the program director and faculty. Re-admission will be dependent upon a cumulative grade point average of at least 2.0, recommendations of faculty and space availability in the program.

Re-admitted students must demonstrate continuing clinical competence and comply with all policies and procedures. Students who are re-admitted will be on program probation for the semester when they are re-admitted. Continuance to the following semester in the program is dependent upon a grade of C or above in repeated courses, demonstration of continuing clinical competence and recommendations of faculty.

Mission

The mission of the School of Dental Health Science at Pacific University is to provide an outstanding education for our students, compassionate care for our patients and exemplary service to the community and the profession.

Goals

The goals of the School of Dental Health Science are to:

- Prepare dental health professionals for clinical, educational and leadership roles in a variety of settings.
- Provide diverse patient populations with dental hygiene care which meets their individual needs.
- Create a supportive learning environment which embraces creativity, flexibility and diversity.
- Promote optimal oral health for the public through community outreach programs.
- Advance the dental health professions through association activities and networking opportunities.

Majors

B.S. Degree Completion Program

The B.S. Degree Completion Program leads to a Bachelor of Science degree in Dental Health. This program is intended for current dental health professionals who wish to pursue a Bachelor of Science degree in Dental Health at Pacific University.

Students must complete the equivalent of 120 semester hours with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science degree in Dental Health. At least 30 semester hours of coursework must be completed at Pacific University and students must fulfill all university requirements in order to receive a Bachelor of Science degree.

Enrollment in this program is limited and admission is selective. This program is currently available only to students who have completed an accredited dental assisting or dental hygiene program. Students may attend on a part-time basis and do not need to complete courses in sequence. Courses will be offered on a space available basis.

Requirements for the Major

Students must successfully complete 18 semester hours in the following core courses (or equivalent):

DHS 440 Dental Research Methods...3
DHS 460 Psychosocial & Cultural Aspects of Dental Care...3
DHS 462 Teaching Strategies for Dental Professions...3
DHS 465 Business Management for Dental Professions...3
DHS 455 Current Issues for Dental Professions...3
DHS 490 Dental Capstone...3

Students must successfully complete an additional 12 semester hours of elective courses. Dental health science courses may be used to complete the elective requirement.

B.S. Degree Dental Hygiene Program

The B.S. Degree Dental Hygiene Program leads to a Bachelor of Science degree in Dental Hygiene. This program includes two years of dental health courses completed at Pacific University, following completion of required prerequisite coursework. This program provides the entry-level education required to become a licensed dental hygienist. All dental health courses must be taken in the sequence listed and must be passed with a grade of C or above in order to continue in the program. Students must complete the equivalent of at least 124 semester hours with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science degree in Dental Hygiene.

The mission of the dental hygiene entry-level program is to prepare students to become dental hygienists who provide high-quality, patient-centered care to diverse patient populations in a variety of health care settings. Graduates will have the foundation to pursue careers in education, public health and management.

Graduates of the dental hygiene entry-level program will:

- Provide patient-centered dental hygiene care based on current standards of practice and emerging scientific research.
- Use effective communication skills, psychosocial concepts and cultural awareness to enhance dental hygiene care for diverse patient populations.
- Demonstrate knowledge and skills needed to successfully complete the licensure process.
- Participate in community outreach programs that promote optimal oral health and access to care.
- Develop teaching strategies to effectively convey dental health information to individuals and groups.
- Apply principles of business management to professional practice settings.
- Pursue opportunities for lifelong learning to expand professional knowledge and skills.
- Belong to and actively participate in professional associations and community groups.
- Commit to advancing the profession through leadership and networking activities.
- Display ethical behavior and professional judgment in all aspects of practice.

Accreditation

The program in dental hygiene is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

Admission

Enrollment in the dental hygiene entry-level program is limited and admission is selective. Well-qualified applicants who apply early are more likely to be admitted.

The Admissions Committee considers the following factors when reviewing candidates for admission:

- Strength and breadth of academic record
- Prior dental or health care experience
- Essay questions
- Letters of recommendation
- Community and/or college service
- Accuracy, completeness and neatness of application
- Personal interview

Prerequisite Courses

The following courses must be completed prior to starting the dental hygiene entry-level program. All prerequisite courses must be completed with a grade of C or above. Science courses should be taken within the last seven years.

Natural Sciences - 16 semester hours

- Chemistry - 4 semester hours
- Microbiology - 4 semester hours
- Human Anatomy & Physiology - 8 semester hours

Communication - 6 semester hours

- English Composition/Writing - 3 semester hours
- Interpersonal Communication - 3 semester hours

Social Sciences - 6 semester hours

- Psychology - 3 semester hours
- Sociology - 3 semester hours

Statistics - 3 semester hours

- A statistics course from a department of psychology, sociology, statistics or mathematics. A biostatistics course is acceptable.

Arts - 3 semester hours

- A course in art, music or theater

Humanities - 9 semester hours

- Courses in language, literature, philosophy, religion, ethics, history or media arts

Nutrition - 2 semester hours

Spanish - 3 semester hours

Medical Terminology - 1 course

Students must complete a minimum of 48 semester hours prior to starting the dental hygiene entry-level program. All prerequisite courses must be 100-level or above.

Clinical Facilities

Students receive their basic clinical education in the Pacific University Dental Health Clinic located at the Health Professions Campus in

Hillsboro, Oregon. Although patients may call the clinic for appointments, each student is responsible for securing a patient for all scheduled clinic sessions. Students may not provide transportation for their patients.

Off-Campus Fieldwork

Students complete clinical enrichment and educational experiences at off-campus affiliation sites. The affiliation sites provide patients for these assignments. Students must provide their own transportation to the affiliation sites.

Requirements for the Major

The curriculum and sequence of courses are subject to change as needed.

Junior Year, Fall Semester (15 weeks)

DHS 311 Dental Hygiene Seminar I (2 credits)
DHS 321 Dental Hygiene Clinic I (3 credits)
DHS 330 Dental Science (4 credits)
DHS 335 Dental Radiology (3 credits)
DHS 355 Spanish for Dental Professions I (1 credit)
DHS 370 Dental Communications (2 credits)

TOTAL CREDITS: 15

Junior Year, Spring Semester (15 weeks)

DHS 312 Dental Hygiene Seminar II (2 credits)
DHS 322 Dental Hygiene Clinic II (3 credits)
DHS 340 Periodontics (3 credits)
DHS 342 Cariology (2 credits)
DHS 345 Oral Medicine (2 credits)
DHS 356 Spanish for Dental Professions II (2 credits)
DHS 375 Dental Health Education (2 credits)

TOTAL CREDITS: 16

Junior Year, Summer Term (8 weeks)

DHS 313 Dental Hygiene Seminar III (1 credit)
DHS 323 Dental Hygiene Clinic III (1 credit)
DHS 325 Pain Management (2 credits)
DHS 360 Oral Pathology (2 credits)

TOTAL CREDITS: 6

JUNIOR YEAR TOTAL = 37 CREDITS

Senior Year, Fall Semester (15 weeks)

DHS 414 Dental Hygiene Seminar IV (2 credits)
DHS 424 Dental Hygiene Clinic IV (3 credits)
DHS 434 Dental Hygiene Fieldwork I (1 credit)
DHS 440 Dental Research Methods (3 credits)
DHS 445 Restorative Dental Procedures (3 credits)
DHS 460 Psychosocial & Cultural Aspects of Dental Care (3 credits)

TOTAL CREDITS: 15

Senior Year, Spring Semester (15 weeks)

DHS 415 Dental Hygiene Seminar V (2 credits)
DHS 425 Dental Hygiene Clinic V (3 credits)
DHS 435 Dental Hygiene Fieldwork II (1 credit)
DHS 446 Restorative Clinic (1 credit)
DHS 450 Dental Public Health (3 credits)
DHS 462 Teaching Strategies for Dental Professions (3 credits)
DHS 465 Business Management for Dental Professions (3 credits)

TOTAL CREDITS: 16

Senior Year, Summer Term (8 weeks)

DHS 416 Dental Hygiene Seminar VI (1 credit)
DHS 426 Dental Hygiene Clinic VI (1 credit)
DHS 455 Current Issues for Dental Professions (3 credits)
DHS 490 Dental Capstone (3 credits)

TOTAL CREDITS: 8

SENIOR YEAR TOTAL = 39 CREDITS

Dental Health Course Total = 76

Prerequisite Coursework Total = 48

Requirements for the Major

The M.S. Degree in Dental Health Program leads to a Master of Science in Dental Health. This program is intended for current dental health professionals who wish to pursue a graduate degree. This program is scheduled to begin in fall, 2010.

Courses

DHS-311 Dental Hygiene Seminar I

This course provides an introduction to dental hygiene principles and practice. The dental hygiene profession, dental law & ethics, disease transmission, exposure control, principles of instrumentation, patient assessment, oral conditions, basic disease control methods and dental recordkeeping are included. 2 credits. 2.00 credits

DHS-312 Dental Hygiene Seminar II

This course provides further study of dental hygiene principles and practice. Planning dental hygiene care, adjunctive disease control methods and management of medical emergencies are included. 2 credits. 2.00 credits

DHS-313 Dental Hygiene Seminar III

This course addresses non-surgical periodontal therapy in terms of expected outcomes, appointment planning, pain control, power instrumentation and supplemental care procedures. Topics include periodontal dressings, suture removal and care for acute periodontal conditions. 1 credit. 1.00 credits

DHS-321 Dental Hygiene Clinic I

This course introduces application of patient assessment and instrumentation skills. The student will practice skills in a supervised clinical laboratory setting using teaching manikins and student partners. (0 lecture, 9 lab) Graded Pass/No Pass. 3 credits. 3.00 credits

DHS-322 Dental Hygiene Clinic II

This course provides development of dental hygiene clinical skills with an emphasis on patient assessment, instrumentation and preventive techniques. The student will provide dental hygiene services to patients in a supervised clinical setting. (0 lecture, 12 clinic) Graded Pass/No Pass. 3 credits. 3.00 credits

DHS-323 Dental Hygiene Clinic III

This course provides further development of dental hygiene clinical skills with emphasis on non-surgical periodontal therapy. The student will practice skills in a supervised clinical setting using teaching manikins, student partners and patients. (0 lecture, 4 clinic) Graded Pass/No Pass. 1 credit. 1.00 credits

DHS-325 Pain Management

This course provides a study of anxiety and pain management techniques used in dental care. Components of pain, pain control mechanisms, topical anesthesia, local anesthesia, and nitrous oxide-oxygen sedation are included. The student will practice skills in a supervised clinical laboratory setting. (1 lecture, 3 lab). 2 credits. 2.00 credits

DHS-330 Dental Science

This course provides an integrated study of the anatomy, histology and embryonic development of the oral cavity, teeth, head and neck. Emphasis is placed on application of dental science to clinical practice. Laboratory activities are designed to reinforce course content. (3 lecture, 3 lab). 4 credits. 4.00 credits

DHS-335 Dental Radiology

This course provides an overview of dental radiology principles and techniques. Topics include x-ray production, radiation safety, exposure techniques, film processing and mounting, radiographic findings and patient management. The student will practice skills in a supervised clinical laboratory setting using teaching manikins, student partners and patients. (2 lecture, 3 lab). 3 credits. 3.00 credits

DHS-340 Periodontics

This course provides a study of the progression and treatment of periodontal disease. Topics include periodontal anatomy, disease classification, etiology, clinical examination, treatment planning, non-surgical periodontal therapy and surgical techniques. 3 credits. 3.00 credits

DHS-342 Cariology

This course provides a study of the various microbial, host and dietary factors involved in the etiology, prevention and treatment of dental decay, with an emphasis on risk assessment, treatment planning, and patient counseling. 2 credits. 2.00 credits

DHS-345 Oral Medicine

This course presents a systems approach to common medical conditions which includes signs and symptoms, pathophysiology, treatment options and modifications for dental care. Therapeutic drugs are discussed in terms of mechanism of action, indications, effects and dental considerations. (0 lecture, 4 clinic). 2 credits. 2.00 credits

DHS-354 Spanish for Dental Professions

This course emphasizes the use of Spanish language and understanding of Spanish-speaking cultures to enhance communication with patients in dental health care settings. 3 hours. 3.00 credits

DHS-355 Spanish for Dental Professions I

This course provides an introduction to Hispanic cultures and the use of Spanish language to promote effective dental communication with

Spanish-speaking individuals and groups. 1 credit. 1.00 credits

DHS-356 Spanish for Dental Professions II

This course provides further development of Spanish language skills to enhance dental communication with Spanish-speaking individuals and groups. 2 credits. 2.00 credits

DHS-360 Oral Pathology

This course provides a study of abnormal conditions of the head, neck and oral cavity which includes clinical appearance, etiology and treatment options. Emphasis is placed on common oral lesions and the inter-relationship between oral and systemic conditions. 2 credits. 2.00 credits

DHS-370 Dental Communication

This course provides theory and practice in use of interpersonal communication skills for dental health professionals. A primary objective of this course is to empower students to achieve personal and professional goals through the use of effective communication skills. 2 credits. 2.00 credits

DHS-375 Dental Health Education

This course addresses health promotion and disease prevention strategies that can be used to assist individuals and groups to improve their oral health. Students are introduced to basic techniques and strategies used in planning and carrying out health education programs in a variety of settings. 2 credits. 2.00 credits

DHS-414 Dental Hygiene Seminar IV

This course addresses dental hygiene care for patients with special dental, medical, physical, and mental conditions. 2 credits. 2.00 credits

DHS-415 Dental Hygiene Seminar V

This course provides an overview of the dental health care delivery system including practice settings, credentialing, regulation, legal considerations, ethical issues, professional associations and dental office procedures. 2 credits. 2.00 credits

DHS-416 Dental Hygiene Seminar VI

This course provides an overview of dental hygiene career opportunities and career planning strategies. 1 credit. 1.00 credits

DHS-424 Dental Hygiene Clinic IV

This course provides further development of dental hygiene clinical skills with emphasis on providing care to special needs patients. The student will provide dental hygiene services to patients in a supervised clinical setting. (0 lecture, 12 clinic) Graded Pass/No Pass. 3 credits. 3.00 credits

DHS-425 Dental Hygiene Clinic V

This course provides further development of dental hygiene clinical skills with emphasis on self-assessment, evaluation of treatment outcomes and peer review. The student will provide dental hygiene services to patients in supervised clinical setting. Graded Pass/No Pass. (0 lecture, 12 clinic). 3 credits. 3.00 credits

DHS-426 Dental Hygiene Clinic VI

This course focuses on transition to professional dental hygiene practice with emphasis on comprehensive treatment planning and independent decision making. The student will provide dental hygiene services to patients in clinical settings both on and off campus with limited supervision. (0 lecture, 4 clinic) Graded Pass/No Pass. 1 credit. 1.00 credits

DHS-434 Dental Hygiene Fieldwork I

This course provides experiential opportunities to explore the professional roles of the dental hygienist in interprofessional healthcare settings and with diverse population groups. The student will participate in fieldwork at off-campus affiliation sites. Pass/No Pass. (0 lecture, 4 clinic). 1 credit. 1.00 credits

DHS-435 Dental Hygiene Fieldwork II

This course provides additional experiential opportunities to explore the professional roles of the dental hygienist in interprofessional healthcare settings and with diverse population groups. The student will participate in fieldwork at off-campus affiliation sites. Pass/No Pass. 1 credit. 1.00 credits

DHS-440 Dental Research Methods

This course provides a study of the dental research process including problem identification, literature review, research design, data collection, statistical analysis, interpretation of results and presentation of findings. Introduces skills and tools that enable the dental health professional to read and apply scientific literature to clinical practice. 3 credits. 3.00 credits

DHS-445 Restorative Dental Procedures

This course provides a study of materials and procedures used in restorative and prosthetic dentistry. Amalgam, composite and provisional restorative materials are included and specialty dental practices are discussed. Laboratory activities are designed to reinforce course content. (2 lecture, 3 lab). 3 credits. 3.00 credits

DHS-446 Restorative Clinic

This course focuses on application of restorative dental procedures. The student will provide restorative dental services to patients in a supervised clinical setting. Graded Pass/No Pass. (0 lecture, 4 clinic). 1 credit. 1.00 credits

DHS-450 Dental Public Health

This course addresses the prevention and treatment of dental disease through community oral health initiatives. Emphasis is placed on assessment of oral health needs, planning and evaluation of dental public health programs, and identification of career opportunities within

public health settings. 3 credits. 3.00 credits

DHS-455 Current Issues for Dental Professions

This course examines current issues which affect dental professionals and the delivery of dental health care. 3 credits. 3.00 credits

DHS-460 Psychosoc & Cultural Aspects Dental Care

This course addresses the psychological, social and cultural issues which affect demand for and access to dental health care. Emphasis is placed on developing awareness, enhancing communication and promoting positive change in health care delivery. 3 credits. 3.00 credits

DHS-462 Teaching Strategies for Dental Prof

This course provides an overview of teaching strategies which can be used to convey information to individuals, small groups and large audiences in a variety of professional settings. Learning styles, behavioral objectives, teaching methods, instructional materials, teaching psychomotor skills and evaluation of learning are included. 3 credits. 3.00 credits

DHS-465 Business Management for Dental Prof

This course provides a study of basic principles of business with emphasis on application of business management skills in dental health care settings. Management styles, organizational structure, strategic planning, finances, marketing, human resources, labor relations, information technology, quality control and risk management are included. 3 credits. 3.00 credits

DHS-475 Internship

This course enables the student to participate in a workplace experience in a health care or educational setting. May be repeated for credit. Semester hours vary. Graded Pass/No Pass. 1.00 - 14.00 credits

DHS-490 Dental Capstone

This course provides the student with the opportunity to pursue concentrated study of a dental-related topic through a research project or internship experience. The student will work with a faculty mentor to plan, implement and evaluate their capstone project. Graded Pass/No Pass. 3 credits. 3.00 credits

DHS-495 Independent Study

This course enables the student to pursue an individual research or program development project. May be repeated for credit. Semester hours vary. Graded Pass/No Pass. 1.00 - 14.00 credits

Masters in Healthcare Administration Program

Faculty

Eric Barger CPA, MBA, Faculty (Part-time) of Masters of Healthcare Administration Tim Borne Faculty (Part-time) of Masters of Healthcare Administration Doug Boysen JD, MHA, Faculty (Part-time) of Masters of Healthcare Administration Wayne Clark MS, Faculty (Part-time) of Masters of Healthcare Administration Laura R. Dimmler PhD (c), MPA, BA, Program Director/Faculty of Masters of Healthcare Administration Isaac Gilman B.A., MLIS, Assistant Professor of Library Jon Hersen MBA, MHA, Faculty (Part-time) of Masters of Healthcare Administration Joan Holmquist M. Ed, Faculty (Part-time) of Masters of Healthcare Administration Michael Millard MS., R. Ph., Assistant Professor of Pharmacy/Masters of Healthcare Administration N. Charles O'Connor M.A., CPA Professor Kathy Ratliffe Faculty (Part-time) of Masters of Healthcare Administration Wendy Watson MPH, Faculty (Part-time) of Masters of Healthcare Administration Jaye Cee Whitehead Ph.D., Assistant Professor of Sociology

Introduction

Admissions Requirements and Process

- 1) A baccalaureate degree from an accredited college or university.
- 2) A minimum 2.75 GPA in undergraduate course work.
- 3) A completed application form, essay, resume, two letters of evaluation, and official transcripts documenting course work from each college or university attended.
- 4) A minimum of two years of professional work experience in healthcare management, business administration or a clinical field.
- 5) A personal interview. The applicant pool is competitive and will be screened by the program admissions committee which includes faculty and administrators. Initial selection is based on minimum requirements which include: depth and breadth of undergraduate preparation; professional work experience; strength of evaluation letters; written and oral communication; and analytical thinking skills as assessed in the essay and during the personal interview.

Prerequisite Courses

It is strongly recommended that students complete one-semester undergraduate courses in applied statistics, microeconomics, and accounting prior to attending the MHA Program. In addition, proficiency in Excel is necessary for the accounting course.

Transfer Credit

The Masters of Healthcare Administration Program will consider accepting transfer credit only after an applicant is admitted into the program and following a careful review of all available information. Transfer credits will be evaluated on a case-by-case basis, and no more than a total of six semester credit hours will be accepted. Transfer credits must be at the graduate level and a grade no lower than a B must have been achieved. The course instructor and the MHA Program Director will evaluate the course content (based on the course syllabus and other documentation) to determine whether or not it is transferable. For the evaluation, a student must complete and submit a Transfer of Credit Application to the MHA Program along with all required supporting documentation. In no case will credit be given for previous work that has not been graded or formally evaluated; therefore, courses taken on a pass/no pass basis will not be transferred. Internships, experiential learning, and independent study courses also are not transferable. Course prerequisites, course descriptions, and course syllabi from the previous institution(s), hours completed, transcripts, and other significant information will be evaluated to reach a final decision.

Financial Aid

The FAFSA is the Free Application for Federal Student Aid.

You can fill out a web-based version of the FAFSA at: <http://www.fafsa.ed.gov/> (step-by-step instructions are provided on this site).

Completing and signing the FAFSA online allows students to receive the Student Aid Report (SAR) sooner than with the paper application and increases the accuracy of the reported information since the online form has built-in edit checks to catch simple errors.

It is very important that you submit this form to the federal government as soon as possible after January 1st.

Be sure to have a copy sent to Pacific University (Federal School Code 003212).

Do not wait to be accepted into the program to apply for financial aid and do not wait until you have filed your income tax returns with the IRS. You should either estimate your income - you will have a chance to correct errors later - or complete your tax return early. If you wait, it will delay processing of your financial aid application.

The following sources of financial aid are available to MHA students, though not all students will be eligible to receive all types of aid:

Federal Family Education Loan Program (FFELP) Stafford Loans

Masters students can borrow up to \$20,500 in a combination of subsidized and unsubsidized loans. Funds are provided by participating lenders and the interest rate is fixed at 6.8% (2009). A list of participating lenders and information on the application process is available at www.pacificu.edu/financialaid.

Other Loan Resources

Federal Graduate PLUS Loans:

These loans are offered by lenders for educational expenses and have varying credit approval criteria that must be met by the loan applicants.

These loans are fixed at 8.5% (2009). A list of participating lenders and information on the application process is available at www.pacificu.edu/financialaid.

Private Alternative Loans

These loans are also offered by lenders for educational expenses. These loans are not guaranteed student loans. Lenders have varying credit approval criteria that must be met by loan applicants, and these loans have variable interest rates.

If you have any questions about financial aid, budgeting, repayment, or other education-related financial concerns, please contact the Financial Aid Office:

☎ Phone: (503) 352-2222 OR (877) PAC-UNIV ext. 2222

☎ E-mail: financialaid@pacificu.edu

Additional Expenses

Books and Laptop Computer ≈ approximately \$3,000 (for entire program)

Transportation Expense (approximately \$100 per month - estimated)

Student Performance

1) MHA Program students must maintain a 3.0 cumulative GPA and no grade lower than a "C" is acceptable in any course with no more than six semester credits of "C" (for the entire 48-credit hour program) being accepted. Students with academic records that do not meet these requirements will be evaluated individually and may be required to repeat courses, pass a qualifying exam, or be dismissed from the program.

2) If any instructor detects instances of plagiarism, cheating, fabrication, misrepresentation, failure to appropriately attribute reference materials or the reuse of a student's written materials from other courses on any exam, paper, assignment or other work submitted by a student, or the submission of the work of another student as your own work, the result will be an immediate failure of the course, with a grade of F, and referral for possible institutional action including expulsion from the program.

3) In cases of flagrant or intentional violations of the University Code of Academic Conduct or the University Code of Student Conduct, a student may be removed from the MHA Program without previous warning, at any time.

Evaluation of Student Progress

Upon completion of two semesters of course work, MHA Program faculty will evaluate the academic and professional performance of students and determine whether or not each student may proceed into the second year of the program. Some students may be required to retake courses or pass a qualifying exam in order to continue in the program.

Incomplete Course Grades

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, and there are extenuating circumstances such as health, employment, family or other serious reasons that prevent the student from completing all course requirements. The instructor and the student are required to agree upon a deadline by which all course work will be completed and submitted to the instructor. Students will be given two academic semesters to make up any incomplete work and may not begin the Capstone Project until all Incompletes have been removed. Incomplete grades must be completed with a grade of B or higher. Incomplete grades will automatically change to a grade of F, if the work is not completed within two academic semesters. Please see the section on "Academic Policies and Procedures" in the Graduate Professions Catalog for a full description of an Incomplete grade.

Requirements for Program Completion

1) Students must complete all degree requirements within four years of entry into the program.

2) Students must complete all course work with satisfactory grades and maintain a cumulative GPA of 3.0. Only six credit hours of "C" are permitted and any grade below this is considered failing.

3) Students must complete a minimum of 48 credit hours of course work.

4) Students must complete the Capstone Project with a grade of B or higher.

5) Students must complete a diversity training program and a short course on HIPPA regulations prior to conducting field work, internships and/or graduation.

6) Students must be prompt and attend all scheduled onsite instructional periods, and participate regularly in the online components of each course as scheduled, unless permission to miss a particular session has been granted by the course instructor in advance.

Mission

The Masters of Healthcare Administration prepares working professionals to lead toward excellence at the mid to upper-levels of health services management in a variety of organizations (such as community hospitals, managed care organizations, regulatory agencies, outpatient settings) within the health care industry. The graduates will have the skills and knowledge to create a health care system that improves the health of individuals and communities.

Majors

Masters in Healthcare Administration

Requirements for the Major MHA Program (2009-2011)

Fall Semester 2009

MHA 601: Executive Leadership and Ethics (2 credits)
MHA 605: Healthcare Management Strategies (3 credits)
MHA 625: Healthcare Accounting and Finance (4 credits)

Total = 9 credits

Spring Semester 2010

MHA 610: Organizational Behavior in Healthcare Systems (3 credits)
MHA 620: Healthcare Operations Management (3 credits)
MHA 510: Policy, Regulation and Politics of Healthcare (3 credits)

Total = 9 credits

Summer 2010

MHA 650: Health Services Research and Evaluation Methods (3 credits)
MHA 630: Healthcare Finance (3 credits)
MHA 690: Capstone Seminar (1 credit)

Total = 7 credits

Fall Semester 2010

MHA 615: Strategic Planning and Marketing (3 credits)
MHA 635: Managing Information Systems in Healthcare (3 credits)
MHA 550: Quality Management in Healthcare (3 credits)

Total = 9 credits

Spring Semester 2011

MHA 515: Managing Human Resources and Diversity in Healthcare (3 credits)
MHA 640: Legal Aspects of Healthcare (3 credits)
MHA 525: Community Health and Managerial Epidemiology (3 credits)

Total = 9 credits

Summer 2011

MHA 530: Negotiation and Conflict Resolution (2 credits)
MHA 675: Internship or Research Project or Elective (2 credits)
MHA 690: Capstone Seminar (1 credit)

Total = 5 credits

Courses

MHA-510 Policy, Regulation, & Politics of HC

This course examines how health policy and politics at national, state, and local levels influence access to, cost, and quality of healthcare. Students will be introduced to a variety of health issues and related policy concepts and ideas as well as the government institutions, decision-making processes, and political actors which create health policy in the United States. The primary focus of this course will be to familiarize students with the sociopolitical environment influencing national health policy development including coverage of: health care financing, economics, and administration; health system structure; healthcare reform; the role of public opinion and special interest groups; and political leadership. Specific policy issues which substantively influence health services delivery in Oregon also will be discussed. 3 hours. 3.00 credits

MHA-515 Managing Human Res & Diversity in HC

This course focuses on human resources management in healthcare organizations with a strong emphasis on diversity, personnel administration, and labor relations. Students will cover a variety of topics including: recruitment and retention of clinicians; behavioral implications of the legal-regulatory environment; compensation and benefits; economic, cultural and technical forces that affect the management of healthcare employees; conflict resolution; the importance of staff training and career development; and employee morale. The course examines the regulations governing human resources management including occupational safety and health, fair employment practices, wrongful termination, and privacy issues. Students also will learn about organizational theory and behavior, personnel and labor relations laws, and how to analyze human resources/labor relations issues and effectively manage problems and build strong supervisory practices. 3 hours. 3.00 credits

MHA-525 Community Health/Managerial Epidemiology

This course provides students with skills and experience in applying analytical techniques to manage population health. Students will learn epidemiologic concepts, methods, and strategies that can be applied to health planning and healthcare management. The primary focus of the course is on understanding the determinants of health, the measurement of health and disease, cultural beliefs and how they impact community

health, emerging trends and issues in disease patterns, and community health resource allocation. The course also will cover the use of epidemiologic methods and data to make managerial decisions, including the roles and responsibilities of health project managers; risk perception and motivation; crisis management; social marketing and health promotion; and the use of Geographic Information Systems (GIS) in analyzing population health/disease data and supporting health promotion and disease prevention. 3 hours. 3.00 credits

MHA-530 Healthcare Negotiations

This course introduces students to the theory and practice of negotiation and conflict resolution including how to recognize situations that call for bargaining, what the process of bargaining involves, and how to analyze, plan, and implement successful negotiations. Emphasis will be placed on integrating analytical skills, negotiation techniques, and conflict resolution methods into the practice of health care management. Case studies, discussion, and role playing will help students build substantive skills in conflict resolution and negotiations. Students also will learn the overt and covert causes of conflict, the concepts for analyzing disputes, and a variety of methods that can be applied to effectively prevent or resolve conflict. 2 hours. 2.00 credits

MHA-550 Quality Management Healthcare

This course examines the definition of healthcare quality from the perspectives of patients and families, providers, insurers, policy makers, and government regulators, and clarifies the relationship between healthcare quality and organizational performance measurement. Students will be introduced to the rationale for performance management and the role of the governing body of the healthcare organization in ensuring compliance with the standards of regulatory and accreditation organizations. Students also will learn how to apply the various methodologies and tools for measuring quality performance in process and outcomes management, and will understand the importance of statistical applications to measure outcomes and how to apply these applications. 3 hours. 3.00 credits

MHA-601 Intro Leadership in Healthcare & Ethics

This course focuses on leadership styles within organizations, exploring the relationships between different approaches to leadership in a variety of contemporary organizational contexts. Understanding the leadership process and development of self-awareness and skills necessary to lead will be emphasized. Particular attention will be placed on the ethical considerations of the decision-making process and management of major strategic and organizational change initiatives. Students will learn how to grapple with the ethical issues related to administrative and biomedical problems resulting from financial constraints, advances in technology, and the market-driven model of healthcare delivery. Case studies, discussion, role playing, and guest speakers will provide students with fresh insights into the roles, challenges, and critical decision-making skills of executives in regard to such issues as mergers and acquisitions, consolidations, restructuring, practice management, strategic planning, technology use, and e-commerce. 2 hours. 2.00 credits

MHA-605 Healthcare Management Strategies

This course provides an overview of the management strategies that are typically used by healthcare administrators in for-profit and not-for-profit organizations. Students will examine the organizational structure of the various components of the healthcare delivery system including administrative processes such as planning, decision making, evidence-based practice, productivity processes, and continuous quality improvement. Students also will learn to identify strategic issues in complex environments and how to formulate effective responses. Emphasis will be placed on the major issues confronting healthcare administrators today and how to improve resource allocation within the organization to create essential value and quality in service delivery. 3 hours. 3.00 credits

MHA-610 Organizational Behavior HC Systems

This course provides a detailed perspective regarding how healthcare decision makers manage an organization to achieve strategic initiatives and the impact of decision-making on the behavior of people within healthcare organizations. Focus will be placed on the understanding and real-world application of the foundational concepts, principles, and models associated with organizational theory. This course draws on behavioral, social, and organizational sciences to analyze effective administration of healthcare institutions. Topics will include motivation, group behavior, leadership, conflict management, decision-making, power, organizational structure, business ethics, managing change, and communication within organizations. Analytical, integrative, and decision-making skills of students will be developed through case study analysis, discussion and role playing. 3 hours. 3.00 credits

MHA-615 Strategic Planning & Marketing

This course provides in-depth coverage of strategic planning concepts related to the budgeting process, and explains how marketing strategies and tactics emerge from the planning process and provide competitive opportunities for healthcare organizations. The course will focus on basic marketing concepts such as pricing, placement, product, and promotion which are essential to constructing and implementing an effective marketing strategy. Other topics include market research, product strategy, branding, multi-cultural marketing, promotional decision making, and crisis communications. Analysis of concepts central to the creation of competitive planning and marketing strategies will be discussed with special emphasis on the effective measurement of service area needs and social marketing concepts. 3 hours. 3.00 credits

MHA-620 Healthcare Operations Mgmt

This course will explore the applications of operations management theory within the framework of healthcare organizations. Topics to be covered will include: systems theory, waiting lines and queuing theory, quality assurance, project management, facility location and design, health information management systems, work design and productivity, forecasting, and simulation. Focus will be placed on a variety of healthcare delivery system models including hospitals, outpatient treatment facilities, medical-group practices, managed care organizations, and long-term care facilities. Issues regarding supply management, scheduling, productivity, cost performance, and quality assurance also will be discussed. 3 hours. 3.00 credits

MHA-625 Intro Healthcare Accounting & Finance

This course offers an overview of healthcare financial management to build competencies in business and analytical principles, and learn how to keep healthcare organizations financially viable. Basic financial accounting concepts will provide an organization-level understanding of the language, concepts, processes, and key functions of financial management. Managerial accounting principles also will be a focus of the course and include cost accounting, budgeting at the department level, and an understanding of the key role that budget development, budget management, and fiscal control play in ensuring the financial strength of healthcare organizations. Topics will include: an overview of the healthcare system from a financial viewpoint; the healthcare revenue cycle; financial statement analysis; management of working capital; financial literacy; the time value of money and investment decision models; funding sources and debt financing; long-term capital structure; mergers and acquisitions; analyzing financial statements; cost management; legal and regulatory issues; accounting for inflation; and decision

analysis techniques. Students will apply a variety of methods including case study analysis, excel spreadsheet modeling, group problem solving, and the application of a Department Manager's Toolkit to demonstrate competence in concepts and methods. 4 hours. 4.00 credits

MHA-630 Healthcare Finance

This course offers an introduction to and an analysis of selected accounting issues and will provide students with an understanding of the basics of financial and managerial accounting principles and their application to healthcare organizations. The course will build basic knowledge of cost accounting, including full and differential costing techniques, and will focus on management control structures and processes, also addressing topics such as budgeting, reporting, and variance analysis. Particular attention will be given to healthcare accounting practices. By the end of the course, it is intended that non-financial managers of healthcare institutions will understand and appreciate the financial implications of operational and strategic management decision making. 3 hours. 3.00 credits

MHA-635 Managing Information in Healthcare

This course focuses on the critical role of Management Information Systems (MIS) in the planning, operations, and management of healthcare organizations, and is designed to provide students with a macro-level understanding of information technology and how it can be used to gain business and operational efficiencies in healthcare service delivery. Topics addressed will include strategic and project planning for Management Information Systems; HIPAA (Health Insurance Portability and Accountability Act) and other confidentiality requirements regarding patient information; coding and informatics standards; electronic medical records; Internet applications; and the organization of information management functions within healthcare organizations. 3 hours. 3.00 credits

MHA-640 Legal Aspects of Healthcare Management

This course covers a broad range of legal issues relevant to healthcare management and the administrative aspects of laws that are important to organizational managers. It is designed to provide students with insights into how the legal system works, how lawyers analyze problems, and how healthcare administrators interact with the legal system and lawyers. The course will introduce students to a wide range of contemporary healthcare topics including how common medical errors continue to plague the healthcare system and negatively impact the reputations and financial well-being of healthcare providers, organizations, and the health and lives of patients. 3 hours. 3.00 credits

MHA-650 Health Services Research & Eval Methods

This course provides students with a broad understanding of health services research methods and how these can be applied to the healthcare administrator's decision-making processes. Topics covered will include the relevance of research for policy decision-making, the use and application of common measures and statistics used by healthcare administrators, and the application of various research methods to evaluate healthcare programs and population outcomes. Students will learn various theories and research methodologies, understand the foundational elements of social science research, and build the skills necessary to review and participate in health services research and program evaluations in healthcare settings. 3 hours. 3.00 credits

MHA-675 Internship/Capstone Research Project

Upon completion of the MHA Program coursework, students will initiate and complete one of the following: a) an internship under the supervision of a faculty member and a site preceptor; b) a substantive healthcare research or health policy analysis paper under the supervision of a faculty member; or c) a field research project under the supervision of a faculty member and an institutional preceptor when appropriate. 2-4 hours. Internship Internships must take place within a healthcare organization under the supervision of an onsite preceptor. The student, faculty advisor, and preceptor must agree on the selection of an appropriate project which the student must describe in writing and submit to the MHA Program Director, the faculty advisor, and the preceptor for approval. During the internship, students must demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, and the project must demonstrate the application of quantitative and/or financial/analytic skills. A final paper analyzing the internship and the project is required of the student, as well as routine time logs of completed project work within the institution, and a presentation of the project to the organization's senior management, the MHA Program faculty, and fellow students. Healthcare Research or Health Policy Analysis Paper Under the direct supervision of faculty and the approval of the MHA Program Director, students may choose to complete a healthcare research, health management research, or health policy analysis paper of publishable quality. Potential peer-reviewed journals for publication of the paper must be identified in advance by the student, and the research designed, conducted, and reported according to the peer-review standards of one of the cited journals. Students will be required to submit a copy of the journal standards as well as complete and submit a formal research proposal for approval by the faculty and the MHA Program Director. Specific proposal guidelines adopted by the MHA Program will be provided to students for this project. Students also will need to meet all Institutional Review Board requirements established by Pacific University. During the course of the research, students will be required to demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, particularly in regard to research design and methodology. Upon completion of the research, students will be required to present and defend the research before the faculty and fellow students. Field Research Project Students will be afforded an opportunity to conduct a field research project on a specific healthcare management problem in a community or institutional setting. A formal research proposal must be prepared, submitted, and approved by the faculty, the MHA Program Director and the institution involved in the research. Specific proposal guidelines adopted by the MHA Program will be provided to students for this project. Students also will need to meet all Institutional Review Board requirements established by Pacific University. During the course of the project, students will be required to demonstrate that they can successfully apply theoretical knowledge and skills learned through the MHA coursework, particularly in regard to research design and methodology. All projects will be designed collaboratively between students and faculty to round out a student's integrative experience in the MHA Program. Field research projects/papers must be presented to the faculty, the institution or community of research, and fellow students, and defended by the student. 2.00 - 4.00 credits

MHA-690 Capstone Integrative Seminar

This capstone course in the healthcare administration curriculum will focus on the integration of knowledge and the application of theories, models, and techniques from preceding courses to specific strategic issues in healthcare management. This final course will enable students to apply the skills of management to specific situations and scenarios in both the public and private sectors of the healthcare delivery system. Case studies, discussions, and guest speakers will highlight strategic management decision making that involves a variety of topics including population health, social marketing, human resources management, financial planning and operations, health policy and regulation, and health ethics. 1-2 hours. 1.00 - 2.00 credits

Occupational Therapy

Faculty

Debra (Tiffany) L. Boggis M.B.A. Associate Professor of Occupational Therapy Linda A. Hunt Ph.D. Associate Professor of Occupational Therapy Nancy Krusen Ph.D. Assistant Professor, Assistant Professor of Assistant Professor Sandra Pelham-Foster MPA Assistant Professor of Occupational Therapy Sandra Rogers Ph.D. Associate Professor of Occupational Therapy John A. White, Jr. Ph.D. Director, School of Occupational Therapy, Professor/Director of Occupational Therapy

Introduction

GENERAL DESCRIPTION

The School of Occupational Therapy at Pacific University offers a 31 month entry-level Masters 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 in practice settings. Entrance to the program is in the fall semester only; all courses and fieldwork are taken sequentially and completed prior to graduation.

All Level II fieldwork experiences must be completed within the time-frame set by the program, that is, prior to graduation. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board of Certification in Occupational Therapy (NBCOT) as described below.

The curriculum embraces a holistic view of the occupational therapy client and takes as its starting point the belief that the individual's goal-directed use of time, energy, interest, and attention will promote and maintain health. Driven by a profound belief that occupational therapy creates new possibilities for health and well-being, the Pacific University School of Occupational Therapy reflects the philosophy of the profession. That philosophy is that wellness and wholeness proceed from a balanced, integrated interaction with the environment through doing the necessary and meaningful activities of everyday living (i.e., occupations of taking care of one's self, earning a living, contributing to the community, and enjoying leisure).

The faculty of the School of Occupational Therapy seeks to model the practice of the profession by using educational and community environments to actively involve the students in planning, creating, and participating in the learning process. The faculty also encourages development of leadership skills to enhance professional competence and enable students to become active and effective agents of change.

Graduates from the program exceed the defined standards of competence as identified by the American Occupational Therapy Association and are prepared to enter practice with a sound philosophical and theoretical knowledge base, professional and technical skills, and high ethical standards.

Fieldwork Experiences

Direct practical and clinical experiences in community and health care settings are integrated throughout the curriculum. As the student advances through the curriculum, progressively higher levels of performance and responsibility are required. Fieldwork experiences are opportunities to apply academic learning and theory to the practice of occupational therapy in a variety of different settings- hospitals, schools, mental health settings, rehabilitation centers, community health centers, nursing homes, home health programs, social service organizations, non-profit facilities, and business and industrial settings. The School of Occupational Therapy has agreements with many facilities throughout the northwest region, and other parts of the country, and a few international locations, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student's practical experience.

The School of Occupational Therapy's fieldwork program is unique in requiring three Level I (approximately 25 days) and three Level II fieldwork rotations (30 weeks total) occurring within the 31 month curriculum, assuring that students will graduate with effective skills for a wide range of practice settings.

THE PROFESSION OF OCCUPATIONAL THERAPY

Occupational Therapy is the health and human service profession that focuses on human occupation. The term "occupation" may suggest the use of work or vocational activities as therapy, but in fact human occupation encompasses a broader spectrum of activities of daily life (ADL) including taking care of one's self, contributing to the economic and social fabric of the community, and enjoying oneself in leisure or play. Occupational therapy explores how people can live more productively by facilitating their abilities to engage in and perform meaningful daily activities, which in turn, enhances health and quality of life. The occupational therapist uses a rich array of these meaningful daily occupations to adapt, maintain, or improve an individual's ability to achieve self-fulfillment and life satisfaction.

Occupational therapy students and practitioners study how people occupy their time at various ages and developmental stages of life. The occupational therapist considers the individual as a whole being- the integration of mind, body, and spirit. Occupational therapists focus on the achievement of complete physical, mental, social, and spiritual well-being through doing, that is, engagement in meaningful and personally relevant activity or occupation. Based on this focus, the role of the occupational therapist consists of opening the doors of possibilities and opportunities for an individual to do, plan, and create. Through pursuit of, and engagement in, occupation, the individual finds harmony, health, well-being, and adaptation to life circumstances. It is by acknowledging one's capacities and interests, through the process of organizing and occupying time, that one finds greater life purpose and maintains health and well-being. Thus, occupational therapy does not focus on the diagnosis and treatment of individual symptoms or disease, but rather seeks to evaluate capacities and facilitate meaningful intervention based on what people need and want to do. A person's ability to occupy his/her time in a state of physical, social and spiritual well-being facilitates and enhances a natural rhythm of pleasurable-ease (Adolph Meyer, 1922). The occupational therapist assists in empowering individuals to take a

more active role in life, and to exercise greater control in caring for their own health and quality of life.

HISTORY OF THE SCHOOL

Established in 1984, the Pacific University School of Occupational Therapy is the first and only professional occupational therapy school in the state of Oregon. The program was originally accredited in 1986 and has continually grown and developed, transitioning to a Master of Occupational Therapy (MOT) degree in 1997, graduating the first class of MOT students in May, 2000. The School of Occupational Therapy is now one of seven professional graduate programs in the College of Health Professions, formed in 2003, and is located in the Pacific University Health Professions Campus building in Hillsboro, Oregon at 222 S.E. 8th Ave.

ACCREDITED OCCUPATIONAL THERAPY PROGRAM

Successful accreditation of this new graduate entry-level curriculum was attained in August, 2007. This professional entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number in care of AOTA is 301-652-AOTA (2682). The website for AOTA is www.aota.org and more information about ACOTE can be found in the index on the AOTA homepage by clicking the link labeled "Academic Affairs & Accreditation." Upon successful completion of all program requirements and resultant graduation, the graduated student is eligible to take the National Board of Certification in Occupational Therapy (NBCOT) certification examination. The mission of NBCOT is to assure professional competence and skills of occupational therapists in the nation, and the primary means by which this is done is the certification examination. Candidates who pass this examination become Occupational Therapists, Registered (OTR), are certified for practice, and eligible for state licensure, where applicable. Although the NBCOT certification success rate of Pacific graduates is impressively high, Pacific University is not responsible for its graduates' performance on this examination.

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. To assure protection of clients and patients treated by OT students, criminal background checks and drug screenings are completed for all students at the beginning of the school year and as needed thereafter.

CAREER OPPORTUNITIES

Occupational Therapy provides a good career choice for individuals who value a holistic and humanistic approach to health care. According to the Bureau of Labor Statistics, occupational therapy is expected to be one of the fastest growing occupations and offers outstanding employment opportunities. Occupational therapists can choose to practice in a variety of settings and roles: practitioner, administrator, educator, consultant, entrepreneur, and researcher. Employment opportunities for occupational therapists are numerous and varied throughout the United States and in foreign countries and possibilities for emerging and innovative practices are growing rapidly.

Most occupational therapy graduates enter into a practice that entails working directly with people individually or in groups, helping them maintain, enhance, or regain productive meaningful lives through engaging in activities or occupations within the context of family, work and community life. Services are provided through direct, educational or consultative modes of delivery. Practitioners may work with infants and children, adolescents, adults, or the elderly promoting health and or facilitating prevention, maintenance, or restoration of health related to physical, cognitive, social, or environmental issues. Career opportunities exist nationwide and internationally, and in many different settings-hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, and community-based settings such as business, industry, and daycare. Increasing numbers of practitioners are in private practice, and educating students with the skills to develop innovative private practices, is a strength of the Pacific occupational therapy program.

Some occupational therapists serve in the role of an administrator, which would require them to coordinate the activities of an occupational therapy department or a program in a community setting. Responsibilities range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel coordination.

All occupational therapists are educators in that they teach their clients the skills to live healthier lives, however, an occupational therapist may assume the role of an educator in an academic setting in a position such as program director, professor, or instructor. In such a role, the therapist will design courses, teach, and advise students. Most teaching requires an advanced degree, as well as experience practicing occupational therapy.

All health care practitioners are expected to base their practice decisions on sound evidence, and thus are expected to be able to effectively use research skills every day. However, for those who choose the primary role of researcher, the occupational therapist defines problems for investigation and designs research programs to better understand the problem. 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.

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 initial application deadline is in December prior to fall entry, but applications are accepted until the class is filled.

Enrollment in the professional program is limited to 30 students per class and admission is highly selective. A bachelors degree is highly recommended but not required. Students who enter without a bachelors degree are eligible to apply for the Bachelor of Science degree in Human Occupation following completion of their first fall and winter/spring semesters in the professional MOT curriculum (referred to as the 3/3 option for 3 years of undergraduate course work prior to entering the 3 year OT program).

The faculty in the School of Occupational Therapy believes that both academic coursework and life experiences are vital in building a strong foundation to ensure success in the professional program. Students considering admission to the School of Occupational Therapy at Pacific

University should seek both educational and life experiences which provide opportunities for gaining knowledge as well as for developing essential skills and attributes necessary for pursuing an education in the field of occupational therapy.

In reviewing applications, the Committee evaluates:

- Completeness of application forms and the care in preparing their content
- Letters of reference
- Evidence of observations and understanding of the role of occupational therapy services. Observations should be with a variety of clients across the age span and in multiple arenas of practice. Examples include those environments where OT services are provided to individuals who are experiencing occupational dysfunction due to developmental disability, psychosocial-emotional disability, physical disability, as well as to individuals who desire to maintain and sustain health and wellness through occupation.
- Academic performance: all academic prerequisite coursework completed at a "C" grade or higher with a minimum prerequisite coursework GPA of 2.7 required, although a 3.0 or higher is preferred. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

The admission process required for matriculation into the School of Occupational Therapy also requires an on-campus admission process, or an equivalent interview process arranged through the School of OT and Admissions office. This process provides the applicant with an opportunity to assess her/his "fit" with the program and also allows the admission committee to further assess essential skills and traits of the applicant which may or may not have been reflected in the application.

During the application review and during the interview process, the committee looks for evidence of knowledge, skills, and attributes which are deemed necessary for success within the curriculum. Factors considered include, but are not limited to:

- Self-management skills including skills in critical self-assessment of one's own needs and strengths
- Ability to assume responsibility for one's own personal and professional development
- Leadership skills
- General knowledge and interest in the study of human occupation (the way people use their time in self care, work and leisure activities)
- Ability to communicate effectively both verbally and in writing
- Interpersonal skills that include skills in small group interaction, receiving and giving constructive critique, and conflict resolution
- Critical thinking reflected in pursuit of knowledge through systematic inquiry, analysis, synthesis and problem solving
- Ability to articulate personal values and beliefs regarding issues of "health"
- Creativity
- Motivation for pursuing a career in occupational therapy
- Self-confidence

Prerequisites: Coursework and Corresponding Skills

Prior to entrance, applicants must have:

- Acquired a bachelors 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 the 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

A year long series in both human anatomy and human physiology is preferred. A single course combining anatomy and physiology will be reviewed for adequacy. In addition, a physics course (need not be calculus based) or a course in kinesiology is recommended. 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.

Social Sciences: 12 semester hours

These courses should address the individual and group patterns of thought and behavior. Specifically general psychology, abnormal

psychology, and developmental psychology are required. The remaining hours may include courses from the following areas: sociology, anthropology, politics, government, business, and economics.

Completion of these prerequisite courses in human growth and development, preferably across the life-span, and courses which promote an understanding of both normal and abnormal adaptive development at both the individual and group level 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.

Research Methods: 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 is preferred.

Completion of this prerequisite will enable the applicant to 1) examine principles of research design, methodology and analysis, and 2) systematically analyze qualitative and quantitative research.

Humanities: 6 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.

Medical Terminology: A complete sequence or survey course. This need not be taken for credit.

Pacific Core Requirements

The following degree requirements are not covered by prerequisite courses. All applicants must meet these requirements unless the student has (or will have) completed a bachelors degree prior to entrance in to the professional program:

Mathematics: 3 semester hours

Proficiency at an intermediate college 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 Pacific 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. 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.

Applied Arts: 2 semester hours

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 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.

Upper Division: 4 courses taken at the 300 level or above.

Completion of this prerequisite demonstrates the applicant's ability to do higher level academic work.

ADMISSION TO THE RE-ENTRY PROGRAM

The School of Occupational Therapy offers a program of study for therapists who are re-entering the field of practice after a lapse in their professional license (<http://www.oregon.gov/OTLB/index.shtml>, the lapse period is 3 years or more). The program is offered to therapists at the

professional level (OT 639) and at the technical level (OT 439) and includes both didactic and fieldwork components (see catalog course descriptions). Registration typically occurs in July and January for these on-line courses, typically offered in the fall and spring semesters. Enrollment is limited.

Course Transfer

The School of Occupational Therapy does not accept transfer credits.

FINANCIAL AID

The Financial Aid Program at Pacific University, including a summary of the sources and kinds of financial aid available, is described earlier in this catalog. Prospective students are strongly encouraged to seek out and explore scholarship opportunities that may be available to them, as there are many sources of educational scholarships, however, common sources of financial aid for Occupational Therapy students not listed previously are:

The E. K. Wise Loan Program, administered by the American Occupational Therapy Association, is available to women with baccalaureate degrees who are enrolled in an occupational therapy entry level professional program. For further information contact:

The American Occupational Therapy Association, Inc.
Attn: Membership Information Division
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

The National Association of American Business Clubs (AMBUCS) administers scholarships and provides thousands of dollars each year to occupational therapy students. For more information contact:

National Association of American
Business Clubs
(AMBUCS)
P.O. Box 5127
High Point, NC 27262

The American Occupational Therapy Foundation awards scholarships to occupational therapy undergraduate and graduate students, based on their financial need and scholastic ability. For a free brochure on the scholarship program and other sources of financial aid, contact:

The American Occupational
Therapy Foundation
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

ACADEMIC STANDARDS

Good academic standing in the School of Occupational Therapy is defined as:

- 1) satisfactory academic performance;
- 2) sound practice skills;
- 3) adherence to University and School rules and procedures;
- 4) behavior that leads to professional competence and positive interpersonal and professional relations; and
- 5) appropriate professional/ethical conduct and attitudes.

Students receive feedback regularly in these five areas from academic advisors each semester.

Academic Performance and Development of Practice Skills

To maintain good academic standing and to progress adequately in the development of practice skills (which refer to performance in both academic and fieldwork courses), students must attain a grade of "C" (or better) or a "Pass" in all OT coursework and also must maintain a minimum semester and cumulative grade point average (GPA) of 2.7 for all graded OT coursework. A grade of "C-" (or lower) or No Pass (NP) in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Failure to maintain minimal GPA required will result in academic standing review (see Academic Standing Procedures below). A "Pass" (P) in any coursework is not calculated into the student's GPA. A minimum of 2.7 cumulative GPA is required in order to graduate from the program. Grading methods are clearly outlined within each course syllabus.

Compliance with School Rules/Procedures

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term.

Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize the student's academic standing in the School of Occupational Therapy and may constitute grounds for academic warning or probation, or dismissal from the program. In addition, failure to maintain requirements and provide documentation for immunizations, TB screenings, CPR, and First Aid according to the School of Occupational Therapy guidelines will result in academic standing review (see Academic Standing Procedures below). Students may not attend class until all documentation is current.

Professional/Ethical Conduct

The School of Occupational Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, Pacific University Code of Student Conduct, the most current AOTA Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy practitioners. Students must demonstrate behavior that leads to professional competence and positive interpersonal and professional relations. Demonstration of behavior that is clearly unprofessional or that does not lead to positive interpersonal and professional relations is considered evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for academic standing review (see Academic Standing Procedures below).

In cases of flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct, a student may be removed from the program without previous warning.

It is expected that students become familiar with and adhere to the conduct guidelines and regulations further outlined in the University's Student Handbook (<http://www.pacificu.edu/studentlife/handbook/index.cfm>), as well as the School of Occupational Therapy Student Handbook. Students will need to undergo a criminal background check in order to be able to participate in fieldwork or practice in certain settings.

Time Limit for Completion of Degrees

All work for degrees (including transferred credits, major projects, fieldwork, and examinations) must be completed within a period of five calendar years.

Academic Standing Procedures

A student's academic standing may be jeopardized by any 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; or
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

School faculty meet to evaluate academic progress and identify the status of each student at midterm and at the end of each grading period. Student status is identified and described as any one of the following:

ACCEPTABLE. Student demonstrates:

1. satisfactory progress in academic performance;
2. satisfactory progress in the development of sound practice skills;
3. adherence to University and School rules and procedures;
4. development of behaviors leading to professional competence and positive interpersonal and professional relations; and
5. appropriate professional/ethical conduct and attitudes.

OF CONCERN. Student demonstrates behaviors which are of concern to faculty that may limit continued successful academic progress in any of the 5 academic standing areas defined. A student may be provided with a "notice of concern" if a course instructor, fieldwork supervisor, or academic advisor has concerns about the student's performance in any of the academic standing areas defined. A notice of concern is designed to bring the student's attention to an issue (e.g. less than acceptable professional behavior, falling academic performance) so that the student may address and improve performance in the area of concern and thus avoid receiving an academic warning or higher level of academic standing.

ACADEMIC WARNING. An official "warning" may be given for any one of the following:

- Semester GPA at or below 2.7;
- Continued prevalence or increased frequency of previously cited areas of concern; or
- Failure to comply with School/University rules or procedures or professional /ethical behavior at a level of greater concern.

ACADEMIC PROBATION. A student is placed on academic probation for any one of the following:

- Semester GPA below 2.7 for more than one semester at any time during academic program;
- Cumulative GPA below 2.7;
- Failure to meet the terms of an action plan designed as the result of an academic warning; or
- Lack of compliance with School/University rules or procedures or inappropriate professional/ethical conduct at a level of greater magnitude than that considered to warrant a "warning".

DISMISSAL. A student will be dismissed from the program due to:

- Receipt of a C- or below for a course grade, or a NP (No Pass) for any requirement, course or fieldwork experience;
- Cumulative GPA below 2.7 for more than one semester at any time during the academic program;
- Academic probation status for more than one semester at any time during the academic program;
- Failure to meet the terms of an action plan designed as the result of an academic probation; or
- Flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct.

Students are given regular feedback on their progress in the program at least once each semester. Faculty and fieldwork educators evaluate students' academic performance, practice skills, and professional development and behaviors as demonstrated in the educational and fieldwork environment according to standards set forth in the University Catalog, the School of Occupational Therapy Student Handbook, and the AOTA Code of Ethics. Such evaluations occur throughout a student's enrollment in academic and fieldwork courses. Additionally, at least once a semester, each student meets with his or her School academic advisor to receive feedback regarding his or her overall academic standing and performance. This formally scheduled advising session is also intended to identify potential academic difficulties or strengths for a student and to identify those students whose academic standing may be at risk of academic warning or probation due to failure to meet program requirements. Identification of difficulties or risk factors serious enough to lead to academic warning or probation results in the development of a plan of action.

In the case of an "academic warning" or "probation" status, the academic advisor and student collaborate in designing an action plan which will eliminate risk factors and facilitate acceptable performance. An action plan will include behavioral outcomes, time-lines and responsibilities of appropriate parties. The action plan will be signed by each of the following: the student, academic advisor, and program director, and will be used as a guide for remediation.

In the case of academic warning, academic probation, or dismissal from the program, the following procedures are utilized:

1. The course instructor, supervisor, and/or academic advisor sends written notice to the Program Director of the unsatisfactory performance demonstrated by the student. A copy of the written notice is sent to the student.
2. The Program Director brings the issue to the faculty at large within two calendar weeks of receipt of the written notice. The faculty determines the student's status for continuing in the program.
3. Students placed on either "academic warning" or "probation" will receive formal written notification outlining the reasons for warning or probation and expectations that must be met in order for the student's academic status to be returned to "acceptable."
4. The academic advisor meets with the student to review the student's academic performance and inform the student of the faculty's decision regarding the student's academic standing. The student and academic advisor collaborate to develop a written action plan for remediation that is then submitted to the faculty for approval.
5. Once the action plan is approved by the faculty, then the student, Program Director, and Academic Advisor all sign the plan of action and place a copy in the student's academic file.
6. A student who is on probation and who fails to meet the terms of the action plan may be dismissed from the program.
7. There may be times when extenuating circumstances warrant an exception to the procedures outlined above. Request for modifying the action plan procedures must be made to, and approved by, the Program Director and full time faculty.

There may also be exceptional circumstances where the first action taken by faculty will be to terminate the student.

8. A student may appeal a decision of the School's academic standing procedures through the College of Health Professions Standards and Appeals Committee. Appeals must be filed with the Director's office within 10 days of notification of the original action. The student is not allowed to attend class until he or she has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee according to governing policies.

9. During the appeals process the student has the right to consult with an advocate. The Associate Dean for Graduate & Professional Students can serve as a student's advocate, or can assist a student identify another person to act as their advocate.

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.

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.

Mission

The School of Occupational Therapy educates students who integrate the art and science of occupational therapy and creatively collaborate with clients to improve health and participation in life. Through active engagement in diverse learning opportunities in the classroom and community, students graduate as competent, ethical practitioners who incorporate best evidence to guide current practice and advance emerging practice. Thus, graduates of the program promote health and well-being through engagement in therapeutic occupations (everyday life activities) that enhance quality of life for persons in the communities where they live, work, and play.

Our Philosophy:

The ultimate goal of an occupational therapy education is to prepare occupational therapists to serve people to participate in the full range of life's everyday activities, or occupations that we believe will lead to improved health and well-being. Students in the School of Occupational Therapy collaborate with faculty to shape their student- and learning-centered educational experience in a way that helps them understand the elements of client-centered OT practice. The educational process is directed to equipping the professional student with a full repertoire of skills, a comprehensive knowledge base, and advanced critical thinking abilities with which to provide excellent and relevant services to their future clients and promote occupational justice for all. Occupational injustice occurs when people do not have equal opportunities to pursue meaningful and healthful occupations due to economic, political, geographical, or other constraints. Occupational therapists increase occupational justice when they empower individuals, communities, or governments to improve opportunities for people to do those occupations that will enhance their health, satisfaction, and meaning in life and is accomplished through many means such as advocacy, work for social justice, education, and public health promotion.

A primary belief within the School of Occupational Therapy is that in order to effectively address the complex problems and challenges facing people living in today's world, health service providers, and occupational therapists in particular, need to practice from an integrated base of knowledge. An integrated practitioner blends empirical knowledge of traditional sciences with the humanistic knowledge from behavioral, social, and philosophical disciplines for holistic practice. Students also are provided with an in-depth understanding of occupation in order to apply this most unique and powerful tool for promotion of health and well-being as the essential tool of occupational therapy. With this unique and complementary knowledge base, the student will also consider the person's mind, body, and spirit needs, particularly the spirit for action through occupation, that supports the whole human experience for optimal living and doing.

It is increasingly evident that optimum attainment of health and well-being occurs best with active engagement of the client in the therapy process. Likewise, learning occurs best with active involvement of the learner. The School of Occupational Therapy curriculum immerses the student in active learning experiences throughout the curriculum that culminates with extensive full-time fieldwork experiences (more than 30 weeks) in which the student is mentored and guided into the field by practicing occupational therapists. As opportunities for fieldwork and practice increasingly include work with clients from diverse backgrounds, the curriculum assures the student will build a solid foundation of cultural competence and ethical reasoning.

Once the student has demonstrated competence in classroom and fieldwork courses, she or he develops projects that create innovative occupational therapy service plans and that envision creative future practices. These advanced projects are designed to address the needs of individuals or groups who typically would not have the option of occupational therapy services, yet are likely to benefit from an enhanced knowledge and role of occupation in their lives. In the program, students learn that there are many ways to achieve positive change, not only in the lives of their clients through effectively applied therapeutic occupation, but also how to improve society and health delivery systems through leadership and advocacy for occupational justice.

Goals

The learning process within this curriculum weaves together multiple levels of knowledge, skills, and abilities which shall, upon completion of the curriculum, enable the student to achieve these general outcome objectives:

1. Reason from a sound philosophical base, while practicing both the art and science of occupational therapy, to provide quality services in a variety of practice environments
2. Demonstrate the use of occupation in the maintenance, restoration, and promotion of health and wellness in environments of self-care, work, education, play, leisure, and social participation with individuals across the age span.
3. Demonstrate the values, personal and professional ethics, and commitment to lifelong learning that are necessary to serve society and achieve fulfillment in ever-changing environments.
4. Use professional and community leadership skills to promote the continuous evolution of quality health care within diverse social, cultural, political, and institutional environments.

5. Promote understanding of the unique efficacy of occupation as a means of maintaining health in the community at large.
6. Use and contribute to the body of knowledge related to the study of human occupation and the practice of occupational therapy.

Majors

Occupational Therapy

The Pacific University occupational therapy program consists of six semesters and summer terms of didactic and fieldwork education, requiring some course or fieldwork during the summer months. The description below provides a semester-by-semester list of the courses and the number of semester credits associated with each course. The next section provides a brief description of each course in the curriculum. Successful completion of all courses and fieldwork is required to earn the master's degree in occupational therapy (MOT) granted by the University.

Requirements for the Major

2009-2010 COURSES IN THE MASTER OF OCCUPATIONAL THERAPY CURRICULUM

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.

Fall Semester:

OT 400 Foundations of Occupation and Occupational Therapy 4
 OT 407 Occupational Therapy Process with Younger Children 5
 OT 416 Occupational Analysis 4
 OT 418 Scholarship and Evidence-Based Practice I 3
 OT 419 Seminar I: The Profession of Occupational Therapy 1

 TOTAL 17 credits

First Year

Winter-Spring- 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.

OT 422 Level I-A Fieldwork 3
 OT 436 Seminar II: Leadership and service 1
 OT 432 Therapeutic Approaches for Client-Centered Practice 4
 OT 433 Occupational Therapy Process with Older Children and Adolescents 3
 OT 434 Occupational Therapy Process with Adults: Psychosocial Challenges 4
 OT 435 Occupational Therapy Process with Adults: Physical Challenges 4

 TOTAL 19 credits

First Year

Summer Semester

OT 423 Level I-C Fieldwork 1
 OT 437 Standardized Assessments in Client-Centered Occupational Therapy 3
 OT 438 Occupation and Adaptation for People Experiencing Disabilities 3

 TOTAL 7 credits

Second Year

Fall Semester

Prerequisites

Prior to enrolling in second year fall classes, students must attain a bachelor degree, must successfully complete all first year coursework and be advanced to the second year by approval of the School of Occupational Therapy faculty.

OT 522 Level I-B Fieldwork 2
OT 523 Level I-B Fieldwork Seminar 1
OT 530 Occupational Therapy Process with Older Adults 4
OT 531 Occupational Therapy Process with Adults: Neurological Challenges 4
OT 532 Management of Occupational Therapy Services 3
OT 533 Scholarship and Evidence-Based Practice II 3

TOTAL 17 credits

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.

OT 628 Seminar III: Fieldwork Preparation 1
OT 621 Level II-A Fieldwork 10
OT 629 Fieldwork II-A Seminar 1
OT 622 Level II-B Fieldwork 10
OT 624 Fieldwork II-B Seminar 1

TOTAL 23 credits

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.

OT 623 Level II-C Fieldwork 10
OT 627 Fieldwork II-C Seminar 1
OT 631 Seminar IV: The Reflective Practitioner 1
OT 634 Advanced Topics in Occupational Therapy 2

TOTAL 14 credits

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.

OT 630 Advanced Occupational Therapy Process with Children 3
OT 632 Evidence-Based Practice in Current Settings 3
OT 633 Enacting Innovative Practice 4
OT 634 Advanced Topics in Occupational Therapy 1
OT 635 Visionary Occupational Therapy Program Development 3

TOTAL 14 credits

TOTAL CREDITS REQUIRED: 111

Courses

OT-400 Foundations of Occupation & Occ Therapy

Exploration and study of human occupation, examining the relationship between a person's engagement in occupation and his or her well-being. Includes overview of OT history, philosophy, use of theory to guide practice, and understanding of the role occupation plays in the delivery of OT services. 4 credits. 4.00 credits

OT-407 OT Process with Younger Children

Evaluation and intervention with younger children through age 10. Includes focus on childhood, parenting, and family development, including neuroanatomical and neurophysiological client factors and application to provide OT services that promote children's abilities to participate in

daily life activities. (lecture, lab) 5 credits. 5.00 credits

OT-416 Occupational Analysis

Focuses on exploring a wide array of occupations (ADL, IADL, education, work, play, leisure, social participation) and developing skills to analyze the person-environment-occupation interaction, as well as the therapeutic communication and interview skills needed to collaboratively assess occupational performance. (lecture, lab) 4 credits. 4.00 credits

OT-418 Scholarship & Evidence-Based Practice I

Focuses on developing an appreciation for, and skills in, professional writing and presentations. Includes overview of quantitative and qualitative research methods to support ability to implement evidence-based practice in an integrated practice, and skills for referencing disease conditions. 3 credits. 3.00 credits

OT-419 Sem I: The Profession of OT

Focus on understanding and development of attributes to support what it means to be a professional and professional graduate student as an evolving OT practitioner, with an exploration of ethics in the profession. 1 credit. 1.00 credits

OT-422 Level I-A Fieldwork

Fieldwork experience in different settings in which OT practitioners provide services, primarily to observe and appreciate the diversity of approaches used by OT practitioners. Includes seminar to reflect on experience. Pass/No Pass. 3 credits. 3.00 credits

OT-423 Level I-C Fieldwork

Fieldwork experience in select settings in which primarily psychosocial services are provided, to apply theories and techniques to practice in assessment and individual and group interventions. Includes seminar sessions to reflect on experience. Pass/No Pass. 1 credit. 1.00 credits

OT-432 Therapeutic Appr for Client Ctrd Practic

Exploration of, and skill development with, therapeutic methods to enhance collaborative process during evaluation and intervention, advanced occupational analysis and adaptation of person-environment-occupation interaction. Includes a major focus on developing/implementing therapeutic OT groups. (lecture, lab) 4 credits. 4.00 credits

OT-433 OT Process With Older Children and Adol

Evaluation and intervention to promote participation in daily life for older children and adolescents. Includes understanding and application of human and family development and OT frames of reference to guide OT process. (lecture, lab) 3 credits. 3.00 credits

OT-434 OT Process Adults:Psychosoc Challenge

Evaluation and intervention to promote participation in daily life for adults experiencing psychosocial conditions. Includes understanding and application of frames of reference to address psychosocial issues affecting participation in occupations and in society. (lecture, lab) 4 credits. 4.00 credits

OT-435 OT Process Adults: Physical Challenges

Evaluation and intervention to promote participation in daily life for adults with challenges arising from various physical conditions. Includes focus on understanding human movement and development through anatomy and kinesiology content, with application in context of promoting ability to engage in daily life activities. (lecture, lab) 4 credits. 4.00 credits

OT-436 Seminar II: Leadership & Service

Exploration of OT practitioners' roles and responsibilities, particularly in regard to leadership and service to society and development of clinical reasoning. 1 credit. 1.00 credits

OT-437 Std Assessments in Client-Centered OT

Skill development to select, appraise, administer and interpret standardized assessments commonly used in OT settings for persons across the lifespan. Includes in-depth exploration of psychometric properties and application to evidence-based practice. (lecture, lab) 3 credits. 3.00 credits

OT-438 Occ/Adap People Experiencing Disability

In-depth exploration of the relationship between occupation and adaptation, focusing on the personal stories of people who experience a disability in today's society. Includes an exploration of advocacy, policy, law, and the social construct of disability. (lecture, lab) 3 credits. 3.00 credits

OT-439 OTA Re-entry to OT Practice

Didactic and fieldwork experiences to support the occupational therapy assistant who has been out of practice for three or more years, to re-enter practice and regain an Oregon license to practice. Course provides information on, and application of, current OT theory, practice, terminology, and evidence-based practice, and includes an 80 hour supervised fieldwork experience. May be repeated once for credit. Pass/No Pass. 2 credits. 2.00 credits

OT-456 Individual Study in OT

A method of learning and plan for evaluation must be filed and approved before registration for individual study course work is allowed. Elective. 0.00 - 1.00 credits

OT-522 Level I-B Fieldwork

Fieldwork experience in settings where adults experience occupational challenges secondary to a range of human conditions (physical, mental, and developmental). Pass/No Pass. 2 credits. 2.00 credits

OT-523 Level I-B Fieldwork Seminar

Reflection and integration of fieldwork experience with academic coursework, designed to further explore and understand the multiple roles of

occupational therapy practitioners within current practice settings and the development of clinical reasoning. Taken concurrently with OT 522 Fieldwork Level IB. Pass/No Pass. 1 credit. 1.00 credits

OT-530 OT Process With Older Adults

Evaluation and intervention to promote participation in daily life for older adults. Includes understanding of lifespan development, focusing on how the aging process affects participation in daily roles and occupations, and application of health and wellness promotion for older adults. (lecture, lab) 4 credits. 4.00 credits

OT-531 OT Process With Adults: Neurological

Evaluation and intervention to promote participation in daily life for adults experiencing neurological conditions. Includes further exploration and application of neurological sciences and incorporating principles of motor learning and neurorehabilitation. (lecture, lab) 4 credits. 4.00 credits

OT-532 Management of OT Services

Basic introduction to the principles of development, delivery, and management of OT services and personnel in the context of current health care systems, focusing on factors and methods to develop and manage innovative OT services. 3 credits. 3.00 credits

OT-533 Scholarship Evidence Based Practice II

Application of evidence-based practice principles to effectively analyze and synthesize professional literature to identify best-practices. Additional concentration on enhancing abilities to produce scholarly publications. 3 credits. 3.00 credits

OT-610 Tutorials/Independent Study

Focused study in OT practice areas of interest. Pass/No Pass. 2 credits. 2.00 credits

OT-621 Level II-A Fieldwork

Ten week full time experience in programs in which people seek services when occupational dysfunction occurs. Pass/No Pass. 10 credits. 10.00 credits

OT-622 Level II-B Fieldwork

Ten week, full time experience in programs in which people seek services when occupational dysfunction occurs. (taken during summer). Prerequisites: successful completion of second year coursework. 10 credits. 10.00 credits

OT-623 Level II-C Fieldwork

Ten week, full time experience in programs in which people seek services when occupational dysfunction occurs. Pass/No Pass. 10 credits. 10.00 credits

OT-624 Fieldwork II-B Seminar I

Analysis of critical reasoning process used in the provision of services during OT 622. Taken concurrently with OT 622. Pass/No Pass. 1 credit. 1.00 credits

OT-627 Fieldwork II-C Seminar

Analysis of critical reasoning process used in the provision of services during OT 623. Taken concurrently with OT 623. Pass/No Pass. 1 credit. 1.00 credits

OT-628 Seminar III: Fieldwork Preparation

Preparation for the transition from academic coursework to full-time Level II fieldwork education, focusing on critical reasoning skills and professional responsibilities. Pass/No Pass. 1 credit. 1.00 credits

OT-629 Fieldwork II-A Seminar

Integration of academic coursework with fieldwork practice, focusing on clinical reasoning skills during fieldwork experience. Taken concurrently with OT 621. Pass/No Pass. 1 credit. 1.00 credits

OT-630 Advanced OT Process With Children

Evaluation and intervention with children, applying evidence-based clinical reasoning using various frames of reference with emphasis on the role of family in supporting children's occupational development and participation. 3 credits. 3.00 credits

OT-631 Seminar IV: The Reflective Practitioner

Reflection on previous fieldwork experiences to promote best practices in future fieldwork and practice settings with a focus on clinical and professional reasoning. 1 credit. 1.00 credits

OT-632 Evidence Based Practice Current Settings

Application of an evidence-based approach to the development of research case studies based on students' experiences during their previous Level II fieldwork rotations. 3 credits. 3.00 credits

OT-633 Enacting Innovative Practice

Collaboration between students, faculty, and community practitioners to create and implement an innovative OT project in the community. (lecture, lab) Pass/No Pass. 4 credits. 4.00 credits

OT-634 Advanced Topics in Occupational Therapy

A series of sessions focusing on specialty skills for selected practice areas (e.g., neurorehabilitation, ergonomics, psychiatric rehabilitation, school-based practice, hand therapy, sensory processing). Pass/No Pass. (lecture, lab) 3 credits. Effective Fall 2010 this course will be taught in Fall for 2 credits and Spring for 1 credit for a total of 3 credits. 3.00 credits

OT-635 Visionary OT Program Development

Application of program development principles and methods to explore, envision, and propose creative models of OT services within various community settings. 3 credits. 3.00 credits

OT-639 OT Re-entry to OT Practice

Didactic and fieldwork experiences to support the occupational therapist who has been out of practice for three or more years, to re-enter practice and regain a state license to practice. Course provides information on, and application of, current OT theory, practice, terminology, and evidence-based practice, and includes an 80 hour supervised fieldwork experience. May be repeated once for credit. Pass/No Pass. 2 credits. 2.00 credits

OT-650 Level II-D Elective Fieldwork

Optional fieldwork in which student arranges special mentorship and experience in specialized setting or area in which student seeks additional fieldwork education. Additional fee required. May be repeated for credit. Pass/No Pass. 2-10 credits. 2.00 - 10.00 credits

OT-656 Independent Study

Intended for advanced independent study work. A method of learning and plan for evaluation must be filed and approved before registration for individual study course work is allowed. Elective. 1-12 credits. 1.00 - 12.00 credits

Pharmacy

Faculty

Ann Stout BS Pharm. Director for Experiential Education, Director/Assistant Professor of Pharmacy

Introduction

DEPARTMENT INFORMATION

The School of Pharmacy offers a 3-year professional curriculum leading to the Doctor of Pharmacy degree (Pharm.D.). Students attend the program on a year-round basis. The curriculum is composed of two didactic years followed by one clinical clerkship year. During the first two academic years, students spend one day every other week in a patient care/pharmacy setting gaining experience that supports the classroom material. The curriculum is based on a modified-block design that allows the sequential delivery of courses rather than the more traditional method of teaching multiple courses at the same time. Students are not assigned letter grades in the curriculum but are instead assigned either a "pass" or "no-pass" based on achievement of 90% of stated competencies. Students are assessed every two weeks during the first 2 years of the curriculum. Students who do not achieve the necessary level of competency are given opportunities for extended learning. Extended learning opportunities follow each exam and during a dedicated period in the summer.

The curriculum places an emphasis on integration of knowledge, critical thinking, and utilization of evidence based principles.

ACCREDITATION

The Accreditation Council of Pharmacy Education (ACPE) Board of Directors granted Pre-Candidate status in June 2006 and a Candidacy site visit was performed in February 2007. The ACPE Board of Directors granted Candidate status to the School in June 2007, allowing the students to license in any state upon graduation.

Information on the accreditation process can be found on the Council's website at www.acpe-accredit.org. Full accreditation for the School of Pharmacy can only be granted by ACPE after the graduation of the first class in May of 2009. An on-site evaluation visit for full accreditation has been scheduled for spring of 2009. Full Accreditation is expected in the spring of 2009.

Pacific University received regional accreditation from the Northwest Association of Schools and of Colleges and Universities (NASC), Commission on Colleges and Universities, in 1929. In 1945 the University requested permission and received approval from NASC to offer the doctoral degree. Pacific University is fully accredited by the Northwest Commission on Colleges and Universities, which until the year 2003 was part of NASC. The University was fully reviewed and was granted accreditation by the Commission in 2007.

PROGRAM INTRODUCTION

The pharmacist is an integral member of an interdisciplinary health care team focused on improving health care outcomes of patients. As the leading source for accurate and timely drug information, the pharmacist contributes to patient safety, alleviation of symptoms, prevention of disease, and reduced health care costs. Pharmacists can choose to work in a wide variety of professional settings. Although the majority of pharmacists work in community pharmacies (independent or chain), many other opportunities exist in hospital, industry, nursing home, managed care, home infusion, and academic settings.

ADMISSIONS PROCESS

Applicants to the program are required to apply on-line through Pharmacy College Application Service (PharmCAS): www.pharmacas.org. Applicants must also complete Pacific University's Supplemental Application. The supplemental application may be downloaded on-line at www.pacificu.edu/admissions/applications/index.cfm or requested from the Admissions Office of Graduate and Professional Programs. The priority deadline for the PharmCAS and supplemental application is September and the final deadline is December. Admission is highly competitive and selective and enrollment to the School of Pharmacy is limited. To be eligible for admission, students must meet prerequisite requirements by the date of enrollment. First-time pharmacy student admission is offered only into the first professional year. Due to the 3-year modified block curriculum, the School will evaluate students who wish to transfer on a case-by-case basis and will conduct a student interview. Please refer to the [School of Pharmacy Admissions webpage](http://www.pacificu.edu/pharmd/admissions/index.cfm) for updated priority and final application deadlines.

Based on the review of applications by the School of Pharmacy Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess skills which may not be reflected in the application. In the interview, consideration is based on knowledge of the profession, motivation toward a career as a Pharmacist, ability to think clearly and logically, writing skills, self-confidence, professionalism and verbal expression of ideas.

Interviews will be held in November - February. Applicants are interviewed by one A) admissions committee member B) School of Pharmacy faculty or C) current Pacific pharmacy student and one local/regional pharmacist.

The School of Pharmacy Admissions Committee considers the following factors in the selection process:

- Strength and breadth of academic record
- Type and depth of prior health care experience, specifically pharmacy experience
- Strength of written letters of recommendation
- Content, completion, and neatness of application forms
- Quality of writing ability as demonstrated by personal narrative and current issue essays

- Understanding of the pharmacy profession
- Quality, quantity and type of community activities
- Strength of on-campus personal interview

The School of Pharmacy does not require the applicant to take a standardized examination (i.e. Pharmacy College Admissions Test (PCAT)) to be eligible for admission.

REAPPLICATION PROCEDURES

Students reapplying to the School of Pharmacy in subsequent years must fill out a current application form and submit all requested information, including official transcripts for all work completed since the last application. The student should provide evidence that any deficiencies noted on the last application have been addressed. It is required that the student reapplying for admissions submit an essay outlining steps taken to strengthen the application.

PREREQUISITE COURSES

The applicant must complete a minimum of 62 semester hours of pre-pharmacy study in an accredited college or university in the United States. Applicants must achieve a minimum of 2.7 on a 4.0 scale, or its equivalent, and have received a grade of "C" or better in all prerequisite courses. Courses taken pass/fail or by correspondence will not be accepted. Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major courses will be unacceptable in meeting the requirements. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course. While a bachelor's degree is not required in order to apply to the Pharm.D. program, it can make an application more competitive.

It is recommended that all required science coursework be completed within seven calendar years of the time of application to the program. The applicant must report all coursework completed and failure to reveal educational history will forfeit eligibility for admission. All materials submitted to Pacific University for admission become the property of the University and will not be returned or released.

- Biological Sciences - 16 semester hours or 24 quarter hours
- General Biology with Lab: 8 sem hours/12 quarter hours
- Microbiology: 3 sem hours/3 quarter hours
- Human Anatomy and Physiology with Lab: 8 sem hours/12 quarter hours
- Chemistry - 16 semester hours or 24 quarter hours
- General Chemistry with Lab: 8 sem hours/12 quarter hours
- Organic Chemistry with Lab: 8 sem hours/12 quarter hours
- Physics - 3 semester hours or 4 quarter hours
- Physics with Lab: 3 sem hours/4 quarter hours
- Mathematics - 3 semester hours or 4 quarter hours
- Calculus: 3 sem hours/4 quarter hours
- English Composition - 6 semester hours or 8 quarter hours
- Must include 3 semester hours of a composition course
- Speech/Communication/Debate - 3 semester hours or 3 quarter hours (one course)
- Psychology - 3 semester hours or 3 quarter hours
- Introduction or Abnormal Psychology
- Economics - 3 semester hours or 3 quarter hours
- Micro or Macro Economics
- Social/Behavioral Sciences - 3 semester hours or 3 quarter hours
- Humanities/Fine Arts - 3 semester hours or 3 quarter hours

CLINICAL EDUCATION FACILITIES

The School has affiliations with hospital pharmacies, managed care pharmacy organizations, community pharmacies (chain and independent), ambulatory clinics, long term care facilities, home infusion pharmacies, mail order pharmacies, industry, etc. While most facilities are located within Oregon, sites outside Oregon are included to enrich and strengthen the clinical educational program. Clinical sites will be continually added in order to provide variety and quality to the clinical experiences.

Requirements for Clinical Rotations are:

- 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 School will assist the student with locating housing when possible.
- Students are encouraged to locate potential clinical rotations sites; however, the administration of the School reserves the right to make final decisions regarding clinical rotation assignments.
- Electronic communications will be incorporated and students will be expected to communicate electronically with faculty and classmates during clinical placements.

FINANCIAL AID

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and types of financial aid, is found earlier in this catalog.

TUITION, FEES AND EXPENSES

Students are responsible for making payments of all fees and charges in accordance with one of the University's payments options. All payments must be made in U.S. currency. After notice of acceptance, a non-refundable tuition deposit of \$1000 is required of students enrolling in the School of Pharmacy.

Additional expenses students can expect during enrollment in the School include those associated with experiential travel, books, equipment, student government and living.

ACADEMIC STANDARDS, POLICIES AND PROCEDURES

Financial Responsibilities

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the program.

Licensing Requirements -

Students must be eligible to obtain a Pharmacy Technician license and Intern license in order to enroll in the School. Students are encouraged to access the Oregon Board of Pharmacy at <http://www.oregon.gov/Pharmacy/index.shtml>

All students must maintain an active Oregon pharmacy technician license while enrolled at the School [Intern License after the first professional (P1) year]. A copy of this document must be provided to the Academic Coordinator for Introductory Experiential Education, who is responsible for tracking student adherence with this policy. Revocation or expiration of said license precludes students' ability to participate in experiential activities. Students may, at the discretion of the School, be required to obtain and maintain a Washington State Technician License.

During the third year, students are required to obtain and maintain appropriate licensure in each state in which their experiential rotations occur. Students must submit proof of licensure to the Director of the Experiential Program administration prior to beginning any rotation.

Method of Evaluation of Student Progress

Progression of students toward achievement of programmatic and block outcomes is frequently monitored using various methods of assessment. However, formal summative examinations for the purposes of communicating whether or not a student has passed a particular set of competencies are scheduled regularly throughout the academic year. In addition to the examinations scheduled throughout the academic year, students are required to take a cumulative End of Year Examination (EYE) at the conclusion of each year. The School's administration reserves the right to employ additional assessment tools within or at the conclusion of each year.

Records of Student Performance

Pacific University School of Pharmacy uses a "Pass" / "No Pass" system of recording student achievement. The faculty of the School has set the standard of achievement for each student at 90%. Therefore, in order to receive a "Pass" (designated as "P" on the transcript), a student must achieve a score of 90% or more on each examination.

Extended Learning

If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% in order to progress to the next academic year. An "N" (no pass) will appear on the student's transcript until the examination is successfully completed. Students who do not pass may be required to attend a mandatory review session both on the day of the original examination and on the scheduled reexamination day. The review session will be followed by a reexamination on the reexamination day. If a student does not successfully achieve the desired set of competencies following reexamination, the student will be required to attend summer extended learning. The student will be assessed again on those competencies. Duration, scheduling, and other requirements for summer extended learning will be determined by the block faculty in conjunction with the Assistant Dean for Academic Affairs and Assessment and with the approval of the Dean. Summer extended learning is considered to be a part of the regular educational process and as such, the School will not charge additional fees or tuition for summer extended learning.

Attendance at Instructional Periods, Examinations, and Extended Learning

Attendance is required at all scheduled instructional periods and all scheduled examinations and reexamination periods. Absence from scheduled examinations or reexaminations is permitted only under the following conditions:

1. Student illness when accompanied by a physician's note describing the illness;
2. A personal emergency or emergency in the student's immediate family (i.e., parent, guardian, spouse, child, or sibling of the student) such as death, hospitalization or other emergency situation. In this case, the student must contact the examination leader or the Assistant Dean for Academic Affairs and Assessment, who shall consider the request and determine whether an excused absence is warranted; or,
3. Attendance at professional meetings, provided that the absence has been pre-approved by the Assistant Dean of Student Affairs at least two weeks in advance. If an absence from a scheduled examination or reexamination is excused, the student will be assessed at a time set by the block coordinator. Students with excused absences will be given the same examination opportunities as students who were present at the examination or reexamination. However, because the student could not participate in the team examination, the student will not be entitled to receive team points. Working with the student, the block coordinator will arrange for the student to take the examination as soon as possible following the student's return to school. Every effort should be made to schedule the makeup examination so that it does not jeopardize the

student's performance on other scheduled examinations. The date and time of the makeup examination will be communicated to the Assistant Dean for Academic Affairs and Assessment and may or may not be scheduled for regular school hours.

If an absence from a scheduled examination is unexcused, the student will be required to attend a scheduled reexamination and pass the reexamination. If an absence from a scheduled reexamination is unexcused, the student will be required to attend a scheduled summer extended learning period (to be determined by block coordinator in conjunction with the Assistant Dean for Academic Affairs and Assessment) and be assessed on those competencies at that time.

Attendance at Experiential Activities

Attendance is required at all scheduled experiential rotations. Students are required to abide by the attendance policies outlined in the appropriate experiential manual.

Academic Standing

Probation

Students who receive a No Pass ("N") on three or more but fewer than six blocks during either the P1 or second professional year (P2) year are placed on academic probation. Students who successfully remediate all deficient blocks during the summer extended learning period will be removed from academic probation.

Students may also be placed on Academic Probation based on failure to comply with School or University rules or procedures or inappropriate professional or ethical conduct.

Students on academic probation will be required to meet with their academic advisor on a schedule established jointly by the student and advisor. The student is responsible for the development of a student action plan that outlines the expectations of the student during the probationary period.

Dismissal

If a student receives a "N" in six or more blocks during the P1 or P2 year, the student will be withdrawn from the program. The student's status in that case will be withdrawal "not in good academic standing" and the student may request re-admission through the School's Admissions Application process.

Students who receive a "N" on three (3) examinations during summer extended learning, will be withdrawn from the program. Students who receive a "N" on one (1) or two (2) summer extended learning(s), who wish to remain enrolled in the program are required to attend the block or portion of a block covered by the examination the next time it is offered. Such students are placed on academic probation as a result of receiving a "N" during summer extended learning. Criteria for progression through the curriculum will be determined as part of the terms of probation.

In the event that the block in which the student received a "N" has been modified and/or is covered by more than one block in a revised curriculum, the Assistant Dean for Academic Affairs and Assessment may require a student to complete and pass more than one block examination.

Students are only allowed to repeat a block once after receiving a "N" during summer extended learning. Students who receive a "N" on a reexamination that covers the material for which they received a "N" in summer extended learning will be required to withdraw from the program.

Appeals

Students wishing to appeal can find details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, in the following documents:

- School of Pharmacy Student Handbook
- Pacific University Professional Catalog
- University Student Handbook

POLICIES AND PROCEDURES PERTAINING TO PROFESSIONALISM

Surveys of the general public consistently rank pharmacy at the top of lists of the most trusted profession. For ourselves and for the profession of pharmacy, Pacific University School of Pharmacy is committed to instilling in our students the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of pharmacy, we intend for our graduates to uphold and maintain the level of confidence and trust the public has placed on pharmacists.

A pharmacist maintains the highest principles of moral, ethical, and legal conduct.

Upon accepting admission to the School, each student agrees to abide by basic standards of honesty and academic integrity which include but are not limited to:

- 1) Acting with honesty and integrity in academic and professional activities. A student never represents the work of others as his/her own.

- 2) Striving for professional competence.
- 3) Fostering a positive environment for learning. A pharmacy student will not interfere with or undermine other students' efforts to learn.
- 4) Respecting the knowledge, skills and values of pharmacists, instructors, and other health care professionals.
- 5) Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals, and patients.
- 6) Seeking treatment for any personal impairment, including substance abuse, which could adversely impact patients, instructors, health care providers or other students.
- 7) Promoting the good of every patient in a caring, compassionate, and confidential manner.
- 8) Protecting the confidentiality of any medical, personal, academic, financial or business information.

Violation of the Standards of Professional Conduct

The Student Promotion Committee (SPC) handles discipline concerns. Violation of the Standards of Professional Conduct will be handled by the SPC and Administration of the School and, where appropriate, the State Board of Pharmacy. Violations may result in the dismissal of students from the program.

Mission

The mission of the School of Pharmacy is to provide a learner-centered environment that promotes excellence in professional pharmacy education, scholarship and service and prepares students to provide patient-centered medication therapy management to a diverse population with an integrated faculty through teamwork, professionalism, and critical thinking.

The Pacific University School of Pharmacy will attain prominence by graduating pharmaceutical care providers with knowledge and skills who are agents of change and advance innovative approaches to improving public health and care to diverse populations in their communities, including the underserved. The School will lead the development of improved practice models, educational assessment strategies and inter-professional health care education.

Goals

Advocacy â€” We champion the needs and concerns of our students, patients, and profession.

Collaboration â€” We work together with other pharmacy programs and other colleges within the University to foster collaboration among students, faculty, staff and administration.

Learning â€” We provide meaningful and insightful experiences that encourage and shape a lifelong commitment to independent learning, mentoring others, and inter-professional teamwork.

Integrity â€” We employ honesty, empathy, and ethical decision-making practices in all that we do.

Partnership â€” We partner with community agencies, organizations, and patients to maximize the development of the profession.

Respect â€” We accept, value, and respect others as reflected in our behavior, practices, and policies.

Scholarship â€” We value and promote scholarship that manifests in many forms. These contributions are made for the advancement of patient care and the improvement of health care outcomes, and to support and promote scientific inquiry among the faculty and students.

Service â€” We serve the community with excellence, to promote health and to minimize disparities and the effects of disease and disability for all its members.

Quality â€” We provide the highest quality of care and learning and continuously strive to improve.

VISION

The Pacific University School of Pharmacy will attain prominence by graduating pharmaceutical care providers with knowledge and skills who are agents of change and advance innovative approaches to improving public health and care to diverse populations in their communities, including the underserved. The School will lead the development of improved practice models, educational assessment strategies and inter-professional health care education.

Majors

Pharmacy

The professional program is approximately 34 months divided into three years.

P1: Didactic Year on campus, one day every other week at sites in the Portland area

P2: Six weeks rotation at a site including and beyond Portland area during summer

Didactic Year on campus, one day every other week at sites in the Portland area

P3: Clinical Advanced rotations at sites including and beyond the Portland area

Requirements for the Major

P1 Year

Course # Course Title

PHRM 501 Introduction to Pharmacy Profession 1
PHRM 502 Fundamentals of Medicinal Chemistry and Protein Structure/Function with Clinical Correlates 3.5
PHRM 503 Genetic Control of Cell Function with Clinical Correlates 3.5
PHRM 504 Metabolism of Carbohydrates, Lipids and Proteins, and Dietary Nutrition with Clinical Correlates 4.5
PHRM 505 CNS: Pharmacology and Medicinal Chemistry with Clinical Correlates 4.5
PHRM 506 Introduction to Pharmacy Management 1.5
PHRM 510 Hematology and Immunology with Clinical Correlates 3.5
PHRM 511 Toxicology with Clinical Correlates 1.5
PHRM 512 Pharmaceuticals and Biopharmaceutics 3
PHRM 512L Pharmaceutical Compounding Labs 1
PHRM 513 Pharmacokinetics 3.5
PHRM 514 Pharmacy Law 1
PHRM 515 Evidence Based Medicine, Drug Information and Biostatistics 1.5
PHRM 516 Natural Products, Dietary Supplements, Pharmacognosy 0.5
PHRM 517 Introduction to Health Care Delivery System 1
PHRM 522 Introduction to Pharmaceutics 1
PHRM 527 Cardiovascular, Renal, Pulmonary Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates 4
PHRM 528 Endocrine Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates 2
PHRM 530 Introductory Pharmacy Practice Experience 1A (IPPE 1) 2
PHRM 531 Introductory Pharmacy Practice Experience 1B (IPPE 1) 2
PHRM 535 Pharmacy Practice 3
PHRM 537 Advanced Pharmacy Practice, Basic Cardiac Life Support (BCLS/Immunization) 3.5
PHRM 540 End of Year Examination (EYE) 1

P2 Year

Course # Course Title

PHRM 600 Introductory Pharmacy Practice Experience 2 (IPPE 2) 6
PHRM 601 Drug Information and Pharmacy Leadership 2
PHRM 602 Management of Patient Care 2
PHRM 603 Pharmacotherapy and Disease State Management (PDSM): Nephrology: Fluid and Electrolytes 2
PHRM 604 Pharmacotherapy and Disease State Management (PDSM): Cardiology
Advanced Cardiac Life Support (ACLS) 5.5
PHRM 605 Pharmacotherapy and Disease State Management (PDSM): Endocrinology 2.5
PHRM 606 Pharmacotherapy and Disease State Management (PDSM): Clinical Immunology, Dermatology and Ophthalmology 3
PHRM 607 Pharmacotherapy and Disease State Management (PDSM):
Pulmonology 2
PHRM 608 Drug Information and Pharmacy Administration 1
PHRM 609 Pharmacotherapy and Disease State Management (PDSM):
Gastrointestinal and Hepatic 2
PHRM 611 Pharmacotherapy and Disease State Management (PDSM):
Hematology/Oncology 3.5
PHRM 612 Pharmacotherapy and Disease State Management (PDSM):
Psychiatry 2
PHRM 613 Pharmacotherapy and Disease State Management (PDSM):
Neurology 2
PHRM 614 Pharmacotherapy and Disease State Management (PDSM):
Clinical Nutrition 1
PHRM 615 Pharmacotherapy and Disease State Management (PDSM):
Men and Women's Health 2
PHRM 618 Pain Pharmacotherapy 2
PHRM 623 Drug Induced Disease/Toxicology 1
PHRM 626 Drug Information and Pharmacy Leadership 1
PHRM 630 Introductory Pharmacy Practice Experience 3A (IPPE 3) 2
PHRM 631 Introductory Pharmacy Practice Experience 3B (IPPE 3) 2
PHRM 634 Pharmacotherapy and Disease State Management (PDSM):
Infectious Diseases Part 1 4.5
PHRM 635 Pharmacotherapy and Disease State Management (PDSM):
Infectious Diseases Part 2 2.5
PHRM 640 End of Year Examination (EYE) 2

P3 Year

Course # Course Title

PHRM 701 APPE: Community Pharmacy 6
PHRM 702 APPE: Hospital Pharmacy 6

PHRM 703 APPE: Ambulatory Care	6	
PHRM 704 APPE: Internal General Medicine Selective	6	
PHRM 705 APPE: Patient Care Elective	6	
PHRM 706 APPE: Elective A	6	
PHRM 707 APPE: Elective B	6	
PHRM 708 National and State Board Examinations Preparation	6	
PHRM 709 End of Year Examination/NAPLEX Review		2

Courses

PHRM-501 Intro to Pharmacy Profession

This is the first course offered to entering 1st year Pharmacy Students. It provides a historical overview of the development of the pharmacy profession in terms of its role in the United States Health Care Delivery System. The students will also be introduced to the market and social factors affecting the profession today. 1 credit. 1.00 credits

PHRM-502 Fund Medicinal Chem & Protein Structure

This block introduces foundational medicinal chemistry and protein biochemistry concepts. The block specifically focuses on physico-chemical properties of drugs in relation to absorption, distribution, metabolism, and excretion (ADME), drug metabolism chemical pathways, protein structure, enzymes, coenzymes, enzyme regulation and kinetics. These topics lay the conceptual foundation for understanding material presented in later blocks such as the chemical basis of pharmacology and structure-activity relationships for the fundamental pharmacophores of specific disease states. The block also provides a brief introduction to pharmacokinetics in order to facilitate understanding of structural impacts on ADME for specific drug classes presented later. 3.5 credits. 3.50 credits

PHRM-503 Genetic Control of Cell Function

This course serves as an introduction to the basic concepts of prokaryotic and eukaryotic cell and molecular biology. An overview of mammalian cell physiology, structure and organization will be given. The class will focus on nucleic acid structure, replication and transcription of DNA, protein synthesis and accuracy of translation, DNA repair, recombination and cloning, control of gene expression, and the eukaryotic cell cycle. In addition, the mechanism and action of antibiotics will be discussed and an introduction into cancer biology and chemotherapy will be given. 3.5 credits. 3.50 credits

PHRM-504 Metabolism of Carbs Lipids & Protein

A study of the concepts and principles of mammalian biochemistry: chemistry, biosynthesis and metabolism of carbohydrates, lipids and amino acids at the cellular level in both normal and disease states. Hormonal regulation and integration of metabolic pathways are emphasized. Introductory principles of nutrition and bioenergetics are also included. 4.5 credits. 4.50 credits

PHRM-505 CNS: Pharm & Med Chemistry

An integrated study involving the basic concepts of pharmacology and medicinal chemistry including structure and function relationships applied to the central and autonomic nervous system, pain, neurological, and neuropsychiatric disorders. A study of the basic principles of drug action is presented for specific drug classes including: chemical properties, primary pharmacological actions, mechanisms of action, routes of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions. 4.5 credits. 4.50 credits

PHRM-506 Intro to Pharmacy Management

There are business applications critical to the delivery of high quality patient care. It is important for practitioners to have a sound understanding of business and management principles in conjunction with their clinical knowledge. Fiscal management, community/hospital pharmacy operation, human resource management and strategic planning are introduced. 1.5 credits. 1.50 credits

PHRM-510 Hematology & Immunology

This course is an introduction to the basic principles of hematology and immunology. In depth information of the biochemical and morphological hallmarks as well as function and pathology of blood cells will be discussed. This will be followed by a detailed analysis of the interaction and mechanisms of activation of the innate and adaptive immune system. In addition, the inflammatory response will be reviewed and the pathologic consequences of defects in the immune response as well as agents used to treat infections, especially anti-virals will be discussed. 3.5 credits. 3.50 credits

PHRM-511 Toxicology w/Clinical Correlates

A study of basic principles of toxicology and mechanisms of toxicity in addition to an introduction to clinical toxicology. Topics include: chronic and acute toxicity, overdose and antidotes, chemistry of carcinogenesis and select antineoplastic agents, and correlation between morphological and functional changes caused by toxicants in different organs of the body. The course also includes an introduction to poison control centers and bioterrorism. 1.5 credits. 1.50 credits

PHRM-512 Pharmaceutics

A study of the application of physical and chemical principles involved in development, preparation, and stabilization of pharmaceutical dosage forms. Also a study of biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body. 3 credits. 3.00 credits

PHRM-512L Pharmaceutical Compounding Lab

A training in basic compounding techniques in which students apply their pharmaceutics and pharmaceutical calculation knowledge to prepare products that pharmacists may need to prepare for their patients. The preparations include both sterile and non-sterile extemporaneous products. 1 credit. 1.00 credits

PHRM-513 Pharmacokinetics

Pharmacokinetics is the study of the kinetics of drug absorption, distribution, and elimination. The pharmacokinetics discipline addresses patient- and drug-specific factors to ensure desirable therapeutic outcomes. Since it is a quantitative science, pharmacokinetics concepts are used to develop theories or equations that can be used to predict the optimum dose and dosing interval, predict plasma and tissue concentrations, estimate possible accumulation of drugs or their metabolites, explain drug interactions, and diagnose drug toxicity related to a dosage regimen. 3.5 credits. 3.50 credits

PHRM-514 Pharmacy Law

A study of the basic provisions of State and Federal pharmacy laws and regulation pertaining to pharmacy practice, licensure, controlled substances, poison, legal liabilities, laws and regulations of other health care providers, and pharmacy case law. 1 credit. 1.00 credits

PHRM-515 Evidence Based Med Drug Info Biostats

A study of evidence based medicine and biostatistical concepts as related to the pharmacist's role in evaluating drug literature. Exploring the strengths of varying forms of drug literature and the basics of writing and referencing are also discussed. 1.5 credits. 1.50 credits

PHRM-516 Natural Products Diet Supp Pharmacognosy

An integrated study of usage of alternative medical treatments, assessment of safety and efficacy, and evaluating interactions with medications. 0.5 credits. 0.50 credits

PHRM-517 Intro to Health Care Delivery System

Building on the foundation from PHRM 501, PHRM 506, PHRM 514, PHRM 535 and PHRM 536 this course will broaden the students' understanding of the past, current and future role of pharmacy and the pharmacist relative to the ever changing health care delivery system of the United States. Selected topics include medical/medication errors, public health issues and overall healthcare reform. 1 credit. 1.00 credits

PHRM-522 Introduction to Pharmaceutics

A study of conceptual background in physical-chemical principles in relation to: acidic and basic drugs and their salt hydrolysis, buffer systems, colligative properties, formulations, and dosage forms. Some of the lectures will be supplemented with a topic of clinical significance related to the lecture. 1 credit. 1.00 credits

PHRM-527 Cardio Renal Pulmonary Systems

A study of the basic concepts and principles including structure and function of the cardiovascular, renal, and pulmonary systems as it relates to pharmacology and medicinal chemistry. A study of the basic principles of drug action is presented for specific drug classes including: chemical properties, primary pharmacological actions, mechanism of action, route of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions. 4 credits. 4.00 credits

PHRM-528 Endocrine Systems: Pharm & Med Chem

A study of the basic concepts of pharmacology and medicinal chemistry including structure and function as applied to various hormonal physiological systems. A study of the basic principles of drug action including: chemical properties, primary pharmacological actions, mechanism of action, route of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions. 2 credits. 2.00 credits

PHRM-530 Intro Pharmacy Practice Experience 1A

One 8 hour day every other week for a total of 8 visits in a patient care/community pharmacy setting to be completed throughout fall semester and two 8-hour instructional shadow experiences in a hospital pharmacy. Emphasis is placed on orientation to pharmacy practice including prescription processing, learning pharmacy roles, introduction to OTCs, etc. 2 credits. 2.00 credits

PHRM-531 Intro Pharmacy Practice Experience 1B

One 8 hour day every other week for a total of 10 visits in a patient care/community pharmacy setting to be completed throughout spring semester and two 8-hour instructional shadow experiences in a hospital pharmacy. Emphasis is placed on orientation to pharmacy practice including prescription processing, learning pharmacy roles, introduction to OTCs, etc. 2 credits. 2.00 credits

PHRM-535 Pharmacy Practice

This course was designed to develop life-long essential skills students will utilize in the profession of pharmacy. The course includes: pharmacy calculations, Top 200 drugs, professional communication, ethics, cultural competency, leadership and professionalism. It is also closely linked to Introductory Pharmacy Practice Experience 1A (PHRM 530) through discussion activities involving previous week's assignments which allow the introduction of clinical cases to strengthen the learning experience. 3 credits. 3.00 credits

PHRM-537 Adv Pharm Practice & BCLS/Immunization

This course was designed to continue the development of life-long essential skills students will utilize in the profession of pharmacy. The course includes: pharmacy calculations, Top 200 drugs, professional communication, ethics, cultural competency, leadership and professionalism. It is also closely linked to Introductory Pharmacy Practice Experience 1B (PHRM 531) through discussion activities involving previous week's assignments which allow the introduction of clinical cases to strengthen the learning experience. BCLS: Basic Cardiac Life Support/Immunization Training class to be completed and certificate earned by end of the P1 year. 3.5 credits. 3.50 credits

PHRM-540 End of Year Exam

EYE: A cumulative assessment of curricular retention focused on concepts presented in P1 year. 1 credit. 1.00 credits

PHRM-556 Independent Study

See department for details. 0.00 - 6.00 credits

PHRM-600 Intro Pharmacy Practice Experience 2

IPPE 2 will be carried out within a 6-week time frame. The first 4-weeks are comprised of eighteen (8 hours per day) clinical experiences in a community pharmacy setting and two (8 hours per day) clinical experiences in a health-system setting. The last 2-weeks will consist of activities related to course competencies. Emphasis is placed on expanding exposure to patient interaction including counseling, gathering patient

information, OTC counseling as applicable, insurance and adjudication, etc. 6 credits. 6.00 credits

PHRM-601 Drug Information Pharmacy Leadership

This course builds on the introductory concepts of drug information retrieval, evaluation, and interpretation taught in PHRM 515. Learned skills will be applied to both individual patient and population-based drug information and drug policy decisions. The use of evidence based medicine principles will be expanded beyond clinical trials to include understanding and evaluating observational studies, meta-analyses, and systematic reviews. Students will also further develop written and verbal communication skills through assignments on preparation of formulary monographs, adverse drug reaction reports, medication error reports, clinical guidelines/pathways, and drug utilization evaluation whereby a presentation will occur in a simulated Pharmacy and Therapeutics (P and T) Committee meeting to capstone the course. 2 credits. 2.00 credits

PHRM-602 Management of Patient Care

A study of the practical applications of pharmacy practice and ethical principles with an emphasis on the use of patient profiles, patient histories, physical and psychological assessments, diagnostics, and patient counseling. 2 credits. 2.00 credits

PHRM-603 PDSM: Nephrology Fluid & Electrolytes

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving renal disease. 2 credits. 2.00 credits

PHRM-604 PDSM: Cardiology/ACLS

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving cardiac disease. Advanced Cardiac Life Support (ACLS) American Heart Association training/certification in ACLS. 5.5 credits. 5.50 credits

PHRM-605 PDSM: Endocrinology

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving endocrine disorders. 2 credits. 2.00 credits

PHRM-606 PDSM: Clinical Immunology

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving immunologic disease organ transplantation, ophthalmology and dermatology. 2.5 credits. 2.50 credits

PHRM-607 PDSM: Pulmonology

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving pulmonary diseases. 2 credits. 2.00 credits

PHRM-608 Drug Information Pharmacy Administration

A study of the economic, social, and political forces affecting the delivery of health care services and the affect of these forces on pharmacy practice. Expanded topics include pharmacoeconomics, medical/medication errors and the role of pharmacy in various public health issues. In addition, evaluating literature and providing information to patients is continued. 1 credit. 1.00 credits

PHRM-609 PDSM: Gastrointestinal & Hepatic

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving gastrointestinal disorders. 2 credits. 2.00 credits

PHRM-611 PDSM: Hematology/Oncology

Pharmacotherapy and Disease State Management (PDSM): A study of pharmacological principles of chemotherapeutic agents and an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving neoplastic and hematological diseases. 3.5 credits. 3.50 credits

PHRM-612 PDSM: Psychiatry

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving psychiatric disorders. 2 credits. 2.00 credits

PHRM-613 PDSM: Neurology

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving neurological disorders. 2 credits. 2.00 credits

PHRM-614 PDSM: Clinical Nutrition

Pharmacotherapy and Disease State Management (PDSM): A study of the practical applications of diet, enteral and parenteral nutrition to human health. Fluid dynamics, electrolyte imbalances and nutritional ramifications are also discussed. 1 credit. 1.00 credits

PHRM-615 PDSM: Men & Women's Health

Pharmacotherapy and Disease State Management (PDSM): An integrated study of anatomy, pathophysiology, physical assessment,

pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving disease states specific to women or men. 2 credits. 2.00 credits

PHRM-618 Pain Pharmacotherapy

The block is designed as an introduction to the principles of pain pharmacotherapy. This block will integrate the study of anatomy, pathophysiology, pharmacology, pharmacotherapeutics, clinical pharmacokinetics/pharmacodynamics, physical assessment, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving pain conditions. Class format will consist of lecture, case studies, group assignments, and group discussion. The goal is to facilitate the application of pain pharmacotherapy topics to patient care. 2 credits. 2.00 credits

PHRM-623 Drug Induced Disease/Toxicology

This course focuses on the epidemiology, pathophysiology, and treatment of drug-induced diseases. Causality assessment and differential diagnosis as it relates to clinical evaluation of adverse drug events will be expanded upon. Pre-requisite knowledge of pharmacotherapy and disease state management will be integrated into the overall delivery of course content. Advanced concepts in clinical toxicology and management of drug overdose will also be discussed. 1 credit. 1.00 credits

PHRM-626 Drug Information & Pharmacy Leadership

A study of the pharmacist's role in evaluating drug literature and providing information to patients and other health care professionals. In addition, an overview of pharmacy practice leadership, including management, social, and economic factors, will be reviewed. 1 credit. 1.00 credits

PHRM-630 Intro Pharmacy Practice Experience 3A

One 8-hour day every other week for a total of 7 visits in a patient care/community pharmacy setting and three 8-hour days in a health-system setting to be completed throughout fall semester of P2 year. Emphasis placed on patient consultation, patient information gathering, OTCs, drug information, and disease state management to coincide with pharmacotherapy courses. Activities, related to current block curricula, will be assigned for each visit. 2 credits. 2.00 credits

PHRM-631 Intro Pharmacy Practice Experience 3B

One 8-hour day every other week for a total of 7 visits in a patient care/community pharmacy setting and three 8-hour days in a health-system setting to be completed throughout spring semester of P2 year. Emphasis placed on patient consultation, patient information gathering, OTCs, drug information, and disease state management to coincide with pharmacotherapy courses. Activities, related to current block curricula, will be assigned for each visit. 2 credits. 2.00 credits

PHRM-634 PDSM: Infectious Diseases I

Pharmacotherapy and Disease State Management (PDSM): A study of basic principles of common infectious diseases caused by bacteria and fungi. A focused study of antibiotic principles, including pharmacology, pharmacokinetics, and pharmacology will be integrated with patient care, microbiology, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations and literature review of infectious diseases. 4.5 credits. 4.50 credits

PHRM-635 PDSM: Infectious Diseases II

Pharmacotherapy and Disease State Management (PDSM): A study of basic principles of infectious diseases occurring in the immunocompromised host and viral illnesses in a variety of populations. A focused study of antibiotic principles, including pharmacology, pharmacokinetics, and pharmacology will be integrated with patient care, microbiology, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations and literature review of infectious diseases. 2.5 credits. 2.50 credits

PHRM-640 End of Year Exam (EYE)

End of Year Examination, a cumulative assessment of curricular retention focused on concepts presented in the P2 year curriculum. 2 credits. 2.00 credits

PHRM-656 Independent Study

See department for details. 0.00 - 12.00 credits

PHRM-661 Advanced Management Concepts

This elective course provides students with an opportunity to further build on their current knowledge and experience regarding various management concepts in pharmacy practice, irrespective of setting. Concepts covered will include, but not be limited to: management definitions, entrepreneurship/creativity, strategic management, business plan development, patient care service development, and human resource management. The course is taught in a seminar/discussion format. Discussion and interactive activities will be based on readings, assignments, experiences, and projects. Emphasis will be on integrating didactic information/knowledge and applying it to practice situations, including interactions with practicing pharmacist managers from various settings. 1 credit. 1.00 credits

PHRM-662 Chronic Pain Management

This elective course will address both basic science mechanisms of chronic pain and clinical practice. This course will cover management of the wide spectrum of chronic pain conditions, including cancer pain, neuropathic pain, and chronic low back pain. Therapeutic topics may include opioid tolerance, use of novel non-opioid medications, nerve blocks, TENS units, psychotherapy and physical therapy including biofeedback, hypnosis, relaxation training and acupuncture. 1 credit. 1.00 credits

PHRM-664 Drug Metabolism

Drug metabolism takes an in depth look at the phase I and phase II drug metabolizing enzymes and some of the factors that can impact drug clearance and toxicity. It will discuss the biochemistry, localization, induction, inhibition, and clinically relevant genetic polymorphisms of these enzyme systems. Drug transporters will also be discussed. 1 credit. 1.00 credits

PHRM-665 Automation & Tech in Pharmacy Practice

This elective course will build upon students' previous exposure to automation and technology during their early experiential rotation sites. Students will evaluate various practice settings to determine the need, feasibility, and readiness of the environment for automation and technology. Learning methods will include lecture, case-based review, and group projects. 1 credit. 1.00 credits

PHRM-667 Current Topics in Infectious Diseases

This discussion group will meet weekly to address current infectious disease problems. Topics of discussion will include: travel medicine, tuberculosis, HIV, vaccines, and antimicrobial resistance. In addition to addressing the associated social and ethical issues, the student-led discussions will investigate and describe how pharmacotherapy can impact the disease burden. 1 credit. 1.00 credits

PHRM-668 Introduction to Long-Term Care

This elective will develop and expand upon students' knowledge of geriatric care. Students will be trained and assigned as a "Friendly Visitor" to a long-term care facility and a particular resident with whom they will interact longitudinally throughout the school year. Learning methods would include lecture, site visits, discussion and reflection. 2 credits. 2.00 credits

PHRM-669 Acute Patient Care

This elective is designed for students who are interested in pursuing a career in Acute Care Pharmacy. The curriculum is designed to help students enhance skills in therapeutic decision making and providing patient-centered acute pharmacy care. 1 credit. 1.00 credits

PHRM-670 Pain/Palliative Care

This elective allows interested students an opportunity to explore a variety of pain and/or palliative care issues. Students will be allowed to focus their efforts towards issues and topics of their choosing. The format will include discussion sessions throughout the semester and a written project. The student should expect to meet with the faculty member once every 2 weeks. The time will be determined by mutual discussion of all parties. 1 credit. 1.00 credits

PHRM-671 Global Health

This elective course will focus on global health challenges and health inadequacies in third world countries. Excerpts of the television series "Rx for survival: a global health challenge" will serve as an introduction. Subsequently, selected topics will be presented and discussed in a student-driven fashion. The nature and origin of the most deadly diseases will be explored, health policies and socioeconomic factors will be investigated, and the importance of global health initiatives will be discussed. 1 credit. 1.00 credits

PHRM-672 Drug Metabolism/Mechanisms Drug Toxicity

This elective provides students with an opportunity to investigate in greater detail a specific topic related to drug metabolism, drug toxicity, or medicinal chemistry based on their interests. The elective is designed for students who are curious about these topics and/or are considering an academic or industrial career in pharmaceutical sciences. In order to pass the course, students are required to give a 45 minute presentation and write a paper. Example topics include: 1) the role of drug metabolism in drug development, 2) reactive metabolite formation and drug induced toxicity and/or carcinogenesis, 3) mechanism based inactivators, and 4) drug discovery. Depending on a student's interest a portion of the directed study could involve exposure to drug metabolism lab techniques (e.g., in vitro CYP inhibition assays and metabolite analysis using HPLC (high performance liquid chromatography)). 1 credit. 1.00 credits

PHRM-673 Applied Drug Information Practice

This course is intended to provide student's focused time in further development of drug information skills and expands upon prerequisite knowledge gained from required didactic and experiential course work. Emphasis will be placed on utilization of a systematic approach to answering drug information questions surrounding: (1) drugs of choice, (2) adverse drug reactions, (3) drug dosing in special populations, (4) drug interactions, (5) drug identification, and (6) extemporaneous compounding. Learning methods will include case-based examples as well as written and verbal drug information response synthesis. 1 credit. 1.00 credits

PHRM-674 Top 200 Drugs in Health-System Practice

This elective covers medications commonly used in hospital, long term care, home care, hospice, and infusion center practice settings. Learning methods will consist of simulated medication order/ pharmacy profile review, detection of drug related problems and communication of pharmacist interventions. Guest lecture, discussion and reflection, and individual/group assignments will also be used. Pharmacist roles, responsibilities and duties of managing these medications and applicable standards of practice, laws, rules, and medication safety and quality initiatives will be contextually applied. 1 credit. 1.00 credits

PHRM-675 Creating Professional Leaders

This elective course provides students with an opportunity to further develop their knowledge and skill set regarding leadership. The concepts covered will include, but not be limited to: what is leadership, are leaders born or made, scientific analysis of leadership, importance of volunteer leadership, networking, and differences between leadership and management. The course is taught in a seminar/discussion format and will feature a variety of guest speakers. Discussion and interactive activities will be based on readings, assignments, experiences, and projects. The basic structure of the course will be a one hour course introduction meeting, followed by 5 three hour gatherings scattered throughout the semester. 1 credit. 1.00 credits

PHRM-701 APPE: Community Pharmacy

Six week clerkship rotation. The advanced community rotation affords students the opportunity to effectively participate in the patient care decision-making process. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Emphasis will be placed on disease state management initiatives. 6 credits. 6.00 credits

PHRM-702 APPE: Hospital Pharmacy

Six week clerkship rotation. The purpose of this rotation is for students to gain professional skills in a hospital pharmacy setting. The Hospital Pharmacy rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of functional roles of hospital pharmacy in providing consistent quality patient care. 6 credits. 6.00 credits

PHRM-703 APPE: Ambulatory Care

Six week clerkship rotation. The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. 6 credits. 6.00 credits

PHRM-704 APPE: Internal General Medicine

Six week clerkship rotation. The purpose of this rotation is for students to gain professional skills in an internal general medicine setting. The Internal General Medicine rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of internal general medicine and their ability to provide pharmaceutical care. 6 credits. 6.00 credits

PHRM-705 APPE: Patient Care Elective

Six week clerkship rotation. The experience may occur in any setting where the student would be providing pharmaceutical care to patients. Examples of Patient Care Electives include: Advanced Community, Cardiology, Critical Care, Hematology/Oncology, Home Infusion, HIV/AIDS, Infectious Disease, Long Term Care, Nutrition, Pediatrics, Solid Organ Transplant, and Trauma Surgery. 6 credits. 6.00 credits

PHRM-706 APPE: Elective A

Six week clerkship rotation. Elective clerkships can be performed in non patient-care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any advanced community, ambulatory, internal medicine or other patient care elective. 6 credits. 6.00 credits

PHRM-707 APPE: Elective B

Six week clerkship rotation. Elective clerkships can be performed in non patient-care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any advanced community, ambulatory, internal medicine or other patient care elective. 6 credits. 6.00 credits

PHRM-708 National & State Brd Exam Prep

The students are responsible for reviewing major pharmacotherapeutic topics during their APPEs and make necessary study plans for the preparation of the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). 6 credits. 6.00 credits

PHRM-709 End of Year Examination/NAPLEXReview

In this block an overall review of the curriculum will be conducted in order to prepare students for board exams. In addition students will receive information about graduation. Students are required to be on campus. 2 credits. 2.00 credits

Physical Therapy

Introduction

The School of Physical Therapy offers education for entry into the profession and for advanced study. The Doctor of Physical Therapy (DPT) degree is granted to students who complete the entry-level program and to clinicians who complete the transition program. The Master of Sciences in Health Sciences degree (MSHS) is an advanced degree for physical therapist, which is not accepting new students at this time.

The School (previously the Department of Physical Therapy) has been graduating professional physical therapists since 1977. In 1985, the degree Bachelor of Science, Science was replaced by the Master of Science in Physical Therapy (MSPT) as the entry-level degree into the profession. It was replaced by the DPT in the Fall of 2000. The Commission on Accreditation in Physical Therapy Education (CAPTE) granted "Interim Accreditation" for the DPT program in May 2000.

PROFESSIONAL AND ACADEMIC STANDARDS

These policies are presently under review; students will be notified of any substantive revisions in writing.

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. See Sections on Academic Policies and Professional Behaviors in the current School of Physical Therapy Student Handbook. Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the School of Physical Therapy and may constitute grounds for probation or removal from the School. Students must maintain good standing in the program in order to be eligible for, or continue on, any School administered scholarships.

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 to the College of Health Professions standards and Appeals Committee are to be filed with the Director's office within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- School of Physical Therapy Student Handbook
- School of Physical Therapy Intern Clinical Education Manual
- Physical Therapy course syllabi
- Pacific University Graduate Professions Catalog

- The University Student Handbook, "Pacific Stuff"

Additional resources are 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.

Mission

Pacific University School of Physical Therapy provides theoretical and applied education of exceptional quality. Through service, collaboration, and evidence-based practice graduates are prepared to be ethical, autonomous, critically thinking practitioners who effectively respond to the ever-changing demands of the profession and society.

Goals

The primary goal of the School of Physical Therapy is to graduate a well-rounded and highly competent clinician ready to assume duties in the standard areas of physical therapy practice, e.g., hospital departments, outpatient clinics, private practices, and rehabilitation centers. To achieve this goal, every effort is made to offer a curriculum well balanced in the areas of orthopedic, neurologic, and general physical therapy with attention to the needs of pediatric patients, geriatric patients, and other special populations.

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, 36 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.

Majors

Entry-Level Doctor of Physical Therapy Degree

Admission to the Entry-level DPT Program

Applicants to the professional program should request a physical therapy application packet from Enrollment Services or obtain it on line. The application deadline is in early December. Enrollment in the professional program is limited and admission is highly selective. A bachelor's degree with 3.0 cumulative G-PA is required to apply to the program. The Admissions Committee considers many factors including:

- Strength and breadth of academic record;
- Evidence of work (volunteer or paid, 100 hours minimum) under the supervision of one or more professionals in the field of physical therapy. Experience at a variety of settings preferred.
- Essay response
- Strength of letters of evaluation;
- Extracurricular and community activities;
- Content of application forms and the care with which they have been prepared.

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, consideration is given to knowledge of the profession, motivation toward a career in physical therapy, ability to think clearly and logically, poise, self-confidence, warmth and verbal expression of ideas.

New classes begin in late August of each year; students may not enter the program in the middle of the year. Application procedures must be completed in December. Interviews are usually held in late February and notification of admission is commonly made by March 15.

Prerequisites

Students must complete the following pre-professional courses, and earn a bachelors degree prior to enrollment in the professional program. All prerequisite courses must be completed with a grade of "C" 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 pre-professional 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), complete human or vertebrate anatomy, and complete human or animal physiology courses. Sequential courses combining human anatomy and physiology are acceptable. A single course combining human anatomy and physiology will not meet this requirement. All courses must include laboratory. (If taken at Pacific University: Biol 202; Biol 204; Biol 224; Biol 240.)

Chemistry: 8 semester hours/12 quarter hours. Must include a standard one-year course in general chemistry. Courses must include laboratory. (If taken at Pacific University Chem 220, 221; 230.)

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; Phy 202/204 [or Phy 232/242].)

Psychology: 6 semester/9 quarter hours. Must include a course in general psychology. (If taken at Pacific University: Psy 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 Math 207, Psy 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 hours. (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.

Clinical Internships

Currently the School of Physical Therapy affiliates with 183 different clinical facilities. These include acute hospitals, outpatient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area 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.

Students are required to participate in off-campus rotations for a portion of their clinical training and can expect to spend at least two clinical internships outside of the Portland-Metro area. Students are responsible for living and transportation costs incurred during these assignments. The School of Physical Therapy reserves the right to make final decisions regarding clinical placements.

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 bachelor degree requirements along with the pre-physical therapy requirements. Students should note that while there are advantages to completing the pre-physical therapy requirements at Pacific, doing so does not guarantee subsequent admission to the professional physical therapy program.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and kinds of financial aid is found earlier in 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.

Requirements for the Major

First Year, First Semester (15/16 weeks)

DPT 500 Human Anatomy I 4
DPT 510 Clinical Biomechanics I 4
DPT 520 Rehabilitation Neuroscience I 4
DPT 530 Physical Agents and Mechanical Modalities 2
DPT 540 Patient Assessment, Intervention and Therapeutic Exercise 2
DPT 561 Foundations of the Physical Therapy Profession I 1
DPT 750 Bioethics Seminar for Physical Therapists 0.25

TOTAL: 17.25

First Year, Second Semester (18 weeks)

DPT 501 Human Anatomy II 3
DPT 511 Clinical Biomechanics II 4
DPT 521 Rehabilitation Neuroscience II 2
DPT 530 Physical Agents and Mechanical Modalities 1
DPT 541 Principles of Therapeutic Exercise Progression 2
DPT 562 Foundations of the Physical Therapy Profession II 1

DPT 570 Clinical Internship I 4
DPT 590 Research Methods and Statistics 2
DPT 595 Introduction to Evidence Based Practice 2
DPT 650 Infectious, Immune & Metabolic Disorders 3
DPT 750 Bioethics Seminar for Physical Therapists 0.25

TOTAL: 24.25

Second Year, First Semester (15/16 weeks)

DPT 550 Physiology & Pharmacology 4
DPT 610 Neuromuscular System: Examination and Intervention 3
DPT 620 Motor Control & Motor Learning 2
DPT 631 Musculoskeletal Examination and Intervention for the Neck and Trunk 3
DPT 640 Clinical Internship II 4
DPT 694 Critically Appraised Topics 1
DPT 750 Bioethics Seminar for Physical Therapists 0.25

TOTAL: 17.25

Second Year, Second Semester (18 weeks)

DPT 611 Adult Neuromuscular System: Examination and Intervention 3
DPT 630 Musculoskeletal Examination and Intervention for the Extremities 4
DPT 641 Clinical Internship III 4
DPT 651 Integumentary Conditions and Differential Diagnosis 2
DPT 645 Orthotics and Prosthetics 2
DPT 670 Psychological Aspects of Illness Disability 2
DPT 680 Geriatrics and Gerontology 3
DPT 685 Pediatric Neuromuscular System: Examination and Interventions 3
DPT 750 Bioethics Seminar for Physical Therapists 0.25

TOTAL: 23.25

Third Year, First Semester (15/16 weeks)

DPT 700 Principles of Management and Supervision for Physical Therapists 4
DPT 710 Clinical Reasoning Seminar 2
DPT 720 Clinical Internship IV 8
DPT 740 Introduction to Medical Imaging for Physical Therapists 1
DPT 750 Biomedical Ethics for Physical Therapists 1
DPT 790 Evidence Based Capstone Project 1
DPT 791* Thesis 2
DPT 690 Educational Strategies for Physical Therapists 3
*May be taken in place of DPT 790.

TOTAL: 22/23

Third Year, Second Semester (19 weeks)

DPT 721 Clinical Internship V 8
DPT 722 Clinical Internship VI 8
DPT 730 Professional Lecture Series 2
DPT 790 Evidence Based Capstone Project 1

TOTAL: 19

Transition Doctor of Physical Therapy Degree
GENERAL INFORMATION

Pacific University is providing an opportunity for practicing physical therapists to build on their existing experience and earn a clinical doctoral level credential. The Transition DPT program will enable practitioners to augment clinical knowledge, skills and behaviors. Students pursue advanced understanding of clinical reasoning and evidence based practice through courses offered in a structured non-traditional format. A self-assessment of clinical practice patterns allows each participant to apply program content in meeting the demands of their unique practice environment.

Admission to the Transition DPT Program

Admission to the post professional program occurs on a continuous basis. Applications are accepted throughout the year. Admission requires submission of the following:

1. A completed application form with fee.
2. Proof of current physical therapy licensure in the United States.

3. A current resume.
4. Official transcripts for physical therapy education.
5. Letters of recommendation from three professional references.

Program of Study

The Transition Doctor of Physical Therapy degree requires successfully completing 32 semester hours (s.h.) of credit. A minimum of 21 s.h. must be earned through Pacific University and The required hours must be completed within five years from date of official acceptance into the program. A minimum of 21 s.h. must be earned through Pacific University. Credits transferred from an affiliated body must be transferred to the DPT within seven years of completion of the course of study.

Non-matriculated Students

Students may take up to 8 s.h. of study prior to official acceptance into the program. Not all courses are available for non-matriculated students. (See Course Descriptions)

Requirements for the Major

PDPT 610 Professional Self Assessment Part I & II 1*
 PDPT 611 Professional Self Assessment Part III 1
 PDPT 620 Movement Science 3
 PDPT 630 Issues in Health Care and Policy 4
 PDPT 640 Medical Screening - Upper quadrant 3
 PDPT 641 Medical Screening - Lower quadrant 3
 PDPT 650 Educational Strategies 3
 PDPT 700 Evidence Based Practice/Research 4
 PDPT 710 Clinical Reasoning 4
 PDPT 720 Clinical Project, Part I 2*
 PDPT 721 Clinical Project, Part II 1-2*
 PDPT 722 Clinical Project, Part III 1-2*
 PDPT 723 Clinical Project, Colloquium No credit* 0

 TOTAL: 32

* Course participation requires official acceptance into the program.

PDPT 711 Clinical Skills for the Cervical Spine 2
 PDPT 712 Clinical Skills for the Lumbar Spine 2
 PDPT 730 Independent Study 1-3
 PDPT 790 NAIOMT - Level II 4
 PDPT 791 NAIOMT - Level III 3
 PDPT 792 NAIOMT - Level IV 3
 PDPT 793 Kaiser 3 month Mentorship 4
 PDPT 794 Kaiser 6 month Fellowship 8
 PDPT 795 NAIOMT Clinical Residency 8

Course Equivalents

PDPT 710 Clinical Reasoning (4 s.h.) may be substituted by:
 - PDPT 711 and PDPT 712 Clinical Skills for the Cervical and Lumbar Spine (4 s.h.)
 - PDPT 790 NAIOMT Level II (4 s.h.)
 - PDPT 793 Kaiser 3 month Mentorship (4 s.h.)

PDPT 640/641 Medical Screening Upper Quadrant and Lower Quadrant (6 s.h.) may be substituted by:
 - PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 792 NAIOMT Level IV (3 s.h.)
 - PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 730 Independent Study (3 s.h.)
 - PDPT 794 Kaiser 6 month Fellowship (8 s.h.)

The additional 2 s.h. of credit apply toward PDPT 720 Clinical Project

Residency Affiliations

Kaiser Permanente Residency in Advanced Orthopedic Manual Therapy
 North American Institute of Orthopaedic Manual Therapy

Pacific University recognizes that residency education provides an optimal environment for integrating academic and clinical knowledge. Students who have successfully completed clinical residency and/or mentored training through the Kaiser Permanente Residency in Advanced Orthopedic Manual Therapy or the North American Institute of Orthopaedic Manual Therapy can apply their work toward the required 32 s.h. (See Course Descriptions). Students currently participating in or planning to participate in these programs are also encouraged to apply to the Transition DPT program.

Other APTA accredited residency or fellowship programs may qualify credits toward advanced standing. That eligibility will be determined on an individual basis. As with all graduate work, the residency or fellowship must have been completed with a grade equivalent to 80% or better.

Courses

DPT-500 Human Anatomy I

Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 500 encompasses upper and lower extremities, including bones, joints, muscles, nerves, blood vessels and connective tissues. DPT 501 is a study of the back, head and neck, thorax, abdominal wall and abdominal contents. DPT 500: 4 hours; DPT 501: 3 hours. 4.00 credits

DPT-501 Human Anatomy II

Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 500 encompasses upper and lower extremities, including bones, joints, muscles, nerves, blood vessels and connective tissues. DPT 501 is a study of the back, head and neck, thorax, abdominal wall and abdominal contents. DPT 500: 4 hours; DPT 501: 3 hours. 3.00 credits

DPT-510 Clinical Biomechanics I

DPT 510 and 511 are designed to provide the student with the biomechanical and histological basis for understanding normal and pathological movement. All of DPT 510 and part of DPT 511 are organized by anatomical region, and although each region is discussed as a unit, every effort is made to illustrate continuities among regions. The discussion of each region includes sections on normal biomechanics and the application of biomechanics to pathological motion. Each section incorporates units on goniometry, muscle testing, stretching, design of exercise programs and palpation. The remainder of DPT 511 covers posture, scoliosis, and gait analysis. DPT 510: 4 hours; DPT 511: 4 hours. 4.00 credits

DPT-511 Clinical Biomechanics II

DPT 510 and 511 are designed to provide the student with the biomechanical and histological basis for understanding normal and pathological movement. All of DPT 510 and part of DPT 511 are organized by anatomical region, and although each region is discussed as a unit, every effort is made to illustrate continuities among regions. The discussion of each region includes sections on normal biomechanics and the application of biomechanics to pathological motion. Each section incorporates units on goniometry, muscle testing, stretching, design of exercise programs and palpation. The remainder of DPT 511 covers posture, scoliosis, and gait analysis. DPT 510: 4 hours; DPT 511: 4 hours. 4.00 credits

DPT-520 Rehabilitation Neuroscience I

Introduction to clinically relevant neuroscience. Topics include: neuroanatomy, cellular and intercellular physiology, neuroplasticity, development of the nervous system, and the somatic, autonomic, and motor systems. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Students are expected to fully participate throughout the course in: group discussions of neuroscience, case reports and case studies; inquiry sessions; laboratory and computer-based experiences; and problem-based learning. 4 hours. 4.00 credits

DPT-521 Rehabilitation Neuroscience II

Continuation of Rehabilitation Neuroscience I. Topics include: peripheral nervous system, spinal region, cranial nerves, brain stem region, auditory, vestibular, and visual systems, cerebrum, blood supply to the nervous system, and the cerebrospinal fluid system. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Active learning, as described for DPT 520, continues in this course. 2 hours. 2.00 credits

DPT-530 Physical Agents & Mechanical Modalities

A comprehensive coverage of biophysical principles, physiological effects, clinical techniques and applications with an emphasis on problem solving and clinical decision making. Topics include massage, superficial and deep heat, hydrotherapy, cryotherapy, traction, compression therapies and continuous passive motion, iontophoresis, electrical muscle stimulation, transcutaneous electrical stimulation, biofeedback and an introduction to nerve conduction velocity and electromyography. The course includes lectures, clinical skill laboratories, use of interactive audiovisual programs for clinical decision making, abstract writing and class presentations of current research in physical agents. 3 credits. 3.00 credits

DPT-540 Patient Assess Interv Ther Exercise

This course is designed to provide the student with basic patient care and technical skills in applying, planning, and progressing exercise programs. Topics include: measurement of vital signs, the science of exercise prescription, range-of-motion, stretching, strengthening, use of various exercise equipment, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis is placed on peer collaboration and solving fundamental clinical problems, including evaluation, assessment, and treatment of functional mobility limitations. 2 hours. 2.00 credits

DPT-541 Prin of Therapeutic Exercise Progression

This course builds upon the technical skill development in designing and applying exercise programs introduced in DPT 540. Appropriate exercise program progression for patients across the lifespan in a variety of settings will be emphasized predominantly through case-based laboratory experiences. Concepts of motor learning that facilitate skill acquisition will also be introduced. This approach will reinforce therapeutic exercise as a procedural intervention to reduce disabilities, functional limitations, and impairments in a variety of patient populations. 2 hours. 2.00 credits

DPT-550 Physiology & Pharmacology

This course is a study of human physiology from the cellular level of metabolic functions to the operation of primary and specialized organ systems. Emphasis is placed on application of physiologic principles to the development of optimal function and efficient human movement. The following areas are stressed: muscle and bone physiology, cardiovascular and respiratory dynamics, renal function, and hormonal control of homeostasis. Pathophysiological changes and medical, surgical and pharmacological management of patients with cardiac, pulmonary, renal

and endocrine conditions that interrupt optimal function are also presented. Methods designed to improve performance are discussed and instrumentation frequently used to evaluate cardiac and pulmonary function are presented in the laboratory setting. 4 hours. 4.00 credits

DPT-552 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 3 hours 3.00 credits

DPT-561 Foundations of the PT Profession I

This course introduces the student to the history and sociology of the physical therapy profession and its role in the health care system. Additional areas of study include professionalism and professional behavior, the role of professional organizations, professional writing, learning styles, political aspects of health care, roles of other health professionals, documentation, medical terminology, and the functions of the rehabilitation team. 1 credit. 1.00 credits

DPT-562 Foundations of the PT Profession II

Continuation of documentation, roles of other health care professionals, and professional behavior topics from DPT 561. Additional topics include professional communication, and state and federal health care legislation including HIPAA, Medicare, and licensing boards. 1 credit. 1.00 credits

DPT-570 Clinical Internship I

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 4 hours. 4.00 credits

DPT-590 Research Methods and Statistics

An introduction to the research process. Includes research design, ethical and legal considerations, hypothesis testing, review of statistical analysis and critical reviews of published research. 2 hours. 2.00 credits

DPT-595 Intro to Evidence Based Practice (EBP)

The course will consist of an introduction to evidence based concepts and evaluation of current research literature. There will be presentations by various faculty on EBP topics. Students will critically appraise and write a paper on a research article dealing with a diagnostic test and a paper dealing with therapy. 2 hours. 2.00 credits

DPT-610 Neuromuscular Systems Exam/Intervention

Clinical application of observation skills for motor function within environmental contexts and treatment intervention when a motor problem exists will be explored. Students will develop recognition skills of motor control dysfunction across the life-span, considering one's life "participation" in meaningful contexts and to evaluate these within the International Classification of Functioning, Disability and Health (ICF, WHO, 2002). Treatment interventions presented will include remediation, compensation, facilitation, and motor learning. Clinical decision making will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals. Documentation, goal writing, and measurement of outcomes will be incorporated. Laboratory components will include identifying typical motor development and abilities across the lifespan, specific pathology, evaluation and treatment of the patient presenting with congenital (spina bifida), traumatic spinal cord injury (SCI), and balance disturbances. In addition, students will gain entry-level competencies in client-centered wheelchair acquisition for achieving independent mobility participation and/or orthotic positioning and support across the life span. During lab sessions, students will practice clinical decision-making and therapeutic interventions specific for the functional limitations and impairments associated with activity participation in accordance with the ICF framework. 3 hours. 3.00 credits

DPT-611 Adult Neuromuscular: Exam/Interv

Incidence, etiology and medical management of people with traumatic brain injury, cerebral vascular accident (CVA), Parkinson's disease, Multiple Sclerosis, and other adult onset pathologies will be discussed. Students will learn how to adapt and prioritize their physical therapy examination and interventions for these patient populations. Working with Speech and Language Pathology will be introduced. During lab sessions students will practice: movement analysis; clinical decision making; interventions, within a motor learning framework, specific for the activity limitations and impairments associated with these diagnoses; and documentation. Students will also have the opportunity to work with volunteers who have had a CVA. 3 hours. 3.00 credits

DPT-620 Motor Control & Motor Learning

Introduction to theories in motor control and motor learning. Application of these theories to the clinical practice of physical therapy. Application of research evidence to the treatment of specific clients is emphasized. Topics include: identifying primary problems in motor control, quantifying motor control, types of feedback and feedback schedules, practice conditions, task-oriented practice, strategies for improving ambulation, and disorders of upper limb control. 2 hours. 2.00 credits

DPT-630 Musculoskel Exam/Intervention

An in-depth study of musculoskeletal impairments and functional limitations of children and adults. The course includes pathology, medical evaluation and physical therapy examination. Students will also plan and execute therapeutic interventions. The course consists of lecture, laboratory practice, student research, student presentations and problem solving activities. The course is organized by anatomic region. DPT 630 covers the upper and lower extremities. 4 hours. 4.00 credits

DPT-631 Musculoskeletal Exam/Int Neck & Trunk

This course covers etiology, pathology, examination and intervention related to conditions of the TMJ, cervical, thoracic, lumbar and pelvic regions of the body. Examination schema will be presented in a regional approach, and will include relevant procedures to screen for medical disease. Intervention techniques will include passive movement, neural tissue mobilization, therapeutic exercise, muscle energy and other clinical techniques. Physical therapy intervention will be directed at resolution of specific impairments and functional limitations, but will also address contributing factors and prophylaxis. 3 hours. 3.00 credits

DPT-640 Clinical Internship II

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 4 hours. 4.00 credits

DPT-641 Clinical Internship III

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 4 hours. 4.00 credits

DPT-645 Orthotics and Prosthetics

Includes upper and lower extremity and trunk orthotic devices and upper and lower extremity prosthetics. The course includes lecture and clinical laboratory practice. 2 hours. 2.00 credits

DPT-650 Infect Immune & Metabl Dz

This course examines basic cellular and molecular processes that underlie many of the diagnoses encountered as physical therapists. General concepts of pathology are presented with a focus on the pathophysiology and medical conditions of selected organ systems. This course includes the study of inflammation/ immunology, infectious diseases and metabolism. The definition, incidence, etiology, pathogenesis and clinical manifestations are discussed for the most common medical conditions related to each system. Standard medical therapies are discussed, including pharmacological and surgical interventions. An emphasis is placed upon differential screening and recognition of medical complications that require precautions or represent contraindications to physical therapy treatment. In addition this course is designed to provide skills related to medical screening through physical examination and evaluation. 3 hours. 3.00 credits

DPT-651 Integum Cond & Diff Diagnosis

This course is a continuation of DPT 650 and includes the pathophysiology and medical interventions for the gastrointestinal, genitourinary and integumentary organ systems. 2 hours. 2.00 credits

DPT-665 Collaborative Professional Education

This course will develop skills for collaboration and communication within a team of service providers, collaboration with families with diverse cultural and linguistic backgrounds, services to children and youth with significant and multiple disabilities, and support for success of these children and youth within inclusive environments and the general education curriculum. Course participants, representing five different disciplines and specialty areas, will work together in teams to develop and complete a community-based, action research project. 1.00 credits

DPT-670 Psych Aspects of Illness/Disability

This course presents a survey of emotional, behavioral and social effects of injury, illness or disability on patients, their families and other interpersonal relationships. The interpersonal relationship between health professional and patient is emphasized. Clinical experiences are used as illustrations of theoretical material. 2 hours. 2.00 credits

DPT-680 Geriatrics and Gerontology

This course is an introduction to the issues facing older persons in the areas of health, health care policy and sociocultural expectations. It addresses the issues surrounding the burgeoning aging population; the common pathologies and impairments that are associated with the over 65 population in the context of normal vs. usual aging of the cardiopulmonary, musculoskeletal, neuromuscular and integumentary systems; and documentation and reimbursement in the Medicare system. Discussions will include the benefits of exercise in prevention of and rehabilitation from functional limitations; home assessment, housing options and community resources; communication and education with the elderly; restraint use issues; and the issues surrounding elder abuse. Students will also critique many of the functional assessment tools used with this population. 3 hours. 3.00 credits

DPT-685 Pediatric Neuromuscular: Exam & Interv

Introduction to typical development of children, with a focus on motor development in the context of changing environments across the age span, and within the cultural considerations of childhood and family. Developmental disability diagnoses associated with impaired motor function from congenital or acquired disorders of the central nervous system or genetic abnormalities in infancy, childhood, and adolescence will be presented. Students will gain an appreciation for age appropriate developmental assessments, standardized instruments, and functional means to evaluate children with disabilities in various settings. Pediatric public school practice will be discussed and an appreciation for working with families and educators will be modeled. 3 hours. 3.00 credits

DPT-690 Educ Strategies for Physical Therapists

Educational strategies for designing and teaching in clinical, community, and academic settings. Learning theory is emphasized with a focus on applications in instruction related to physical therapy. Students select topics to teach to each other, offering constructive critique and support. 3 hours. 3.00 credits

DPT-694 Critically Appraised Topics

Students will work in small groups with a faculty advisor to develop a clinical question relating to diagnosis or treatment and answering that question with a critically appraised paper (CAT) using not more than 3 articles. The CAT will be presented to the class and faculty during the semester. 1 hour. 1.00 credits

DPT-695 Independent Study

This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. It does not replace any required course. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) may be taken over the entire program. 1 hour. 1.00 credits

DPT-700 Principles Mgt & Supervision for PTs

An in-depth study of service operations management at the organizational and clinical department level is discussed. A focus on the full financial cycle from resource planning and budgeting through reimbursement is emphasized. Basic services of facilities operation and record keeping as well as case management and consulting are addressed. The physical therapist's role as a leader for personal development as well as a human resource manager is discussed. Students learn the process of program and service line development, implementation, marketing, and outcome management. Current regulatory, legal, and policy and procedures that impact practice management are also presented. 4 hours.

4.00 credits

DPT-710 Clinical Reasoning Seminar

This course provides students with the opportunity to integrate their skills for evaluation, planning, and revision of interventions. Live and videotaped demonstrations of examinations and evaluations are presented in class. Small groups of students perform an examination of a patient, justify the tests and measurements performed, perform an evaluation (make clinical judgments), establish a diagnosis and prognosis for the patient, plan therapeutic interventions, and develop a plan for outcomes assessment. The students present the case to an audience of physical therapy students and interested people from the community. Pass/No Pass. 2 hours. 2.00 credits

DPT-720 Clinical Internship IV

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 8 hours. 8.00 credits

DPT-721 Clinical Internship V

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 8 hours. 8.00 credits

DPT-722 Clinical Internship VI

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada. Pass/No Pass. 8 hours. 8.00 credits

DPT-730 Professional Lecture Series

A series of lectures, demonstrations, or workshops focusing on specialties and other areas germane to the practice of physical therapy. Examples of topics included are hand orthotics, clinical education, woman's health issues, professional communication, and industrial/occupational health. Topics will be presented by faculty and other clinical experts. Pass/No Pass. 2 hours. 2.00 credits

DPT-740 Intro to Medical Imaging for PTs

The course includes basic principles of radiology and develops a systematic approach to viewing radiographs. The course is interactive in that students will participate in viewing and describing radiographs and discussing findings with the members of the class. An introduction to Magnetic Resonance Imaging (MRI) is also included. Pass/No Pass. 1 hour. 1.00 credits

DPT-750 Bioethics Seminar for PTs

Identification and analysis of ethical issues facing physical therapists in their relationships with patients, peers, the healthcare community, and society as a whole. Pass/No Pass. 2 hours. 0.25 - 1.00 credits

DPT-790 Evidence Based Capstone Project

Students will use evidence-based principles to develop a clinical question dealing with diagnosis or treatment. Working individually, students will conduct a complete literature review or two smaller reviews using 8-12 (total) research articles. The clinical question will be answered with a written Critically Appraised Topic (CAT) that will be presented with either a platform or a poster presentation to the School of Physical Therapy in the spring of the final year. Pass/No Pass. 1-2 hours. 1.00 - 2.00 credits

DPT-791 Thesis

Completion of thesis based on an examination of clinical or professional problem using research methodology appropriate to the subject matter. Presented with platform or poster presentation to SPT in spring of the final year. May be completed in place of DPT 790. Pass/No Pass. 2 hours. 2.00 credits

PDPT-610 Professional Self Assessment I & II

A process of critical reflection on daily clinical practice. Structure is provided by the APTA and AAOMPT Descriptions of Advanced Clinical Practice guides for various specialty areas. The outcome is the composition of goals that, upon completion, will improve the participant's clinical performance. These goals will address issues not covered in other courses within the curriculum, and will be stated in language that describes measurable criteria for achievement. Official acceptance to the Transition DPT program is a prerequisite. 1 hour. 1.00 credits

PDPT-611 Professional Self Assessment III

The completion of the three-part process of Professional Self Assessment. The student must submit a summary of achievement of the goals developed in PDPT 610, with discussion of how the process has contributed to the clinician's professional development. Prerequisite PDPT 610. 1 hour. 1.00 credits

PDPT-620 Movement Science

Critical examination of the topics of motor control and motor learning. Introduces theories of motor control, including information processing, control loops, and motor programming. Motor learning includes analysis of common assumptions and research evidence regarding motor learning, inquiry into the teaching, practice, and memory variables that affect learning outcomes, and methods to optimize motor learning. Practical application, particularly to patient populations, is stressed. 3 hours. 3.00 credits

PDPT-630 Issues in Health Care & Policy

Examination of various aspects of health care policy and important professional issues relating to physical therapy practice. Addresses various reimbursement models across practice settings relating to Medicare and managed care. Studies reimbursement methodologies, ethics, legal issues, fraud and abuse, and specific issues related to daily practice (practice acts, supervision requirements, etc.). 4 hours. 4.00 credits

PDPT-640 Medical Screening - Upper Quadrant

Studies non-musculoskeletal pathologies from a regional approach rather than by organ system. This approach integrates with standard evaluation procedures used by clinicians and provides the framework for an efficient and comprehensive screening process. Addresses atypical signs and symptoms that may arouse suspicions of a non- musculoskeletal pathology. Lecture and lab. 3 hours. 3.00 credits

PDPT-641 Medical Screening - Lower Quadrant

Studies non-musculoskeletal pathologies from a regional approach rather than by organ system. This approach integrates with standard evaluation procedures used by clinicians and provides the framework for an efficient and comprehensive screening process. Addresses atypical signs and symptoms that may arouse suspicions of a non- musculoskeletal pathology. Lecture and lab. 3 hours. 3.00 credits

PDPT-650 Educ Strategies for Physical Therapy

Instructional design and methods for physical therapy curriculum in academic, clinical and community settings. Learning theory is emphasized with a focus on applications in instruction. 3 hours. 3.00 credits

PDPT-700 Evidence Based Practice / Research

Enables the participant to establish a foundation for evidence-based practice. Develops and refines skills in the implementation of EBP strategies. 4 hours. 4.00 credits

PDPT-710 Clinical Reasoning

Focus on various aspects of clinical reasoning by physical therapists including strategies that differentiate expert from novice clinicians. Participants will further develop skills for analyzing and facilitating their own clinical reasoning as well the clinical reasoning processes of peers, novice clinicians, and students. 4 hours. 4.00 credits

PDPT-711 Clinical Skills for the Cervical Spine

Courses provide an introduction or review of basic manual therapy skills for addressing musculoskeletal disorders in the spine. The Australian Approach to manual therapy serves as the foundation for utilizing clinical reasoning and evidence-based practice concepts during patient management. Discusses how the biopsychosocial nature of spine pain impacts examination and intervention. 2 hours. 2.00 credits

PDPT-712 Clinical Skills for the Lumbar Spine

Courses provide an introduction or review of basic manual therapy skills for addressing musculoskeletal disorders in the spine. The Australian Approach to manual therapy serves as the foundation for utilizing clinical reasoning and evidence-based practice concepts during patient management. Discusses how the biopsychosocial nature of spine pain impacts examination and intervention. 2 hours. 2.00 credits

PDPT-720 Clinical Project I

The initial semester when the participant develops a proposal for the project, completes an initial draft of the literature review and research methods, and submits the proposal to the appropriate Institutional Review Board. 2 hours. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite. 2.00 credits

PDPT-721 Clinical Project II

The interim semester of the capstone project. During this phase the student completes a first draft of the entire project. PDPT 720 Clinical Project - Part I is a prerequisite. 1-2 hours. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite. 1.00 - 2.00 credits

PDPT-722 Clinical Project III

The final semester of the capstone project. The participant completes final revisions of the project and presents to faculty and/or peers. PDPT 721 Clinical Project - Part II is a prerequisite. 1-2 hours. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite. 1.00 - 2.00 credits

PDPT-723 Clinical Project - Colloquium

Provides an extended timeframe to complete Parts I, II or III of the Clinical Project. No credit. The capstone project for completion of the Transition DPT degree. This is an independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite. 0.00 credits

PDPT-730 Independent Study

This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. 1-4 hours. 1.00 - 4.00 credits

PDPT-790 NAIOMT Level II

Upper Quadrant, Lower Quadrant develops a detailed biomechanical assessment and mobilization/ manipulation techniques to the spine and extremities with the rationale for manual therapy. 4 hours. This course may substitute for PDPT 710 Clinical Reasoning. 4.00 credits

PDPT-791 NAIOMT Level III

Upper Quadrant, Lower Quadrant is an integration of information generated from the assessment, and illustration of how dysfunction remote from the symptomatic source may be causal or contributory. Advanced biomechanical assessment, mobilization/ manipulation and stabilization techniques, and extremity joint advanced techniques are taught. 3 hours. In combination with PDPT 730 Independent Study this course may

substitute for PDPT 640/641 Medical Screening upper Quarter and Lower Quarter. 3.00 credits

PDPT-792 NAIOMT Level IV

Advanced spinal techniques; rationale and application. 3 hours. NAIOMT faculty. In combination with PDPT 791 NAIOMY Level III this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter. 3.00 credits

PDPT-793 Kaiser Mentorship (3 Months)

Full time program which includes 100 hours of clinical course work, 55 hours of 1:1 supervision and small group tutorials, and 26 hours per week of patient care. Clinical course content includes: 1) theory and terminology of orthopedic manual physical therapy, 2) manual therapy examination, assessment, treatment selection and progression, 3) differential diagnosis, 4) principles of patient management, including exercise and self- management, 5) practical examinations. 4 hours. Kaiser faculty. This course may substitute for PDPT 710 Clinical Reasoning. 4.00 credits

PDPT-794 Kaiser Adv Fellowship (6 Months)

Full time program which includes 270 hours of clinical course work, 130 hours of 1:1 clinical mentoring and small group tutorials, and 26 hours per week of patient care. Course content includes: 1) advanced methods of examination, assessment and treatment, 2) advanced differential diagnosis and clinical reasoning concepts, 3) anatomy, biomechanics, and medical lecture, 4) review and critique of the literature, 5) teaching and consulting, 6) completion of a community-teaching project, 7) practical examinations. 3-month Mentorship a prerequisite. 8 hours. Kaiser Faculty. This course may substitute for PDPT 640 Medical Screening Upper Quadrant, PDPT 641 Medical Screening Lower Quadrant, and 2 credits toward PDPT 720 Clinical Project. 8.00 credits

PDPT-795 NAIOMT Clinical Residency

A minimum of 440 hours of supervised clinical residency hours and clinical tutorials with NAIOMT-registered clinical residency instructors. Residency hours occur at instructional Levels II, III and IV. 2 hours. This course may contribute 2 hours toward PDPT 720 Clinical Project. 2.00 credits

Physician Assistant Studies

Faculty

Charles Bentz M.D. Medical Director, Associate Professor of Assistant Assistant Studies James Ferguson PA-C Academic Faculty of Physician Assistant Studies Richard Gicking M.D. Associate Medical Director , Assistant Professor Anya Hill R.N., PA-C, MS Clinical Coordinator, Assistant Professor of Physician Assistant Studies Judy Ortiz PA-C, MS, MHS Associate Director, Associate Professor of Physician Assistant Studies Mark Pedemonte M.D. Academic Faculty, Associate Professor of Physician Assistant Studies Randy Randolph PA-C, MPAS Program Director, Associate Professor/Director of Physician Assistant Studies Latha Reddy PA-C, MS Clinical Faculty, Assistant Professor of Physician Assistant Studies Hector Rodriguez D.O. Associate Medical Director, Assistant Professor of Physician Assistant Studies Robert Rosenow Pharm.D., O.D. Professor of Physician Assistant Studies Sheryl Sanders Ph.D Anatomy Course Instructor, Associate Professor of Physical Therapy/Physician Assistant Studies Annjanette Sommers M.S., PA-C Assistant Professor of Physician Assistant Studies Mary Von PA-C, MS Academic Coordinator, Assistant Professor of Physician Assistant Studies

Introduction

GENERAL INFORMATION

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 top 20 careers in growth potential by the U.S. Department of Labor. Positions are available in 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, health care administration and education.

ACCREDITATION

The Pacific University School of Physician Assistant Studies has received full accreditation from the Accreditation Review Commission on Education for the Physician Assistant. Graduates from an ARC-PA accredited program are eligible to sit for the national Physician Assistant certification examination.

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.

Admission to the Physician Assistant Program

Applicants to the program are required to apply on-line through the Central Application Service for Physician Assistants (CASPA): <www.caspaonline.org>.

The CASPA deadline is October 1. Applicants are also required to submit the Pacific University's Supplemental Application. The supplemental application may be downloaded on-line at www.pacificu.edu/admissions/applications/index.cfm or requested from the Admissions Office for Professional Programs. The deadline for the supplemental application is mid October. 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 or meet the special qualifications for the bachelor's degree option referenced below. All clinical hours must be completed by the application submission deadline. Admission is offered only into the first year. The Physician Assistant Program does not accept transfer students.

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 healthcare experience
- Strength of letters of evaluation (one must be from a physician, physician assistant or nurse practitioner who has worked with the applicant)
- Content of application forms and care with which they have been completed
- Quality of writing ability as demonstrated by personal narrative submitted with the application and completed on the day of the interview
- Understanding of the Physician Assistant profession

- Commitment to, and involvement with community service activities
- Strength of on-campus personal interview

Based on the review of the application by the Physician Assistant Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess skills which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a Physician Assistant, ability to think clearly and logically, self-confidence, professionalism, problem solving, cultural sensitivity and verbal expression of ideas.

The program has an ongoing relationship with the State of Hawaii and encourages residents to apply to the program. Two seats in each admitted class are reserved for the highest ranking applicants interviewed and accepted into the program from Hawaii.

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. Science and statistics prerequisite courses require a GPA of 2.5 or higher. Courses taken pass/fail or by correspondence will not be accepted (except pass/fail curriculum Universities).

Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major courses will be unacceptable in meeting the prerequisites. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course.

- Biological Sciences - 11 semester hours
Anatomy (one course with lab) human preferred*
Physiology (one course with lab) human preferred*
Microbiology or Bacteriology

- Chemistry - 11 semester hours
Organic Chemistry or Biochemistry (one course, no lab)
Two other Chemistry Courses with lab

- Statistics - 3 semester hours
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.
*-Anatomy and Physiology course(s) must be completed within seven (7) years of matriculation into the program.

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 are 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 and fund their own travel and housing arrangements.
- The PA Program has resources available that may assist the student in locating available housing during the clinical year
- Students should anticipate additional travel and housing costs during the clinical year based on their individual rotation schedules (average \$2,000./semester).
- The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding clinical rotation assignments.
- Electronic study will be incorporated into the PA Program and students will be expected to communicate electronically with program faculty and classmates during clinical placements.
- Students are expected to develop a clinical project with assistance of their PA faculty advisor and the Clinical Project Coordinator.

The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding approval of the clinical project.

FINANCIAL AID

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and kinds of financial aid is found earlier in this catalog.

STUDENT EMPLOYMENT POLICY

Students are strongly encouraged not to work while enrolled in the PA Program. Any student who chooses to work is required to attend all program related activities and will not be granted an excused absence for work obligations.

ACADEMIC POLICIES AND PROCEDURES

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the American Academy of Physician Assistant (AAPA) Code of Ethics and PA Program policies. The School of Physician Assistant Studies reserves the right to define professional competence and behavior, to establish standards of excellence, and to continuously evaluate students in regard to them. Details can be found in the Program's Testing and Evaluation policy.

Academic/Professional Performance Reviews may be initiated by faculty, clinical preceptors, tutoring director or academic advisors. The goal of these reviews is to establish Action Plans that are clear, explicit and designed to guide the student's improvement in specifically identified areas. Please refer to the Program Academic/Professional Performance policy for details.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed during each phase of the program. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to adhere to program policies, academic and professional standards or an Action Plan may result in dismissal from the program.

Final decisions by the Program may be appealed to the College of Health Professions (CHP) for the following reasons only: the student can demonstrate that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. Decisions of the CHP Appeals Board may be appealed to the University Appeals Board.

Details of the professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, are available for review in the following documents:

- Pacific University Graduate Professions Catalog
- School of Physician Assistant Studies Policies
- Student Clinical Manual
- The University Student Handbook, "Pacific Stuff"

All students entering the program are required to undergo a criminal background check at the students expense. Felony convictions, among other violations, may jeopardize the student's ability to participate in clinical rotations or to obtain a license after graduation. Prospective students are encouraged to contact their State licensing board with questions. Students may also be required to undergo drug screenings or additional criminal background checks prior to a clinical rotation at the discretion of the clinical site.

Mission

The Mission of the Physician Assistant Program is to prepare students to provide patient centered care for a diverse population in a changing health care environment through an education based in primary care medicine with a focus on critical thinking. Our global perspective on healthcare is supported by our focus on community based practice and international education. We embrace the role of the Physician Assistant in an interdisciplinary team, and are committed to the advancement of the profession by participating in professional, legislative and community activities.

The faculty, staff, students, and alumni of the Physician Assistant Program:

- Advocate for the highest quality of care for all patients
- Support the patient's right to participate in all health care decisions
- Value the diversity of all cultures, people and lifestyles
- Respect the social, emotional and spiritual needs of the individual
- Promote the multidisciplinary approach to achieving healthcare equity

within communities

- Honor professionalism through respectful interactions
- Encourage lifelong learning through the application of evidence based concepts
- Maintain a commitment to self-awareness and well being

Goals

The School of Physician Assistant Studies provides a comprehensive curriculum utilizing innovative, alternative, and traditional formats in a dynamic learning environment. The focus of the School is driven by the needs of the local and global community with a strong commitment to multilingual, multicultural, and gender-equitable learning. The School is nationally and internationally recognized as an outstanding model of PA Education.

Majors

Physician Assistant Bachelor Degree

Students may earn a Bachelor of Science degree from Pacific University offered by the School of Physician Assistant Studies (minimum 124 hours). The eligible student must be admitted to the School of Physician Assistant Studies and have completed 86 semester hours of transfer credit that includes all of the above prerequisites. In addition, the following courses are required to fulfill the degree requirements for the College of Arts and Sciences and must be completed prior to the start of the PA Program.

Requirements for the Major

- Arts - 3 semester hours in Art, Music or Theater.
- Humanities - 6 semester hours
Two courses from two different disciplines in literature, philosophy or humanities.
- Foreign Language - 6 semester hours

Students whose native language is not English will be exempt. Students can fulfill this requirement in two ways:

- Prior to the program -
Completion of two language courses (Spanish recommended)
- During the program -
Completing Basic Spanish integrated into Clinical Medicine Modules (3 credits)
Completion of a clinical rotation (6 weeks) at a clinical site serving the Latino population (3 credits)

Upon successful completion of the first year of the professional program and the above requirements, the student will receive 40 semester hours of upper division credit and awarded the Bachelor in Science in Health Studies degree.

Clinical Experience

Minimum 1,000 hours (paid or volunteer)

At the time of application submission, applicants must be able to provide documentation of a minimum of 1,000 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 aide, 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 aide, outreach worker, social worker, acupuncturist, chiropractor, naturopath, massage therapist in health care setting, patient educator, dental assistant and others.

Physician Assistant Professional Curriculum

The professional program is 27 months divided into two phases over seven consecutive semesters.

Phase I: Didactic year (12 months) on campus

Phase II: Clinical /Project Year (15 months) at sites throughout Oregon, surrounding states and internationally

Total Credits: 126-127

Requirements for the Major

Phase I Didactic Year

Summer Semester (12 weeks, 18-19 semester hours)
PA 510 Current Topics in the PA Profession 2
PA 520 Behavioral Medicine 2
PA 530 Clinical History 3
PA 535 Health Care Spanish I or proficiency exam 1
PA 553 Fundamentals of Clinical Medicine 4
PA 556 CM Genetics 1
PA 557 CM Geriatrics 1
PA 581 CM Infection and Immunology 3
PA 595 Introduction to Evidence Based Healthcare 2

TOTAL 18-19 credits

Fall Semester (16 weeks, 22 semester hours)

PA 571 CM Nephrology 2
PA 576 CM Hematology, Oncology 3
PA 577 CM Endocrinology 3
PA 582 CM Dermatology, Eye, ENT 3
PA 583 CM Pulmonary Medicine 3
PA 585 CM Cardiology, ECG 3
PA 586 CM Gastroenterology 3
PA 587 CM Men's Health 2

TOTAL 22 credits

Spring Semester (17 weeks, 21 semester hours)

PA 590 CM Neurology 3
PA 591 CM Musculoskeletal 4
PA 592 CM Women's Health 4
PA 593 CM Pediatric Medicine 3
PA 594 CM Emergent Care and Surgery 6
PA 598 CM Whole Patient 1

TOTAL 21 credits

PHASE I TOTAL 61-62 credits

PHASE II CLINICAL ROTATIONS YEAR

Summer Semester (14 weeks, 15 semester hours)

PA 610 Clinical Rotation Seminar (one week) 2
PA 665 Professional Practice Seminar I (one week) 1
Rotation 1 (6 week Rotation)* 6
Rotation 2 (6 week Rotation)* 6

TOTAL 15 credits

Fall Semester (18 weeks, 18 semester hours)

Rotation 3 (6 week Rotation)* 6
Rotation 4 (6 week Rotation)* 6
Rotation 5 (6 week Rotation)* 6

TOTAL 18 credits

Spring Semester (19 weeks, 19 semester hours)

Rotation 6 (6 week Rotation)* 6
Rotation 7 (6 week Rotation)* 6
Rotation 8 (6 week Rotation)* 6
PA 666 Professional Practice Seminar II (one week) 1

TOTAL 19 credits

Final Summer Semester (13 weeks, 13 semester hours)

Rotation 9 (6 week Rotation/Project)* 6
Rotation 10 (6 week Rotation/Project)* 6
PA 667 Professional Practice Seminar III (one week) 1

TOTAL 13 credits

*Note: Each student must complete the following rotations:

PA 630 Family Medicine 12 weeks
PA 631 Internal Medicine 6 weeks
PA 633 In-patient Medicine 6 weeks
PA 634 Surgery 6 weeks
PA 636 Emergency Medicine 6 weeks
PA 637 Community Medicine 6 weeks
PA 639 Primary Care (Pediatrics/Women's Health/Geriatrics/Family Medicine)..6 weeks
PA 640 Elective Rotation 6 weeks
PA 696 Graduate Project (6 semester hours)

PHASE II TOTAL 65 credits

The Clinical Medicine module series is a comprehensive and integrated approach to learning medicine by organ systems. There is a strong emphasis on critical thinking, problem solving, case-based learning and evidence based clinical practice. Clinical medicine modules will include the

- Advanced study of human anatomy with laboratory sessions on cadaver prosections and selected dissection opportunities
- Advanced study of human physiology with clinical applications
- Study of the etiology and pathophysiology of disease states
- Performance of history and physical examinations with attention to charting and developing a differential diagnosis. Practice on other students and participation at local clinics.
- Overview of the selection, use, and interpretation of results of laboratory and diagnostic studies
- Study of disease states including the epidemiology, history, physical examination, diagnostic evaluation, differential diagnosis, management, and prognosis
- Recognition of behavioral medicine issues on disease states commonly seen in the medical setting
- Pharmacological principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types.
- Identification and initiation of treatment for emergencies
- Comparison of the clinical presentation and management of disease states in the geriatric population vs. the general population
- Preventive health care, patient education, and health maintenance recommendations
- Application of the principles of evidence based clinical practice
- Objective evaluation of interviewing and history taking skills utilizing the Leicester Assessment Package (LAP)

Courses

PA-506 Fundamentals Hospital Care I

A sixteen (16) week didactic course providing training in multiple hospital based disciplines including surgery, surgical and medical ICU, inpatient management and surgical subspecialties with a focus on rural hospital care. The residents will attend 3-5 hours per week of didactic sessions including grand rounds, case conferences, lectures, teaching rounds and web-based instruction. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

PA-507 Fundamentals Hospital Care II

A continuation of PA 506. A sixteen (16) week didactic course providing training in multiple hospital based disciplines including surgery, surgical and medical ICU, inpatient management and surgical subspecialties with a focus on rural hospital care. The residents will attend 3-5 hours per week of didactic sessions including grand rounds, case conferences, lectures, teaching rounds and web-based instruction. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

PA-508 Fundamentals Hospital Care III

A continuation of PA 507. A sixteen (16) week didactic course providing training in multiple hospital based disciplines including surgery, surgical and medical ICU, inpatient management and surgical subspecialties with a focus on rural hospital care. The residents will attend 3-5 hours per week of didactic sessions including grand rounds, case conferences, lectures, teaching rounds and web-based instruction. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

PA-510 Current Topics in the PA Profession

Overview of the healthcare delivery system including public health, health policy, cultural issues, international healthcare, alternative medicine, introduction to problem based learning and current roles of physician assistants. Pass/No Pass. Summer Phase I. 2 credits. 2.00 credits

PA-520 Behavioral Medicine

Psychiatric conditions, counseling and communication skills, substance abuse, culture, ethnicity, and health-related behavior with an emphasis on creating a competency in the diagnosis, treatment, management and referral of psychiatric conditions. Pass/No Pass. Summer Phase I. 2 credits. 2.00 credits

PA-525 Orthopedic Surgery

A sixteen (16) week clinical rotation in a hospital based Orthopedic Surgery practice setting involving all aspects of patient care including

emergency department triage, operative experiences, inpatient and outpatient care. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-526 Trauma/Critical Care

A sixteen (16) week clinical rotation in a hospital based Trauma/Critical Care practice setting involving all aspects of patient care including emergency department triage and assessment, operative experiences and inpatient care. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-527 Hospitalist Care

A sixteen (16) week clinical rotation in a hospital based Inpatient Medicine practice setting involving all aspects of patient care including emergency department triage and assessment, ICU/critical care and medical/surgical wards. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-530 Clinical History

Introduction to obtaining and documenting an appropriate medical history. The medical record as a legal document will be discussed. Review of patient confidentiality will be emphasized. Practice on other students and participation at local clinics. Pass/No Pass. Summer Phase I. 3 credits. 3.00 credits

PA-535 Health Care Spanish I

Introduction to Spanish culture and language in a health care setting. In addition, the course will help students gain a valuable understanding of basic cultural issues related to Hispanic patients. This is a pass/no pass course and attendance is mandatory. Students who speak Spanish may function as tutors. Summer Phase I. 1 credit. 1.00 credits

PA-553 Fundamentals of Clinical Medicine

Study of physiological systems and/or organs with application to clinical situations, principles of nutrition and introduction to pharmacology. Pass/No Pass. Summer Phase I. 4 credits. 4.00 credits

PA-556 CM: Genetics

Study of the basic concepts of genetics, genetic testing and social, legal, and ethical implications of genetic testing. Pass/No Pass. Summer Phase I. 1 credit. 1.00 credits

PA-557 CM: Geriatrics

Study of the unique physiologic, emotional and social aspects of the aging patient. Pass/No Pass. Summer Phase I. 1 credit. 1.00 credits

PA-571 CM: Nephrology

A comprehensive and integrated approach to learning nephrology. Pass/No Pass. Fall Phase I. 2 credits. 2.00 credits

PA-576 CM: Hematology & Oncology

A comprehensive and integrated approach to learning hematology and oncology. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-577 CM: Endocrinology

A comprehensive and integrated approach to learning endocrinology. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-581 CM: Infection & Immunology

A comprehensive and integrated approach to learning infectious disease and immunology. Pass/No Pass. Summer Phase I. 3 credits. 3.00 credits

PA-582 CM: Dermatology Eye ENT

A comprehensive and integrated approach to learning dermatology, ophthalmology, and otolaryngology. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-583 CM: Pulmonary Medicine

A comprehensive and integrated approach to pulmonary medicine. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-585 CM: Cardiology & ECG

A comprehensive and integrated approach to cardiology and electrocardiogram. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-586 CM: Gastroenterology

A comprehensive and integrated approach to learning gastroenterology. Pass/No Pass. Fall Phase I. 3 credits. 3.00 credits

PA-587 CM: Men's Health

A comprehensive and integrated approach to learning men's health. Pass/No Pass. Fall Phase I. 2 credits. 2.00 credits

PA-590 CM: Neurology

A comprehensive and integrated approach to learning neurology. Pass/No Pass. Spring Phase I. 3 credits. 3.00 credits

PA-591 CM: Musculoskeletal

A comprehensive and integrated approach to orthopedics and rheumatology. Clinical skill sessions on splinting. Pass/No Pass. Spring Phase I. 4 credits. 4.00 credits

PA-592 CM: Women's Health

A comprehensive and integrated approach to learning women's health. Pass/No Pass. Spring Phase I. 4 credits. 4.00 credits

PA-593 CM: Pediatric Medicine

A comprehensive and integrated approach to learning pediatric medicine. Pass/No Pass. Spring Phase I. 3 credits. 3.00 credits

PA-594 CM: Emergent Care & Surgery

A comprehensive and integrated approach to learning emergency medicine, surgery and inpatient medicine. Clinical skill sessions on suturing, IVs, sterile technique, gowning/gloving. ACLS certification. Spring Phase I. 6 credits. 6.00 credits

PA-595 Intro to Evidence Based Healthcare

Introduction to review of medical literature and principles of evidence-based health care. Pass/No Pass. Summer Phase I. 2 credits. 2.00 credits

PA-598 CM: Whole Patient

A comprehensive and integrated approach to the whole patient. Pass/No Pass. Spring Phase I. 1 credit. 1.00 credits

PA-610 Clinical Rotation Seminar

Series of seminars designed to prepare the student for clinical rotations including clinical, case presentation, rotation etiquette, review of electrocardiography and radiology, patient communication and other clinical practice issues. Summer Phase II. 2 credits. 2.00 credits

PA-625 Cardiothoracic Surgery

A sixteen (16) week clinical rotation in a hospital based Cardiothoracic Surgery practice setting involving all aspects of patient care including emergency department triage, operative experiences, inpatient and outpatient care. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-626 Neurosurgery

A sixteen (16) week clinical rotation in a hospital based Neurosurgery practice setting involving all aspects of patient care including emergency department triage, operative experiences, inpatient and outpatient care. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-627 Rural Hospital Care

A sixteen (16) week clinical rotation in Rural Hospital practice setting involving all aspects of patient care including emergency department assessment and triage, operative experiences, inpatient and outpatient care. Post Graduate Residency Program. Pass/No Pass. 16 credits. 16.00 credits

PA-630 Family Medicine Rotation

Clinical rotation for 12 weeks in a family practice setting, preferably in a rural or community setting to include the care of adults, women and children. Phase II. 6 - 12 credits. 6.00 - 12.00 credits

PA-631 Internal Medicine Rotation

Clinical rotation for 6 weeks in an internal medicine practice setting. Phase II. 6 credits. 6.00 credits

PA-633 In-Patient Medicine Rotation

Clinical rotation for 6 weeks in an in-patient setting including required readings in medicine practice. Phase II. 6 credits. 6.00 credits

PA-634 Surgery Rotation

Clinical rotation for 6 weeks in a surgical practice with an emphasis on operative experiences. Phase II. 6 credits. 6.00 credits

PA-636 Emergency Medicine Rotation

Clinical rotation for 6 weeks in an emergency department, urgent care or trauma care setting. Phase II. 6 credits. 6.00 credits

PA-637 Community Medicine Rotation

Clinical rotation for 6 weeks in a community medicine setting such as a prison, health department, family planning/STD clinic, community mental health or other community based practices. Phase II. 6 credits. 6.00 credits

PA-639 Primary Care Rotation

Clinical rotation for 6 weeks in family medicine, pediatrics or women's healthcare. Phase II. 6 credits. 6.00 credits

PA-640 Elective Rotation

Clinical rotation for 6 weeks in a medical specialty. 6 credits. 6.00 credits

PA-656 Independent Study

Independent Study. See department for details. 1.00 - 20.00 credits

PA-658 Independent Study B

Independent Study. See department for details. 1.00 - 20.00 credits

PA-665 Professional Practice Seminar I

One-week seminar course dealing with professional practice issues, journal club, ethics, diversity and to assist the student with the development of the clinical project proposal. Summer Phase II. 1 credit. 1.00 credits

PA-666 Professional Practice Seminar II

One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. First draft of clinical project proposal. Spring Phase II. 1 credit. 1.00 credits

PA-667 Professional Practice Seminar III

One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. Final draft of clinical project proposal. Spring Phase II. 1 credit. 1.00 credits

PA-694 Fundamentals Evidence Based Healthcare

A sixteen (16) week didactic course providing training in concepts of measurement, basic statistics review, comparing means and interpretation of data results. Identification of evidence based resources, skills in medical literature searching, development of appropriate clinical questions and literature appraisal techniques and application to practice. The residents will attend 3-5 hours per week of didactic sessions including lectures and web-based instruction. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

PA-696 Clinical Graduate Project

Student conducts a clinical project followed by on-site presentation of results to PA faculty and other PA students with a final written paper of publishable quality or poster presentation. Professional practice issues seminars and journal club. Summer Phase II. 6 credits. 6.00 credits

PA-697 Clinical Project I

A sixteen (16) week on-line course that combines principles of clinical research and a clinical research project. The Clinical Project I course is composed of 5 modules that guide the resident in acquiring the skills and knowledge necessary for formulating a clinical research question and a research protocol. Basic research topics including ethical issues in clinical research, concepts of measurement, research design and data analysis. During the course the resident will develop and submit for program and mentor approval, a clinical project topic and a complete project protocol. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

PA-698 Clinical Project II

A continuation of PA 697. A sixteen (16) week didactic course that combines the principles of clinical research and a clinical research project. The Clinical Project II course involves implementation of an approved project at a clinical facility. Data is collected and analyzed with conclusions developed based on the results of the project. Upon completion of the project, the resident completes a paper of publishable quality and presents the study results before a clinical audience. The PowerPoint file and the paper are submitted to the program. All other courses must be completed prior to beginning the clinical project. Post Graduate Residency Program. Pass/No Pass. 4 credits. 4.00 credits

Professional Psychology

Introduction

GENERAL DESCRIPTION

The School of Professional Psychology at Pacific University educates informed practitioners of scientifically based professional psychology who are responsive to the latest empirical findings in the field. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development, clinical research, and governance. We underscore provision of services to diverse populations at the individual, family, group, and community levels.

The School of Professional Psychology, as part of the College of Health Professions, complements Pacific's traditional liberal arts and sciences undergraduate offerings. Our distinctive learning environment, along with the School's emphasis on community involvement and practical applications of theoretical and scientific psychology, make it unique in the Pacific Northwest. The School of Professional Psychology offers two programs leading to the Doctor of Psychology degree in Clinical Psychology and the Master of Arts degree in Counseling Psychology.

The doctoral program was accredited by the American Psychological Association* in 1990. The masters program in counseling psychology was originally approved by the Oregon Board of Counselors & Therapists in 2000.

*Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC, 20002-4242
Tel: (202) 336-5979
Email: APAAccred@apa.org

The School provides a comprehensive and integrated educational experience that fosters the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The School also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings.

The School orients students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations. The School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It thus strives to promote development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in our rapidly changing society and thus works to maintain a close connection with the community that it serves.

The School's curriculum in both programs provides students with a solid foundation for both professional practice and continuing professional growth. Graduates of the School have the knowledge and skills to provide psychological services to individuals, groups, and the community in a variety of contexts. They are encouraged to seek out new and innovative professional roles. Doctoral graduates are prepared to enter the postdoctoral licensing process and counseling psychology graduates are prepared to pursue licensure as a Professional Counselor.

Full-time 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 two internal training clinics, which provide supervised clinical training experiences to practicum and internship students. The Psychological Service Center is located at the downtown Portland Campus. The Iris Clinic—The Clinic of Hope is located at the College of Health Professions Campus in Hillsboro and provides services in both Spanish and English. These clinics offer a wide range of psychological services to the community. Students may also benefit from over 40 community placement sites.

INTRODUCTION

Overview of the Clinical Psychology Program

Pacific University's School of Professional Psychology program in clinical psychology requires five years of full-time study and clinical work (four years for Advanced Standing students) leading to the Doctor of Psychology Degree. The academic portion of the program is currently offered at both the College of Health Professions campus in Hillsboro and the downtown Portland Campus. Practicum placements are in clinical sites located throughout the Portland metropolitan area and in other nearby communities. Students obtain internships at sites throughout the United States and Canada through a competitive application process. Our students have been very successfully placed in hospitals, university counseling centers, mental health centers, and other institutional settings.

The cutting edge curriculum emphasizes the development of critical thinking and lifelong learning as well as the knowledge and skills necessary for competent, successful, and ethical practice. Students are exposed to a broad, flexible model of practice, including new service delivery models, that reflects changing needs and opportunities for professional psychologists. Included is careful attention to the business and administrative aspects of the profession. Graduates are prepared to enter the process of licensure as doctoral level psychologists. They are employed in a very wide variety of clinical and institutional settings in addition to independent and consultative practice.

While the purpose of the curriculum is to provide a generalist education, students may elect to focus their elective course work and some of their

clinical experience in areas of emphasis in professional psychology. Tracks within the generalist program provide students with a way to cluster their training through a defined curriculum, programs of research, and clinical practice that solidify core knowledge in the various areas of concentration. Tracks include: Neuropsychology, Child and Adolescent Psychology, Forensic Psychology, Latino/Bilingual Spanish, and Organizational/Consulting Psychology. Application for tracks takes place during the student's program of study.

Overview of the Counseling Psychology Program

Pacific University's School of Professional Psychology includes a Master of Arts program in Counseling Psychology. This is a two year program (three years for a part-time student). Courses are held in the afternoon and evening. The program is approved by the Oregon Board of Counselors and Therapists as meeting the educational standards for becoming a Licensed Professional Counselor.

The faculty espouse a local clinical scientist model and the program concentrates on teaching students to integrate the research foundation of the field into their practice. There is an art and a science to effective practice and our goal is for graduates to master both to become accomplished practitioners.

A required 600 hour practicum in the second year (third year for part time students) may be served in a variety of settings, including sites which emphasize children or adolescents, adults and geriatric clients, employee assistance programs, as well as those offering a mix of all ages, issues, and cultures.

There are two tracks: Behavioral Therapy (BT) and Organizational Behavior (OB). Students choose a track near the end of the first year. Some take both tracks. Students in the BT track may choose a child/adolescent, adult, or lifespan emphasis. Both prepare the student to work with clients at all levels of functionality. Emphasizing behavioral and cognitive-behavioral approaches, students learn strategies of demonstrated effectiveness. The OB track builds on the generalist foundation of the first year to create skills needed to work with adults in organizations with issues such as performance management, job stress, and organizational exchange and development. The OB track fits those students whose career goals include consulting, employee assistance, and working with adults in general.

The counseling psychology program is designed so that full-time students will complete the required 62-63 credits in two years. Part-time students generally finish in three years. Courses are offered both in the afternoon and evening, so that students may work and still attend class. Students are advised to keep work schedules flexible to be sure that work does not interfere with education. The program is approved by the Oregon Board of Counselors and Therapists as meeting the educational requirements for becoming a Licensed Professional Counselor. The counseling psychology curriculum is comprised of four components: core counseling psychology courses; track courses, either, behavioral therapy or organizational behavior; the required supervised experience; and the empirically based practice sample, a project demonstrating the application of the local clinical scientist model. Students spend the first year studying basic counseling theory and techniques. In the second year, students choose one of two specialty tracks: behavioral therapy or organizational behavior. Both of these have proven to be in high demand by employers.

Students begin the practical experience the first year and complete the 600-hour internship during the second year at sites throughout the community. During the second year, students prepare an Evidence Based Practice case analysis of one of their clients following a standard format approved by the program. The report is required instead of the traditional thesis for the M.A.

With consolidation of the School of Professional Psychology to one location, the Masters in Counseling Psychology program is expected to move from downtown Portland to the Hillsboro Campus by Summer, 2010.

Admissions

The School of Professional Psychology seeks students who evince both academic aptitude and personal qualities that will enable them to develop personally and professionally into effective psychologists (e.g., the ability to accept feedback and think critically). Students of all ages and social backgrounds have been successful in our programs. Only students who expect to complete the doctorate are admitted to the Psy.D. program.

Applicants are advised that criminal background checks are required by the University upon matriculation into the program. This screening is required to determine the student's qualification to provide services, and takes place after admission and deposit. A criminal record may disqualify a previously admitted student. In addition, drug screenings will be required prior to the start of clinical practicum placements.

Applications for the Psy.D. in Clinical Psychology, Psy.D.-Advanced Standing, and Respecialization programs are considered for Fall Term entry only. The deadline for application is January 10. Applications received after January 10 are considered on a space-available basis after the April 15 deposit deadline.

Applications for the M.A. in Counseling Psychology program are considered for Fall Term entry only. The priority deadline for application is March 2. Applications received after March 2 are considered on a space-available basis.

Requirements for Admission to the Psy.D. in Clinical Psychology Program

1. Satisfactory completion of a bachelors degree, with a grade point average (GPA) of at least 3.1 during the last two years.
2. The General Graduate Record Examination (GRE) taken within 5 years of application. Desirable minimum scores are a total of 1100 for the verbal and quantitative portions of the general exam. Analytic Writing scores should be at least at the 50th percentile. The Test of English as a Foreign Language (TOEFEL) is required for those for whom English is not the native language. Minimum score for paper test is 600, for computer test is 105.
3. A strong undergraduate background in psychology. Applicants do not need to have a major in psychology, but 4 of the 8 following courses are required as preparation for work at the graduate level: Introduction to psychology, personality theory, abnormal psychology, developmental psychology, experimental psychology, physiological psychology, social psychology, behavioral statistics. Applicants may be admitted with pre-requisite courses in progress. However, all pre-requisite courses must be completed with passing grades of C or higher before an admitted

student can matriculate into the program.

Applicants may further demonstrate their knowledge by submitting scores for the optional Psychology Subject test of the GRE. Note that this portion of the GRE is only administered by paper exam. It should be taken no later than November in order for results to be available by the application deadline.

Students will earn an M.S. in Clinical Psychology en route to the Psy.D.

Requirements for Admission to the Psy.D. in Clinical Psychology Program with Advanced Standing

Applicants who meet the above requirements and have been awarded a masters degree from an approved program 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 masters degree program or subsequent academic coursework must have included preparation at the graduate level equivalent to that provided by the following courses:

GPSY720 Psychometrics (3 cr)
GPSY725 Basic Clinical and Counseling Skills (3 cr)
GPSY727 Introduction to Diagnosis and Treatment Planning (3 cr)
GPSY735 Clinical and Counseling Skills Laboratory (1 cr)
GPSY737 Diagnosis and Treatment Planning Laboratory (1 cr)
GPSY775 Professional Communication (3 cr)

Advanced Standing Prerequisites

Outstanding applicants without such preparation will be required to complete all the prerequisites listed in the letter of admission before beginning practicum (GPSY 720 and 775 may be completed during practicum). Prerequisites will include either GPSY 740 Advanced Clinical Skills Review or all of the following courses: GPSY 725, 727, 735, and 737. Students admitted with 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.

Requirements for Admission to the M.A. in Counseling Psychology Program

1. Satisfactory completion of a bachelors degree. A cumulative grade point average of 3.0 on a four-point scale is desired. Those who have less than a 3.0 undergraduate GPA, but show other evidence of high potential are encouraged to apply. (Applicants may demonstrate their academic potential by taking the optional Graduate Record Exam.)
2. Prerequisite courses: Introductory psychology, abnormal psychology, and statistics. CPSY 500 and CPSY 520 may count as meeting the prerequisites. We recommend additional undergraduate courses in psychology, particularly physiological psychology, social psychology, cognition, learning, personality theory, research methods and psychometrics. For those anticipating the organizational behavior track, we recommend industrial/organizational psychology or organizational behavior. Applicants may be admitted with pre-requisite courses in progress. However, all pre-requisite courses must be completed with passing grades of C or higher before an admitted student can matriculate into the program.
3. Prior experience in a human services setting, human resources, or research environment is encouraged. Volunteer experience in lieu of paid work is acceptable.

Students who do not have the requisite GPA's, scores, or background but who show exceptional promise will be considered.

Transfer of Credits

Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An "A" grade must have been achieved and the course instructor and the Director of Academic Issues must determine that the content of the course (based on syllabus documentation) 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. For the clinical psychology program, a maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelors degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and internship credits are not transferable.

For the counseling psychology program, the same procedures apply, except that a student may transfer in a maximum of 10 credits from other schools.

Equivalence of Counseling Psychology Courses and Clinical Psychology Courses

The counseling psychology program housed within the School of Professional Psychology offers courses which are considered the equivalent of certain clinical psychology courses. Students who complete the counseling psychology program and successfully apply for admission to the clinical psychology program would enter with advanced standing and certain counseling psychology courses will be counted toward meeting the Psy.D. requirements.

Clinical psychology students may register for these counseling psychology courses if space is available, following the guidelines in the

Counseling Psychology Program Guide.

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, (e.g., the work was not formally evaluated, the course was taken more than 4 years ago, the grade received in the course was a "B" , etc.). Please note that it is expected that the student's knowledge of the course be current. An appropriate waiver examination may be set, in which case an \$100 examination fee is charged. Under no circumstances may practicum or internship requirements be transferred or waived.

Academic Year

The academic year, comprised of two 14-week semesters and one 12-week term, begins in late August and continues through July. Clinical psychology classes are scheduled in morning, afternoon, and evening in 3 or 3 1/2-hour blocks, depending on the term. Counseling psychology courses may range from 3 to 4 1/2 hour blocks, depending on the course and term. Required courses are typically offered one time per year; elective courses may be offered alternate years. Both practicum and required courses continue through the Summer term.

POLICIES

Leave of Absence

A formal leave of absence must be requested by petition for any term a student does not enroll. Students who have a break in enrollment of more than three consecutive terms are considered to be 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

Full-time enrollment is defined as 9-15 hours 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.

For counseling psychology classes, full-time enrollment is defined as 9 hours or more per term. Students must be enrolled for at least one credit each term. Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment (below six credits per term for clinical psychology). The only exception to this rule is for clinical psychology students registered for the full-time internship experience, who will be considered as enrolled full-time.

Withdrawal from Courses and Incomplete Grades/Time Limit for Completing Degree

Withdrawals from courses are permitted through, but not later than, the tenth week of a term. All withdrawal requests must be in writing and must be approved by the instructor and the student's academic advisor. Withdrawals during the first two weeks of a term are not recorded on the permanent transcript. After the second week, a grade of "W" and no credit is recorded. (See section IX of the Program Guide for further details.)

An Incomplete ("I") may be requested by a student who has completed a substantial portion of the requirements for a course. The request must be made of the instructor by the time of the last class meeting. Incompletes are given at the discretion of the instructor. Approved Incomplete requests specify the exact criteria and the deadline for completion. (See section VIII of the Program Guide for details of the policy and procedure.) 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 three academic years of initial admission. Requirements for the M.A. in Counseling Psychology must be completed within five years of enrollment.

Professional and Academic Standards, and Student Evaluation/Grading Procedures

After completing coursework, students are rated with a letter grade as well as with supplementary comments by the course instructor. There is a three-point grading system (A, B, F). Practicum I, Practicum II, Internship, Thesis, Dissertation, and Laboratories are graded on a Pass/No Pass basis. (See section VIII of the Program Guide for further details.)

Good academic standing in the School of Professional Psychology is defined as continued enrollment, satisfactory academic progress, appropriate interpersonal functioning, sound clinical skills, and appropriate professional/ethical conduct and attitudes. Students are evaluated at least annually.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current ethical guidelines and standards published by the American Psychological Association (APA) and American Counseling Association (ACA), and the state and federal laws governing the conduct of psychologists. The School reserves the right to define professional competence and behavior,

to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students must maintain good standing in the program in order to be eligible for, or continued on, any School administered scholarships.

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 clinical 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 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, evaluations procedures, and the appeals process are available in the Professional Programs Catalog, the University Student Handbook, the SPP Program Guide, and additional resources available from the school's administrative office.

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 she/he is readmitted.

Graduation

Pacific University offers three degree conferral dates during the academic year: fall, spring, and summer. The conferral date of the degree is after all degree requirements, including internship, have been met. Formal commencement is held in May. For clinical psychology students, all degree requirements, with the exception of the doctoral internship (if it is scheduled to be finished by the end of August), must be completed by the conclusion of the Spring Term in order to participate in Commencement. Students who complete degree requirements the preceding Summer or Fall semester are also encouraged to participate in May Commencement. For counseling psychology students, all degree requirements must be scheduled for completion by the conclusion of the following summer term.

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 October 15 for fall conferral.

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. Students may withdraw through the tenth week of the semester and receive a "W" on the transcript, with no grade penalty. Requests for changes in registration after the second week of class must have the approval of the Director of Academic Issues.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and kinds of financial aid are found in this Catalog under "Financial Aid." The School of Professional Psychology also offers financial assistance to qualified Psy.D. students in the

form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.

Goals

The School of Professional Psychology prepares students for mastery and success in a rapidly evolving, demanding profession. Professional psychology and counseling require a solid grounding in the science of psychology, a keen sense of ethics, strong interpersonal and research skills, and the ability to work in a variety of professional roles with clients from a diverse range of backgrounds.

The curriculum is designed to build and integrate these components of professional practice. The School emphasizes community involvement and flexible, diversity-appropriate, practical applications of scientific psychology. The clinical psychology program follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We present students with a broad range of theoretical perspectives and expose them to assessment, intervention, research/evaluation, consultation/education, and management/supervision. The counseling psychology program emphasizes the local clinical scientist model. The use of the latest and best scientific findings is a mainstay of our professional training. The faculty encourage students to use the scientific method and an empirical approach with each client.

The School of Professional Psychology is currently housed in two locations. The College of Health Professions Campus in Hillsboro houses the clinical psychology administrative offices, classroom, and some faculty offices. The Iris Clinic, with services provided in English and Spanish, is also located there. The Portland Campus in downtown Portland continues to house the Psychological Service Center, additional classrooms, and some faculty offices for the doctoral program. The Master's in Counseling Psychology continues to be housed in Portland in its entirety. The College of Health Professions and downtown Portland Campus are easily accessible via mass transit through the MAX light rail system. Consolidation of the entire School in Hillsboro is likely to take place by Summer, 2010.

Majors

Clinical Psychology M.S./Psy.D. Degrees in Clinical Psychology

The Master of Science and Doctor of Psychology degrees typically can be completed in five years of full-time study, with four years devoted to coursework and practicum and one year designated for the internship. Those earning the M.S. and Psy.D. degrees take a total of 148 credits. Students earn the M.S. upon completion of the 75 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 competency examination, or apply for internship.

Advanced Standing

Students admitted with advanced standing (with a masters 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 123-134 (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, 6 terms of practicum, and one year of clinical internship. The program is individually designed after review of the applicant's academic background.

Part-time Study

Part-time study is discouraged. Part-time students should be aware that completing the program requirements while maintaining full-time employment during the whole course of study 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 full-time faculty, works closely with the student to provide continuity and coherence throughout the student's program. The advisor provides guidance on the educational plan and general coursework and program requirements. Psy.D. students work with advisors throughout the program, including the thesis, competency examination, dissertation, and internship. Procedures allow for change of advisor.

School of Professional Psychology Training Clinics

The purpose of the training clinics 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 Psychological Service Center in downtown Portland provides psychological services to residents of the greater Portland area. Intellectual and personality assessment, neuropsychological and vocational assessment, individual therapy, marital and family therapy, group therapy, and consultation are offered. The Iris Clinic in Hillsboro offers services in both Spanish and English. Effective interventions for treating anxiety and worry, anger, depression, trauma, loss and grief, relationship problems, self-esteem problems, and parent-child problems are offered.

Summary of Degree Requirements or the Doctoral Program

Requirements for the M.S. degree in Clinical Psychology include successful completion of:

1. All required core and clinical coursework
2. Practica
3. Masters thesis

Students must complete all requirements for the masters degree within 3 years of enrollment. 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 competency examination, or apply for internship.

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
7. Two complete Diversity Day events

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.

Diversity Training

The School will sponsor an annual Diversity Day to be attended by the entire School, and when appropriate, by others in the metropolitan area. The day will offer academic, scholarly, experiential and social activities. A group of faculty and students will be responsible for planning the activities for each year. Students admitted to the doctoral program attend two complete Diversity Day events as a non-credit degree requirement. They may choose to attend more than two. In addition, all first-year students must enroll in two half-credit interdisciplinary courses through the College of Health Professions during the fall and spring terms of their year.

Coursework and Practica

The first three years of study for full-time students consist of required courses, elective courses, and practicum. Three terms of Practicum I and three terms of Practicum II, with a maximum of 16 hours of clinical work per week, are required for the Psy.D. degree.

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse client problems and populations, and to prepare for more substantial responsibilities required in the internship. Practicum training is a prerequisite to internship. Each student completes 6 terms (24 credits) of practica. The practicum experience includes a minimum of 500 training hours per year, of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative/clerical duties related to the above. Training entails integration of theoretical knowledge through its application in clinical practice. The experience shall include supervised practice in the application of professional psychological competencies with a range of client populations, age groups, problems and service settings. Practicum training takes place at the Psychological Service Center, the Iris Clinic, and numerous community placements. Practicum experience begins in the first semester of the second year.

Advancement to Candidacy for the Psy.D. Degree

Advancement to candidacy signifies that the student is ready for doctoral level clinical training. In order to be advanced to candidacy for the Psy.D. degree, students must have successfully completed:

1. Courses required for the master's degree
2. 1 year of practicum training
3. The Clinical Competency Examination

Students must sign up to take the competency examination no later than the academic year prior to the internship. The competency examination must be successfully completed before applying for internship.

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 competency examination. Students must successfully defend their dissertation proposal before being approved to apply for internship. Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 3 credits per term until the minimum of 12 credits is attained. Thereafter, the student must maintain a minimum enrollment of 1 credit each term until the dissertation is defended.

Students should be advised that it is very difficult to complete the dissertation requirement during a full-time internship. Students who are planning to take a full-time internship are advised to plan on completing their dissertation, including the oral defense, prior to embarking on their internship.

Internship

The Clinical Psychology Internship is the capstone of the professional psychology program. It is among the last major tasks undertaken by the student prior to graduation and represents a significant commitment of time and effort. The internship begins after practicum training is completed, after advancement to doctoral candidacy, and after the dissertation proposal is defended.

The internship 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 1,500 training hours).

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.

Internship placements may be in a variety of outpatient or inpatient settings throughout the United States. Internship training must be taken at an approved site, and all internship settings used by students must be funded, meet APPIC criteria, and be approved by the Director of Clinical Training prior to formal application. Approved internship settings include all American Psychological Association (APA) and Canadian Psychological Association (CPA) accredited sites, and all sites listed in the Association of Postdoctoral and Psychology Internship Centers (APPIC) Directory, as well as other selected sites that have been specifically approved by the School. Most internship applications are due in November, December, or January, and offers are made in February for placements that begin the following Fall.

Students may be recommended for internship upon:

1. satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing)
2. satisfactory completion of Practicum I and Practicum II (or anticipated completion by the end of the academic year before internship)
3. successful passing of the Clinical Competency Examination
4. successful defense of the dissertation proposal
5. "satisfactory" or "acceptable with concerns" standing in the program

Students who are on probation or warning will not be approved to apply for internships.

Requirements for the Major

The Generalist Doctoral Curriculum for M.S./Psy.D. Students

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs. For those students who pursue a track in addition to generalist training, there will be some modifications of the overall curriculum.

Foundation Sequence, 20 credits*

GPSY 720 Psychometrics* 3
GPSY 725 Basic Clinical and Counseling Skills* 3
GPSY 727 Introduction to Diagnosis and Treatment Planning* 3
GPSY 735 Clinical and Counseling Skills Laboratory* 1
GPSY 737 Diagnosis and Treatment Planning Laboratory* 1
GPSY 775 Professional Communication* 3
GPSY 780 Thesis (2 credits X 3 terms) * 6

Basic Sequence, 15 credits

GPSY 800 History and Systems 3
GPSY 802 Advanced Life Span Psychology 3
GPSY 804 Cognition 3
GPSY 811 Fundamentals of Behavioral Neuroscience 3
GPSY 813 Social/Individual Bases of Behavior 3

Human Diversity Sequence, 7 credits

GPSY 814 Human Diversity* 3

GPSY 819 Human Diversity Lab* 1

Approved elective 3

2 non-credit Diversity Day events

Assessment Sequence, 9 credits

GPSY 820 Psychopathology* 3

GPSY 821 Assessment I - Intelligence* 3

GPSY 822 Assessment II - Objective* 3

Intervention Sequence, 9 credits

GPSY 816 Intervention I* 3

GPSY 817 Intervention II* 3

GPSY 818 Intervention III 3

Professional Sequence, 12 credits

GPSY 870 Ethics and Professional Issues* 3

GPSY 871 Professional Roles I 3

GPSY 872 Professional Roles II 2

GPSY 873 Supervision Practicum 1

GPSY 876 Business of Psychology 3

Research Sequence, 21 credits

GPSY 880 Statistics and Research Design I* 3

GPSY 881 Statistics and Research Design II* 3

Research Elective 3

GPSY 882 Dissertation 12

Supervised Clinical Experience, 30 credits

GPSY 887 Practicum I (4 credits x 3 terms)* 12

GPSY 888 Practicum II (4 credits x 3 terms) 12

GPSY 890 Internship (2 credits x 3 terms) 6

Free Electives, 25 credits

For students who pursue generalist training, it is highly recommended they take 12 credits of assessment courses and 18 credits of intervention courses.

Examinations

- Competency Examination

- Dissertation Defense

TOTAL credits required 148

Limit on transfer and waiver 21

*Credit hours which are required for the M.S. degree 75

Students have 8 years from matriculation to complete M.S./Psy.D. degree requirements.

The Generalist Curriculum for Advanced Standing Students

Prerequisite Courses*

GPSY 720 Psychometrics* 3

GPSY 725 Basic Clinical & Counseling Skills* 3

GPSY 727 Intro to Diagnosis & Treatment Planning* 3

GPSY 735 Clinical & Counseling Skills Lab* 1

GPSY 737 Diagnosis & Treatment Planning Lab* 1

GPSY 775 Professional Communication* 3

Required 3 credits

GPSY 740 Advanced Clinical Skills Review 3

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs.

Basic Sequence, 15 credits

GPSY 800 History and Systems 3

GPSY 802 Advanced Life Span Psychology 3

GPSY 804 Cognition 3

GPSY 811 Fundamentals of Behavioral Neuroscience 3

GPSY 813 Social/Individual Bases of Behavior 3

Human Diversity Sequence, 7 credits

GPSY 814 Human Diversity 3

GPSY 819 Human Diversity Lab 1

Approved elective 3

2 non-credit Diversity Day events

Assessment Sequence, 9 credits

GPSY 820 Psychopathology 3

GPSY 821 Assessment I - Intelligence 3

GPSY 822 Assessment II - Objective 3

Intervention Sequence, 9 credits

GPSY 816 Intervention I 3

GPSY 817 Intervention II 3

GPSY 818 Intervention III 3

Professional Sequence, 12 credits

GPSY 870 Ethics and Professional Issues 3

GPSY 871 Professional Roles I 3

GPSY 872 Professional Roles II 2

GPSY 873 Supervision Practicum 1

GPSY 876 Business of Psychology 3

Research Sequence, 21 credits

GPSY 880 Statistics and Research Design I 3

GPSY 881 Statistics and Research Design II 3

Research Elective 3

GPSY 882 Dissertation 12

Supervised Clinical Experience, 30 credits

GPSY 887 Practicum I (4 credits x 3 terms) 12

GPSY 888 Practicum II (4 credits x 3 terms) 12

GPSY 890 Internship (2 credits x 3 terms) 6

Free Electives 17

Examinations

- Candidacy Examination

- Dissertation Defense

TOTAL credits required 123-137*

Limit on transfer credits 21

*Students admitted at advanced standing may be required to take some courses in their first year of study if they have not had equivalent course work upon admission.

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:

1. Three terms of Practicum I (GPSY887, 12 credits)
2. Advanced Life Span Psychology (GPSY802, 3 credits)
3. Cognition (GPSY804, 3 credits)
4. Fundamentals of Behavioral Neuroscience (GPSY811, 3 credits)
5. Individual/Social Bases of Behavior (GPSY813, 3 credits)
6. Interventions I, II, and III (GPSY816, 817, & 818, 9 credits)

7. One assessment course (3 credits)
8. Ethics and Professional Issues (GPSY870, 3 credits)
9. The student must successfully complete the clinical competency examination.

All requirements must be completed within 3 years of initial enrollment.

Counseling Psychology
 THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

The Counseling Psychology M.A. degree can typically be completed in two years of full-time study. The program begins with a year of basic theory and techniques in counseling psychology. In the second year students select either an Adult or Child EBP focus. A total of 62 credits (73 for OB students) are required. In the first year a minimum of 35 credits are taken (full-time study). This includes three required credits in professional practice gained through volunteer work in the community or through current employment in the mental health field. In the second year a minimum of 27 credits are taken. The 15 credits for practicum will allow the student to meet the 600 hour state requirement for pre-degree supervised experience. The second year specialty courses will allow students to add a concentration that will enhance their employability post-graduation. In addition, in the second year, students will submit an Evidence-Based Practice Sample which must demonstrate competency in counseling psychology.

Evidence-Based Practice (EBP) Courses (Adult and Child)

In the second year, EBP courses will prepare students to work in mental health settings with a variety of populations. Graduates will be distinguished from those of other masters level programs, in that they will have expertise in utilizing research supported treatments. Over the last three decades, the EBP's, in light of their empiricism and documented efficacy, have gained increasing acceptance in the mental health field. In today's climate of accountability, EBP's dovetail ideally with the managed care philosophy of mental health. Hallmarks of most EBP's are: empiricism, clear treatment goals, precision of thinking, documentation, and accountability. Currently, there are numerous opportunities nationwide for such masters level clinicians; this trend is expected to continue in the future.

Elective Organizational Behavior (OB) Track Courses

The OB sequence will prepare students to work in industry in dealing with individual and organizational change. Graduates will be distinguished from those of masters level industrial and organizational psychology programs, in that the emphasis will be on providing counseling services for problems encountered at work, rather than on providing human resource services, such as employee selection and compensation.

Recently, it has been recognized that there are work-related conditions which place people at risk for psychological disorders. Strain from job stressors, for example, has been related to a number of medical and psychological problems. In addition, the Americans with Disabilities Act requires employers to reasonably accommodate employees with mental disorders. At present there are few people with training in both mental health and organizational behavior to assist with this process. It is expected that opportunities for prevention, amelioration, and accommodation of mental health problems at work should develop over the next few years.

Behavioral change in organizations is expected to be an important part of the work of graduates. It is clear that such behavioral change can often be accomplished through structural changes in organization and job design, compensation systems, leadership styles, and the like. However, these methods are not effective for all employees. In many cases a talented individual has personal shortcomings which make it difficult or impossible for that person to achieve his or her career potential or organizational objectives. Counseling approaches have been found to be effective for these problems, but counselors also must have thorough knowledge as to how organizations operate and how careers develop. OB students perform a 100 hour field placement in addition to the practicum required of all students.

Requirements for the Major

First Year Courses

Fall Term, 10 credits

- CPSY-501 Human Growth and Development 3
- CPSY-503 Professional Orientation 3
- CPSY-521 Research Methods 3
- CPSY-550 Intro to Professional Participation 1

Spring Term, 14 credits

- CPSY-502 Assessment of Individuals 3
- CPSY-505 Individual Assessment Lab 1
- CPSY-512 Helping Relationships 3
- CPSY-535 Group Dynamics 3
- CPSY-541 Psychoactive Substances 3
- CPSY-550 Intro to Professional Participation 1

Summer Term, 11 credits

- CPSY-504 Interviewing and Counseling Skills 3
- CPSY-506 Interviewing and Counseling Skills Lab 1
- CPSY-510 Social & Cultural Foundations 3
- CPSY-564 Child Roles & Contexts 3 OR CPSY-565 Adult Roles & Contexts 3
- CPSY-550 Intro to Professional Participation 1

Second Year Courses

Fall Term, 9 credits

CPSY-580 Theory Evidence-Based Counseling: Child 3 OR CPSY-581 Theory Evidence-Based Counseling: Adults 3

CPSY-590 Practica I 5

CPSY-592 Evidence Based Practice Project 1

Spring Term, 9 credits

CPSY-582 Applied Evidence-Based Counseling: Child 3 OR CPSY-583 Applied Evidence-Based Counseling: Adult 3

CPSY-590 Practica II 5

CPSY-592 Evidence Based Practice Project 1

Summer Term, 9 credits

CPSY-531 Career and Lifestyle Development 3

CPSY-590 Practica III 5

CPSY-592 Evidence Based Practice Project 1

TOTAL credits required 62

Organizational Behavior Second Year Elective Sequence

CPSY-571 Organizational Behavior I (Fall) 3

CPSY-572 Organizational Behavior II (Spring) 3

CPSY-573 Organizational Behavior III (Summer) 3

CPSY-591 Organizational Fieldwork (Spring and Summer) 1

Courses

CPSY-500 Accelerated General Psychology

Serves as an accelerated introduction to the field of psychology. The content includes those areas most needed by a prospective graduate student in counseling psychology, including: scientific methods in psychology, learning theories, memory and cognition, neuroanatomy and psychophysiology, motivation and emotion, personality and psychopathology. Other topics may be covered at the discretion of the instructor. The course also includes an introduction to reading and writing psychological literature and the analysis of psychological phenomena. Credit may not be used to fulfill degree requirements. 4 credits. 4.00 credits

CPSY-501 Human Growth and Development

Considers development and socialization across the lifespan. Particular attention is accorded to how developmental issues at varying levels impact the counseling process. 3 credits. 3.00 credits

CPSY-502 Assessment of Individuals

Theory and practice of various aspects of the process of assessing clinical problems. Information is covered regarding intake interviewing, structured interviewing, and diagnosis and treatment planning. Additionally, course involves a description of a variety of strategies (self-report, observational, objective) used in evaluating individuals. 3 credits. 3.00 credits

CPSY-503 Professional Orientation

Considers standards of counseling practice, ethical and professional issues, mental health statutes, interaction with other helping professions, referrals, and consultation. Discussion of the role of managed care, social and political factors impacting on practice. 3 credits. 3.00 credits

CPSY-504 Interviewing and Counseling Skills

Introduction to communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, non-judgmental attitude, reflecting, facilitation of client self-exploration, behavior monitoring, interpretation, and extracting relevant clinical information. Role playing will be used extensively as a teaching tool. 3 credits. 3.00 credits

CPSY-505 Individual Assessment Lab

Taken in conjunction with CPSY 502. Assessment of Individuals, except with consent of instructor. Provides an opportunity for students to implement assessment strategies learned in Assessment of Individuals. Emphasis is placed on experiential learning opportunities and constructive feedback regarding assessment skills. Pass/No Pass. 1 credit. 1.00 credits

CPSY-506 Interviewing & Counseling Skills Lab

Practical experience in using interviewing and counseling skills. Taken concurrently with CPSY 504 Interviewing and Counseling Skills, except with consent of instructor. Pass/No Pass. 1 credit. 1.00 credits

CPSY-510 Social & Cultural Foundations

Examines social and cultural determinants of behavior, with particular relevance to the counseling process. Also considers services and service-delivery to underserved populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. 3 credits. 3.00 credits

CPSY-512 Helping Relationships

Introduction to the development, maintenance, and termination of the therapeutic relationship. Basic counseling skills such as listening, empathy, observation, and therapist self-care will be addressed. 3 credits. 3.00 credits

CPSY-521 Research Methods

Considers scientific method, hypothesis generation, experimental and quasi-experimental design, single subject designs, reliability, and validity. Emphasis is on how research methods relate to accountability in practice. Both quantitative and qualitative approaches will be covered. 3 credits. 3.00 credits

CPSY-531 Career & Lifestyle Development

Evaluates theoretical underpinnings of career and lifestyle choice. Examines the complexities of career and lifestyle methods to guide clients in making choices. Development issues across the career span including early socialization, mentoring, role changes, and values across cultures are included. 3 credits. 3.00 credits

CPSY-535 Group Dynamics

Considers group counseling approaches and models; issues of group issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to specific goals and counseling methods to facilitate group cohesion and growth. 3 credits. 3.00 credits

CPSY-541 Psychoactive Substances

Introduces psychopharmacology of legal and illegal substances, assessment and treatment of abuse. 3 credits. 3.00 credits

CPSY-550 Intro to Professional Participation

Minimum of 20 hours per semester volunteer experience in a facility or program approved by advisor. Repeated three times, normally in the first year. Pass/No Pass. 1 credit. 1.00 credits

CPSY-552 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 3 credits. 3.00 credits

CPSY-555 Special Topics/Independent Study

See department for details. 1.00 - 12.00 credits

CPSY-564 Child Roles & Contexts

Covers the impact of child and adolescent interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, school, and peers. Positive approaches to behavioral counseling for children and families, and consultation with schools. 3 credits. 3.00 credits

CPSY-565 Adult Roles & Contexts

Covers the impact of adult interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, couples, caregiving. Positive approaches to behavioral counseling for adults, families, and couples are emphasized. 3 credits. 3.00 credits

CPSY-571 Organizational Behavior I

Organizational Psychology. Considers the theory of organizational systems, organizational design, technology, motivation, leadership, culture and climate, and social relationships. 3 credits. 3.00 credits

CPSY-572 Organizational Behavior II

Individual Problems and Interventions. Identifying and changing individual performance problems in organizations. Includes performance appraisal and feedback, training, performance management and engineering, disabilities, job design, stress reduction, and other practices. 3 credits. 3.00 credits

CPSY-573 Organizational Behavior III

Organizational Problems and Interventions. Working with entire organizational units to change culture, attitudes, norms, and other factors to make organizations more productive and better places to work. 3 credits. 3.00 credits

CPSY-580 Theory Evidence-Based Counseling: Child

Covers theoretical models underlying evidence-based practices in counseling with children and adolescents. Primary emphasis is on behavioral, cognitive-behavioral, and family theories of assessment and treatment. 3 credits. 3.00 credits

CPSY-581 Theory Evidence-Based Counseling: Adult

Covers theoretical models underlying evidence-based practices in counseling with adults. Primary emphasis is on behavioral, cognitive-behavioral, and mindfulness-based theories of assessment and treatment. 3 credits. 3.00 credits

CPSY-582 Applied Evidence-Based Counseling: Child

Specific emphasis on assessment and evidence-based treatment of children and adolescents. Course material covers a wide variety of child and adolescent disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits. 3.00 credits

CPSY-583 Applied Evidence-Based Counseling: Adult

Specific emphasis on assessment and evidence-based treatment of adults and older adults. Course material covers a wide variety of adult disorders that are likely to be encountered in a treatment setting. Treatment manuals and protocols for evidence-based interventions are reviewed. 3 credits. 3.00 credits

CPSY-590 Practica I, II, and III

Total of 600 hours, across the three practica in preparation for supervised practice post-masters graduation. Of the 600 hours, approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of practica are served in agencies approved by the Director of the Program in consultation with the Coordinator of Clinical Training at SPP. The primary objective is to enable the student to practice, under supervision, counseling and assessment skills, with a variety of

populations. Pass/No Pass. 5 credits. 5.00 credits

CPSY-591 Organizational Fieldwork

Total of 100 hours across two trimesters engaged in an organizational consulting assignment approved by the faculty teaching Organizational Behavior II. Required for Organizational Behavior students only. Repeatable for credit twice. 1 credit. 1.00 credits

CPSY-592 Evidence Based Practice Project

Preparation and presentation of a detailed study of a client counseled by the student. The study is conducted at the practicum site and the report is prepared according to a standard format used by the program. The final product is evaluated by the faculty and successful completion is required for graduation. Repeatable for credit 3 times. Pass/No Pass. 1 credit. 1.00 credits

CPSY-595 Research Participation

See department for details. 1.00 - 12.00 credits

GPSY-720 Psychometrics

Psychological measurement, including strategies of test construction, reliability, validity and issues in prediction of behavior. 3 credits. 3.00 credits

GPSY-725 Basic Clinical and Counseling Skills

Introduction of communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, non-judgmental attitude, importance of values, assertiveness, and effective interviewing. Corequisite: GPSY 735. 3 credits. 3.00 credits

GPSY-727 Intro Diagnosis & Treat Plan

Interviewing for problems, strengths, and resources; mental status examinations; intake interviewing; overview of diagnostic categories; basic diagnostic decisions; and treatment planning. Prerequisite: GPSY 820. Corequisite: GPSY 737. 3 credits. 3.00 credits

GPSY-735 Clinical & Counsel Skills Lab

Three hours per week of skills practice. Corequisite: GPSY 725. 1 credit. 1.00 credits

GPSY-737 Diagnosis & Treat Planning Lab

Three hours per week of skills practice. Prerequisite: GPSY 820. Corequisite: GPSY 727. 1 credit. 1.00 credits

GPSY-740 Advanced Clinical Skills Review

A review and appraisal of students' clinical skills in preparation for the practicum experience including the areas of interviewing and assessment, treatment planning, intervention and documentation. 3 credits. 3.00 credits

GPSY-752 Spanish & Culture for Health Prof I

This course will develop the skills needed to understand and communicate in spoken and written Spanish on a beginning level within the medical setting. In addition, the course will help the student gain a valuable understanding of basic cultural issues related to Spanish-speaking patients of relevance in medical settings. 3 credits. 3.00 credits

GPSY-775 Professional Communication

Coverage of use of various formulas of professional communication, including electronic forms, letters, reports, etc., and APA style, scholarly writing, manuscript and report preparation, and presentation skills. 3 credits. 3.00 credits

GPSY-780 Master's Thesis

Students complete a scholarly project supervised by a faculty member. Students are expected to select a topic and submit a proposal by the end of the first term of thesis enrollment, submit and revise thesis section drafts during the second term, and complete and defend the thesis by the end of the third term. Prerequisite: GPSY 775. Pass/No Pass. 1-2 credits. 1.00 - 2.00 credits

GPSY-800 History and Systems

A review of the history and systems of psychology, including philosophy of science and contemporary models of applied psychological science. 3 credits. 3.00 credits

GPSY-802 Advanced Life Span Psychology

Overview of theories and research in life-span development. Principles and determinants of development from conception to death, including sensory-motor, cognitive, social, emotional aspects. 3 credits. 3.00 credits

GPSY-804 Cognition

Cognitive determinants of human behavior. Theories and research in information processing, consciousness, memory and reasoning. 3 credits. 3.00 credits

GPSY-811 Fund Behavioral Neuroscience

Biological aspects of human behavior, including affect and motivation, from the perspectives of historical development, current theory and research, and applications. 3 credits. 3.00 credits

GPSY-813 Indiv/Social Bases of Behavior

Human behavior as reciprocal relations between the person and the social environment, from the perspectives of historical development, current theory and research, and applications. 3 credits. 3.00 credits

GPSY-814 Human Diversity

Presents a framework for a psychology of human diversity, then considers philosophical and paradigmatic principles and applications to practice and research. Human diversity is defined broadly, to include sexual orientation, gender, race/ethnicity, age, disability, and other

sources of diversity. Corequisite: GPSY 819. 3 credits. 3.00 credits

GPSY-815 Psychology of Women

Gender differences in development. Effects of sex role and power role and power on clinical training and practice. Prerequisite: GPSY 811,812,813,814. 3 credits. 3.00 credits

GPSY-816 Intervention I

Part I of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. 3 credits. 3.00 credits

GPSY-817 Intervention II

Part II of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. 3 credits. 3.00 credits

GPSY-818 Intervention III

Part III of a three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special population. Examines contemporary interventions with adults, children, families and groups. Short term, long term, and intermittent approaches are considered in the context of accountability. 3 credits. 3.00 credits

GPSY-819 Human Diversity Laboratory

Three hours per week of skills practice, consciousness raising and community participation. Corequisite: GPSY 814. 1 credit. 1.00 credits

GPSY-820 Psychopathology

Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature. 3 credits. 3.00 credits

GPSY-821 Assessment I: Intelligence

Preparatory course in clinical assessment with emphasis on theory, administration, scoring and interpretation. Demonstration, practice, and test report writing using the Wechsler Scales. Prerequisite: GPSY 720 or equivalent. 3 credits. 3.00 credits

GPSY-822 Assessment II: Objective

Development and theory of objective personality tests. Emphasis on MMPI-2 interpretation, with example cases, practice profiles and test report writing. Prerequisite: GPSY 821. 3 credits. 3.00 credits

GPSY-823 Projective Assessment

Survey of projective measures. Theory, administration, scoring, and interpretation of Rorschach (Comprehensive System). Examples and practice, report writing. Prerequisite: GPSY 821, 822. 3 credits. 3.00 credits

GPSY-824 Neuropsychological Assessment

Discussion of central nervous system disorders. Demonstration and practice in the administration, scoring and interpretation of tests of central nervous system functions. Emphasis on preparation of comprehensive psychological reports. Prerequisite: GPSY 811, 821. Corequisite: GPSY 834. 3 credits. 3.00 credits

GPSY-825 Psychodynamic Psychotherapy

Theory and practice of psychodynamic therapy approaches, emphasizing psychoanalysis. Historical development and contemporary applications. Discussion of case material and dynamic process techniques. Prerequisite: GPSY 816. 3 credits. 3.00 credits

GPSY-826 Cognitive Behavior Therapy

Survey of theory and practice. Behavioral assessment and treatment of a variety of common clinical problems. Emphasis on more recent cognitive behavior therapy approaches. Prerequisite: GPSY 816. 3 credits. 3.00 credits

GPSY-827 Humanistic Psychotherapy

Major issues involved in existential-humanistic psychotherapy, including existential-analytic approaches and humanistic-based psychotherapy. Emphasis on common elements in these therapeutic orientations and application to the practice of psychotherapy. Prerequisite: GPSY 816. 3 credits. 3.00 credits

GPSY-828 Group Psychotherapy

History, theory, and research of group dynamics. Investigation of group process variables, and their relevance to current group therapy practices. Prerequisite: GPSY 816, GPSY 818. 3 credits. 3.00 credits

GPSY-830 Cross-Cultural Psychology

Cross-cultural competence, services and service- delivery to underserved and minority populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. Prerequisite: GPSY 814, GPSY 816, GPSY 817, GPSY 818, GPSY 821, GPSY 822. 3 credits. 3.00 credits

GPSY-834 Neuropsychological Assessment Lab

Administration and scoring of a neuropsychological test battery is demonstrated in weekly lab sessions during the first four weeks of the term. For the remainder of the term, students administer two complete neuropsychological test batteries to volunteers and score them. These test protocols are submitted to and reviewed by the teaching assistant who provides feedback about test administration and scoring. Corequisite: GPSY 824. 1 credit. 1.00 credits

GPSY-835 Juvenile Forensic Psychology

This course will provide the student with an overview of juvenile forensic psychology. The major emphasis will be on discussing various psychological evaluations for the legal system, including child custody, child abuse/neglect matters, and juvenile evaluations. In addition, the course will discuss testifying and ethical issues related to forensic work. 3 credits. 3.00 credits

GPSY-836 Adult Forensic Psychology

Major domains of law reviewed (e.g., criminal, civil, family, and juvenile). Special topics within each domain that involve psychological decision making explored (e.g., insanity, dangerousness, psychological injury, child custody visitation, child abuse, delinquency vs. dependency, and adolescent waiver to adult court). Professional practice issues addressed. 3 credits. 3.00 credits

GPSY-841 Assessment of Children

Overview of major disorders of childhood and of assessment techniques, including evaluation methods for cognitive, personality, and adaptive functioning. Prerequisite: GPSY 812, 820, 821 or GPSY 802, 804, 820, 821. 3 credits. 3.00 credits

GPSY-843 Human Sexuality and Clinical Issues

Clinical issues in sexual behavior: emphasis on contemporary issues, assessment and treatment of sexual dysfunction and disorder, and inclusion of client sexuality in clinical practice. 3 credits. 3.00 credits

GPSY-844 Psychotherapy for Children

Research, theory, practical application and techniques for working with children. Service delivery approaches. Prerequisite: GPSY 817. 3 credits. 3.00 credits

GPSY-845 Family Therapy

Exploration of contemporary approaches to understanding and working with family problems, including communication, systems theory and structural methods. Prerequisite: GPSY 817. 3 credits. 3.00 credits

GPSY-846 Child Psychopathology & Interviewing

Overview of the major theories and current research related to the development of psychological disorders of childhood and adolescence. Applied basic interviewing skills to the diagnostic process with children and adolescents. Prerequisite: GPSY 727. 3 credits. 3.00 credits

GPSY-847 Treatment of Chemical Dependency

Current theory and practice in assessment and treatment of chemical dependency. Topics include acute and chronic drug effects, relapse prevention, effects of chemical dependency on the family system, and denial and developmental arrest as core features of chemical dependency. 3 credits. 3.00 credits

GPSY-850 Health Psychology

Theory and practice of working with medical disabilities and in medical service settings. 3 credits. 3.00 credits

GPSY-851 Psychopharmacology

Psychotropic medications, their uses and general effects. Behavioral effects of medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. Prerequisite: GPSY 811, 812, 813, 820 or GPSY 802, 804, 811, 813, 820. 3 credits. 3.00 credits

GPSY-853 Mindfulness-Based Interventions

An introduction to the concept of mindfulness meditation, its historical context, its contemporary scientific status, and application of mindfulness practices in clinical interventions. 3 credits. 3.00 credits

GPSY-855 Gestalt Therapy

Theory and practical application of Gestalt therapy. Practical demonstrations and role playing. 3 credits. 3.00 credits

GPSY-856 Child Treatment Seminar I

The first of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Instructor consent required. Prerequisite: GPSY 817. 2 credits. 2.00 credits

GPSY-857 Child Treatment Seminar II

The second of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Instructor consent required. Prerequisites: GPSY 817, 856. 1 credit. 1.00 credits

GPSY-863 Program Evaluation

Program evaluation strategies and techniques. Needs assessment, goal clarification, outcome and activity evaluation; management information systems, accountability. Applied student projects. Prerequisite: GPSY 880, 881. 3 credits. 3.00 credits

GPSY-870 Ethics & Professional Issues

Emphasis on knowledge of APA Ethical Principles: standards of professional practice and state mental health statutes and application to case examples. Awareness of social, political and professional issues currently affecting professional practice and implications for the future. 3 credits. 3.00 credits

GPSY-871 Professional Roles I

The first of a two course sequence which provides an overview of, and opportunity to practice and integrate, selected core competencies for doctoral level professional psychologists. Emphasis will be on clinical supervision, management, consultation, and education. The course will employ didactic and experiential methods. Prerequisite: GPSY 816,817,818,870, 3 terms of Practicum (887). 3 credits. 3.00 credits

GPSY-872 Professional Roles II

The second of a two course sequence on professional roles and competencies. Prerequisite: GPSY 871. 2 credits. 2.00 credits

GPSY-873 Supervision Practicum

Supervised experience in practicing supervision skills. Prerequisite: GPSY 872. 1 credit. 1.00 credits

GPSY-876 Business of Psychology

Covers the basic financial, business, and legal issues surrounding practice as a psychologist; including financial management, legal forms of organization (proprietor, partnerships, corporation), planning, budgeting, and organizing, information management, quality control, contract negotiation and credentialing, third party systems and managed care. The variety of roles and venues of practice are considered including private and group practice, public and private agencies, and institutions. 3 credits. 3.00 credits

GPSY-877 Language and Culture of Organizations

Emphasis on learning to navigate the organizational and business environment. Covers financial data, marketing and contracting professional services, non-psychological perspectives of organizations, ethics in consulting, practical consulting skills, professional comportment, and multiple roles in interdisciplinary team settings. 3 credits. 3.00 credits

GPSY-878 Assessment & Analysis in Organizations

Emphasis on psychological assessments in organizations. Covers individual assessment; performance evaluation and appraisal; leadership and management styles; use of interviews and surveys; organizational diagnosis; legal, professional, and ethical standards in organizational assessment; and cultural and diversity issues. 3 credits. 3.00 credits

GPSY-880 Statistics & Research Design I

This two-course series follows the logical progression of a research project, from hypothesis development, experimental design, to statistical methodology, including univariate and multivariate statistics. Students will gain experience using computer applications to analyze data, as well as writing up APA style results. The class also focuses on ethical issues that arise during the research process, as well as incorporating diversity perspectives into research methodology. Prerequisite: GPSY 720 or equivalent. 3 credits. 3.00 credits

GPSY-881 Statistics & Research Design II

This two-course series follows the logical progression of a research project, from hypothesis development, experimental design, to statistical methodology, including univariate and multivariate statistics. Students will gain experience using computer applications to analyze data, as well as writing up APA style results. The class also focuses on ethical issues that arise during the research process, as well as incorporating diversity perspectives into research methodology. Prerequisite: GPSY 720 or equivalent. 3 credits. 3.00 credits

GPSY-882 Dissertation

Examination of a professional problem by means of literature search, conceptualization, use of data and written exposition, including a variety of methods. Pass/No Pass. 1-4 credits. 1.00 - 4.00 credits

GPSY-883 Qualitative Research Methods

Overview of the major types of qualitative research, for collecting and analyzing data, and for applying standards of rigor to qualitative research. Prerequisite: GPSY 880, 881. 3 credits. 3.00 credits

GPSY-887 Practicum I

A minimum of 500 training hours of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. The three terms of practica are served in the Psychological Service Center or in other approved agencies. Pass/ No Pass. Prerequisite: GPSY 725, 727,735, 737, and 820. Advanced Standing students may be able to take GPSY 740 and 820 to fulfill the prerequisite; see department for details. 4 credits. 4.00 credits

GPSY-888 Practicum II

A minimum of 500 training hours of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. Practicum II training is available in the Psychological Service Center or in other approved agencies with the agreement of the Director of Clinical Training and the student's advisor. Pass/No Pass. Prerequisite: GPSY 887. 4 credits. 4.00 credits

GPSY-890 Internship

A minimum of one year full-time or two years half- time of 1800 hours of supervised clinical experience in a facility approved by the faculty, covering a range of activities in psychological assessment and intervention with a variety of clients. Participation in program administration, development of supervisory skills and opportunity for interdisciplinary collaboration. Pass/ No Pass. Prerequisite: GPSY 887, 888. 1-4 credits. 1.00 - 2.00 credits

GPSY-891 Clinical Fieldwork

Supervised clinical fieldwork by special arrangement. Pass/No Pass. 1-4 credits. 1.00 - 4.00 credits

GPSY-894 Independent Study

Independent Study enables the student to pursue specialized, unique, elective interests that are not part of the regular curriculum. It supplements curriculum offerings at the same level of difficulty and sophistication as regular courses. The amount of effort per credit hour should generally be comparable to that of classroom credit hours. Not to be used as an alternative to the required courses or for supervised clinical experience. No more than two credits of Independent Study is allowed in a term and no more than five credit hours of Independent Study may be applied to the elective credit hours required for graduation. 1-2 credits. 1.00 - 2.00 credits

GPSY-899 Special Topic

A specialized topic in professional psychology explored in depth. Students may re-enroll for credit only when different topics are covered. Permission of instructor required. 1-3 credits. 1.00 - 3.00 credits

College of Optometry

Introduction

I. MISSION STATEMENT

The mission of the College of Optometry is to promote excellence in vision and eye care through education, service, and research. We educate students to become highly competent practitioners, to render professional and ethical care, to understand their professional role in public service and the health care community, to analyze new information critically, and to advance vision and eye care through scientific inquiry.

II. VALUES

Because a part of our mission is to mentor our students into the optometric community, the College of Optometry values:

1. Didactic and clinical preparation in a supportive learning and patient care setting.
2. An educational experience that conveys multicultural competence, coupled with an enhanced awareness and appreciation of a diverse and changing society.
3. An intellectual community that supports collegiality, integrity, scientific inquiry, mutual cooperation, and respect.
4. A life-long professional relationship with our alumni.

III. GOALS AND OBJECTIVES

Goal 1: Pacific University College of Optometry will provide educational opportunities in a supportive setting that allow students to acquire a firm foundation in the basic and clinical sciences, together with clinical experiences that prepare students for the practice of optometry.

Goal 2: Graduates of Pacific University College of Optometry consistently will demonstrate high levels of professional competency including the ability to critically analyze information.

Goal 3: Faculty and students at Pacific University College of Optometry consistently will demonstrate professional and ethical behaviors.

Goal 4: Pacific University College of Optometry will provide service to our alumni and to the public and health care communities.

Goal 5: Pacific University College of Optometry will be active in research and scholarship in vision science and health care.

GENERAL INFORMATION

www.opt.pacificu.edu

The College supports educational programs which culminate in the awarding of the:

- Bachelor of Science in Visual Science (B.S.)
- Master of Science in Visual Science (M.S.)
- Doctor of Optometry Degree (O.D.)
- Certificate of successful completion in a post-doctoral Residency.

The College provides learning opportunities and instruction embracing the full scope of contemporary optometric science. Students are prepared to enter the modern health care system with a high level of competence and self-assurance. They are encouraged to respect public health issues. They are expected to uphold high ethical standards. They are called upon to make a commitment to serving their communities and profession.

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. Practice opportunities are continually increasing because of the country's expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry, federal and civil service agencies. A critical need exists for optometrists with advanced academic training in physiological optics, the natural and behavioral sciences, and clinical optometry for teaching and research. While optometry is already a specialized field, many optometrists pursue special professional interests. Among these are vision therapy and orthoptics, contact lenses, low vision and visual rehabilitation, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Student Services at the College of Optometry. In addition, the College maintains a web page that lists practice opportunities. Career information also is available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141, from local and state optometric associations, and from the Association of Schools & Colleges of Optometry, <http://www.opted.org>.

Admissions

ADMISSIONS PROCESS FOR THE DOCTOR OF OPTOMETRY PROGRAM

Enrollment in the College of Optometry is limited and admission is selective. Applicants must be able to complete all pre-optometry course

requirements before beginning the program. Students who will have successfully 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 completed four years of college.

The College of Optometry actively seeks qualified multicultural students to increase the number of practitioners who are qualified, but currently underrepresented, in the profession.

In making decisions, the Optometry Admissions Committee considers the following factors:

- Strength and breadth of academic record
- Optometry Admission Test (OAT) scores
- Excellence of essay responses
- Quality of observational experiences (minimum of 30 hours at the time of application), preferably in several different types of practice settings, each under the supervision of an optometrist
- Content, thoroughness, and the care with which the application forms have been prepared, including both the OptomCAS Universal application and Pacific's supplemental application
- The quantity and quality of community service, honors, and extracurricular activities
- Strength of letters of recommendation.
- Mastery of the on-campus personal interview

Selected applicants are invited for an on-campus personal interview. The interview is required, and scheduled by the Admissions Office. It allows the Admissions Committee to assess essential skills and traits that may not be reflected in the application. In the interview, consideration is given to motivation toward a career in optometry, effective verbal expression of ideas, knowledge of the profession, and self-confidence. The on-campus interview also includes a brief impromptu writing exercise that allows the Committee to evaluate the applicants' skills in succinctly and effectively expressing themselves in writing.

New classes begin with the fall semester each year; mid-year matriculation is not permitted. Applications are accepted starting July 15 for fall enrollment of the following year. Applicants will be notified as soon as an admission decision is reached.

Application Procedures

- Complete the OptomCAS Universal Application
- Select Pacific University as one of the schools you would like to apply to
- Complete Pacific's Supplemental Application (available online)
- Take the Optometry Admission Test (OAT). Scores from OATs taken within the last three years are acceptable. Test information is available from:

Optometry Admission Testing Program
211 East Chicago Avenue 6th Floor
Chicago, IL 60611
1-800-232-2159
<http://www.opted.org/>

or from the Admissions Office. Because of OAT registration deadlines, applicants are encouraged to schedule their OAT early.

Applicants should be aware that early completion and submission of the application may enhance the prospects for admission, given the current "rolling admissions" process.

All applicants must meet Pacific's English Proficiency policy.

Valid Proof of English Language Proficiency

• Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

- Test scores are valid for two (2) years after the test date.
- Test scores more than two (2) years old will be considered if the score exceeded the minimum requirement and you have maintained continuous residency in the United States since the exam date.

• Completion of a bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the only language of instruction.

- NOTE: Individuals who are in the process of earning a bachelor's degree from an accredited institution can be admitted.

Minimum Test Score Requirements

TOEFL

Paper-based - 600 Overall

Minimum per section:

54-55 reading 55 listening 55 structure/written expression

Computer-based - 250 Overall

Minimum per section:

21 reading 22 listening 22 structure/writing

Internet-based - 100 Overall

Minimum per section:

20 reading 21 listening 22 writing 22 speaking

IELTS

7.0 Overall

Minimum sub scores per section is 7.0.

Invalid Proof of English Language Proficiency

⊘ Test score less than Pacific University's minimum requirement.

⊘ Test score more than two years old (unless the score exceeded the minimum requirement and you have maintained continuous residency in the United States since the exam date.)

⊘ Institutional TOEFL scores from any school except Pacific University.

⊘ Completion of an English as a Second Language (ESL) program at any school.

⊘ Completion of English, writing or literature courses at any college or university.

⊘ An associate's degree from a community college in the United States.

Reapplication Procedures

A new application packet should be submitted including OptomCAS and Pacific's supplemental application. Additional observational experience is strongly recommended. Re-applicants need not retake the Optometry Admission Test but may do so to try to increase their scores. Be sure the most recent OAT scores have been sent to the Admissions Office.

Admission with Advanced Standing

A process has been established to consider requests from individuals interested in admission to the College of Optometry with Advanced Standing (e.g., graduates of international optometry, ophthalmology or medical programs, transfer students, students resuming studies, and other non-traditional placements). Individuals requesting admission with Advanced Standing should contact the Office of Admissions for more information on application procedures, deadlines and to obtain appropriate application forms. Advanced standing applicants should not apply through OptomCAS.

The Doctor of Optometry degree from Pacific University reflects the curriculum as a whole. This includes the content and sequence of the program of study. Upon acceptance into the program, the Associate Dean for Academic Programs will develop a proposed curriculum for the Advanced Standing Student. In order to develop a proposed curriculum, the student typically will be required to provide information in addition to the usual credentials for admission, such as a catalog from the original optometric program, course descriptions, course syllabi, etc. Substitutions based on previous course work will be considered and specific courses may be waived; however, the curriculum as a whole will remain in synch with the standard Doctor of Optometry program. Thus, the Advanced Standing program spans three and one half to four years.

Students admitted in this program with prior optometric clinical experience will be required to complete at least two clinical rotations in the fourth year. This will include an initial rotation through the College of Optometry's internal clinics and one external rotation as determined by the Associate Dean for Clinical Programs. Additional clinical rotations may be required based on the student's academic and clinical performance.

Pre-Optometry Course Requirements

All prerequisite courses must be completed with a grade of "C" or higher (grades of "C-" or lower are not acceptable). Where possible, all courses should be those intended for science majors. All science prerequisites must include a laboratory component.

Biological Sciences: 12 semester 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 a laboratory.

Chemistry: 12 semester hours.

A standard two-semester course in general chemistry, and either two semesters (three quarters) of a complete course sequence in organic chemistry or one semester (two quarters) of organic chemistry combined with one semester (one quarter) of biochemistry. A one-semester (two quarters) survey course in organic chemistry is accepted. All courses must include laboratory. A course in biochemistry is strongly recommended.

General Physics: 8 semester hours.

A standard two-semester course or the quarter system equivalent. Need not be calculus based. All courses must include laboratory.

Mathematics: 3 semester hours.

A course in analytic geometry or calculus.

Statistics: 3 semester hours.

Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable. Business and Economics courses will not meet this requirement.

General Psychology: 3 semester hours.

English: 8 semester hours.

Must include two courses in writing composition (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement.

Bachelors Degree Requirement for Doctor of Optometry Degree

Students must earn a bachelors degree prior to qualifying for the Doctor of Optometry degree. In many cases, the bachelors degree is earned prior to applying for the admission to the College of Optometry. In other cases, the requirements for the bachelors degree are completed while the student is enrolled in the College of Optometry.

All requirements for a bachelors degree must be completed by the beginning of the third professional year.

Students who need to earn a bachelors degree at Pacific University must meet College of Optometry graduation requirements for the Visual Science major. If the student has fulfilled all other degree requirements (see Bachelor of Science Degree in Visual Science), the student could be eligible to graduate with a Bachelor of Science degree in Visual Science after successful completion of the first year of the optometry program.

Some students attending institutions with pre-professional programs plan a program of study to include pre-optometry requirements plus the bachelors 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.

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 bachelors degree. Students must enter the College of Optometry with at least 90 semester hours of completed coursework. 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:

Natural Sciences: 35 semester hours taken from at least two of the following disciplines: biology, chemistry, computer science, mathematics, physics (also see pre-optometry courses that can satisfy some of the requirements in Natural Sciences).

Social Sciences: 12 semester hours taken from at least two of the following disciplines: anthropology, business, cultural studies, economics, geography, history, political sciences, psychology, sociology (also see pre-optometry courses that can satisfy some of the requirements in Social Sciences).

Humanities: 12 semester hours taken from at least two of the following disciplines: art, English, history, humanities, languages, music, philosophy, religion, speech, theater (also see pre-optometry courses that can satisfy some of the requirements in Humanities.)

Professional Courses In Optometric Science: Successful completion of all coursework taken during the first year of the standard curriculum while enrolled in the College of Optometry.

Promotion

In order to be promoted unconditionally in the College of Optometry from the first to the second year and from the second to the third year, a student must receive a grade of "C" or better in all courses and be recommended for promotion by the faculty. All unsatisfactory grades require remediation in a timely manner, and remediation must occur according to specific written plans.

For promotion from the third to the fourth year, students must satisfactorily complete all courses in the first, second, and third years of the curriculum, have been awarded a bachelors degree, and be recommended for promotion by the faculty. The status of students failing to meet these requirements is determined by the College's Academic and Professional Standards Committee (see Academic and Professional Standards).

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.

ADMISSIONS PROCESS FOR THE MASTER OF SCIENCE IN VISION SCIENCE PROGRAM

For complete information regarding requirements for admission into the Masters of Science in Vision Science please see College of Optometry - Programs.

Tuition

TUITION, FEES, EXPENSES

Students should be prepared to make the necessary arrangements for the payment of all fees and charges identified elsewhere in this catalog in accordance with one of the University's payment options. All payments must be made in U.S. currency. After notice of acceptance, a non-refundable tuition deposit of \$500 is required of students enrolling in the Optometry curriculum.

Additional College of Optometry expenses include books, equipment and supplies. Clinical instruments, 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.

OPTOMETRIC ANNUAL YEAR (2009/10)

Annual: \$29,256

1st & 2nd year students, per semester: \$14,628

3rd year students (Summer '09, Fall '09 & Spring '10), per semester: \$9,752

4th year students (Summer '09, Fall '09, Spring '10 & Summer '10 rotations), per rotation: \$7,314

Per-credit Tuition

Part time, per semester hour (one hour courses and overloads): \$965

Audit, per semester hour : \$350

MS Program

Per-credit tuition, per semester hour: \$965

Students enrolled for 9-23 credit hours are charged the full-time per semester/session tuition. Students taking 8 or fewer hours per semester/session are charged the per-credit fee. Students enrolled in more than 23 credit hours are charged the full-time tuition, plus the part-time per semester hour charge for each credit above the 23 hours.

Degree

THE DOCTOR OF OPTOMETRY (OD) PROFESSIONAL DEGREE PROGRAM

The mission of the College of Optometry is to promote excellence in vision and eye care through education, service, and research. We educate students to become highly competent practitioners, to render professional and ethical care, to understand their professional role in public service and the health care community, to analyze new information critically, and to advance vision and eye care through scientific inquiry.

Clinical Facilities

Students participate in patient care at College Clinics located throughout the metropolitan area. Each clinic is designed to meet the individual needs of the communities in which they are located, and each one offers a unique learning experience for the student.

The Forest Grove Vision Center is located on the Pacific University Campus and offers primary eye care and specialty eye care services to the residents of western Washington County. Referral services provided at the Forest Grove Vision Center include the areas of medical eye care and ocular disease, contact lenses, pediatrics, vision therapy, occupational vision, learning disabilities, and low vision.

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. The Portland Clinic provides both primary care and the specialty referral services found in Forest Grove. In addition, the Pediatric/Strabismus Referral Center located within the Portland Vision Center focuses on all aspects of pediatric, strabismus, and binocular vision care including surgical and non-surgical intervention. Students work with pediatric ophthalmology and have opportunities to observe surgical care at the Oregon Health Sciences University Hospital, also located in Portland.

The Southeast Eye Center is located in Southeast Portland and provides eye care to a culturally diverse urban population. Optometry interns are given the opportunity to experience a community-based full-scope primary eye care clinic. Interns also are involved in our specialty referral services, that includes pediatric eye care, and minor eyelid procedures.

At the Eye Clinic at Virginia Garcia Memorial Health Center in Cornelius special emphasis is given to providing comprehensive eye care to migrant and seasonal farm workers and others who face barriers to healthcare. This clinical experience focuses on primary full-scope eye care delivery to a predominately Hispanic population. Here, interns work closely with other health care providers in management of a variety of both systemic and ocular based disease processes.

The newest clinic is at the Pacific University Health Professions Campus. The Eye Clinic at Hillsboro is conveniently located on the MAX light rail line in a city with many high tech companies and rapid residential growth. This clinic delivers full-scope primary eye care to Hillsboro and the surrounding communities.

Through a cooperative effort with the Northwest Lions Foundation for Sight & Hearing and the Washington State School for the Blind, a Low Vision Clinic located on the Blind School's campus in Vancouver, Washington provides a unique clinical opportunity. This is a rehabilitative clinic that emphasizes treatment for visually challenged patients.

In addition to the six clinics, the college has an extensive community outreach program. IVAN is a fully equipped and functional mobile vision clinic that is used to provide vision screenings as well as full-service care at schools, daycare centers, senior citizen centers, correctional institutions, migrant labor camps, and businesses throughout the region.

The College strives continually to enhance the clinical experience for students while providing quality eye and vision services to the community. Under the direct supervision of the attending doctor, interns in the college clinics are able to assist in the diagnosis and treatment of vision and eye disorders. In our eyewear centers, Pacific EyeTrends, American Board of Opticianry-certified opticians instruct students in the proper fitting

and dispensing of eyewear. Professional office staff at each center assist interns with the administrative details of practice management.

The College affiliates with more than 100 preceptors throughout the US and at select locations in Canada, Europe and Asia. Preceptorship rotations are a much anticipated, highly rewarding and exciting part of the program. Students have an opportunity to customize their fourth year program by choosing sites that meet their individual interests and career goals.

Sites currently meeting the standards of the College preceptorship program include:

Action Eye Care/Stonewall Vision Center, Canada
Air Force Academy Hospital, Colorado
Alaska Eye Care Centers, Alaska
Albert Lea Clinic - Mayo Health System, Minnesota
Alderwood Vision Therapy Center, Washington
Allina Medical Clinic, Minnesota
Andrews Air Force Base - Optometry, Maryland
Bandon Vision Center, Oregon
Barnet Dulaney Perkins Eye Center - Mesa, Arizona
Bascom Palmer Eye Institute, Florida
Bellevue Vision Clinic, Nebraska
Blackwell Vision, Oklahoma
Cheyenne VAMC, Wyoming
Coastal Eye Care, LLC, Washington
Coastal Eye Care, Prince Rupert, Canada
Columbia Crest Eye Care, Washington
Discover Vision, Kansas
Dixie Eye Care, Utah
Dr. Bishop & Associates, Canada
Dr. Cornetta & Associates, Virginia
Dr. Dorothy Parrott, Colorado
Dr. Stanley Matsuura, Idaho
Dr. Todd F. Birch, Idaho
Drs. Bateman & Johnson, Optometrists, Colorado
Drs. Koenig & Robertson Optometry, Nevada
Edmonds, Husz & Pemberton Eye Center, Arizona
Eugene Optometrists, Oregon
Eye Care Associates of Nevada
Eye Care Group, Oregon
Eye Foundation of Utah
Eye Institute of Utah
Eyecare Associates PC - Fargo, North Dakota
Eyes of Arizona
Family Optometry - Chandler, Arizona
Fort Hood Optometry - Bennett Health Clinic, Texas
Fort Richardson, Alaska
Fresno VAMC, California
Guam SDA Eye Clinic, Guam
Hellerstein & Brenner Vision Center PC, Colorado
Hickam Air Force Clinic, Hawaii
Honolulu VAMC, Hawaii
Hope Clinic, Washington
Hot Springs VA Medical Center, South Dakota
Icon Lasik and Image Center, Colorado
IHS - Belcourt, North Dakota
IHS - Bethel, Alaska
IHS - Blackfeet Community Hospital, Montana
IHS - Cass Lake, Minnesota
IHS - Chemawa, Oregon
IHS - Fort Hall, Idaho
IHS - Fort Washakie - Wind River, Wyoming
IHS - Kayenta, Arizona
IHS - Northeastern Tribal Health Center, Oklahoma
IHS - Pawnee, Oklahoma
IHS - Santa Fe, New Mexico
IHS - Shiprock, New Mexico
IHS - White Earth Health Center, Minnesota
IHS - Yakima Indian Health Center, Washington
Image Optometry, Canada
Jensen Optometrists, Iowa
Jonathan M. Wainwright Memorial VAMC, Washington
Kaiser Health Plan - Northwest, Oregon
Kaiser - Honolulu, Hawaii
Kohake, Deutscher & Associates, Kansas
Landstuhl Army Regional Medical Center, Germany

Lasik Plus, Oregon
Lebanon VAMC Eye Clinic, Pennsylvania
Lexington VAMC, Kentucky
Luke Air Force Base, Arizona
Lyster Army Health Clinic, Alabama
Madigan Army Medical Center, Washington
Malmstrom Air Force Clinic, Montana
Marshfield Clinic, Wisconsin
Mid-Columbia Eye Care, Washington
Minot Air Force Hospital, North Dakota
Naval Medical Center, Optometry Dept., California
Northwest Eyecare Professionals, Oregon
Northwest Eye Clinic - Minneapolis, Minnesota
Northwest Pediatric Eye Care, Washington
Oak Harbor Naval Hospital, Washington
Omni Eye Services of Atlanta, Georgia
Optometric Vision Development Center, California
Pasco Vision Clinic, Washington
Patrick Air Force Base, Florida
PCLI - Bellevue, Washington
PCLI - Vancouver, Washington
Portland VA Medical Center, Oregon
Puget Sound Health VA Care System, Washington
Richlin Eye Associates, California
Riverbend Eyecare, Oregon
Roosevelt Vision, Utah
Roseburg VAMC, Oregon
Salt Lake VAMC, Utah
Silver Falls Eye Care, Oregon
Spivack Vision Clinic, Colorado
Spokane VAMC, Washington
Stuttgart Eye Clinic, Germany
Teplick Custom Vision, Oregon
The Koetting Associates, Missouri
Travis Air Force Base Optometry Clinic, California
Tyndall Air Force Hospital, Florida
USNH Okinawa, Japan
Vision Plus, Washington
Wenzhou Medical College, PR China
Western Reserve Vision Care, Ohio
White City VAMC, Oregon
Will Vision & Laser Center, Washington

GRADUATE AND ADVANCED EDUCATION

Opportunities in advanced education at Pacific University for optometrists include the Master of Science in Vision Science (M.S.), Master in Education, Visual Function in Learning (M.Ed., V.F.L.); on-campus and off-campus residency programs; and continuing optometric education programs. Residency programs are designed to prepare individuals for careers in optometric education, research, and clinical positions requiring specialty training or clinical management.

Master of Science in Vision Science

The Master of Science (M.S.) in Vision Science degree engages the student in advanced study and research of the visual system. Vision science is a broad and growing field. It encompasses numerous disciplines such as anatomy, physiology, psychophysics, optics, neuroanatomy, pathology, eye movements, perception, and color vision. The MS program provides the student with a broad understanding of vision science and also an in depth knowledge of a particular area within the field. Each student will work with a faculty advisor to complete a thesis based upon original research. Faculty of the College of Optometry have expertise in numerous fields including contact lenses, ocular disease, binocular vision, sports vision, vision performance, and low vision among others. The MS program offers the student a rich variety of specialty areas within vision science.

The MS degree is a perfect complement to an optometry degree (OD) to prepare a student for advanced opportunities in academic, corporate, and other professional settings. The objective of the MS degree program is to provide advanced education in vision science in order to prepare students for careers in teaching, industry, and research.

Master of Education/Visual Function in Learning (MED/VFL)

The MED/VFL program, offered and administered by the Pacific University College of Education in cooperation with the College of Optometry, enables optometrists to specialize in visual problems as they relate to reading and the learning process of children. Candidates must hold or be working toward the professional terminal degree in optometry. Further information is in the MED / VFL section of this catalog under the College of Education.

POST-GRADUATE RESIDENCY EDUCATION

Opportunities in post-graduate education include residency programs that lead to a certificate of completion. The following programs are affiliated with the Pacific University College of Optometry:

Residency in Contact Lens and Primary Eye Care
Alaska Eye Care Centers, Anchorage, Alaska

Residency in Cornea and Contact Lens
Pacific University and Associated Clinics, Forest Grove and Portland, Oregon

Residency in Ocular Disease / Refractive and Ocular Surgery
Eye Care Associates of Nevada, Reno and Las Vegas, Nevada

Residency in Primary Eye Care Optometry / Refractive and Surgical Co-Management
IRIS Ophthalmology Clinic, Langley, British Columbia, Canada

Residency in Primary Eye Care Optometry / Refractive and Surgical Co-Management
Jonathan M. Wainwright Memorial Veterans Administration Medical Center,
Walla Walla, Washington

Residency in Primary Eye Care Optometry
Portland Veterans Administration Medical Center, Portland, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Roseburg Veterans Affairs Healthcare System, Roseburg, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Spokane Veterans Administration Medical Center, Spokane, Washington

Residency in Primary Eye Care / Geriatric Optometry
Veterans Administration Puget Sound Healthcare System, American Lake Division, Tacoma, Washington

Residency in Vision Therapy & Rehabilitation / Pediatric Optometry
Pacific University and Associated Clinics, Forest Grove and Portland, Oregon

Residency in Contact Lens/Primary Eye Care
SPONSOR: Alaska Eye Care Centers, Anchorage, Alaska

MISSION: This residency is a one-year post-doctoral training program sponsored by Alaska Eye Care Centers and affiliated with the Pacific University College of Optometry in Forest Grove, Oregon. This program offers qualified Doctors of Optometry a high volume of contact lens fittings in a large private practice, and the opportunity to work with specialty contact fits including keratoconus, bifocal and orthokeratology/CRT patients. It also includes the treatment and management ocular disease and primary eye care of a diverse population. The resident will develop independence and emerge with a high degree of confidence in contact lenses and primary eye care. This experience will give the resident the tools needed to expertly manage and care for patients in their future optometric practice.

Program Goals

1. To provide opportunities for in-depth clinical experience specializing in contact lenses, anterior segment condition and primary care.
2. To encourage the resident to develop as a specialist in contact lenses and primary care, by serving as a consulting / attending doctor for optometry interns.
3. To offer a broad experience in primary care.
4. To offer experience in teaching anterior segment, contact lenses and modification.
5. To encourage the resident's pursuit of scholarly and didactic activities.
6. To stimulate a commitment to service in the resident.

Residency in Cornea and Contact Lens
SPONSOR: Pacific University College of Optometry, Forest Grove, Oregon

MISSION: The mission of the Pacific University College of Optometry Cornea and Contact Lens Residency Program is to prepare qualified graduates of optometry for careers in contact lens education, independent practice, clinical research or a combination thereof by providing advanced practical experience and academic teaching exposure with an emphasis in contact lenses and anterior segment conditions.

Program Goals

1. Provide opportunities for in-depth clinical experience specializing in contact lenses and anterior segment conditions.
2. To encourage the resident to develop as a specialist by serving as a consulting/attending doctor for optometry interns.
3. To offer experience in didactic and laboratory contact lens education.
4. To encourage the resident 's pursuit of scholarly activity.
5. Stimulate a commitment of service in the resident.

Residency in Ocular Disease / Refractive and Ocular Surgery
SPONSOR: Eye Care Associates of Nevada, Reno & Las Vegas, Nevada

MISSION: The program is designed to enhance the clinical skills necessary to diagnose and manage visually impaired patients whose visual loss emanates from various ocular and systemic disease processes. Eye Care Associates' main emphasis is on cataract and refractive surgery.

The patient population is referred by local optometrists and medical doctors. Optometric/ophthalmologic medical/surgical co-management care is stressed. The program develops the communication skills necessary to interact with referring optometrists and other health care professionals.

Program Goals

1. To improve the resident's proficiency and competency in the care of visually impaired patients through management of a wide variety of cases involving medical and surgical eye care.
2. To develop experience and proficiency of the resident in managing visually impaired patients whose visual loss emanates from various ocular and systemic disease processes.
3. To develop the resident's understanding of optometric/ophthalmologic medical /surgical co-management of visually impaired patients.
4. To develop the resident's understanding in triaging secondary and tertiary care of the patient with ocular and/or systemic disease processes.
5. To develop the resident's ability to function as a primary care member of the health care team through participation in a multidisciplinary health care delivery system.
6. To develop the resident's ability to recognize and participate in the treatment plan of ocular disease and systemic disease manifested in the visual system through appropriate interaction with experienced optometric and ophthalmological practitioners.
7. To develop the resident's understanding of practice management within private optometric practices.
8. To prepare optometrists for careers in multidisciplinary optometric/ophthalmological care of medical/surgical patients.
9. To develop the resident's experience and proficiency in managing pre- and post-operative LASIK, LTK intrastromal corneal rings, clear lensectomy refractive surgical procedures.

Residency in Primary Eye Care / Refractive & Surgical Co-Management

SPONSOR: IRIS Ophthalmology Clinic, Langley, British Columbia, Canada

MISSION: This one-year residency provides accelerated learning in primary care optometry with emphasis on laser refractive / anterior segment surgery and ocular disease co-management. The IRIS Ophthalmology Clinic in Langley, British Columbia is a large multiple-doctor clinic with on-site ophthalmology services providing rich opportunities for professional exchange of clinical skills and information. The resident will develop expertise in clinical practice management, triage, and communication with referring medical doctors and other healthcare providers. State-of-the-art technology allows specialty contact lens fittings and advanced anterior / posterior segment diagnostic imaging. The resident will experience different learning modalities (including urban / rural / specialty clinic settings) and travel opportunities to various optometric conferences and sites.

Program Goals:

1. Reinforce the resident's primary care management skills and ability to provide exemplary patient care.
2. Provide the resident with specialized skills and knowledge in co-management of laser refractive surgery and anterior segment surgery (e.g. PTK, blepharoplasty, ptosis repair, pterygium and chalazion excision, etc.).
3. Increase the resident's clinical skills in co-management of medical care and ocular disease via rotations in comprehensive ophthalmology.
4. Integrate the resident as a pivotal member of a multidisciplinary team.
5. Develop the resident's understanding of practice management in Canadian optometry and ophthalmology clinic settings.
6. Stimulate an appreciation for scholarly activity and lifelong learning.

Residency in Primary Eye Care / Refractive & Surgical Co-Management

SPONSOR: Department of Veterans Affairs Medical Center Jonathan M. Wainwright Memorial VA Medical Center, Walla Walla, Washington/ Pacific Cataract and Laser Institute (PCLI) Kennewick, Washington

MISSION: This unique residency program brings together the rich clinical experiences of a full scope therapeutics primary eyecare clinic located in the Jonathan M. Wainwright Memorial Veterans Affairs Medical Center of Walla Walla, with Pacific Northwest's premier surgical co-management system at Pacific Cataract and Laser Institute's modern surgicenter in Kennewick, Washington. This one year optometric residency gives real-life, hands-on exposure to all topical and oral therapeutic agents, procedures including fluorescein angiography and ophthalmic surgery, as well as surgical co-management of cataract, oculoplastics, glaucoma, retina, and refractive surgery. The resident becomes an integral member of the healthcare team, with multidisciplinary experiences in internal medicine, radiology and neuro-imaging, laboratory medicine, and specialty clinics. Scholarly activities include case conferences and journal review, opportunities to lecture to nursing students, medical staff and others, clinical teaching of optometry interns, and creation of a publishable quality case report for presentation at the annual Northwest Optometry Resident's Conference. Walla Walla serves as a hub for eastern Washington and Oregon, and north-central Idaho for medical care, education and services. Three colleges in the community offer a range of opportunities for lifelong education and social opportunities.

Program Goals

1. Strengthen resident's primary care management skills.
2. Enhance resident's capacity to provide outstanding care to geriatric patients.
3. Integrate resident as a member of the multidisciplinary team.
4. Increase knowledge and skill in co-management of medical-surgical eye conditions.
5. Stimulate in the resident an appreciation for scholarly activity and life-long learning.
6. Instill in the resident the fundamentals of continuous quality improvement in healthcare organizations.

Residency in Primary Eye Care

SPONSOR: Department of Veterans Affairs Medical Center, Portland, Oregon

MISSION: This Primary Eye Care Optometric Residency is a one-year post-doctoral training program sponsored by the Department of Veterans Affairs Medical Center (VAMC) in Portland, Oregon, and is affiliated with Pacific University College of Optometry in Forest Grove, Oregon. This residency program offers qualified doctors of optometry an educational opportunity for exceptional and broad-based development as an optometric practitioner. The educational experience will concentrate on the delivery of primary eye and vision care to a predominantly outpatient veteran population from Oregon and Southwest Washington, and the medically indigent population of Portland. Primary eye and vision care experiences include, but are not limited to, ocular disease management, binocular vision, contact lenses, and low vision. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated, and full utilization of the

medical center and University 's resources will be encouraged. Residents will also develop clinical didactic teaching skills.

Program Goals

1. Enhance the primary eye and vision care assessment and the management skills of the residents through significant broad-based clinical experience.
2. Foster the resident 's active participation as members of an interdisciplinary health care team.
3. Develop the resident's skills as educators.
4. Encourage the resident 's pursuit of scholarly activities.

Residency in Primary Eye Care / Geriatric Optometry

SPONSOR: Department of Veterans Affairs Medical Center, Roseburg, Oregon, Spokane, Washington and Tacoma, Washington.

MISSION: These Primary Eye Care/Geriatric Optometry Residencies are each a one-year post-doctoral training program sponsored by the VA Health Care System. These residency programs offer qualified Doctors of Optometry an educational opportunity to treat an exceptional outpatient veteran population. Primary eye and vision care experiences include, but are not limited to, ocular disease management, low vision, and limited binocular vision and contact lenses. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated and full utilization of the medical center and University 's resources will be encouraged. Residents will develop clinical and didactic teaching skills.

Program Goals

1. Enhance the primary eye and vision care assessment and the management skills of the residents through significant and broad-based clinical experience.
2. Foster the residents' active participation as a member of an interdisciplinary health care team.
3. Develop the residents' skills as an educator.
4. Encourage the residents' pursuit of scholarly activities.
5. Provide excellent facility and administrative support to maximize the resident's environment for learning.

Residency in Vision Therapy & Rehabilitation / Pediatric Optometry

SPONSOR AND EDUCATIONAL AFFILIATE: Pacific University College of Optometry, Forest Grove, Oregon

MISSION: The mission of the Pacific University College of Optometry Vision Therapy & Rehabilitation / Pediatric Optometry Residency is to prepare optometrists for professional excellence by providing advanced clinical experience and academic teaching exposure in vision therapy and vision rehabilitation, do-management of strabismus, vision therapy in a primary care setting, and pediatric optometry.

Program Goals

1. To provide opportunities for in-depth clinical experience specializing in vision therapy, vision rehabilitation, co-management of strabismus and pediatrics.
2. To offer experience in didactic and laboratory Vision Therapy and Pediatrics education.
3. To encourage the resident's pursuit of scholarly activity.
4. To stimulate a commitment to service in the resident.

APPLICATION PROCEDURE: POST-GRADUATE RESIDENCY EDUCATION

Application deadline is February 1, preceding the July 1 starting date for the Veterans Administration; positions, August 1 program starting date. All candidates requesting positions are required to process through the ORMS (Optometric Residency Matching Service) matching program.

Applicants must submit:

1. A completed application for the specific residency, including essays
2. Current curriculum vitae
3. Examination scores from the National Board of Examiners in Optometry
4. Three letters of recommendation from full-time clinical faculty members
5. Evidence of eligibility for state licensure. State of Oregon eligibility is required for Contact Lens and Vision Therapy, Rehabilitation & Pediatric Optometry residency programs

Other supporting documents are useful, such as copies of publications, thesis or research papers. The applicant should be available for a formal interview with the residency committee. Individual residency programs may have additional eligibility criteria. Applicants should consult with program coordinators for specific requirements.

CONTINUING EDUCATION

The Pacific University College of Optometry offers continuing education courses to licensed practitioners and others with interest in the profession. Programs are held both on campus and in various communities across the U.S. and Canada. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available via the internet as part of the College of Optometry's on-line continuing education program. Information regarding current continuing education program calendars and on-line education may be easily obtained by searching the College's web site - www.opt.pacificu.edu.

Policies

CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

Academic and Professional Standards

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, sound clinical ability,

behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the College of Optometry Guidelines for Professional Behavior, the Optometric Code of Ethics, and the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the College is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the College of Optometry and may constitute grounds for probation or dismissal from the College. Students must maintain good standing in the program in order to be eligible for, or continued on, any College administered scholarships.

A student's academic standing and continued enrollment may be jeopardized by one or more of the following:

- Indications of poor academic performance;
- Insufficient progress in the development of clinical skills;
- Failure to comply with College policies or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct;
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Guidelines for Professional Behavior

Students in the College of Optometry are expected to learn and practice appropriate professional behavior, as delineated below, while enrolled in the program and in preparation for a lifetime of community service. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the College. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and/or fraud, is considered unprofessional and will not be tolerated.

Attitude: Students are expected to possess personal qualities depicting honesty, dedication, responsibility, and strong ethical values; demonstrate attitudes depicting compassion and a positive outlook; and demonstrate an understanding and sensitivity for cultural differences and diversity. Students are expected to treat faculty, patients, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Attendance: Students are expected to attend all lectures, labs, and clinics unless excused by the instructor. Grades can be lowered by unexcused absences.

Ability to work independently: Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Appearance: Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress. The clinic dress code must be adhered to any time the student is in a clinic area and patients are expected to be present.

Citizenship: Students are expected to serve humankind, displaying those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and, exemplify good citizenship in all social and community interactions. They must conform with all city, state, and federal laws and regulations, and should expect to be held accountable for their actions. Individuals convicted of a misdemeanor or felony may not be eligible for licensing in optometry. Students are urged to contact the appropriate licensing agency for further information.

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University concerning smoking, alcohol use on campus, parking, etc.

Optometry Code of Ethics

It shall be the ideal, the resolve and the duty of the members of the profession of optometry*:

- To keep the visual welfare of the patient uppermost at all times
- To promote, in every possible way, better care of the visual needs of mankind
- To enhance continuously their educational and technical proficiency to the end that their patients shall receive the benefits of all acknowledged improvements in visual care
- To see that no person shall lack for visual care, regardless of financial status
- To advise the patient whenever consultation with an optometric colleague or reference for other professional care seems advisable
- To hold in professional confidence all information concerning a patient and to use such data only for the benefit of the patient
- To conduct themselves as exemplary citizens
- To maintain their offices and their practices in keeping with professional standards
- To promote and maintain cordial and unselfish relationships with members of their own profession and of other professions for the exchange of information to the advantage of mankind.

*Modified from the Code of Ethics of the American Optometric Association.

Demonstrated deficiency in any of these qualities will be considered as evidence that a student is not suited to a professional career in

optometry and, thus, constitutes adequate cause for discipline, including possible dismissal. Additional student conduct guidelines and regulations are outlined in the University's Code of Conduct and the student handbook.

Specific policies and procedures pertaining to Student Academic Standing for the College of Optometry can be found in the Academic and Professional Standards Committee Policies and Procedures Manual. The program-specific policies and procedures in this manual reflect the standards of the optometric profession. The content of this manual is discussed with each class at the program orientation presented by the Deans at the beginning of each academic year. In addition, a copy of this manual is provided to each first year optometry student.

The following policies and procedures are covered in this manual:

- Description of Governance Section on Academic and Professional Standards Committee
- Policy Statements
- Standard Operating Procedures
- Code of Academic and Professional Conduct
- Guidelines for Professional Behavior
- Optometric Code of Ethics
- Course Attendance
- Grading Policy
- Instructor Responsibilities
- Violations of the Code of Academic and Professional Conduct (excerpt below)
- Violations Procedures
- Hearing for Allegation of Code Violations
- Academic Performance Review
- End of Term Review Policies
- Incomplete grades with sample letter
- Substandard Grades, Warning, Probation, Mandatory Academic Leave, and Dismissal, with sample letters
- Hardship Leave of Absence
- Withdrawal
- Admission with Advanced Standing

Violations of the Code of Academic and Professional Conduct (excerpt)

Each student must uphold and honorably promote by example and action the highest standards, ethics, and ideals of his/her chosen profession. Therefore, behavior which is found to be in violation of this expectation may be sufficient cause for the Academic and Professional Standards Committee to dismiss a student from the program at any time and without previous warning.

Because the College is committed to creating and maintaining an educational environment that is favorable to learning, any individual with direct knowledge of an incident in which the Code of Academic and Professional Conduct has been violated is expected to bring the issue to the attention of the appropriate individual as described in the Academic and Professional Standards Committee Policies and Procedures Manual.

Academic Calendar

2009/2010

August 27-28 First Year Orientation
August 31 Fall Semester Classes and Third Year Patient Care Begin
All-University Convocation

September 7 Labor Day Holiday; no classes/patient care scheduled

October 22-25 Great Western Council of Optometry Meeting, Portland, Oregon
(student absences from classes and clinic MUST be approved)

November 7 LAST DAY 4th Year Session 2 Patient Care and Preceptorships
November 11-14 American Academy of Optometry Annual Meeting, Orlando, Florida
(MUST submit approved Absence Request Form to Clinic Staff)
November 16 FIRST DAY 4th Year Session 3 Patient Care and Preceptorships
4th Year Clinic Orientation
November 25 Thanksgiving holiday; Classes/patient care ends at noon
All offices close at noon
November 26-28 Thanksgiving Holiday; no classes/patient care scheduled

December 11 Last Day of classes and 3rd Year Fall Patient Care
December 14-18 Final Exams: Fall Semester 1st, 2nd, and 3rd Years
December 24 Winter Break begins

2010

January 11 Spring Semester Classes and 3rd Year Patient Care Begin

February 13 LAST DAY 4th Year Session 3 Patient Care and Preceptorships
February 22 First Day 4th Year Session 4 Patient Care and Preceptorships

4th Year Clinic Orientation

March 20-27 Spring Break

April 23 Classes End for 1st and 2nd Year

April 26 - May 4 Spring Semester Final Exams - First Year Students

April 26 - 30 Spring Semester Final Exams - Second Year Students

April 30 Classes end for Third Year Students

May 1 LAST DAY 3rd Year Patient Care before Final Examinations

May 3 - 7 Final Exams - 3rd Year

May 15 LAST DAY 4th Year Session 4 Patient Care and Preceptorships

May 10 3rd Year Summer Clinic Orientation & Class of 2012 White Coat Ceremony

May 10 Summer Semester Classes Begin

May 20-2 The College of Optometry Capstone Event Class of 2010

May 22 Commencement

May 24 First day 4th Year Session 1 Patient Care and Preceptorship

4th Year Clinic Orientation

July 20 Last day summer semester and 3rd Year Summer Clinic

Doctor of Optometry

Faculty

Mark Andre A.S., C.M. Associate Professor of Optometry Craig Bowen B.S., O.D. Assistant Professor (Part-time) of Optometry James J. Butler Ph.D. Physics Department Chair, Associate Professor of Physics/Optomety Patrick Caroline C.O.T. Associate Professor of Optometry Karl Citek B.A., M.S., O.D., Ph.D. Professor of Optometry Christine Closson B.S., O.D. Assistant Professor of Optometry Bradley Coffey B.S., O.D. Professor of Optometry Scott Cooper B.S., O.D., M.Ed. Professor of Optometry Elizabeth Davis B.S., O.D. Assistant Professor (Part-time) of Optometry Tracy Doll B.S., O.D. Assistant Professor of Optometry Kenneth Eakland B.S., O.D. Associate Dean for Clinical Programs, Professor of Optometry Graham Erickson B.S., O.D. Professor of Optometry Dina Erickson B.S., O.D. Assistant Professor of Optometry Denise Goodwin B.S., O.D. Associate Professor of Optometry Stephen Hall Ph.D. Associate Professor of Physics/Optomety John R. Hayes B.A., M.A., Ph.D. Associate Professor of Optometry Fraser Horn B.S., O.D. Clinic Director, Assistant Professor of Optometry Len V. Hua B.S., Ph.D., O.D. Assistant Professor of Optometry Beth Kinoshita B.S., O.D. Assistant Professor of Optometry Paul Kohl B.A., O.D. Professor of Optometry James Kundart B.A., B.S., M.Ed., O.D. Assistant Professor of Optometry Matthew Lampa B.S., O.D. Assistant Professor of Optometry Hannu Laukkanen B.S., B.S., O.D., M.Ed. Clinical Professor of Optometry Nada Lingel B.S., O.D., M.S. Distinguished University Professor, Professor of Optometry Susan Littlefield B.S., O.D. Director of Community Outreach, Assistant Professor of Optometry Richard London B.A., M.A., O.D. Professor of Optometry Blair Lonsberry B.S., M.S., O.D., M.Ed. Clinic Director, Associate Professor of Optometry John P. Lowery B.S., O.D., M.Ed. Associate Professor of Optometry Joseph D. Neron B.S., O.D. Clinic Director, Assistant Professor of Optometry Scott Pike B.S., O.D. Assistant Professor of Optometry Lee Ann Remington B.S., B.S., O.D., M.S. Professor of Optometry Roger Reynolds B.S., D.O. Associate Professor (Part-time) of Optometry Lisa Sardinia Ph.D., J.D. Sabbatical Fall 2009 - Spring 2010, Associate Professor of Biology/Optomety James Sheedy B.S., O.D., M.S., Ph.D. Professor/Director of Optometric Research of Optometry John Smith B.S., O.D. Assistant Dean, Clinical Professor of Optometry Dennis Smith B.S., O.D., M.S. Professor of Optometry Jennifer Smythe B.S., O.D., M.S. Professor and Dean of College of Optometry Carole Timpone B.A., O.D. Clinical Professor of Optometry/ Distinguished University Professor Salisa Williams B.S., O.D. Professor of Optometry Shun-Nan Yang B.A., M.A., Ph.D. Assistant Professor of Optometry Lorne Yudcovitch B.S., O.D. Associate Professor of Optometry A.J. Zelada B.S., O.D. Assistant Professor (Part-time) of Optometry

Introduction

Course requirements for the Doctor of Optometry degree, as well as other educational policies, are subject to change; they do not constitute a contract between an applicant or a student, and Pacific University. When changes are made, a revised curriculum is made available to students advising them of the new requirements. Options for extenuating circumstances and for a smooth transition to the new requirements will be provided.

Requirements for the Doctor of Optometry (O.D.) degree include completion of pre-optometry requirements, a bachelors degree, and satisfactory completion of the optometry core requirements. None of the core courses may be challenged for credit by examination.

Candidates for the Doctor of Optometry degree are generally required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no fewer than 9 credit hours per semester during the first three years and no fewer than 11 credits hours per session during the fourth year.

All core courses required for the Doctor of Optometry degree should be completed successfully while the degree candidate is a matriculated student at the Pacific University College of Optometry. Courses taken elsewhere, or taken while the degree candidate is not 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. Every attempt is made to assign schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence in the assigning of lecture, laboratory, and elective times.

All students are required to participate in off-campus rotations for a portion of their clinical training. Living and transportation costs incurred during these assignments are borne by the student. Every attempt is made to assign clinic schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence.

Each eligible candidate must make application for a Doctor of Optometry degree by January 15. All students receiving degrees are required to participate in Commencement. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the professional curriculum.

Majors

Doctor of Optometry

2009-2010 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 while emphasizing areas of traditional strength and uniqueness within the profession. The faculty members of the College of Optometry recognize the value and importance of active learning in the classroom, wherein students are active participants in their learning. The goals of incorporating active learning techniques are to enhance the retention of material beyond individual classes, the development of problem-solving skills, enthusiasm for learning, and motivation for life-long study. While

the courses in the curriculum are listed in a traditional lecture and laboratory format, active learning is an element in both the classrooms and laboratories.

Requirements for the Major

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.

FIRST PROFESSIONAL YEAR

Fall Semester: Credits

Opt 500 Basic Science for Optometry with Laboratory 2.5
Opt 501 Geometric and Physical Optics I with Laboratory 3.0
Opt 516 Patient Care I 0.5
Opt 532 Anatomy of the Visual System with Laboratory 3
Opt 535 Functional Neuroanatomy and Neurobiology 3
Opt 536 Essentials of Medical Pharmacology 3
Opt 546 Clinical Procedures I with Laboratory 2.5
Opt 562 Behavioral Optometric Science with Laboratory 4
Opt 568 Practice Management I 1

Total 22.5

Spring Semester: Credits

Opt 502 Geometric and Physical Optics II with Laboratory 3
Opt 503 Physiological Optics I with Laboratory 4
Opt 517 Patient Car II 0.5
Opt 531 Ocular Anatomy, Physiology and Biochemistry with Laboratory 3
Opt 533 Ocular Disease I with Laboratory 3
Opt 537 Systemic Diseases and Medications I 3
Opt 547 Clinical Procedures II with Laboratory 2.5
Opt 560 Evidence Based Optometry 1

Total 20

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.

SECOND PROFESSIONAL YEAR

Fall Semester: Credits

Opt 602 Physiological Optics II 3
Opt 605 Clinical Optics 4
Opt 605L Clinical Optics Laboratory 1
Opt 616 Theory and Methods of Refraction 3
Opt 620 Patient Care III 0.5
Opt 631 Ocular Disease II with Laboratory 3
Opt 637 Systemic Diseases and Medications II 3
Opt 646 Clinical Procedures III with Laboratory 2
Opt 668 Practice Management II 1

Total 20.5

Spring Semester: Credits

Opt 617 Optometric Case Analysis 4
Opt 618 Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory 3
Opt 621 Patient Care IV 0.5
Opt 633 Ocular Disease III with Laboratory 4
Opt 638 Systemic Diseases and Medications III 2
Opt 648 Clinical Procedures IV with Laboratory 4
Opt 662 Visual Information Processing and Perception with Seminar 4

Total 21.5

Prerequisites: Third Professional Year

To enroll in third year classes, students must have satisfactorily completed all course work in the first two years of the curriculum and be advanced to the third year by the faculty. Exceptions to this policy must be approved by the course instructor and the Associate Dean for Academic Programs. Clinic courses also require the approval of the Associate Dean for Clinical Programs.

THIRD PROFESSIONAL YEAR

Summer Semester (10 week term): Credits

Opt 715 Patient Care V 1.5
Opt 716 Theory and Practice of Specialty Contact Lenses with Laboratory 3.5
Opt 761 Public Health Optometry 2
Opt 763 Environmental, Occupational and Recreational Vision 2
Opt 768 Practice Management III 1
Opt 661 Physiological, Psychological and Cognitive Changes During the Lifespan 2
Elective(s) *

Total 12

Fall Semester: Credits

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 VI 2
Opt 728 Assessment and Management of the Partially Sighted Patient 2
Opt 733 Ocular Disease IV with Laboratory 3
Opt 714 Pediatric and Developmental Optometry 2.5
Elective(s)*

Total 17.5

Spring Semester: Credits

Opt 723 Patient Care VII 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 2
Opt 769 Practice Management IV 1
Elective(s)*

Total 13

* Students are required to complete a minimum of five elective credits during their third year. These electives may be chosen from those offered by the College of Optometry. Alternatively, with prior authorization, it may be possible to substitute the following:

- 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: 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.

FOURTH PROFESSIONAL YEAR

The fourth professional year consists entirely of 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 other rotations are external preceptorships. During these external preceptorships, students provide optometric care in a variety of health care settings.

Sessions: Credits

Opt 814 Patient Care VIII: Preceptorship Session 1 1
Opt 815 Patient Care IX: Preceptorship Session 2 1
Opt 816 Patient Care X: Preceptorship Session 3 1
Opt 817 Patient Care XI: Internal Clinic Rotation 5
Opt 818 Vision Therapy Patient Care 2
Opt 819 Low Vision Patient Care 1
Opt 820 Contact Lens Patient Care 1
Opt 822 Pediatric Patient Care 1
Opt 826 Clinical Rounds 0.5
Opt 827 Web-based Clinical Rounds 0.5
Opt 832 Ocular Disease and Special Testing Patient Care 1

Total 45

Courses

OPT-500 Basic Science for Optometry

Principles of genetics, general biochemistry, microbiology, and immunology; and their application to ocular diseases. 2.5 credits. 2.50 credits

OPT-500L Lab-Basic Science for Optometry

Case studies and laboratory designed to supplement lecture material from OPT 500. 0 credits. 0.00 credits

OPT-501 Geometric and Physical Optics I

The first of a two-semester sequence that provides an introduction to optics. Topics in the sequence include electromagnetic waves, propagation of light, vergence, prisms, lenses (thin, thick, and spherocylindrical), mirrors, stops and pupils, aberrations, optical energy, absorption, interference, diffraction, and polarization. Emphasis is placed on applications such as lens models of the eye, optical instruments, fiber optics, antireflection coatings, and resolution. 3 credits. 3.00 credits

OPT-501L Lab-Geometric and Physical Optics I

Laboratory designed to supplement the lecture material from OPT 501. 0 credits. 0.00 credits

OPT-502 Geometric and Physical Optics II

The second of a two-semester sequence continuing from OPT 501. 3 credits. 3.00 credits

OPT-502L Lab-Geometric and Physical Optics II

Laboratory designed to supplement the lecture material from OPT 502. 0 credits. 0.00 credits

OPT-503 Physiological Optics I

Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 4 credits. 4.00 credits

OPT-503L Lab - Physiological Optics I

Laboratory designed to supplement lecture material from OPT 503. 0 credits. 0.00 credits

OPT-516 Patient Care I

Orientation to the optometric profession and the College's clinical curriculum. Includes observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-516L Clinic-Patient Care I

Clinical experience designed to supplement lecture material from OPT 516. 0 credits. 0.00 credits

OPT-517 Patient Care II

Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-517L Clinic-Patient Care II

Clinical experience designed to supplement lecture material from OPT 517. 0 credits. 0.00 credits

OPT-531 Ocular Anat Phys and Biochem

The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. Laboratory topics are coordinated with the lecture material. 3 credits. 3.00 credits

OPT-531L Lab-Ocular Anat Phys Biochem

Laboratory designed to supplement lecture material from OPT 531. 0 credits. 0.00 credits

OPT-532 Anatomy of the Visual System

Anatomy, histology, and physiology of the orbit, extraocular muscles, and lacrimal system. Ocular circulation and sensory, motor, and autonomic innervation of the visual system; visual pathways and visual field defects, pupillary innervation and pupil defects. Laboratory topics are coordinated with the lecture material. 3 credits. 3.00 credits

OPT-532L Lab-Anatomy of the Visual System

Laboratory designed to supplement lecture material from OPT 532. 0 credits. 0.00 credits

OPT-533 Ocular Disease I

Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of the eyelids, conjunctiva, cornea, and lacrimal gland. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits. 3.00 credits

OPT-533L Lab-Anterior Segment Diseases I

Laboratory designed to supplement lecture material from OPT 533. 0 credits. 0.00 credits

OPT-535 Functional Neuroanatomy and Neurobiology

Gross and microscopic anatomy of the brain and spinal cord. Vasculature, blood-brain barriers, and cerebrospinal fluid. Principles of signaling. Central control mechanisms. Neurology of the oculo-rotary muscles. Vestibular and cerebellar functions. Neuropathology and its effect on visual fields. Neuropharmacology. 3 credits. 3.00 credits

OPT-536 Essentials of Medical Pharmacology

This course will provide the student with a background in the basic pharmacological principles including Routes of Administration, Absorption, Distribution, Metabolism, Excretion, Pharmacokinetics, and Toxicology. The course will also provide in-depth discussion of the drugs that act upon the autonomic nervous system, as well as ophthalmic dyes, and local anaesthetics. 3 credits. 3.00 credits

OPT-537 Systemic Diseases and Medications I

The first semester of a two-semester course that covers the etiology, diagnosis, and management (including pharmaceutical) of the major

disorders and diseases affecting the body. The course will include discussions on inflammatory disorders, endocrine disorders, renal disease, rheumatologic disorders, oncology, hematology and cardiovascular disease. 3 credits. 3.00 credits

OPT-546 Clinical Procedures I

Clinical optometric instrumentation and skills including case history, visual acuity measurement entrance skill testing, external ocular examination, and basic visual field assessment. 2.5 credits. 2.50 credits

OPT-546L Lab-Clinical Procedures I

Laboratory designed to supplement lecture material from OPT 546. 0 credits. 0.00 credits

OPT-547 Clinical Procedures II

Clinical optometric instrumentation and skills including retinoscopy, biomicroscopy and direct ophthalmoscopy. 2.5 credits. 2.50 credits

OPT-547L Lab-Clinical Procedures II

Laboratory designed to supplement lecture material from OPT 547. 0 credits. 0.00 credits

OPT-556 Independent Study

Independent Study in OPT. 1.00 - 9.00 credits

OPT-560 Evidence-Based Optometry

Understanding and evaluating scientific and health care literature. Development of critical thinking skills related to evidence-based optometric care. 1 credit. 1.00 credits

OPT-562 Behavioral Optometric Science

Basic concepts of behavioral vision care, evolution of prescription criteria, visual adaptive processes, psychophysical bases of optometric evaluation, attention and vision, techniques of optometric research. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-562L Lab-Behavioral Optometric Science

Laboratory designed to supplement lecture material from OPT 562. 0 credits. 0.00 credits

OPT-568 Optometry Practice Management I

The effect of personal finances on a doctor's future. Personal and professional goal setting and personal marketing. 1 credit. 1.00 credits

OPT-602 Physiological Optics II

Normal and abnormal oculomotor relationships, specifically fixations, saccades, pursuits, optokinetic and vestibular eye movements. Includes coverage of nystagmus, pharmacological and systemic disease effects on ocular motility. 3 credits. 3.00 credits

OPT-605 Clinical Optics

Principles of the design, function, and clinical utilization of spectacles. This includes the physical and optical properties of ophthalmic lenses such as lens materials, spheres, cylinders, prisms, multifocal lenses, aberrations, magnification, and tints and coatings. Frame materials, types, and specifications, mounting lenses in frames, fitting and ordering, and manufacturing methods are taught. Patient vision correction, comfort, cosmesis, and eye protection are emphasized, as well as application of standards, regulatory agency requirements, and professional liability. 4 credits. 4.00 credits

OPT-605L Lab-Clinical Optics

Introduction to Ophthalmic Dispensing. Design, ordering, verification, and dispensing of ophthalmic materials. Familiarization with lens identification, specification, edging, and measurements. Frame styling, measurement, alignment, adjustments to the face, and repair. Optical laboratory and ophthalmic dispensary function and procedures. 1 credit. 1.00 credits

OPT-616 Theory and Methods of Refraction

The distribution of refractive status through the life span; signs, symptoms, clinical significance, and management of refractive anomalies; principles underlying routine objective and subjective clinical measurement of refractive status, accommodation, and convergence. Epidemiology of relevant ocular and visual anomalies. 3 credits. 3.00 credits

OPT-617 Optometric Case Analysis

Basic methods for analyzing data from and prescribing for non-diseased binocular patients; basic considerations in the management of vertical imbalances and presbyopia; the underlying assumptions and use of the physiological optics model of analysis and functional analysis; the role of formalized analysis systems within the broad framework of examination/diagnosis/treatment /prognosis. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-618 Spherical Rigid Soft Cntct Lns

Principles of rigid and soft contact lens optics, patient evaluation, lens selection, lens fitting, care systems, and basic follow-up for spherical contact lenses used to correct refractive errors. 3 credits. 3.00 credits

OPT-618L Lab-Spherical Contact Lenses

Laboratory designed to supplement lecture material for OPT 618. 0 credits. 0.00 credits

OPT-620 Patient Care III

Orientation to advanced patient care settings within optometry. Includes participation in screenings and observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-620L Clinic-Patient Care III

Clinical experience designed to supplement lecture material from OPT 620. 0 credits. 0.00 credits

OPT-621 Patient Care IV

Participation in specific aspects of the clinical program. Includes observation and participation in clinical care, patient care in the dispensary, and certification in cardio-pulmonary resuscitation (CPR). 0.5 credits. 0.50 credits

OPT-621L Clinic-Patient Care IV

Clinical experience designed to supplement lecture material from OPT 621. 0 credits. 0.00 credits

OPT-631 Ocular Disease II

A continuation of epidemiology, symptoms, signs, diagnosis, treatment and management of diseases and trauma of the cornea, episclera, sclera, anterior uvea, ciliary body and crystalline lens. Introduction to posterior segment diseases with an emphasis on the retina. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits. 3.00 credits

OPT-631L Lab-Anterior Segment Diseases II

Laboratory designed to supplement lecture material from OPT 631. 0 credits. 0.00 credits

OPT-633 Ocular Disease III

Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of, and trauma to, the choroid, retina, macula, vitreous, optic nerve and visual pathway, including glaucoma and visual field anomalies. Laboratory includes techniques for detection, assessment, and treatment of ocular diseases associated with, and trauma to, these structures of the eye. 4 credits. 4.00 credits

OPT-633L Lab-Posterior Segment Diseases

Laboratory designed to supplement lecture material from OPT 633. 0 credits. 0.00 credits

OPT-637 Systemic Diseases and Medications II

The second semester of a two-semester course that covers the etiology, diagnosis, and management (including pharmaceutical) of the major disorders and diseases affecting the body. The course will include discussions on pulmonary disorders, neurological disorders, headaches, psychiatric disorders, GI and liver disorders, infectious disorders, dermatology, urgent care, and domestic violence. 3 credits. 3.00 credits

OPT-638 Systemic Diseases and Medications III

This course is designed to teach students how to perform those components of the physical exam that will help diagnose the underlying systemic causes of ocular disease. Students are taught and then expected to perform evaluations of the head, neck and throat; cardiovascular; pulmonary; and, neurologic systems. Hands-on instruction in providing intramuscular, intravenous and periocular injections is included as well as biopsy techniques and wound closure with sutures. 2 credits. 2.00 credits

OPT-638L Lab-Systemic Diseases III

Laboratory designed to supplement lecture material from OPT 638. 0 credits. 0.00 credits

OPT-646 Clinical Procedures III

Skills required for clinical optometry including keratometry, human eye retinoscopy, refraction and the analytical examination. Laboratory sessions supplement lecture materials through practice of procedures. 2 credits. 2.00 credits

OPT-646L Lab-Clinical Procedures III

Laboratory designed to supplement lecture material from OPT 646. 0 credits. 0.00 credits

OPT-648 Clinical Procedures IV

Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, case history, cycloplegic refraction, supplemental testing, and writing referral letters. Laboratory sessions supplement lecture materials through practice of procedures. 4 credits. 4.00 credits

OPT-648L Lab-Clinical Procedures IV

Laboratory designed to supplement lecture material from OPT 648. 0 credits. 0.00 credits

OPT-656 Independent Study

Independent Study 1.00 - 12.00 credits

OPT-661 Changes During the Lifespan

An overview of normal human physiological, psychosocial, and cognitive development is presented, emphasizing issues related to the role of the optometrist as a health and vision care provider. Common conditions of abnormal human development throughout the lifespan are discussed. The role of the optometrist in the multidisciplinary care of special populations is emphasized. An overview of the physiological, psychosocial, and cognitive changes of aging is presented with emphasis on the visual system. 2 credits. 2.00 credits

OPT-662 Visual Info Process Perception

Analysis of anatomy and electrophysiology of single neurons in the visual system and how these neurons code and transmit visual information. Human detection, acuity, pattern, color, and binocular vision and their electrophysiological correlates are studied by considering single neuron mechanisms. 4 credits. 4.00 credits

OPT-668 Optometry Practice Management II

Patient and professional communication. Medical dispensing and its value to patients and the practice. 1 credit. 1.00 credits

OPT-702 Nutritional Optometry

In-depth examination of the role of clinical nutrition in ocular health and neuro-physiology. Emphasis on the role of micro- and macronutrients in

both the prevention and exacerbation of ocular disease and visual dysfunction. 1 credit. 1.00 credits

OPT-706 Optometric Mgmt of Ocular Emergencies

What to do, how to do, who to call, when and where to refer, when you are on-call or alone at 4PM on Fridays and have a patient with sudden vision loss, sudden onset of diplopia, acute "painful" red eye, ocular trauma or foreign bodies? Differentiate true ocular emergencies from urgencies and manage such encounters calmly and proficiently. 2 credits. 2.00 credits

OPT-714 Pediatric Developmental Optometry

Vision as part of the total development of the human being; the interrelationship between visual abilities and other modalities and functions. Normal development of ocular and visual function from birth to adult. Age-appropriate tests for evaluating the vision of children. Epidemiology of relevant ocular and visual anomalies, and prescribing guidelines for modifying and enhancing visual performance of children, including medical management and contact lenses. 2.5 credits. 2.50 credits

OPT-714L Lab-Pediatric Developmental Optometry

Laboratory designed to supplement the lecture material from OPT 714. 0 credits. 0.00 credits

OPT-715 Patient Care V

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem solving methods in the delivery of patient care. 1.5 credits. 1.50 credits

OPT-715L Clinic-Patient Care V

Clinical practice designed to supplement lecture material from OPT 715. 0 credits. 0.00 credits

OPT-716 Specialty Contact Lenses

Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management aspects of contact lenses. 3.5 credits. 3.50 credits

OPT-716L Lab-Specialty Contact Lenses

Laboratory designed to supplement lecture material from OPT 716. 0 credits. 0.00 credits

OPT-718 Advanced Optometric Case Analysis

Integration of various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. 2 credits. 2.00 credits

OPT-720 Vision Therapy

Principles and methods of modifying visual performance through improvement of eye movements, accommodation and convergence abilities, and unification. Hand-eye-body performance, and form and space perceptions are studied. Types of cases requiring vision therapy are considered with emphasis on remediation of general binocular dysfunction. 4 credits. 4.00 credits

OPT-720L Lab-Vision Therapy

Laboratory designed to supplement lecture material from OPT 720. 0 credits. 0.00 credits

OPT-722 Patient Care VI

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 credits. 2.00 credits

OPT-722L Clinic-Patient Care VI

Clinical practice designed to supplement lecture material from OPT 722. 0 credits. 0.00 credits

OPT-723 Patient Care VII

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 credits. 2.00 credits

OPT-723L Clinic-Patient Care VII

Clinical practice designed to supplement lecture material from OPT 723. 0 credits. 0.00 credits

OPT-725 Strabismus and Amblyopia

Clinical management of strabismus and amblyopia with emphasis on primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Vision therapy techniques, lenses, prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-725L Lab-Strabismus and Amblyopia

Laboratory designed to supplement lecture material from OPT 725. 0 credits. 0.00 credits

OPT-727 Patients with Perceptual Problems

Observation and participation in evaluations and therapy appropriate for patients having perceptual problems associated with learning disabilities, traumatic brain injury, stroke and developmental abnormalities. Procedures for guiding and modifying visual performance and co-management strategies. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 3 credits. 3.00 credits

OPT-727L Lab-Perceptual Problems

Laboratory designed to supplement lecture material from OPT 727. 0 credits. 0.00 credits

OPT-728 The Partially Sighted Patient

Clinical management of visual problems of the partially-sighted patient. Examination and treatment of the low vision patient. Prescription of conventional spectacles, telescopic and microscopic spectacles, television readers, special magnifying devices, and non-optical devices. 2 credits. 2.00 credits

OPT-729 Partially Sighted Patient Sem

This elective course will provide hands-on experience with the devices and assessment techniques discussed in OPT 728 Assessment and Management of the Partially Sighted Patient. 1 credit. 1.00 credits

OPT-733 Ocular Disease IV

Advanced concepts in glaucoma, diabetes, neuro-ophthalmology and retinal disease including macular abnormalities, retinal detachment and vascular disease. Laboratory includes refinement of techniques for evaluation of the optic nerve and retina such as scleral indentation and three mirror fundus evaluations. In addition, methods of evaluation and documentation such as extended ophthalmoscopy, ocular photography and scanning lasers are included. 3 credits. 3.00 credits

OPT-733L Lab-Ocular Disease Patients

Laboratory designed to supplement lecture material from OPT 733. 0 credits. 0.00 credits

OPT-734 Ocular Manifest of Neurologic Disease

Diagnosis of important neurologic diseases that disrupt the visual system. This elective's particular emphasis will be on increasing the clinician's suspicion that a neurologic dysfunction underlies the ocular manifestation in order to efficiently initiate patient co-management. Common entities such as pupils, lids, headaches, and functional vision loss will be examined in great detail as well as ocular and behavioral manifestations of regional brain dysfunction and other conditions that provide clinical challenges. 2 credits. 2.00 credits

OPT-735 Applied Ocular Therapeutics

The use of medications in the treatment of ocular disease, including adnexal, anterior segment, and posterior segment disorders. Emphasis is placed on the clinical thinking process for determining the most appropriate management of a particular disease, emphasizing the therapeutic drug or drugs for effective treatment. 1 credit. 1.00 credits

OPT-740 Seminar in Contact Lenses

This elective course offers a detailed review of a wide range of modern innovations emerging in the contact lens industry. Advanced technologies including new lens designs for the presbyope, semi-scleral GP lenses, custom soft contact lenses and advanced hybrid lens designs. Special emphasis on the use of orthokeratology lenses in the contemporary optometric practice. 2 credits. 2.00 credits

OPT-741 Geriatric Optometry

This elective course focuses on the special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mentation and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and interaction with primary care physicians, social workers, and occupational therapists. 1 credit. 1.00 credits

OPT-743 Neurorehabilitative Optometry

This elective course teaches the principal aspects of acquired brain injury. Discussions on the pathophysiology of neurological impairment; examination techniques, including neurological assessment; ocular and systemic health; treatment options. Strategies for team management including obtaining hospital privileges and co-managing patients with other health care professionals. 2 credits. 2.00 credits

OPT-744 Vision Problems and Learning

This elective course focuses on the role of vision in relation to educational, psychological, and speech and hearing performance. Diagnosis, remediation and management of learning disability patients with emphasis on reading problems. Interrelationship between achievement level, IQ, personality test results and optometric findings such as eye movements, perception and visual processing, refractive status and accommodative-convergence function. Observation of instruction of children with learning disorders. Comparison of visual and classroom performance. 3 credits. 3.00 credits

OPT-746 Sports and Recreational Vision

The theory and practice of sports vision is presented in detail. The course emphasizes exploration of the research base supporting sports vision services, analysis of visual and environmental task demands in sports, evaluation procedures for athletes, and optometric intervention approaches. Strategies for practice development are discussed. The emphasis of the lab portion will be integration of didactic information with instrumentation used in sports vision. 2 credits. 2.00 credits

OPT-746L Lab-Sports & Recreational Vision

Laboratory designed to supplement lecture material from OPT 746. 0 credits. 0.00 credits

OPT-749 Refractive Surgery

This elective course provides an overview of surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management of postoperative complications. The roles of optometry in the invasive correction of refractive error. 1 credit. 1.00 credits

OPT-752 Basic Spanish for Optometry

This elective course teaches the Spanish language essential for conducting an optometric examination. Prerequisite: Minimum 1 year beginning/conversational Spanish or consent of instructor. 1 credit. 1.00 credits

OPT-755 Special Topics

1.00 - 6.00 credits

OPT-756 Independent Study

1.00 - 6.00 credits

OPT-757 Ophthalmic Imaging

This elective course teaches techniques associated with capturing ophthalmic images. Use of non-mydratric fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 credit. 1.00 credits

OPT-758 Genomics in Eye Care

Genetics focuses on the effect of single genes in disease, whereas genomics attempts to examine the interactions of multiple genes and environmental factors underlying the pathophysiological processes. Numerous common disorders affecting the eyes (e.g. diabetes, glaucoma, macular degeneration) are widely accepted to involve multiple genes. This elective will introduce and discuss several applicable topics of genomic medicine for eye care professionals. 1 credit. 1.00 credits

OPT-761 Public Health Optometry

Public health philosophy and concepts. Biostatistics/epidemiology. Health economics and planning. Social aspects of health and federal/ state role in health care. Contemporary health care developments. The evolving role of optometry in community health. 2 credits. 2.00 credits

OPT-762 Communication in Opt Practice

The theory and practice of doctor-to-patient communication is presented, emphasizing methods to augment skills in patient interviewing (case history), patient management, case presentation and consultation, and staff communication. Verbal, nonverbal, and written communication issues are discussed. Students will participate in peer and self-evaluation, observation and participation in simulated patient communication scenarios, and the utilization of video recordings to analyze strengths and weaknesses in patient communication. Communications issues unique to specific patient populations will also be discussed in order to improve understanding and management of these patients. 2 credits. 2.00 credits

OPT-762L Lab-Comm in Optometric Practice

Laboratory designed to supplement lecture material for OPT 762. 0 credits. 0.00 credits

OPT-763 Environ Occup Rec Vision

The interface between human and the environment with emphasis on optometric concerns. Industrial, occupational, and recreational demands on vision; methods of evaluation. Radiation and selective absorption. Illumination. Eye hazards, blindness, and compensation. Motorist, pilot and VDT operator vision. Vision ergonomics and protective equipment. 2 credits. 2.00 credits

OPT-765 Seminar in Multidisc Service

This elective course focuses on the role visual factors play in learning disability diagnosis and remediation. Drawing upon the disciplines of education, psychology, speech pathology and optometry, experience is gained in diagnosis, therapy, and case management within a multidisciplinary setting. 1 credit. 1.00 credits

OPT-768 Opt Practice Management III

Ethics of optometric practice. Multidisciplinary; third party insurance plans. Coding & billing. Uses and economics of technology. Co-management and communication. 1 credit. 1.00 credits

OPT-769 Opt Practice Management IV

Management and legal aspects of optometric practice. Practice development and establishing a practice. Specialty practice economics. Staff management, business resources & liabilities. 1 credit. 1.00 credits

OPT-777 CSI: Optometry (Clinic Sci Integration)

A small group, interactive, case-based, problem oriented course which encourages refinement of clinical reasoning and decision making skills in a wide variety of diagnostic and management aspects of individual patient care. Designed to improve integration of knowledge and skills learned in the basic and clinical sciences, as well as the use of evidence based resources, the course will begin with faculty directed learning and move towards self-directed learning as it proceeds. 2 credits. 2.00 credits

OPT-790 Vision Ergonomics Research Seminar

Seminar on current research and literature on vision ergonomics. Students will read assigned articles and participate in brown-bag lunch discussions on them. This seminar will be followed by a laboratory portion involving participation in the weekly research meeting of the faculty researchers in the lab. Students will have the opportunity to learn about and participate in development and conducting cutting-edge research. 2 credits. 2.00 credits

OPT-791 Thesis: Orientation & Planning

The first elective course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non- experimental study. Didactic presentations relative to research design are an integral part of the course. 1 credit. 1.00 credits

OPT-792 Optometric Thesis: Completion

A continuation of OPT 791. Requirements include the completion of a thesis proposal, approved by a faculty advisor. 2 credits. 2.00 credits

OPT-814 Patient Care VIII:Preceptorship 1

Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits. 11.00 credits

OPT-815 Patient Care IX: Preceptorship 2

Supervised clinical practice in affiliated hospital setting, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits. 11.00 credits

OPT-816 Patient Care X: Preceptorship 3

Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services to each site. 11 credits. 11.00 credits

OPT-817 Patient Care XI: Internal Clinic

Supervised primary care clinical practice in Pacific University affiliated eye and vision care centers. 5 credits. 5.00 credits

OPT-818 Vision Therapy Patient Care

Supervised clinical management of patients requiring vision therapy in Pacific University affiliated eye and vision care centers. 2 credits. 2.00 credits

OPT-819 Low Vision Patient Care

Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-820 Contact Lens Patient Care

Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-822 Pediatric Patient Care

Supervised optometric clinical management of infants, toddlers and preschool aged children in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-826 Clinical Rounds

An interactive seminar course utilizing clinical cases presentations and a literature review to illustrate the evaluation and management of ocular disorders. 0.5 credits. 0.50 credits

OPT-827 Web-Based Clinical Rounds

On-line, evidence-based discussions, supported by cited Web-based and library referenced literature, utilizing student presented patient cases from external preceptorship sites that illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing disorders. 0.5 credits. 0.50 credits

OPT-832 Ocular Disease Patient Care

Supervised clinical assessment and management of patients with ocular disease in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-856 Independent Study

1.00 - 15.00 credits

OPT-900 Graduate Seminar in Vision Science

Review of various topics in vision science. Topics include fundamental as well as current and applied areas. May include directed study. Arranged with individual faculty member. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-901 Sem New Ophthal Instrum & Mat

Review of current literature on new ophthalmic instrumentation and materials. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on instrumentation and materials will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-903 Physiological Optics I

Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 3 credits. 3.00 credits

OPT-904 Geometric & Physical Optics I

The first of a two-semester sequence that provides an introduction to optics. Topics in the sequence include electromagnetic waves, propagation of light, vergence, prisms, lenses (thin, thick, and spherocylindrical), mirrors, stops and pupils, aberrations, optical energy, absorption, interference, diffraction, and polarization. Emphasis is placed on applications such as lens models of the eye, optical instruments, fiber optics, antireflection coatings, and resolution. 3 credits. 3.00 credits

OPT-905 Geometric & Physical Optics II

The second of a two-semester sequence continuing from OPT 904. 2 credits. 2.00 credits

OPT-906 Seminar in Public Health

Review of current literature on issues related to public health. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on public health topics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-907 Seminar in Electrodiagnostics

Review of current literature on electrodiagnostic testing and their indications. Students will read current issues of selected journals and present

reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on electrodiagnostics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-908 Seminar in Neuro-Rehabilitation

Review of current literature on neuro-rehabilitation. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on neuro-rehabilitation will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-909 Seminar in Color Vision

Review of current literature on color vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on color vision will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-910 Seminar in Ophthalmic Optics

Review of current literature on ophthalmic optics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on ophthalmic optics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-918 Seminar in Contact Lenses

Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-919 Seminar in Environmental Vision

Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-920 Clinical Experience

Participation in delivery of clinical services. (one half day per week). May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit. 1.00 credits

OPT-921 Ocular Anatomy Physiology & Biochemistry

The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. 2 credits. 2.00 credits

OPT-922 Anatomy of the Visual System

Anatomy, histology, and physiology of the orbit and extraocular muscles; blood supply and innervation of the visual system; visual pathways and visual field defects. 2 credits. 2.00 credits

OPT-925 Seminar in Strabismus & Amblyopia

Review of current literature on strabismus and amblyopia. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on strabismus and amblyopia will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-931 Seminar Visual Sys Str Function & Bioch

Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-932 Seminar in Ophthalmic/Systemic Disease

Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-956 Independent Study

Coursework not covered by regular courses and arranged as independent study with an instructor. An independent study contract is required to register. Credit hours are assigned by the instructor. 1-12 credits. 1.00 - 12.00 credits

OPT-961 Seminar Visual Info Processing

Review of current literature on information flow and analysis in the visual system. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on information processing will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-962 Sem in Presentation Meths in Hlth Profs

Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-969 Seminar in International Optometry

Review of the comparative education base of optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-970 Teaching Experience

Participate in the teaching of a course or laboratory. Arranged with individual faculty members. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-979 Focused Studies

Review of current literature on issues related to a specific topical area within visual science not covered within a currently offered MS elective seminar. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations in the topical area will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-991 Research & Data Analysis Methods I

Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits. 2.00 credits

OPT-992 Research & Data Analysis Methods II

Continuation of research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits. 2.00 credits

OPT-995 Thesis Research

Conducting a research project under the guidance of a faculty advisor. Successful completion of the thesis requires approval of the written and oral thesis presentations by all thesis committee members. The student shall deliver to each of the thesis committee members, the faculty advisor, and the Director of Graduate Programs a copy of the thesis signed by all members of the thesis committee. The faculty advisor will submit a copy to the optometry/science librarian. May be repeated for credit. 1-3 credits. Opt 995 Thesis Research is 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 the final grades is submitted. All "X" grades will then be changed by the Registrar to coincide with the final grade submitted by the thesis advisor. 1.00 - 3.00 credits

Master of Science (M.S.) in Vision Science

Introduction

MASTER OF SCIENCE IN VISION SCIENCE

The Master of Science (M.S.) in Vision Science degree engages the student in advanced study and research of the visual system. Vision science is a broad and growing field. It encompasses numerous disciplines such as anatomy, physiology, psychophysics, optics, neuroanatomy, pathology, eye movements, perception, and color vision among others. The MS program provides the student with a broad understanding of vision science and also an in depth knowledge of a particular area within the field. Each student will work with a faculty advisor to complete a thesis based upon original research. Faculty of the College of Optometry have expertise in numerous fields including contact lenses, ocular disease, binocular vision, sports vision, vision performance, and low vision among others. The MS program offers the student a rich variety of specialty areas within vision science.

The MS degree is a perfect complement to an optometry degree (OD) to prepare a student for advanced opportunities in academic, corporate, and other professional settings. The objective of the MS degree program is to provide advanced education in vision science in order to prepare students for careers in teaching, industry, and research.

Curriculum Tracks

In general, the MS program is designed so that a typical student would require 2 years, or 6 semesters, of study to complete the degree requirements. In recognition of the extensive education that optometry graduates receive in vision science; students with optometry degrees or matriculated in the Pacific University College of Optometry may be able to complete the MS requirements with 1 year (3 semesters) of study in addition to their OD degree. In any case, however, the amount of time required to meet the requirements for graduation can vary depending upon the circumstances.

Because of the breadth of the discipline and to accommodate the diverse backgrounds and educational needs of applicants and students in this program, 3 curriculum tracks have been established. Tracks can have different pre-requisites, different credit hour and course requirements, and different thesis requirements. Applicants to the program should specify the track to which they are applying; however the acceptance committee makes final determination of the track to which a candidate is accepted. A student remains in the same track until the degree is granted, unless the committee determines that unusual circumstances warrant a track change during the educational program.

OD/MS Track

Students who have an OD degree from an accredited US or Canadian College of Optometry, or who are currently matriculated in the Pacific University College of Optometry, are eligible for this track. By virtue of their previous or current education, these students satisfy undergraduate prerequisites and also have received core education in vision science.

Optometry students in the Pacific University College of Optometry may apply to be accepted into the MS program as early as their second year of optometry school. Early entry into the program provides greater opportunity to meet some of the MS requirements concurrent with their OD studies. Graduates of this track must have earned a bachelor's degree and an OD degree from an accredited US or Canadian College of Optometry.

This track requires successful completion of a research project and a written thesis based thereon.

International Track

This track is not available to students who have an OD degree from, or are currently matriculated in, an accredited US or Canadian College of Optometry. This track is designed to meet the needs of international students who have had optometry-type education in a country other than the US or Canada.

These students must meet the undergraduate and the core vision science pre-requisites. In some cases, such students are graduates of or current students in an international optometry school with which the Pacific University College of Optometry has an agreement for MS students. Such agreement may specify the extent to which students from that international program meet the prerequisites. The College committee overseeing the MS program must approve the list of prerequisites contained in such agreements.

This track requires completion of a research project and a written thesis based thereon, or successful completion of a comprehensive and in-depth thesis.

Traditional Track

This track is for the student who does not meet the optometry education requirements in the above 2 tracks. Students in this track have not received core education in vision science and need to satisfy such core requirements as part of their MS program. Students in this track must also meet the undergraduate prerequisites. Non-OD applicants with previous vision science education may be eligible to waive some of the core vision science requirements. Graduates of this track must have earned a bachelor's degree.

This track requires completion of a research project and a written thesis based thereon.

STUDENT FUNDING

Students are responsible for payment of tuition and other expenses. Tuition is charged based upon credit hour load. In some cases, research or other funds may be available to support MS students. Application and acceptance into the MS program is independent from the availability of MS student support. Any available funds to support MS students are subject to the requirements placed upon those funds by the funding source and generally not under the control or influence of the admissions committee. If funding is from a research grant or contract, then the faculty member serving as principal investigator usually makes decisions about all personnel supported by the grant. The admissions committee can alert students to potential funding opportunities.

ADMISSION REQUIREMENTS

The degree requirements for admission are flexible in order to accommodate students who come to vision science from a variety of backgrounds. A bachelor's degree (or equivalent) is required, and this should include coursework appropriate to the area of vision science in which the student wishes to pursue research.

Undergraduate Prerequisites for M.S. in Vision Science

All prerequisite courses must be completed with a grade of C+ or higher (grades of C- or lower are not acceptable). Where possible, all courses should be those intended for science majors. All science prerequisites must include a laboratory.

Applicants for the MS/OD Track automatically qualify as meeting these undergraduate prerequisites. Applicants for the International Track may automatically meet some or all of these requirements as specified in agreement with an international program.

General Biology: a standard two-semester course or the quarter system equivalent of one year of study.

General Physics: a standard two-semester course or the quarter system equivalent of one year of study. Need not be calculus based.

Chemistry: a standard two-semester course or the quarter system equivalent of one year of study

Mathematics: a standard two-semester course in calculus or the quarter system equivalent of one year of study

Statistics: one semester or the quarter system equivalent. Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable. Business and Economics courses will not meet this requirement.

English Language Proficiency Policy

A satisfactory command of the English language is required for admission to Pacific University. All students whose first language is not English must meet the English language proficiency requirement prior to admission. This requirement applies to all applicants, including resident aliens and citizens.

Requiring valid proof of English language proficiency is a mandate of the College of Optometry. Thus, only the College can approve any exceptions.

Valid Proof of English Language Proficiency

* Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific Institutional TOEFL, or the International English Language Testing System (IELTS) exam.

* Test scores are valid for 2 years after the test date.

* Test score more than two years old will be considered valid if the score exceeded the minimum requirement and you have maintained continuous residency in the United States since the exam date.

* Completion of a bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the only language of instruction.

* NOTE: Individuals who are in the process of earning a bachelor's degree from an accredited institution may be admitted to some programs.

Minimum Test Score Requirements

TOEFL Paper-based

550 overall

Minimum per section:

52 reading 52 listening 52 structure/written expression

Computer-based

213 overall

Minimum per section:

19 reading 18 listening 20 structure/writing

Internet-based

80 overall

Minimum per section:

17 reading 17 listening 14 writing 15 speaking

IELTS

6.0 overall

Minimum sub scores per section:

6.0

Invalid Proof of English Language Proficiency

• Test score less than Pacific's minimum requirement;

• Test score more than two years old (unless you have lived in the United States since the exam date); or

• Institutional TOEFL score from any school except Pacific

• Completion of an English as a Second Language (ESL) program at any school

- Successful completion of English, writing, or literature courses at any college or university
- An associate's degree from a community college in the United States

Application Procedures

Applicants should contact the Office of Admissions for more information on application procedures, deadlines and to request an application. The normal application deadline is January 12.

OD/MS Track Applications Requirements

- Official Transcripts from all colleges and universities attended
- 2 letters of recommendation, one from an instructor who taught you in graduate school
- Application Essay
- Curriculum Vitae or Resume
- English Proficiency
- Doctor of Optometry Course Catalogue/class syllabi*
- \$70 application fee*
- Completed OD/MS Track Application Form
- Interview

* Waived if the applicant is a current student or alumnus of Pacific University College of Optometry

International Track Admissions Requirements

- Official transcripts from all colleges and universities attended
- International Credentials Evaluation*
- 2 letters of recommendation, one from an instructor*
- Application Essay
- Curriculum Vitae or Resume*
- Pre-Requisite Worksheet
- English Proficiency
- Catalogue of classes from optometric institutions attended*
- GRE Scores*
- \$70 application fee*
- Completed International Track Application Form
- Interview*

*May be waived depending on agreements with applicant's international institution

Traditional Track Admissions Requirements

- Official Transcripts from all colleges and universities attended
- International Credentials Evaluation*
- 2 letters of recommendation, one from an instructor
- Application Essay
- Curriculum Vitae or Resume
- Pre-Requisite Worksheet
- English Proficiency
- GRE scores
- \$70 application fee
- Completed Traditional Track Application Form
- Interview

*Required only from Traditional Track applicants who attended non-Canadian international institutions.

The selection committee will make the final decisions on the waiver of any application requirements. Pre-requisite courses and the GRE may be waived for graduates of other national or international optometric programs recognized by the Pacific University College of Optometry.

Selection Process

1. The selection committee screens the applicant pool. 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 the application essay
2. The selection committee makes recommendations for acceptance into the program to the Dean of the College of Optometry
3. Applicants will be officially notified of their status.

GENERAL M.S. DEGREE REQUIREMENTS

Five and three credit hours per semester are considered full- and part-time course loads respectively.

1. MS/OD and International Tracks: Candidates with a vision science background "A minimum of 30 semester hours of graduate credit, at least 16 of which must be earned at Pacific University. A total of 14 semester hours of graduate credit previously earned from Pacific University or other accredited institutions, with approval of the committee, may be applied to the program.
2. Traditional Track: Candidates with a non-vision science background (i.e. biological sciences, psychology, etc.) " A minimum of 35 semester hours of graduate credit, at least 25 of which must be earned at Pacific University. A total of 10 semester hours of graduate credit previously earned from Pacific University or other accredited institutions, with approval of the committee, may be applied to the program.
3. All work submitted for the Master of Science degree (including transferred credits, dissertation, examination, etc.) must be completed within a period of seven calendar years from date of matriculation.
4. No course in which the grade is below "B" may be counted toward the graduate degree. Any grade of B- or lower is considered substandard.
5. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the MS curriculum.

All regulations and policies related to professional and academic standards described elsewhere in the College of Optometry section of this catalog also pertain to students in the M.S. in Vision Science Program; however, specific grading criteria expressed in this MS in Vision Science catalog will apply when in conflict with College of Optometry grading policies. These standards relate to academic performance, course attendance, professional behavior, grades and other matters. Violations of these standards can result in the student being placed on warning or probation, or dismissal from the program.

ACADEMIC PROCEDURES

Upon admission to a graduate studies program, the graduate committee will assign an academic advisor who will help the student prepare a proposed program of study. The graduate committee will also assist the student in identifying a faculty advisor appropriate to the area(s) of student interest.

All Master of Science (M.S.) candidates must submit a proposal for a significant research project. Students in the International track may alternatively submit a proposal for a comprehensive and in-depth thesis. These submissions must be made through their advisor to the Director of Graduate Programs prior to enrolling for Optometry 995 credits (thesis research). This proposal will specify the research hypothesis and/or area of academic inquiry and include adequate literature background to support the hypothesis or need for the contribution. The proposal will also include the thesis committee members previously approved by the program director. The thesis committee must have a minimum of 3 members, two of whom must be Pacific University faculty members; a third member may be a non-faculty expert in the subject matter. The thesis committee provides academic support and guidance for the student.

Graduation is contingent upon successful defense of the thesis which is presented in written and oral form to the thesis committee. The written report shall be suitable for publication in an optometric/vision journal (or book). Presentation of the project at local and national meetings is strongly encouraged. Graduation requires all members of the thesis committee give signature approval to the written and oral thesis presentations. Non-approval may be appealed by the student to the Dean of the College of Optometry and to the Provost.

The student must submit an application for graduation with the Registrar. The Registrar must receive the application for graduation no later than January 15 for the student to be eligible to receive the degree at the spring commencement. Candidates shall submit to their thesis committee, no later than six weeks prior to intended graduation, copies of their thesis prepared in accordance with the formal requirements. When approved by the thesis committee and prior to conferring the degree, the student shall deliver to each of the thesis committee members, the faculty advisor, and the Director of Graduate Programs a copy of the thesis signed by all members of the thesis committee. The faculty advisor will submit a copy to the optometry/science librarian.

CURRICULUM

The core portion of the Master of Science program consists of 18 credits that provide an overview of visual and optometric sciences, and a research requirement. The Traditional track requires an additional 5 credits of study in geometric and physical optics. A minimum of 6 hours of elective seminars is also required in the Traditional and OD/MS tracks, and these are selected by the student based on areas of interest. A minimum of 9 hours of elective seminars is required in the International Track. With advisor permission, students may substitute other graduate courses for one or more of the elective seminars; however, courses that have been applied to another degree cannot be used to satisfy the elective requirements for the Master of Science degree. Based on previous course work completed by graduates of other national or international optometric programs, students may substitute other Pacific University College of Optometry graduate courses for up to 14 hours of the core International track. The MS committee must approve course selections. Courses taken within the Doctor of Optometry (O.D.) curriculum must be arranged in coordination with the course instructor.

Traditional Track

- Opt 922 Anatomy of the Visual System 2
- Opt 921 Ocular Anatomy Physiology and Biochemistry 2
- Opt 903 Physiological Optics I 3
- Opt 602 Physiological Optics II 3
- Opt 662 Visual Information Processing & Perception 4
- Opt 904 Geometric & Physical Optics I 3
- Opt 905 Geometric & Physical Optics II 2
- Opt 991 Research and Data Analysis Methods Part I 2
- Opt 992 Research and Data Analysis Methods Part II 2
- Opt 995 Thesis Research 6
- Opt 9xx Electives 6

International Track

Opt 922 Anatomy of the Visual System 2*
Opt 921 Ocular Anatomy Physiology and Biochemistry 2*
Opt 903 Physiological Optics I 3*
Opt 602 Physiological Optics II 3*
Opt 662 Visual Information Processing & Perception 4*
Opt 991 Research and Data Analysis Methods Part I 2
Opt 992 Research and Data Analysis Methods Part II 2
Opt 995 Thesis Research 3
Opt 9xx Electives 9

* Based on the student's International program of study, their individual areas of interest, and any memorandum of understanding between the International program and Pacific University the MS committee may allow substitution of other Pacific University College of Optometry courses for some or all of these vision science core courses.

OD/MS Track

Opt 922 Anatomy of the Visual System 2*
Opt 921 Ocular Anatomy Physiology and Biochemistry 2*
Opt 903 Physiological Optics I 3*
Opt 602 Physiological Optics II 3*
Opt 662 Visual Information Processing & Perception 4*
Opt 991 Research and Data Analysis Methods Part I 2
Opt 992 Research and Data Analysis Methods Part II 2
Opt 995 Thesis Research 6
Opt 9xx Electives 6

* Students who have an OD degree from an accredited US or Canadian College of Optometry, or who are currently matriculated in the Pacific University College of Optometry can substitute for these core courses provided they have successfully completed approved courses with a minimum grade of "B" or its equivalent. The MS committee will determine which courses from the applicant's OD program may be used for substitution. The following courses have been pre-approved for students matriculated at Pacific University:

Opt. 532 Anatomy of the Visual System with Lab 3
Opt. 531 Ocular Anatomy, Physiology and Biochemistry w/ Lab 3
Opt. 503 Physiological Optics I with Lab 4
Opt. 602 Physiological Optics II 3
Opt. 662 Visual Information Processing and Perception 4

Elective Seminars (1-3 hour(s) each: a maximum of 4 hours may be applied to the degree for any specific seminar)

Opt 900 Graduate Seminar in Vision Science
Opt 901 Seminar in New Ophthalmic Instrumentation and Materials
Opt 906 Seminar in Public Health
Opt 907 Seminar in Electrodiagnostics
Opt 908 Seminar in Neuro-rehabilitation
Opt 909 Seminar in Color Vision
Opt 910 Seminar in Ophthalmic Optics
Opt 916 Seminar in Functional Vision and Pediatrics
Opt 917 Seminar in Visual-Motor Function
Opt 918 Seminar in Contact Lenses
Opt 919 Seminar in Environmental Vision
Opt 925 Seminar in Strabismus & Amblyopia
Opt 931 Seminar in Visual System Structure, Function, and Biochemistry
Opt 932 Seminar in Ophthalmic/Systemic Disease
Opt 961 Seminar in Visual Information Processing
Opt 962 Seminar in Presentation Methods in the Health Professions
Opt 969 Seminar in International Optometry
Opt 979 Focused Studies

Additional Electives

Opt 920 Clinical Experience (1 hour)
Opt 956 Independent Study (1-12 hours)
Opt 970 Teaching Experience (1 hour)

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.

Courses

OPT-500 Basic Science for Optometry

Principles of genetics, general biochemistry, microbiology, and immunology; and their application to ocular diseases. 2.5 credits. 2.50 credits

OPT-500L Lab-Basic Science for Optometry

Case studies and laboratory designed to supplement lecture material from OPT 500. 0 credits. 0.00 credits

OPT-501 Geometric and Physical Optics I

The first of a two-semester sequence that provides an introduction to optics. Topics in the sequence include electromagnetic waves, propagation of light, vergence, prisms, lenses (thin, thick, and spherocylindrical), mirrors, stops and pupils, aberrations, optical energy, absorption, interference, diffraction, and polarization. Emphasis is placed on applications such as lens models of the eye, optical instruments, fiber optics, antireflection coatings, and resolution. 3 credits. 3.00 credits

OPT-501L Lab-Geometric and Physical Optics I

Laboratory designed to supplement the lecture material from OPT 501. 0 credits. 0.00 credits

OPT-502 Geometric and Physical Optics II

The second of a two-semester sequence continuing from OPT 501. 3 credits. 3.00 credits

OPT-502L Lab-Geometric and Physical Optics II

Laboratory designed to supplement the lecture material from OPT 502. 0 credits. 0.00 credits

OPT-503 Physiological Optics I

Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 4 credits. 4.00 credits

OPT-503L Lab - Physiological Optics I

Laboratory designed to supplement lecture material from OPT 503. 0 credits. 0.00 credits

OPT-516 Patient Care I

Orientation to the optometric profession and the College's clinical curriculum. Includes observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-516L Clinic-Patient Care I

Clinical experience designed to supplement lecture material from OPT 516. 0 credits. 0.00 credits

OPT-517 Patient Care II

Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-517L Clinic-Patient Care II

Clinical experience designed to supplement lecture material from OPT 517. 0 credits. 0.00 credits

OPT-531 Ocular Anat Phys and Biochem

The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. Laboratory topics are coordinated with the lecture material. 3 credits. 3.00 credits

OPT-531L Lab-Ocular Anat Phys Biochem

Laboratory designed to supplement lecture material from OPT 531. 0 credits. 0.00 credits

OPT-532 Anatomy of the Visual System

Anatomy, histology, and physiology of the orbit, extraocular muscles, and lacrimal system. Ocular circulation and sensory, motor, and autonomic innervation of the visual system; visual pathways and visual field defects, pupillary innervation and pupil defects. Laboratory topics are coordinated with the lecture material. 3 credits. 3.00 credits

OPT-532L Lab-Anatomy of the Visual System

Laboratory designed to supplement lecture material from OPT 532. 0 credits. 0.00 credits

OPT-533 Ocular Disease I

Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of the eyelids, conjunctiva, cornea, and lacrimal gland. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits. 3.00 credits

OPT-533L Lab-Anterior Segment Diseases I

Laboratory designed to supplement lecture material from OPT 533. 0 credits. 0.00 credits

OPT-535 Functional Neuroanatomy and Neurobiology

Gross and microscopic anatomy of the brain and spinal cord. Vasculature, blood-brain barriers, and cerebrospinal fluid. Principles of signaling. Central control mechanisms. Neurology of the oculo-rotary muscles. Vestibular and cerebellar functions. Neuropathology and its effect on visual fields. Neuropharmacology. 3 credits. 3.00 credits

OPT-536 Essentials of Medical Pharmacology

This course will provide the student with a background in the basic pharmacological principles including Routes of Administration, Absorption, Distribution, Metabolism, Excretion, Pharmacokinetics, and Toxicology. The course will also provide in-depth discussion of the drugs that act upon the autonomic nervous system, as well as ophthalmic dyes, and local anaesthetics. 3 credits. 3.00 credits

OPT-537 Systemic Diseases and Medications I

The first semester of a two-semester course that covers the etiology, diagnosis, and management (including pharmaceutical) of the major

disorders and diseases affecting the body. The course will include discussions on inflammatory disorders, endocrine disorders, renal disease, rheumatologic disorders, oncology, hematology and cardiovascular disease. 3 credits. 3.00 credits

OPT-546 Clinical Procedures I

Clinical optometric instrumentation and skills including case history, visual acuity measurement entrance skill testing, external ocular examination, and basic visual field assessment. 2.5 credits. 2.50 credits

OPT-546L Lab-Clinical Procedures I

Laboratory designed to supplement lecture material from OPT 546. 0 credits. 0.00 credits

OPT-547 Clinical Procedures II

Clinical optometric instrumentation and skills including retinoscopy, biomicroscopy and direct ophthalmoscopy. 2.5 credits. 2.50 credits

OPT-547L Lab-Clinical Procedures II

Laboratory designed to supplement lecture material from OPT 547. 0 credits. 0.00 credits

OPT-556 Independent Study

Independent Study in OPT. 1.00 - 9.00 credits

OPT-560 Evidence-Based Optometry

Understanding and evaluating scientific and health care literature. Development of critical thinking skills related to evidence-based optometric care. 1 credit. 1.00 credits

OPT-562 Behavioral Optometric Science

Basic concepts of behavioral vision care, evolution of prescription criteria, visual adaptive processes, psychophysical bases of optometric evaluation, attention and vision, techniques of optometric research. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-562L Lab-Behavioral Optometric Science

Laboratory designed to supplement lecture material from OPT 562. 0 credits. 0.00 credits

OPT-568 Optometry Practice Management I

The effect of personal finances on a doctor's future. Personal and professional goal setting and personal marketing. 1 credit. 1.00 credits

OPT-602 Physiological Optics II

Normal and abnormal oculomotor relationships, specifically fixations, saccades, pursuits, optokinetic and vestibular eye movements. Includes coverage of nystagmus, pharmacological and systemic disease effects on ocular motility. 3 credits. 3.00 credits

OPT-605 Clinical Optics

Principles of the design, function, and clinical utilization of spectacles. This includes the physical and optical properties of ophthalmic lenses such as lens materials, spheres, cylinders, prisms, multifocal lenses, aberrations, magnification, and tints and coatings. Frame materials, types, and specifications, mounting lenses in frames, fitting and ordering, and manufacturing methods are taught. Patient vision correction, comfort, cosmesis, and eye protection are emphasized, as well as application of standards, regulatory agency requirements, and professional liability. 4 credits. 4.00 credits

OPT-605L Lab-Clinical Optics

Introduction to Ophthalmic Dispensing. Design, ordering, verification, and dispensing of ophthalmic materials. Familiarization with lens identification, specification, edging, and measurements. Frame styling, measurement, alignment, adjustments to the face, and repair. Optical laboratory and ophthalmic dispensary function and procedures. 1 credit. 1.00 credits

OPT-616 Theory and Methods of Refraction

The distribution of refractive status through the life span; signs, symptoms, clinical significance, and management of refractive anomalies; principles underlying routine objective and subjective clinical measurement of refractive status, accommodation, and convergence. Epidemiology of relevant ocular and visual anomalies. 3 credits. 3.00 credits

OPT-617 Optometric Case Analysis

Basic methods for analyzing data from and prescribing for non-diseased binocular patients; basic considerations in the management of vertical imbalances and presbyopia; the underlying assumptions and use of the physiological optics model of analysis and functional analysis; the role of formalized analysis systems within the broad framework of examination/diagnosis/treatment /prognosis. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-618 Spherical Rigid Soft Contact Lenses

Principles of rigid and soft contact lens optics, patient evaluation, lens selection, lens fitting, care systems, and basic follow-up for spherical contact lenses used to correct refractive errors. 3 credits. 3.00 credits

OPT-618L Lab-Spherical Contact Lenses

Laboratory designed to supplement lecture material for OPT 618. 0 credits. 0.00 credits

OPT-620 Patient Care III

Orientation to advanced patient care settings within optometry. Includes participation in screenings and observation and participation in clinical care. 0.5 credits. 0.50 credits

OPT-620L Clinic-Patient Care III

Clinical experience designed to supplement lecture material from OPT 620. 0 credits. 0.00 credits

OPT-621 Patient Care IV

Participation in specific aspects of the clinical program. Includes observation and participation in clinical care, patient care in the dispensary, and certification in cardio-pulmonary resuscitation (CPR). 0.5 credits. 0.50 credits

OPT-621L Clinic-Patient Care IV

Clinical experience designed to supplement lecture material from OPT 621. 0 credits. 0.00 credits

OPT-631 Ocular Disease II

A continuation of epidemiology, symptoms, signs, diagnosis, treatment and management of diseases and trauma of the cornea, episclera, sclera, anterior uvea, ciliary body and crystalline lens. Introduction to posterior segment diseases with an emphasis on the retina. Laboratory includes techniques for the detection, assessment, and treatment of ocular diseases associated with these structures of the eye. 3 credits. 3.00 credits

OPT-631L Lab-Anterior Segment Diseases II

Laboratory designed to supplement lecture material from OPT 631. 0 credits. 0.00 credits

OPT-633 Ocular Disease III

Epidemiology, symptoms, signs, diagnosis, treatment and management of diseases of, and trauma to, the choroid, retina, macula, vitreous, optic nerve and visual pathway, including glaucoma and visual field anomalies. Laboratory includes techniques for detection, assessment, and treatment of ocular diseases associated with, and trauma to, these structures of the eye. 4 credits. 4.00 credits

OPT-633L Lab-Posterior Segment Diseases

Laboratory designed to supplement lecture material from OPT 633. 0 credits. 0.00 credits

OPT-637 Systemic Diseases and Medications II

The second semester of a two-semester course that covers the etiology, diagnosis, and management (including pharmaceutical) of the major disorders and diseases affecting the body. The course will include discussions on pulmonary disorders, neurological disorders, headaches, psychiatric disorders, GI and liver disorders, infectious disorders, dermatology, urgent care, and domestic violence. 3 credits. 3.00 credits

OPT-638 Systemic Diseases and Medications III

This course is designed to teach students how to perform those components of the physical exam that will help diagnose the underlying systemic causes of ocular disease. Students are taught and then expected to perform evaluations of the head, neck and throat; cardiovascular; pulmonary; and, neurologic systems. Hands-on instruction in providing intramuscular, intravenous and periorbital injections is included as well as biopsy techniques and wound closure with sutures. 2 credits. 2.00 credits

OPT-638L Lab-Systemic Diseases III

Laboratory designed to supplement lecture material from OPT 638. 0 credits. 0.00 credits

OPT-646 Clinical Procedures III

Skills required for clinical optometry including keratometry, human eye retinoscopy, refraction and the analytical examination. Laboratory sessions supplement lecture materials through practice of procedures. 2 credits. 2.00 credits

OPT-646L Lab-Clinical Procedures III

Laboratory designed to supplement lecture material from OPT 646. 0 credits. 0.00 credits

OPT-648 Clinical Procedures IV

Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, case history, cycloplegic refraction, supplemental testing, and writing referral letters. Laboratory sessions supplement lecture materials through practice of procedures. 4 credits. 4.00 credits

OPT-648L Lab-Clinical Procedures IV

Laboratory designed to supplement lecture material from OPT 648. 0 credits. 0.00 credits

OPT-656 Independent Study

Independent Study 1.00 - 12.00 credits

OPT-661 Changes During the Lifespan

An overview of normal human physiological, psychosocial, and cognitive development is presented, emphasizing issues related to the role of the optometrist as a health and vision care provider. Common conditions of abnormal human development throughout the lifespan are discussed. The role of the optometrist in the multidisciplinary care of special populations is emphasized. An overview of the physiological, psychosocial, and cognitive changes of aging is presented with emphasis on the visual system. 2 credits. 2.00 credits

OPT-662 Visual Info Process Perception

Analysis of anatomy and electrophysiology of single neurons in the visual system and how these neurons code and transmit visual information. Human detection, acuity, pattern, color, and binocular vision and their electrophysiological correlates are studied by considering single neuron mechanisms. 4 credits. 4.00 credits

OPT-668 Optometry Practice Management II

Patient and professional communication. Medical dispensing and its value to patients and the practice. 1 credit. 1.00 credits

OPT-702 Nutritional Optometry

In-depth examination of the role of clinical nutrition in ocular health and neuro-physiology. Emphasis on the role of micro- and macronutrients in

both the prevention and exacerbation of ocular disease and visual dysfunction. 1 credit. 1.00 credits

OPT-706 Optometric Mgmt of Ocular Emergencies

What to do, how to do, who to call, when and where to refer, when you are on-call or alone at 4PM on Fridays and have a patient with sudden vision loss, sudden onset of diplopia, acute "painful" red eye, ocular trauma or foreign bodies? Differentiate true ocular emergencies from urgencies and manage such encounters calmly and proficiently. 2 credits. 2.00 credits

OPT-714 Pediatric Developmental Optometry

Vision as part of the total development of the human being; the interrelationship between visual abilities and other modalities and functions. Normal development of ocular and visual function from birth to adult. Age-appropriate tests for evaluating the vision of children. Epidemiology of relevant ocular and visual anomalies, and prescribing guidelines for modifying and enhancing visual performance of children, including medical management and contact lenses. 2.5 credits. 2.50 credits

OPT-714L Lab-Pediatric Developmental Optometry

Laboratory designed to supplement the lecture material from OPT 714. 0 credits. 0.00 credits

OPT-715 Patient Care V

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem solving methods in the delivery of patient care. 1.5 credits. 1.50 credits

OPT-715L Clinic-Patient Care V

Clinical practice designed to supplement lecture material from OPT 715. 0 credits. 0.00 credits

OPT-716 Specialty Contact Lenses

Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management aspects of contact lenses. 3.5 credits. 3.50 credits

OPT-716L Lab-Specialty Contact Lenses

Laboratory designed to supplement lecture material from OPT 716. 0 credits. 0.00 credits

OPT-718 Advanced Optometric Case Analysis

Integration of various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. 2 credits. 2.00 credits

OPT-720 Vision Therapy

Principles and methods of modifying visual performance through improvement of eye movements, accommodation and convergence abilities, and unification. Hand-eye-body performance, and form and space perceptions are studied. Types of cases requiring vision therapy are considered with emphasis on remediation of general binocular dysfunction. 4 credits. 4.00 credits

OPT-720L Lab-Vision Therapy

Laboratory designed to supplement lecture material from OPT 720. 0 credits. 0.00 credits

OPT-722 Patient Care VI

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 credits. 2.00 credits

OPT-722L Clinic-Patient Care VI

Clinical practice designed to supplement lecture material from OPT 722. 0 credits. 0.00 credits

OPT-723 Patient Care VII

Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 credits. 2.00 credits

OPT-723L Clinic-Patient Care VII

Clinical practice designed to supplement lecture material from OPT 723. 0 credits. 0.00 credits

OPT-725 Strabismus and Amblyopia

Clinical management of strabismus and amblyopia with emphasis on primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Vision therapy techniques, lenses, prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. 4 credits. 4.00 credits

OPT-725L Lab-Strabismus and Amblyopia

Laboratory designed to supplement lecture material from OPT 725. 0 credits. 0.00 credits

OPT-727 Patients with Perceptual Problems

Observation and participation in evaluations and therapy appropriate for patients having perceptual problems associated with learning disabilities, traumatic brain injury, stroke and developmental abnormalities. Procedures for guiding and modifying visual performance and co-management strategies. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 3 credits. 3.00 credits

OPT-727L Lab-Perceptual Problems

Laboratory designed to supplement lecture material from OPT 727. 0 credits. 0.00 credits

OPT-728 The Partially Sighted Patient

Clinical management of visual problems of the partially-sighted patient. Examination and treatment of the low vision patient. Prescription of conventional spectacles, telescopic and microscopic spectacles, television readers, special magnifying devices, and non-optical devices. 2 credits. 2.00 credits

OPT-729 Partially Sighted Patient Sem

This elective course will provide hands-on experience with the devices and assessment techniques discussed in OPT 728 Assessment and Management of the Partially Sighted Patient. 1 credit. 1.00 credits

OPT-733 Ocular Disease IV

Advanced concepts in glaucoma, diabetes, neuro-ophthalmology and retinal disease including macular abnormalities, retinal detachment and vascular disease. Laboratory includes refinement of techniques for evaluation of the optic nerve and retina such as scleral indentation and three mirror fundus evaluations. In addition, methods of evaluation and documentation such as extended ophthalmoscopy, ocular photography and scanning lasers are included. 3 credits. 3.00 credits

OPT-733L Lab-Ocular Disease Patients

Laboratory designed to supplement lecture material from OPT 733. 0 credits. 0.00 credits

OPT-734 Ocular Manifest of Neurologic Disease

Diagnosis of important neurologic diseases that disrupt the visual system. This elective's particular emphasis will be on increasing the clinician's suspicion that a neurologic dysfunction underlies the ocular manifestation in order to efficiently initiate patient co-management. Common entities such as pupils, lids, headaches, and functional vision loss will be examined in great detail as well as ocular and behavioral manifestations of regional brain dysfunction and other conditions that provide clinical challenges. 2 credits. 2.00 credits

OPT-735 Applied Ocular Therapeutics

The use of medications in the treatment of ocular disease, including adnexal, anterior segment, and posterior segment disorders. Emphasis is placed on the clinical thinking process for determining the most appropriate management of a particular disease, emphasizing the therapeutic drug or drugs for effective treatment. 1 credit. 1.00 credits

OPT-740 Seminar in Contact Lenses

This elective course offers a detailed review of a wide range of modern innovations emerging in the contact lens industry. Advanced technologies including new lens designs for the presbyope, semi-scleral GP lenses, custom soft contact lenses and advanced hybrid lens designs. Special emphasis on the use of orthokeratology lenses in the contemporary optometric practice. 2 credits. 2.00 credits

OPT-741 Geriatric Optometry

This elective course focuses on the special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mentation and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and interaction with primary care physicians, social workers, and occupational therapists. 1 credit. 1.00 credits

OPT-743 Neurorehabilitative Optometry

This elective course teaches the principal aspects of acquired brain injury. Discussions on the pathophysiology of neurological impairment; examination techniques, including neurological assessment; ocular and systemic health; treatment options. Strategies for team management including obtaining hospital privileges and co-managing patients with other health care professionals. 2 credits. 2.00 credits

OPT-744 Vision Problems and Learning

This elective course focuses on the role of vision in relation to educational, psychological, and speech and hearing performance. Diagnosis, remediation and management of learning disability patients with emphasis on reading problems. Interrelationship between achievement level, IQ, personality test results and optometric findings such as eye movements, perception and visual processing, refractive status and accommodative-convergence function. Observation of instruction of children with learning disorders. Comparison of visual and classroom performance. 3 credits. 3.00 credits

OPT-746 Sports and Recreational Vision

The theory and practice of sports vision is presented in detail. The course emphasizes exploration of the research base supporting sports vision services, analysis of visual and environmental task demands in sports, evaluation procedures for athletes, and optometric intervention approaches. Strategies for practice development are discussed. The emphasis of the lab portion will be integration of didactic information with instrumentation used in sports vision. 2 credits. 2.00 credits

OPT-746L Lab-Sports & Recreational Vision

Laboratory designed to supplement lecture material from OPT 746. 0 credits. 0.00 credits

OPT-749 Refractive Surgery

This elective course provides an overview of surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management of postoperative complications. The roles of optometry in the invasive correction of refractive error. 1 credit. 1.00 credits

OPT-752 Basic Spanish for Optometry

This elective course teaches the Spanish language essential for conducting an optometric examination. Prerequisite: Minimum 1 year beginning/conversational Spanish or consent of instructor. 1 credit. 1.00 credits

OPT-755 Special Topics

1.00 - 6.00 credits

OPT-756 Independent Study

1.00 - 6.00 credits

OPT-757 Ophthalmic Imaging

This elective course teaches techniques associated with capturing ophthalmic images. Use of non-mydratric fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 credit. 1.00 credits

OPT-758 Genomics in Eye Care

Genetics focuses on the effect of single genes in disease, whereas genomics attempts to examine the interactions of multiple genes and environmental factors underlying the pathophysiological processes. Numerous common disorders affecting the eyes (e.g. diabetes, glaucoma, macular degeneration) are widely accepted to involve multiple genes. This elective will introduce and discuss several applicable topics of genomic medicine for eye care professionals. 1 credit. 1.00 credits

OPT-761 Public Health Optometry

Public health philosophy and concepts. Biostatistics/epidemiology. Health economics and planning. Social aspects of health and federal/ state role in health care. Contemporary health care developments. The evolving role of optometry in community health. 2 credits. 2.00 credits

OPT-762 Communication in Opt Practice

The theory and practice of doctor-to-patient communication is presented, emphasizing methods to augment skills in patient interviewing (case history), patient management, case presentation and consultation, and staff communication. Verbal, nonverbal, and written communication issues are discussed. Students will participate in peer and self-evaluation, observation and participation in simulated patient communication scenarios, and the utilization of video recordings to analyze strengths and weaknesses in patient communication. Communications issues unique to specific patient populations will also be discussed in order to improve understanding and management of these patients. 2 credits. 2.00 credits

OPT-762L Lab-Comm in Optometric Practice

Laboratory designed to supplement lecture material for OPT 762. 0 credits. 0.00 credits

OPT-763 Environ Occup Rec Vision

The interface between human and the environment with emphasis on optometric concerns. Industrial, occupational, and recreational demands on vision; methods of evaluation. Radiation and selective absorption. Illumination. Eye hazards, blindness, and compensation. Motorist, pilot and VDT operator vision. Vision ergonomics and protective equipment. 2 credits. 2.00 credits

OPT-765 Seminar in Multidisc Service

This elective course focuses on the role visual factors play in learning disability diagnosis and remediation. Drawing upon the disciplines of education, psychology, speech pathology and optometry, experience is gained in diagnosis, therapy, and case management within a multidisciplinary setting. 1 credit. 1.00 credits

OPT-768 Opt Practice Management III

Ethics of optometric practice. Multidisciplinary; third party insurance plans. Coding & billing. Uses and economics of technology. Co-management and communication. 1 credit. 1.00 credits

OPT-769 Opt Practice Management IV

Management and legal aspects of optometric practice. Practice development and establishing a practice. Specialty practice economics. Staff management, business resources & liabilities. 1 credit. 1.00 credits

OPT-777 CSI: Optometry (Clinic Sci Integration)

A small group, interactive, case-based, problem oriented course which encourages refinement of clinical reasoning and decision making skills in a wide variety of diagnostic and management aspects of individual patient care. Designed to improve integration of knowledge and skills learned in the basic and clinical sciences, as well as the use of evidence based resources, the course will begin with faculty directed learning and move towards self-directed learning as it proceeds. 2 credits. 2.00 credits

OPT-790 Vision Ergonomics Research Seminar

Seminar on current research and literature on vision ergonomics. Students will read assigned articles and participate in brown-bag lunch discussions on them. This seminar will be followed by a laboratory portion involving participation in the weekly research meeting of the faculty researchers in the lab. Students will have the opportunity to learn about and participate in development and conducting cutting-edge research. 2 credits. 2.00 credits

OPT-791 Thesis: Orientation & Planning

The first elective course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non- experimental study. Didactic presentations relative to research design are an integral part of the course. 1 credit. 1.00 credits

OPT-792 Optometric Thesis: Completion

A continuation of OPT 791. Requirements include the completion of a thesis proposal, approved by a faculty advisor. 2 credits. 2.00 credits

OPT-814 Patient Care VIII:Preceptorship 1

Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits. 11.00 credits

OPT-815 Patient Care IX: Preceptorship 2

Supervised clinical practice in affiliated hospital setting, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits. 11.00 credits

OPT-816 Patient Care X: Preceptorship 3

Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services to each site. 11 credits. 11.00 credits

OPT-817 Patient Care XI: Internal Clinic

Supervised primary care clinical practice in Pacific University affiliated eye and vision care centers. 5 credits. 5.00 credits

OPT-818 Vision Therapy Patient Care

Supervised clinical management of patients requiring vision therapy in Pacific University affiliated eye and vision care centers. 2 credits. 2.00 credits

OPT-819 Low Vision Patient Care

Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-820 Contact Lens Patient Care

Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-822 Pediatric Patient Care

Supervised optometric clinical management of infants, toddlers and preschool aged children in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-826 Clinical Rounds

An interactive seminar course utilizing clinical cases presentations and a literature review to illustrate the evaluation and management of ocular disorders. 0.5 credits. 0.50 credits

OPT-827 Web-Based Clinical Rounds

On-line, evidence-based discussions, supported by cited Web-based and library referenced literature, utilizing student presented patient cases from external preceptorship sites that illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing disorders. 0.5 credits. 0.50 credits

OPT-832 Ocular Disease Patient Care

Supervised clinical assessment and management of patients with ocular disease in Pacific University affiliated eye and vision care centers. 1 credit. 1.00 credits

OPT-856 Independent Study

1.00 - 15.00 credits

OPT-900 Graduate Seminar in Vision Science

Review of various topics in vision science. Topics include fundamental as well as current and applied areas. May include directed study. Arranged with individual faculty member. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-901 Sem New Ophthal Instrum & Mat

Review of current literature on new ophthalmic instrumentation and materials. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on instrumentation and materials will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-903 Physiological Optics I

Optics of the uncorrected and corrected eye, photometry, and an introduction to binocular vision. 3 credits. 3.00 credits

OPT-904 Geometric & Physical Optics I

The first of a two-semester sequence that provides an introduction to optics. Topics in the sequence include electromagnetic waves, propagation of light, vergence, prisms, lenses (thin, thick, and spherocylindrical), mirrors, stops and pupils, aberrations, optical energy, absorption, interference, diffraction, and polarization. Emphasis is placed on applications such as lens models of the eye, optical instruments, fiber optics, antireflection coatings, and resolution. 3 credits. 3.00 credits

OPT-905 Geometric & Physical Optics II

The second of a two-semester sequence continuing from OPT 904. 2 credits. 2.00 credits

OPT-906 Seminar in Public Health

Review of current literature on issues related to public health. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on public health topics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-907 Seminar in Electrodiagnostics

Review of current literature on electrodiagnostic testing and their indications. Students will read current issues of selected journals and present

reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on electrodiagnostics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-908 Seminar in Neuro-Rehabilitation

Review of current literature on neuro-rehabilitation. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on neuro-rehabilitation will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-909 Seminar in Color Vision

Review of current literature on color vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on color vision will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-910 Seminar in Ophthalmic Optics

Review of current literature on ophthalmic optics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on ophthalmic optics will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-918 Seminar in Contact Lenses

Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-919 Seminar in Environmental Vision

Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-920 Clinical Experience

Participation in delivery of clinical services. (one half day per week). May be repeated, with a maximum of 4 credits applicable toward the degree. 1 credit. 1.00 credits

OPT-921 Ocular Anatomy Physiology & Biochemistry

The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. 2 credits. 2.00 credits

OPT-922 Anatomy of the Visual System

Anatomy, histology, and physiology of the orbit and extraocular muscles; blood supply and innervation of the visual system; visual pathways and visual field defects. 2 credits. 2.00 credits

OPT-925 Seminar in Strabismus & Amblyopia

Review of current literature on strabismus and amblyopia. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on strabismus and amblyopia will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-931 Seminar Visual Sys Str Function & Bioch

Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-932 Seminar in Ophthalmic/Systemic Disease

Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-956 Independent Study

Coursework not covered by regular courses and arranged as independent study with an instructor. An independent study contract is required to register. Credit hours are assigned by the instructor. 1-12 credits. 1.00 - 12.00 credits

OPT-961 Seminar Visual Info Processing

Review of current literature on information flow and analysis in the visual system. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on information processing will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-962 Sem in Presentation Meths in Hlth Profs

Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-969 Seminar in International Optometry

Review of the comparative education base of optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-970 Teaching Experience

Participate in the teaching of a course or laboratory. Arranged with individual faculty members. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-979 Focused Studies

Review of current literature on issues related to a specific topical area within visual science not covered within a currently offered MS elective seminar. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations in the topical area will be given by faculty members and invited guests. May be repeated, with a maximum of 4 credits applicable toward the degree. 1-3 credits. 1.00 - 3.00 credits

OPT-991 Research & Data Analysis Methods I

Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits. 2.00 credits

OPT-992 Research & Data Analysis Methods II

Continuation of research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 2 credits. 2.00 credits

OPT-995 Thesis Research

Conducting a research project under the guidance of a faculty advisor. Successful completion of the thesis requires approval of the written and oral thesis presentations by all thesis committee members. The student shall deliver to each of the thesis committee members, the faculty advisor, and the Director of Graduate Programs a copy of the thesis signed by all members of the thesis committee. The faculty advisor will submit a copy to the optometry/science librarian. May be repeated for credit. 1-3 credits. Opt 995 Thesis Research is 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 the final grades is submitted. All "X" grades will then be changed by the Registrar to coincide with the final grade submitted by the thesis advisor. 1.00 - 3.00 credits